

PEER COUNSELING EXPERIENCE AMONG SELECTED KENYAN SECONDARY SCHOOLS

KAPC CONFERENCE

SAFARI PARK HOTEL

2nd to 4th SEPTEMBER 2008

(JAMBO HALL 11:00 – 12:30 3rd Sept., 2008)

PAPER

By

Arudo, Tobias Opiyo Okeyo

Kenyatta University

Department of Philosophy and Religious Studies

Box 43844 00100 GPO

Mobile: 0721-315-238

**PEER COUNSELING EXPERIENCE AMONG SELECTED KENYAN
SECONDARY SCHOOLS**

ABSTRACT

With current socio-technological changes and educational demands, Counseling is becoming a major area of concern for in-school youths. The large number of students in schools, limited number of trained teacher counselors, heavy work load, socio-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of these problems.

Whereas Guidance and counseling in Secondary schools should help the students: plan and prepare for their work roles after high school, with personal growth and development, plan and prepare for postsecondary schooling, and with their academic achievement in high school. Most Kenyan students need much more than these four major areas. They require direction, understanding, appreciation and modeling for them to get focused in their work.

This paper is going to present Peer Counseling approaches that have been used by Kenyatta University Peer Counselors Outreach (KUPCO) members and staff to address some of these issues in selected secondary schools in rural Kenya. It will bring out challenges, experience and benefits that have been realized over time. It will further examine the need for adjustment; lessons learnt and differences in mixed, single sex boarding and day schools.

Acknowledgement

In production of this paper am greatly indebted to the various institutions visited, their principals, Guidance and Counseling teachers, teaching staff and more so students we have interacted with. I cannot forget Kenyatta University Peer Counseling (KUPC) fraternity. A number of these students have so far graduated. Others are continuing students while a few have directly contributed in the preparation of this paper. Peer Counselors, Principals and others who have been quoted directly include the following: -

- Amwai, Ken, KUPC Graduate currently with Leadership Institute of Kenya.
- Andanje, Roselillian KUPC current Teaching in Private School Dagoreti Nairobi.
- Kogolla, Thomas Principal St Joseph's Rapogi Boys May 2008
- Makanda, Kadima KUPC Graduate Teacher Visa Oswal Academy Parklands.
- Mbok, Robert Madoo, KUPC Bachelor of Education Science Student.
- Mwangi, Eunice Wangui (Koi), KUPC Environmental Planning Third Year Student current team leader.
- Nyang'or, Henry, KUPC Graduate currently working with BAT East Africa.
- Ochieng', Davis, KUPC Engineering Final Year Student Team leader since 2006.
- Oduor, Fredrick Former Principal Jera Mixed 2005.
- Augustine Lang'at, Principal Cheborge Boys and Girls July 2008
- Rono, Alice, Student Counselor, Dean of Student Office Kenyatta University.
- Wekesa, Dorah Nasimiyu, KUPC Graduate Instructor at Brighton Center Nairobi.

1. Introduction

The issue of education is taking a completely new dimension in Kenya. The demand is rising, new universities are opening up, day by day and job scarcity makes failing in academic a sure way to limit chances of success, schools are competing for mean grades, while the curriculum is over loaded. Students are made to go for tuition, weak students are given remedial teaching, teachers find themselves under pressure, as parents spend less and less time with their children, the young are left on the hands of their peers for advice, those with access to internet get exposed to e-information, others go for electronic and print media. The unlucky ones depend on rumors.

These notwithstanding, HIV/AIDS have left a large chunk of youth population orphaned, depending on grandparents or relatives. This increases dependency ratio heightening the already high levels of poverty. Dropouts, skipping classes due to school fees problems causes more stress to the traumatized young students.

The issues presently have been compounded with the recent spate of violence among a number of schools. The call for in-school counseling has taken a intensified dimension. In their wake, students have burnt buildings, destroyed properties and even left other maimed or dead. Parents, leaders, teachers, religious leaders all are asking questions of what has really gone wrong. The common area of agreement is that there is a need for counseling in schools with some quarters calling of counseling of parents and teachers as well.

With current socio-technological changes and educational demands, counseling is becoming a major area of concern for in-school youths. The large number of students in schools, limited number of trained teacher counselors, heavy work load, socio-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of these problems.

In this paper, I will present personal experience with in-school counseling among a number of secondary schools across the country. Guidance and Counseling (GC) in Secondary schools should help the students: plan and prepare for their work roles after high school, with personal growth and development, plan and prepare for postsecondary schooling, and with their academic achievement in high school. Most Kenyan students need much more than these four major areas. They require direction, understanding, appreciation and modeling for them to get focused in their work.

2. Literature Review

Counseling is the skilled and principled use of relationships that develop self-knowledge, emotional acceptance and growth. Counseling seeks to address and resolve problems, help one in decision making while also assisting one to cope with crises. Counseling is also concerned with helping individuals to work through feelings and inner conflicts so as to improve relationships with others.¹

Whereas Peer Counseling (PC) is the encouraging concerted effort to harness the capacity which group members sharing common interests may console, appease, befriend, mediate and reconcile those who are alienated from one another informally without resorting to discipline or depending on professionals or those in authority within organization or institution. PCs are para-professionals selected from the group to be

¹ Ndichu (2005). *Guidance and Counseling: Handbook for Schools*. Kur Career Ventures, Nairobi.

served, trained, and given ongoing supervision to perform some key function generally performed by a professional.²

PCs are students appointed by their colleagues or the school administration in an effort to open greater link between individual students.³ It is based on the assumption that individuals as natural helpers provide spontaneous and informal support to peers experientially.⁴ When supported and developed they may become the best group to reach out to the needy students.

Such natural helpers when provided with counseling skills may be of greatest assistance where authority and professionalism services may be inadequate or not readily available. It is for that reason that in school situation, students are likely to contact fellow student when they are experiencing problems and concerns before they approach their teachers especially on matters they consider embarrassing such as rape, STIs etc.⁵ It is easy for them because of their closeness to their colleagues to notice stress symptoms and refer such cases to the counseling department before it is too late. Cases of substance abuse and mental ill health would be apprehended long before they became indiscipline cases if PCs are empowered. Emotional problems and family conflicts disturb students a lot. Students who have issues of concern may be easily identifiable by a counselor who mingles with them during co-curricula activities. The point is '*If the students cannot come to you, so go to them! They cannot resist their colleagues*'.⁶

PC training is therefore empowering students both individually and collectively in a system. No wonder, the work of trained PCs can assist in broadening the impact counselors can have on young people, families and the education system.

The activities of PC can flourish in settings where there is an already established system for working together in cooperation with one another and where people support the values of caring about others. It is a self-help initiative. It works where there is a concern for and a belief in relationships that is based on hierarchies. It can take root or be sustained over time if the pioneering individuals in the organization are committed to its development. Such individuals must have characteristics of having interest in innovation or changes in human systems.⁷ In school situation, they may be able to assist their colleagues enjoy enhanced self-definition, reduce anxiety, have confidence and improve performance.

Justification for counseling in schools

The importance of counseling in schools is presented by Ndichu, (2005) when he states that

The modern society has changed so much. The social safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up in have all but gone.⁸

² Arudo (2006). *Kenyatta University Peer Counseling Outreach for Secondary Schools: A Case Study of St. Albert's Ulanda Girls Nyanza Province*.

³ Ndichu (2005). *Guidance and Counseling: Handbook for Schools*. Kur Career Ventures, Nairobi.

⁴ Arudo (2006). *Kenyatta University Peer Counseling Outreach for Secondary Schools: A Case Study of St. Albert's Ulanda Girls Nyanza Province*.

⁵ Arudo (2006). *Kenyatta University Peer Counseling Outreach for Secondary Schools: A Case Study of St. Albert's Ulanda Girls Nyanza Province*.

⁶ Ndichu (2005). *Guidance and Counseling: Handbook for Schools*. Kur Career Ventures, Nairobi.

⁷ Arudo (2006). *Kenyatta University Peer Counseling Outreach for Secondary Schools: A Case Study of St. Albert's Ulanda Girls Nyanza Province*.

⁸ Ndichu (2005). *Guidance and Counseling: Handbook for Schools*. Kur Career Ventures, Nairobi.

He adds that: -

In a school setting, there are many difficulties which students may express through any of the following ways: withdrawal, unhappiness, annoyance, anger, and inability to meet needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety, and hyperactivity. Added to these difficulties is the problem of HIV/AIDS for which both boys and girls require a great deal of psychological support. Those who are already orphans or who are infected require special care. ... It is at this stage that students begin to understand who they are and how they contribute to healthy relationships. They thus need to be carefully guided as mistakes at this stage could seriously affect their lives forever.⁹

A case study of Zambia with high HIV prevalence found it difficult to reach young people with HIV and reproductive health information in the schools in order to protect the nation's future. Handling reproductive health (RH)/HIV issues was difficult or was considered embarrassing by the teachers. They could also not be held accountable for teaching what amount to optional subjects. The only solution that was found to be working was peer educator program. It helped reduce the number of pregnancies in the schools, assisting girl students to be assertive and to understand the consequences of getting pregnant. Those who were sexually active chose safe sex.¹⁰ While in the area of HIV stigma and health seeking behavior it made both teachers and students to open up and attend VCTs.¹¹

The teachers wanted peer education program to continue because they feel that students were more likely to respond positively to messages heard from their peers, and more likely to approach their peers with a question or problem.¹²

3. Research findings on efficacy of school counseling

School counseling programs have been found to have significant influence on discipline problems. Baker and Gerler found that students who participated in a school-counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program.¹³ Another study found that group counseling provided by school counselors significantly decreased participants aggressive and hostile behaviors.¹⁴

The role of school counselors is not limited to discipline but has been found to be very effective in assisting middle school children in the area of career development.¹⁵ Further research indicates that school counselors are effective in teaching social skills.¹⁶ Children who are experiencing family problems report being helped by school counselors.¹⁷ Such

⁹ Ndichu (2005). *Guidance and Counseling: Handbook for Schools*, Kur Career Ventures, Nairobi.

¹⁰ YouthNet Brief: Zambia (2005) Peer+Education.htm

¹¹ YouthNet Brief: Zambia (2005) Peer+Education.htm

¹² YouthNet Brief: Zambia (2005) Peer+Education.htm

¹³ Baker & Gerler, (2001) Counseling in Schools. In D.C. Locke, J.. Myers, and E.L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage Publications.

¹⁴ Omizo, Hershberger & Omizo, (1988). Teaching Children to Cope with Anger. *Elementary School Guidance & Counseling*, 22,241-245.

¹⁵ Whiston, Sexton & Lasoff (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane (1998). *Journal of Counseling Psychology*, 45, 150-165.

¹⁶ Verduyn, Lord, & Forrest, (1990). Social skills training in schools: An evaluation study. *Journal of Adolescence*, 13, 3-16.

¹⁷ Omizo & Omizo (1988). The effects of participation in group counseling sessions on self-esteem and locus of control among adolescents from divorcees families. *The School Counselor*, 36, 54-60; Rose, C.C. & Rose, S.D. (1992). Family change groups for the early age child. *Special Services in the Schools*, 6, 113-127.

counselors have been found effective in reducing victimization by assisting victimized children, reducing bullies' victimizing behaviors and modifying the school climate and structure. Different forms of intervention, when used together, have been shown to reduce some victimization-related behaviors.¹⁸

Single-session brief counseling, in which a student meets with a counselor for one session, lasting approximately 40 minutes, has been found effective in some instances. Brief counseling is a desirable alternative for students with developmental concerns, (e.g., academic issues, peer conflicts, stress and procrastination). Researchers found that counselors performing this method were often able to help students use their time more wisely, and form concrete, attainable goals with their students earlier in the counseling process.¹⁹ Besides school counseling interventions have a substantial impact on students' educational and personal development. Individual and small-group counseling, classroom guidance and consultation activities seem to contribute directly to students' success in the classroom and beyond, and school counselors should spend the majority of their time performing these interventions. Coordination activities should be confined to those that improve the program's efficiency and accountability.²⁰

A study on the effects of counseling on classroom performance found that the underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom behavior and in mathematics and language arts grades.²¹ Counseling decreases classroom disturbances. It supports teachers in the classroom in order to enable them to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling services indicated that their classes were less likely to be interrupted by other students, and that their peers behaved better in school.²²

School counseling interventions can therefore positively affect school behaviors; specifically, students' on-task and productive use of time and students' in-class discipline. Furthermore, results of one study suggest that counselors can assist fellow educators to help students improve academic performance. In this study, students were selected based on their need and ability to improve their academic abilities in math, language arts, or both. Intervention methods of the counselors were varied, but included individual and group counseling sessions, classroom guidance lessons, parent consultations and teacher consultations. Results showed statistically significant decreases in disruptive behaviors for both 3rd grade and 5th grade students tested.²³ Former peer educators also reported to the appraisal team benefits from participating in the program, especially in terms of helping them get into the university or obtaining a job.²⁴

¹⁸ Hanish & Guerra (2000). Children who get victimized at school: What is known? What can be done? *Professional School Counseling*, 4, 113-119.

¹⁹ Litrell, Malia & Vanderwood, (1995). Single-session brief in a high school. *Journal of Counseling & Development*, 73, 451-458.

²⁰ Borders & Drury (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70, 487-498.

²¹ Gerler, Kinney & Anderson, (1985). The effects of counseling on classroom performance. *Journal of Humanistic Education and Development*, 23, 155-165.

²² Lapan, Gysbers, & Sun, (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

²³ Mullis & Otwell, (1997). Counselor accountability: A study of counselor effects on academic achievement and student behaviors. *Georgia School Counselors Association Journal*, 1:4, 4-12.

²⁴ YouthNet Brief: Zambia (2005) Peer+Education.htm

4. From One Man Show To Team Approach

The major lesson I learnt with my first experience is that to have an impact in in-school counseling there is a need to for sacrifice, devotion of time, be a keen listener, have patience, read the mind of the client, be cautious and weigh possible causes and consequences of decisions the individual may have taken or is intending to take. This requires a lot of time that with only a single day in a school one can hardly reach out to any more than four or so students. The other limiting factor was that counseling teachers were not available for students. In a few schools where they existed, they were so much over burdened with teaching load that they hardly offered effective counseling services to the students.

In other institutions, the teacher counselors were picked from wives of pastors, old female teachers, elderly teaching staff and willing teachers ready to offer their services to the students. The best of these teachers in counseling were those who treated their counseling duties as a calling hence were able to go out of their way to assist traumatized students outside their normal duties. However, in a good number of schools, the counseling teachers were only there by name but offered very limited services to students. In others, deputy teachers held both counseling and discipline dockets that made it difficult for students to open up to them. There were also a few schools where counseling teachers were found to require more counseling than even the students under their charge! Such teachers presented attitudes of being too strict, withdrawn, having serious marital problems hence were not able to discharge their duties as may be required.

A further limitation was that in most schools, there were no counseling rooms reserved for such services. The teacher may use staff room; field, open space or his/her house to have a session with students. Others took a light walk during games time, or undertake general counseling approach method incorporated in their class delivery or during the assembly.

Some schools also had schedules where they invited outside speakers to handle various counseling topics with students. Most common topics were on Relationships, Drug and Alcohol abuse, STI and HIV/AIDS Infections, Study Habits, Career Choices among other topics. Some of the speakers were drawn from Ministry of Education, Health, Church elders and in a few cases trained counselors including brief case counselors ready to cash in on the growing demand of the day.

5. Changing Times and Changing Approaches

Kenyatta University Peer Counseling Outreach (KUPOP) has witnessed a number of changes over time since its initiation in 1997. It has moved from a single day outreach to two and a half days and attachment of PCs in schools. From schools visited (see appendix 1), we have realized that to have impact we must adopt new strategies, understand the needs of the institutions and have strategic planning on how to execute the programme for positive results to be achieved.

Currently, when invited to an institution, the team normally sends out a scout two weeks earlier for pre-visit. The student is to interact with the Principal, Deputy Principal, GC teacher, students and prefects. He/she would make notes and general observation before bringing back his/her experience to the team back at Kenyatta University.

The team then shares issues at hand, what are the key issues the scout found that we need to prepare for? Who are the best candidates for the school? What are some of the common problems and what are some of the unique problems noted? Whereas the

administration or GC teacher inviting the team may have their own target areas to be covered, we believe that we must assist the school in solving some of the hidden problems that they may be ignoring.

In our approach we therefore consider a holistic GC approach that not only restrict us to general counseling talk with students but gives us the opportunity to have group and one-on-one counseling, Q&A, responding to anonymous questions, role modeling, barazas when need be between teachers or administrators and prefects or students or group of students as the case may be.

We make observation on the cleanliness of the school, team spirit, communication channels, response to authority and bell, maintenance of discipline, subject preference, motivation and academic performance. First impact assessment as we enter the school help us in knowing the culture of the school, areas of weakness and strategic areas of focus.

6. Role of Peer Counseling For Schools

Schools require trained student counselors to compliment the GC teacher working with them. Such students have the advantage that they are able to informally interact with their colleagues in class, during games, in the hostels and at any time whenever there is opportunity.

It has been observed that they share many things in common, have their own language code and trust each other more. Because of age and shared experiences, when they are well informed, trained and have relevant reference materials they become very handy in solving problems before they explode. It is for that matter that Schools Outreach project has over the years insisted in training of PCs for interested schools.

In selection of school PCs, the candidate's selection criterion included each class to have two counselors; they must not be prefects, ought to be sociable, well disciplined, with average or above average academic performance, they must be good speakers, listeners and able to keep secrets, they must be active possibly in sports and be good role models

In some schools that have been more successful, selection is done by the students, while in a number of schools, class teachers pick the candidates. In one school, the principle insisted on prefects being involved that led to the failure of the programme.

The need for impact emerged when I realized that half-day single speaker approach or single day group speaker approach had limited impact. Students require time, patience, understanding and more so someone capable of speaking their own language.

Among the first schools visited were Thika Boys and Moi Chepterit Girls Eldoret. In the first school the students wanted to burn the staff room. Being a parent in the school, we were invited by the principle to discuss the problem and get the way forward. I suggested that parents should give me chance to bring along Kenyatta University Peer Counselors and a few of the schools old boys from Kenyatta University and Nairobi campuses for a one day counseling talk.

7. General Counseling Topics Being Covered

During outreaches the following topics presented in the table below are mainly covered during a three day programme by the team. Their coverage depends on the specific needs of the institution and the level of entry assessed by the team.

Programme and when it is to be carried out	Activity topics offered	Actions and actors
Pre-outreach survey	Interviews, observations and recording of issues requiring being addressed by the team	Visiting PC on scout assignment
Day 1	Human growth and development Personality and grooming - hygiene Human sexuality Adolescence and early pregnancy Drug and substance abuse HIV /AIDS, STIs Relationships Study skills Goal setting Career development Video show (on a select topic)	Counseling talks go hand in hand with one-on-one counseling. Group counseling and training of PCs also being offered.
Day 2	Academic group discussions Time, Stress and disaster management Self esteem Self motivation and personal hygiene Teamwork Special activity (debate, open forum on a select topic) Role modeling	
Day 3	Community service and graduation of peer educators	Teaching staff, students, community and KUPC team take part.
Post outreach survey	Programme evaluation of outreach At least three weeks after the outreach.	Team coordinator and one PC make a visit on invitation by the school administrator.
Follow-up survey	This may take place two terms after the outreach. Possibly after release of national exam results. Assessment of long term impact and further areas requiring to be addressed.	

The programme for high schools applies the following methods: One-on-one counseling; Open discussions, questions and Answers (Q&A), Anonymous questions, Group counseling, Talk shows, Debates, Role modeling, Environmental cleanliness and community service, Team building games, Talent shows and Briefings and report presentations

8. Selected Schools Reached By the Project

a) Thika Boys High School

- **Background**

Thika Boys High School is within Thika Town in Thika District. It is an old boy's school that historically was performing very well in academics. Over the years, its location within the town and proximity to industries and jua kali sheds has exposed the students to drugs and other forms of problems. At one time the students burnt a laboratory, walked out to raise grievances with education officers and experienced reduced performance. It was in Thika High that I had the first hand experience with police being

posted to the school to monitor students yet the students still had the audacity of carrying petrol with intention of burning the school.

- ***Methodology***

The team had eight peer counselors, four males and four females. We managed to invite six of the former students, two from Nairobi University and four from Kenyatta University.

KUPCs had counseling talks with the students followed by questions and answers (Q&A). During this session, both open and anonymous questions were responded to with some being very provocative. The free atmosphere helped the team to confront, challenge and share experiences in lively debate.

As Q&A was going on four PCs two males and two females were strategically placed under tree shades to assist individual students with personal problems.

Q&A was followed by role modeling where all students were made to be in the hall. PCs, former students, GC teacher, the Deputy Principal, a few teachers and the coordinator were also in attendance. Four PCs, former students and two teachers were allowed to share with students their life experiences touching on the following areas: Family backgrounds and life experiences from various schools; Role models in life and goal setting, Problem solving and peer pressure, Study habits and discipline, Drug and substance abuse, relationships and Career choices

- ***Lessons learnt***

Students felt very much challenged. They revealed through anonymous questions the problems they had with administration such as lack of openness, preferential treatment of offenders, strictness of some teachers, and laxity in teaching, too much class work, and lack of leisure time during holidays, drug abuse and parental inaptitude. There also emerged the issue of visiting day, extra pocket money, the haves and the have-nots; 'Nairobians' and 'shags' (rural folks) were creating social conflicts.

- ***Results***

The contact with students was very revealing. Students concerns were shared with both the administration and PC teacher. It was revealed that a number of issues being raised by students the administration was either aware of or were new to them. However, they accepted to become more open and to involve other teachers to have more open interaction with students. KU PCs team was later invited two more times in the school. The school recorded improved performance with no major incidence for some time.

b) Moi Chepterit Girls

- ***Background***

This is a Catholic Mission Girls Secondary School located between Kapsabet and Eldoret. The school was noted for its cleanliness, well disciplined students and well behaved prefects with full command over the students. In this school the prefects are fully in charge. They welcome visitors, give directions and supervise various activities. The main concern for the school was on how to improve academic performance.

- ***Methodology***

KUPCs visited the school in a team of four PCs – two males and two females and a lecturer as the team leader. Administration was requested. The team requested the school to have a two day programme beginning Friday to Saturday. During the two days, teaching was frozen to allow for maximum interaction with students and teachers with

minimum interference. KUPCs undertook general counseling talks on the above topics, trained PCs selected by the teachers two per class; undertook both group and one-on-one counseling, responded to Q&A, handled anonymous questions and undertook role modeling.

- ***Lessons learnt***

The students revealed good team work. They were well disciplined and most of them were well focused. Unlike other rural schools, it had mixed ethnic student population from various ethnic groups, Muslims and Christians and both from urban and rural area. This kind of mixed grouping encouraged competition and use of both English and Kiswahili. The performance was not so bad though they required only motivation and role modeling to improve their grades.

During the contact with students, it emerged that most girls were more ready to approach male PCs with personal problems especially on relationships. Issues of rape and incest were critical. Serious cases were forwarded to the principal. While medical cases were referred to Kapsabet hospital.

The team further learnt that especially with incest and rape cases, they have life long scars with one of the students developing phobia for going home during the holidays for fear of being abused by her social father. A case of rape in class three left one of the girls so traumatized that for the first time she was opening up in form four. She required follow up by resident counselor from the area given that distance and time would not allow us to make follow ups.

- ***Results***

One-on-one counseling, training of PCs helped the students to settle down in academics. The school registered a remarkable academic improvement.

c) St Joseph's Rapogi Boys Approach

- ***Background***

The school is in Uriri Division Rongo District. The team started interacting with it in 2004 and has had annual visits ever since. The concern from administration and GC teacher was ways of improving performance, time management, team work, and formation of group discussions, career guidance, and formation of PC club. Annually as improvements are realized, new areas of need arise and are handled as they emerge.

- ***Methodology***

Same methods applied in Chepterit have been applied with prefects, staff being included in group counseling programme. They have also incorporated community service that has twice realized the cleaning of Rapogi Market, Church and Hospital within the neighborhood. Tree planting within the school has also improved the outlook of the school. PCs training have been annually carried out providing consistency and renewal.

Initiating student's involvement in compound cleaning has left enduring mark as the compound is cleaned twice a week with each student having his space to care for. The compound remains clean at all times. The team also initiated internal competition and motivation methods groups work discussion. Targets are given and awards offered for those who have attained or gone above the set goals.

- **Results**

Rapogi has not only improved years by year but has realized position two in Nyanza Province in 2007 O-level results with a mean of 9.2 from around 7.3 before getting involved in the programme four years ago.

d) Litein Boys High School

- **Background**

This is an old boy's school with a population of about 800 situated a kilometer from Litein shopping center in Bureti District, a factor that greatly contributes to external influence of the students. Unlike St. Joseph's Rapogi with better discipline and good performance, the school had problems of poor performance, drug and substance abuse, sneaking out of the school and accessibility to negative social practices especially prostitution.

- **Methodology**

The team had a two day programme that involved one-on-one, group counseling, PC training, group counseling and general counseling and guidance talks. The team also had the opportunity of interacting with the teachers, undertook cleaning of the school compound, and held a number of briefs with administration and the GC teachers.

- **Results**

Though official follow-up has not been undertaken, the principal confided in the programme coordinator that the school has realized remarkable improvement both in terms of performance and discipline. Team spirit has been realized among students and teaching staff. Sneaking out, drug and substance abuse have all reduced since the team visited the school. Competitive spirit has been enhanced.

9. Discussion

i. KUPCO and School Attachment Approach in Selected Schools

KUPCs attachment for selected schools in Siaya District was initiated due to demand to bring a change in academic performance of six schools that showed interest in the programme. It was then felt that for a longer lasting impact to be felt, the schools would accept for attachment one to two students per institution to assist with role modeling, teaching, support for peer counseling clubs and other counseling duties. The period was to be for three months during the university long vacation. The schools included St. Francis Rang'ala Girls, Rang'ala Boys, Jera Mixed, Sega Girls, Inungo Mixed Day and Bishop Okoth Mbaga Girls in Siaya district.

These schools were handled with a different approach from the schools cited above. Other than limiting the services to two days, they had opportunity of attaching KUPCs for a term to assist with follow up, supporting trained PCs for the school and teaching at least one subject given that most of them are doing education at the university. They were offering GC services to the learners so as to enrich their moral, psychological and academic performance while monitoring and evaluating the student's progress.

ii. Methodology

These schools had a more elaborate approach though they had similar package of general counseling as indicated in the above. In addition, they had role modeling for teachers, team building, visit by guest speakers and follow up visits.

The programme introduced student attachment concept where by after running the two day programme as in other schools, PCs were then attached in each school for one full term. During the period, they assisted with counseling, in servicing the school appointed PCs and taught one subject.

As well community work was initiated where by at least half-a-day was giving to manual work activity where by general cleaning was carried out. Tree planting, market cleaning were implemented. This helped to integrate the school with the community in which they are part of. While in all cases, outreach programme held briefings with administration and GC teacher as the programme progresses. Reports are then written and passed on to the administration for further action.

iii. Observations made

a. Role played by outsourced speakers

KUPCO has not limited the team to KUPC alone. In some cases when need arise, they have outsourced speakers from among academic staff within Kenyatta University or other Universities. Alumnae of Kenyatta University and former KUPC have been involved in one way or the other. Other professionals such as doctors, pastors, professional counselors, environmentalists and educationists have been called upon to augment the required services.

b. Students requirements

This was a very comprehensive undertaking made by KUPC outreach team. It was observed that as much as majority of students are very capable with unique and sound abilities and talents in different areas of learning, most of their potentials remain dormant and unrealized mainly due to lack of proper guidance, motivation, role modeling and professional assistance necessary to exploit their talents. They require professional assistances for them to discover and explore their abilities and talents to the fullest.

It was noted that most students revealed high interest and attention to various topics and presentations during counseling talks. However, most of them seemed green to a number of subjects due to lack of proper exposure. This made them to become more receptive and very eager to learn and interact with the PCs by asking key questions and freely opening up and talking about their personal experiences during one-on-one counseling session. With good moral teaching, most of them appreciated and were able to reflect, set new goals and reconsider their future with a new vision. Besides in all schools, there was graphical improvement in discipline, academic performance, time management, group work, number of students qualifying for university admissions and openness of students with teachers.²⁵

On the negative scale some teaching staff was not receptive to the PC activities. Given that it was being coordinated with principals of the institutions, some considered it to be investigative given its elaborate coverage, report writing, briefs and supervision.

The programme depended on funding from schools. This was limiting since schools have limited financial capabilities. A good number of schools were faced with shortage of funds due to increased number of orphanage due to HIV/AIDS scourge. When sent away to look for fees some students took long or drop out all together. Only one school had income generating activity capable of supporting less than ten students.

²⁵ Dorah Nasimiyu Wekesa, KUPC Graduate Instructor at Brighton Center Nairobi.

c. HIV/AIDS Pandemic

Those who had lost parents were faced with hardships of life as they lack support especially in their needs for provisions. They became vulnerable to the mercy of sugar mummies and sugar daddies. In addition they were psychologically distracted hence they had poor attention in classroom leading to low grades.

Some students were already infected and were living positively. Although they required professional counseling, this was not very possible leaving them traumatized. While a good number of students also revealed having risky sexual encounters during holidays. In one case, a male student revealed being seduced with lots of money and gifts by a widow. He skips classes, sneaks out of school for encounter with the woman in the schools neighborhood. A good number of students were suffering in silence something that requires urgent need to be addressed. Cases that came up to PCs attention were however assisted through referrals.

d. Domestic violence and family related issues

A reasonable number of students were deeply wounded psychologically. Most of them suffered victimization through rape, defilement, incest, parental divorce, single parentage and rejection. At times they came to PCs withdrawn, as they begin to open up they chock with tears and pent up emotions. Some of the cases were difficult to handle. In one case parent had to be invited to offer needed help.

e. Abject poverty

A number of learners lack basic needs such as pocket money, outstanding fee balances. The situation was worse for girls who were unable to afford sanitary towels. This lowered their self esteem making them spend days out of class or remaining at home. With over stretched expenditure, fees burden and low income the parents and guardians are left with no option but to advice them to drop out and get married for girls or get a bicycle and join boda boda activity for boys.

The greatest challenge of the programme is consistency. Outreach programme to institutions has positive impact on the learners, teaching staff and the institutions in general. However, it opens wounds that require healing through follow-ups that is not very possible due to shortage of personnel, high demands, distance and financial support. Being a process, clients reached require further assistance from professional counselors; unfortunately there are very few trained counselors within the institutional neighborhoods. Given their forgetfulness, students tend to fall back if not reminded and monitored. For a long term effect to be felt there is therefore a crucial need for follow-ups, transport and financial support.

f. Commitment of teaching staff and GC teachers

The outreach programme has noted that schools with high interest level by GC teacher and other members of teaching staff provide the best atmosphere for improvement. Schools with low commitment of teaching staff tend to reintroduce conflicts and divisions that lead to lowered morale, infighting, low motivation and poor performance by students.

For good results to be achieved the head of the institution must also be ready to accept the need to adjust, be willing to correct some of the mistakes, share issues raised with his/her staff, strategize means of implementation and assign duties with time scale on how to effect the changes. Some institutions have gone further by involving parent-teacher association (PTA) and board of governors (BOGs) where issues identified are

critical or may require financial commitment such as fencing of school, provision of better accommodation, drug and substance abuse among other concerns.

iv. Qualities of KUPCs and Challenges facing KUPCO Team during Outreaches

The programme though currently undertake three day contact with the institutions, the work load has remained heavy given limitation of time particularly for one-one counseling sessions in all institutions visited. Many students are faced with academic, social, family, financial, medical, and drug problems. Others are stresses; some require close attention while a number may be in need of guidance in various ways. Unfortunately with limited time some wounds get opened but healing become difficult to realize due to distance and lack of immediate follow-up that may have led to ineffectiveness in some cases.²⁶

Peer educators involved in Outreach are selected from trained PCs by Kenyatta University supported by Pathfinder International under Kenyatta University Family Welfare and Counseling Programme. Such students must have demonstrated leadership skills and a sense of responsibility towards their fellow peers. They are self driven in their performance of their day to day tasks. Given the academic demands they have in the university, they work under pressure to beat deadlines such as assignments, Continuous Assessment Tests (CATs) and exams.

As they visit far flung schools in Nyanza and Rift Valley or Western Provinces, they are expected to move with speed, plan the programme, implement and return back to Nairobi to catch up with the rest of the students in campus. Dependence on public transport does not make their work easy either. Many times they have to hire taxis, wait for long hours for matatus plying rural routes or being inconvenienced with lack of means.

Besides, they are faced with a singular challenge of public address and presentation equipment. Only very few schools have any form of public address equipment. This greatly hinders delivery in the moderate-to-large schools. The peer counselors must literally shout themselves hoarse to be heard. Other equipment such as digital projectors and the accompanying equipment would bring out the possibility of showing educational films at good quality standards, as well as make it possible to have PowerPoint presentations during the large group sessions.

Such cases may not get much help from GC teachers with attitudes of aloofness particularly as evidenced from a number of schools. This we consider may be happening due to either lack of training, or ignorance of the value of counseling services they are involved in. While schools with more committed GC teacher have the love of students, are very free to interact with students making opening up much easier especially with traumatizing cases such as STI/HIV/AIDS stigma. In one serious case, the team found a girl student with STI that she got while in primary school. The fear to reveal her problem to the parents and teachers led to her suffering in silence, taking over counter pain killers on the grounds that there is no confidentiality among teachers.

Another concern is in respect of time factor. This seems to be very limiting given the number of students requiring one-on-one counseling and the available number of members of the team limited to only around two at a time. In no school have we been able to make deep inroads in this respect. Most students are however show lots of enthusiasm for the team. Due to age, language and openness of the team it becomes very easy for most students to open up themselves and seek assistance.

²⁶ Alice Rono, Kenyatta University Student Counselor

The programme so far has not acquired materials for dissemination to the students during the outreaches. This would greatly enhance the quality of delivery by the peer counselors. It is intended that the programme develops a manual or a module for delivery. Such a standard text may be of much use to other institutions that outreach may not be capable of being reached by the programme.

Although they work on voluntary basis, PCs need financial support especially to cover transport, accommodation and upkeep to help them offer better services and reach more institutions in need of their services. It is note worthy that a number of the PCs are not well endowed financially hence find it hard to participate in the outreaches. Financial limitation also makes follow-up visit extraneous making assessment of progress difficult. Transport is a major concern since dependence on public transport lead to inconvenience especially when some dates collide with the CATs. They require training manuals that may make their work easier instead of rushing for scattered notes here and there to use during outreaches.

So far the schools have been meeting the expenses of the outreach exercises and understandably there has been such a strained budget for events due to the strained budgets for most of the schools themselves. This has therefore made it difficult to keep the morale of the peer counselors as high as it could be since a lot of sacrifice is required to make any one outreach a success. This has further compromised prospects of follow up which is necessary for consolidation of gains made during the initial contact.

v. Benefits of the Programme for KUPCs

The peer counselors are directly involved in the organization of the peer counseling outreaches and therefore they acquire a strength in event organization and management. Such skills include planning, monitoring and evaluation of the counseling outreaches.²⁷ They further enjoy such benefits as being exposed to potential employers specially those undertaking education courses.²⁸ Some have ended up being absorbed by the institutions they have served either through outreach or being attached to. Others especially those taking Bachelor of Education have helped themselves secure temporary jobs in the schools especially after the attachment period that lasts up to three months.

PC graduates involved in outreaches have found themselves with an edge over others due to the kind of exposure they have had during their careers as KUPCs.²⁹ The skills developed that are highly transferable include working under pressure, communication skills, teamwork, as well as report writing skills. They become more analytical as a result and are indeed well prepared for the job market whatever their areas of specialization.

Besides, counseling services seem to blend well with most courses giving them opportunities for employment considerations by various employers.³⁰ Moreover, certificates awarded to KUPCs involved provide a further boost in their CVs as they move out to seek for employment.³¹ Their stake is improved by the rare opportunity they experience by being mentored as they co-work with practicing professionals in the course of the counseling outreach programme. This is indeed rare for a normal University student since not many opportunities exist for such kind of intense interaction with practicing professionals.³²

²⁷ Davis Ochieng', KUPC Engineering Final Year Student Team leader since 2006.

²⁸ Robert Madoo Mbok, KUPC Bachelor of Education Science Student.

²⁹ Davis Ochieng', KUPC Engineering Final Year Student Team leader 2006-7.

³⁰ Eunice Wangui Mwangi (Koi), KUPC Environmental Planning Third Year Student current team leader.

³¹ Dorah Nasimiyu Wekesa, KUPC Graduate Instructor at Brighton Center Nairobi.

³² Davis Ochieng', KUPC Engineering Final Year Student Team leader 2006-7.

The students consider outreaches as providing them with wide avenues for students to put on practice, skills learned from counseling trainings. Interact with their peers during the visits and learn from each other through the unique exposure and modeling from coordinating lecturer.³³

In a unique sense, the peer counselors acquire leadership skills due to their involvement in the peer counseling outreaches. The schools are usually under the peer counselors for the entire period of the outreach and they must ensure that in addition to the program for the outreach exercise, discipline is maintained by the students. This calls for a high level of leadership which has always been successfully provided by the peer counselors.³⁴

Being a holistic programme, KUPCO has not left behind the local community. With inclusion of community service component the outreach have extended its services from the school to surrounding communities through market clean-ups, tree planting, soak pit construction, institutional general cleanup to name but a few.

They consider outreach as a good opportunity for boosting of their self-esteem, self-confidence, public speaking, and public relations. A good number of them have become more aggressive than they were before joining outreach programme. They are able to discuss issues freely without fear, guilt or prejudice with fellow peers especially on matters relating to human growth and development, sexuality, HIV/AIDS and STIs, and contraception. Over time PCs have learnt not to give biased judgment or impose their values on others during counseling expeditions.

Given the delicate nature of their work, they have learnt to listen, keep confidentiality and sharing only information with respective authority in very extreme cases. Such cases they require the consent of the client or refer such cases to project coordinator who may contact the authorities or deal with the problem.

Involving KUPCs in the project has in turn benefited them even more. The students have benefited from a practicum kind of experience during the attachment period and outreach visit days. The counselors have been able to connect to the society, get exposure on the best ways of talking to and helping teenagers.³⁵ It has assisted them sharpen their skills on major contemporary issues ranging from relationships, success and building profiles, conflict resolutions, cultural differences. KUPCs have also demonstrated improved leadership skills beyond the college, high self esteem among other skills acquired both directly and indirectly through the outreach sessions.

vi. Benefits Teachers Have Derived From the KUPCO

One of the common problems identified in institutions is a gap in the relationship between student and their teachers. This causes a clog in the delivery system where the teachers may be putting in honest effort but are unable to realize the fruits of their labor due to underlying unresolved issues. The counseling outreach provides a ‘status analyses of the mood of students in the school that teachers have found extremely useful in developing delivery strategies.’³⁶

At least one teacher’s seminar from a cluster of schools in Siaya was organized where the teachers got opportunity to interact with University Dons as they discussed the theme “qualities of best performing Schools”. Many other professional have been involved in

³³ Robert Madoo Mbok, KUPC Bachelor of Education Science Student.

³⁴ Davis Ochieng’, KUPC Engineering Final Year Student Team leader 2006-7.

³⁵ Robert Madoo Mbok, KUPC Bachelor of Education Science Student.

³⁶ Augustine Lang’at, Principal Cheborge Boys and Girls July 2008.

the outreaches including health practitioners such as nurses and professional counselors, as well as professionals in the field of Environment.

Through interaction with the peer counselors teachers have had unique opportunity to update their knowledge levels and their attitudes as it relates to dealing with the students, since KUPCs relate much more intimately with the students and are therefore able to identify their needs and perceptions much more accurately.³⁷

vii. Impact of Outreach Programs on Schools and Students

In all the schools visited a select number of students have usually been selected and trained as peer counselors. This builds the institutional capacity to tackle emerging challenges and also provides a feedback route for the schools administration in identifying the challenges that the student are facing at any particular time.

Some of the institutions have initiated PC clubs who assist their colleagues to find solutions to issues affecting them before consulting with the teachers or the authority.³⁸ Some schools have felt challenged and initiated counseling departments, isolated counseling rooms and given recognition for PC activities. This has lowered the work load of administration especially with improved discipline, good time management and environmental cleanliness.

The role of study groups in improving academic performance cannot be underestimated. In such schools as Bishop Okoth Mbagu, St. Joseph's Rapogi, Rang'ala Boys and Rang'ala Girls have all seen improved self-worth, openness of students, increased levels of confidence and competitive spirit among students.

The general, student population has shown tremendous improvement in their exams upon interacting with KUPCs. After discussing career choices, time management, study skills and being challenged on social issues such as drug abuse, relationships and sexuality, they become more focused and determined to excel in exams. Whereas sensitizing them on hygiene has enabled a number of students in boarding schools to appreciate staying in clean environment. Besides giving talks, KUPCs have practically engaged both students and teacher in environmental cleaning leaving the institutions spit and span.

The PCs have openly discussed drug abuse in schools with students and together they have developed their own way of fighting the menace. In fact in one of the schools, the coordinator, deputy principal and GC teacher were approached to handle a student involved in drug abuse fellow students caught red handed at midnight!³⁹ They have used brochures and fliers to pass messages on prevention and impact of HIV/AIDS and drug abuse problem with very rewarding results.⁴⁰

In girls, day and mixed schools KUPC's activities have led to reduced incidences of pregnancies, STIs and early marriages. They have encouraged them to avoid early marriages and among the Maasai campaigned against FGM. They have motivated orphans, the poor to persevere and remain focused in spite of the numerous challenges they are facing in life. Students identified as suffering from STIs have also been referred for medical services. In one institution, three very serious cases made the principal to invite district nurse matron to visit school and give a talk on STIs. It has thus assisted the students to display a better sense of self knowledge and self worth following the

³⁷ Dorah Nasimiyu Wekesa, KUPC Graduate Instructor at Brighton Center Nairobi.

³⁸ Henry Nyang'or, KUPC Graduate currently working with BAT East Africa.

³⁹ Ken Amwai, KUPC Graduate currently with Leadership Institute of Kenya.

⁴⁰ Roselillian Andanje, KUPC current Teaching in Private School Dagoreti Nairobi.

outreach.⁴¹ This can be traced to training in such areas as personality growth and human sexuality, self esteem and personal motivation.

The students are trained on various personal management issues such as budgeting, time, recreational management improving their life skills. Through such skills, the students in the schools covered enjoy improved performance in their academics, attributable to the study skills they learn during the outreach and the improved team spirit⁴² among them since it's a standard rule to initiate study groups and in cases where they exist, to enhance them.

Some beneficiaries of the programme have retained contact with PCs with one such student recently thanking one of the KUPC for having assisted in career choices. The said student graduated from Moi University and has just got a scholarship to go for his Masters in Engineering in one of the top universities in Germany.⁴³ Such benefits are realized through exposure of the high school students to University students giving them a unique moment of mentorship and are able to view them as actual role models to them. This has had powerful motivational effect upon the students and causes them to aim highly in their academic goals. They thus adopt the motto of, *If they have achieved, why can't I too make it, if not do better.*⁴⁴

It is not surprising that the programme has created an inspiration for good performance amongst the students in various schools. Most students have acknowledged that their interaction with the university students raised their motivation to work hard and join universities. Such responses from students provide a basis for charting the way forward since they give evidence of student needs.⁴⁵

10. Conclusion

Peer counseling is very necessary for the development and growth of teenagers. There is a need to develop an effective system to make this programme realize its intended objectives and reach out to the maximum number of institutions. With financial support, transport and good will, it is expected that more institutions would benefit from the wealth of knowledge and skills from KUPC Outreach programme.

KUPC Outreach for Secondary schools has benefited a good number of schools and students. It has been observed that schools are as different as the communities they are located within and as the heads managing them. Each school has a culture and tradition that may not be easy to change. However, schools willing to improve have adopted suggested changes that have led to improvements not only in academics but have enjoyed improved discipline, self awareness, self worth and competitive spirit.

The services of KUPCO though it has had impact should reach out to more institutions and if possible be expanded with back-up teaching aids, financial support, and in-service training to help enhance counseling services to the needy youth in Kenya. It is through PC that the needs and aspirations of the youth may easily be captured and supported since they are within the same age group, share experiences, and are likely to be of better role models than the elderly professionals.

⁴¹ Fredrick Oduor Former Principal Jera Mixed 2005.

⁴² Thomas Kogolla Principal St Joseph's Rapogi Boys May 2008

⁴³ Kadima Makanda KUPC Graduate Teacher Visa Oswal Academy Parklands.

⁴⁴ Davis Ochieng', KUPC Engineering Final Year Student Team leader since 2006.

⁴⁵ Alice Rono, Kenyatta University Student Counselor

Last but not least, it must be admitted that with the recent spate of strike in schools, it shows that there is much more that ought to be done. There are glaring gaps, needs that have not been met, and unfinished businesses that ought to be done.

11. References

- Arudo, T.O.O. (2006). *Kenyatta University Peer Counseling Outreach for Secondary Schools: A Case Study of St. Albert's Ulanda Girls Nyanza Province* (Unpublished KAPC Project PGD Class 2005-6)
- Baker, S.B., & Gerler, E.R. (2001). *Counseling in Schools*. In D.C. Locke, J. Myers, and E.L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage Publications.
- Borders, L.D. & Drury, S.M. (1992). Comprehensive School Counseling Programs: A Review for Policymakers and Practitioners. *Journal of Counseling & Development, 70*, 487-498.
- Gerler, E. R., Kinney, J., & Anderson, R. F. (1985). The Effects of Counseling on Classroom Performance. *Journal of Humanistic Education and Development, 23*, 155-165.
- Hanish, L.D. & Guerra, N.G. (2000). Children Who Get Victimized At School: What is Known? What Can Be Done? *Professional School Counseling, 4*, 113-119.
- Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The Impact of More Fully Implemented Guidance Programs on the School Experiences of High School Students: A Statewide Evaluation Study. *Journal of Counseling & Development, 75*, 292-302.
- Litrell, J.M., Malia, J.A., & Vanderwood, M. (1995). Single-Session Brief in a High School. *Journal of Counseling & Development, 73*, 451-458.
- Mullis, F. & Otwell, P. (1997). Counselor Accountability: A Study of Counselor Effects on Academic Achievement and Student Behaviors. *Georgia School Counselors Association Journal, 1:4*, 4-12.
- Ndichu, D. (2005). *Guidance and Counseling: Handbook for Schools*. Kur Career Ventures, Nairobi.
- Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching Children to Cope with Anger. *Elementary School Guidance & Counseling, 22*, 241-245.
- Omizo, M.M. & Omizo, S.A. (1988). The Effects of Participation in Group Counseling Sessions on Self-Esteem and Locus of Control Among Adolescents From Divorces Families. *The School Counselor, 36*, 54-60.
- Rose, C.C. & Rose, S.D. (1992). Family Change Groups for the Early Age Child. *Special Services in the Schools, 6*, 113-127.
- Verduyn, C.M., Lord, W., & Forrest, G.C. (1990). Social Skills Training in Schools: An Evaluation Study. *Journal of Adolescence, 13*, 3-16.
- Whiston, S.C., Sexton, T.L., & Lasoff, D. L. (1998). Career-intervention Outcome: A Replication and Extension of Oliver and Spokane (1998). *Journal of Counseling Psychology, 45*, 150-165.
- YouthNet Brief: Zambia (2005) Peer+Education.htm

Appendix

SECONDARY SCHOOLS COVERED BY KUPCO PROGRAMME SINCE 2003

	School	Day/ Boarding	District	Number Of		Known Impact	Duration And Issues Of Concern
				No of Streams	Visits		
1	Thika High (2003)	Boarding	Thika	4	1	Improved concentration & discipline	One Day team visit intervention programme
2	St Mary's Girls (2003)	Boarding	Narok	3	2	Improved academic performance	Two day programme, talks, role modeling, video presentation Areas of concern: performance, early marriage, FGM
3	Moi Chepterit Girls (2004)	Boarding	Eldoret	4	3	Improved mean score & number of university admissions	Two day programme Areas of concern: performance, career choices, initiation of PC club
4	Mirogi Mixed (2004)	Day & Boarding	Homa Bay	2	1	No notable impact	Two day programme Areas of concern: performance, discipline, time management
5	Asumbi Girls (2005-6)	Boarding		4	3	Improved academic performance, group work, discipline	Two day programme Areas of concern: performance, career choices, initiation of PC club
6	Aluor Girls (2006)	Boarding	Siaya	3	1	Improved mean score	Two day programme
7	Sega township (2006)	Day		1	2	Good first performance academically among top 100	Two day programme
8	Bishop Okoth Mbagha Girls (2006)	Boarding		2	1	Improved mean score, increase in number of university admissions	One term attachment of PCs, community service, follow ups, visiting speakers including University lecturers, professionals from education, environment, nurses etc
9	Sega Girls (2006)	Boarding		2	1	Mean score improved	
10	Rang'ala Girls (2006-7)	Boarding		3	1	Mean score improved, students became more active both inside & outside classroom,	
11	Rang'ala Boys (2006)	Boarding		2	2	Mean improved, enhanced discipline	
12	Jera Mixed (2005)	Day & Boarding		3	2	Mean improved, students became more competitive Discipline, self-awareness, hygiene, motivation all improved	
13	Inungo Secondary School (2006)	Day		1	1	Made remarkable improvement for the first time realized a B grade	

Peer Counseling Experience Among Selected Kenyan Secondary Schools (Arudo, T.O. Sep. 2008)

14	Cheborge Girls and Boys (2005-6 and 2008)	Boarding	Bureti	3 (1 for girls 2 for boys)	3	Has consistently shown academic improvement from 5.3 to 7.1, had the first B+ after many years	Two and a half day programme
15	Leitein Boys (2007)	Boarding		4	1	Shown improvement in mean score	Two and a half day programme
16	Korongoi Girls (2007)	Boarding		2	1	Improved academically and in discipline	Two and a half day programme. Areas of concern: performance, career choices, initiation of PC club,
17	St Joseph's Rapogi Boys (2004)	Boarding	Rongo	4	4	Has risen from a medium performer to position two in Nyanza province with mean score of 9.2	Two and a half day programme. Areas of concern: performance, career choices, initiation of PC club, group activities, role modeling, motivation
18	St. Albert's Ulanda Girls (2007)	Boarding		3	1	Mean slightly improved, school cleanliness improved	Two and a half day programme. Areas of concern: performance, career choices, initiation of PC club,
19	Ringa Boys (2006-7)	Boarding	Rachuonyo	3	2	Mean score improved, number of students joining universities increased	Two and a half day programme. Two and a half day programme Areas of concern: performance, career choices, initiation of PC club.