# Final Mid-Term Evaluation Report for
# The "Improved access to protection for children in schools and communities" Project

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# ABBREVIATIONS

| | |
|---|---|
| AAC | Area Advisory Council |
| BOM | Board of Management |
| CBO | Community Based Organization |
| CHF | Children Hope foundation |
| CP | Child protection |
| CPMIS | Child Protection Management Information Systems |
| CPU | Child Protection Unit |
| CRC | Convention on the Rights of the Child |
| CSO | Civil society organizations |
| DCS | Department of children services |
| EARC | Educational Assessment and Resource Centre |
| ECCD | Early Childhood Care and Development |
| FGD | Focus Group Discussions |
| GBV | Gender-based violence |
| HDSSG | Homabay Disabled Sustained Group |
| KII | Key Informants Interviews |
| MoE | Ministry of Education |
| NCPWD | National Council for Persons with Disabilities |
| NGO | Non-governmental Organizations |
| NPS | National Police Service |
| PWD | Persons with Disability |
| SOB | Speak out boxes |
| TSC | Teachers Service Commission |
| UNCRC | United Nations Committee on the rights of the child |
| URC | University Research Company |
| VAC | Violence against children |
| VCO | Voluntary Children Officer |
| WCC | Women Concerns Centre |

# EXECUTIVE SUMMARY

The "Improved access to protection for children in schools and communities" project is a NORAD funded 4 year project being implemented by Plan International in the counties of Siaya, Kisumu and Homa Bay in Western Kenya. The overall goal of the project is "Improved access to protective and quality school and community environments for children, particularly vulnerable girls and boys, in Kisumu, Homa Bay and Siaya Counties."

The project seeks to enhance local and national coordination of state and non-state actors in child protection and contribute to the realizing the National Child Protection System by supporting local participation and ownership in child protection at family, school and community level while strengthening response and coordination from local to national levels, in order to support a functioning child protection system where all cases of violence against children are reported and responded to resolutely. The project is implemented in partnership with different Government departments including the Ministry of Education, Health, National Police Service, and Judiciary, Ministry of Interior and local coordination, Ministry of E.A Community, Labour and Social Protection (Children Services Department) and Teachers Service Commission. At the community level 4 community-based organizations (CBOs) namely; Women Concerns Centre (WCC) in Kisumu; Bokoyonet and Ruma in Bondo; and Homa Bay Disability Self Sustaining Group in Homa Bay have been sub granted to support the strengthening of community based referral systems and structures.

The main purpose of the evaluation is learning. It is expected that the evaluation will identify strengths and weaknesses of the program/projects, which will guide the project towards improvement during the current implementing period and for planning of future program/projects. To achieve this the mid-term evaluation examined the activities implemented between January 2016 – December 2017.

The evaluation conducted in July 2018 adopted a mixed-method approach entailing desk review, quantitative and qualitative design. In drawing the sample for the quantitative design, random mobilization of the action's target groups was used. The qualitative design entailed use of Focus Group Discussions (FGDs) and Key Informants Interviews (KIIs) and adopted a purposive sampling approach due to the need of targeted and relevant interviews.

During fieldwork, the evaluation team visited locations in Kisumu, Siaya and Homabay Counties and interviewed a broad range of stakeholders together with key informants drawn from sub-granted Community Based Organizations (CBOs), Plan International Kenya staff, national government officials in the education and child protection (CP) sector, national administration officials and community leaders.

## Major Findings and Key Results

1) **The evaluation established evidence of collaboration with implementing partners whose strategies are aligned to the goal and objectives of the NORAD project.** For example, Homabay Disabled Sustained Self Help Group, a community based organization whose strategy involves disability inclusion efforts, provided leverage to the NORAD project by enabling access to persons with disability in Homabay county and their participation in project activities.

2) **The project systems have, overall, run smoothly and provided solid foundations for the achievement of project results**, due to measures such as: quality improvement training of implementing partners aimed at improving accessibility, convenience, accuracy and responsiveness in programming and data management; and development of an M&E framework to guide monitoring of activities and conducting project evaluations

3) **The evaluation noted a change in planned monitoring, data collection and documentation, and learning routines** to ensure consistency in timely reporting by implementing partners, support continuous financial accountability process, and to manage and reduce related costs respectively. Further, anti-corruption routines for implementing partners involved verification of vendor list and service delivery, and strict compliance to partnership agreement while for Plan International Kenya involved conducting due diligence for contracting including documentation and transparency, and ensuring compliance to project and institutional policies.

4) **There is evidence of sound project fund management** supported by mechanisms involving well-defined authorization and approval terms for any funds disbursements, transparent and collective actions for accountability to reduce possibilities of fiduciary risks, and use of a financial system with internal controls and internal/external audits.

5) **The evaluation established that the project had experienced underutilization of 32% of its 2017 budget** mainly attributed to a number of factors: 1) harsh political environment and the effects of the prolonged electioneering period in 2017 including violence in some project sites as a result of the 2017 election leading to delays in procuring and delivery of some items; 2) effects of education policies related to school based activities and access to learning institutions especially during school holidays; and 3) slow implementation pace by some partners due to capacity issues and competing priorities.

6) **The evaluation established a largely efficient governance and management of the project and overall success of the project** based on key strategies: use of dedicated personnel with clear reporting lines and structures, use of local institutions and community based organizations (CBOs) as implementing partners in the target communities thus ensuring cost effective use of time and financial resources, working with government institutions thus ensuring favourable policy environment and support, use of Plan International Kenya officers and volunteers in the target communities thus ensuring cost effective co-ordination of the project activities, drawing of lessons learned from other projects implemented by Plan International Kenya and favourable and supportive policy environment such as free primary education that has enhanced learning outcomes such as school enrolment.

7) **In developing the objectives of the project and its expected results, the mid-term evaluation confirmed incorporation of the views of the target groups drawn from a situational analysis involving women and men and girls and boys**. For example, the project design was carried out in joint sessions with school boys and girls, male and female parents and caregivers, and male and female teachers, all with equal representation of either gender thus ensuring that project activities were aligned to the expectations, needs and interests of the target groups.

8) **Disability inclusion has been less successful in provision of disability friendly structures and linking children with disability to support systems including registration of children with disability with the National Council for Persons with Disabilities**. Four key factors have negatively affected disability inclusion component

of the project: lack of adequate and skilled personnel and teachers to support disability interventions, inadequate inclusion of children with disabilities due to stigma, and inadequate transport funds to facilitate their movement, and lack of disability friendly facilities and structures.

9) **The evaluation noted a few unexpected results arising from the project**: 1) support by beacon teachers drawn from outside the project units towards peer education activities and school-based CP structures in the project locations to enhance referral services; 2) inclusion of children living with disability in the project activities has resulted in reduced levels of stigma amongst other children; and 3) community sensitization on CP issues has resulted in more children and parents/caregivers outside the target project locations gaining knowledge on CP with specific reference to prevention, detection and reporting of cases of violence against children

10) **Climate risks confronting supported communities were mainly direct physical impacts such as lack of rain and therefore drought as well as seasonal rains** hence inaccessibility to project locations thus negatively affecting project activities and by extension education, health, nutritional and psychological challenges on children.

11) **To a large extent, the project has been effective in ensuring its sustainability through three key efforts**: 1) establishing collaborations and partnerships with community based structures thus building on already existing/on-going CP, education, health and livelihood activities relevant to the NORAD project; 2) ensuring active involvement and participation of project beneficiaries in project design and implementation; 3) ensuring effective referral structures through equipping local structures including capacity building of right holders and duty bearers and creating networks and linkages involving state and non-state actors; and 4) advocacy efforts to influence policies friendly to children.

12) **Identified key lessons learned from the project include:** 1) documentation and sharing of case studies and learning areas should also involve intense lobbying for policy strengthening and funding to ensure maximization of the impact of the explicit and tacit knowledge on the disseminated experiences of the action; 2) use of alternative discipline approaches is yet to fully take off in households in the target communities especially among parents/caregivers who are yet to fully adopt these approaches; 3) alignment of future school related projects with existing education policies is important in ensuring successful and timely implementation of project activities; and 4) effective mobilization requires a lead role by the targeted institutions to ensure successful organization and execution of project activities.

## Conclusions

Analysis of the evaluation data shows that the NORAD project is to a large extent in progress to realizing its expected results. The NORAD project is contributing to the initiative's overarching objective of improved access to protective and quality school and community environments for children, particularly vulnerable girls and boys. While it is too early to assess outcome level performance, and despite the challenges that afflicted the project such as delay in implementing project activities due to unfavourable policy environment, inadequate capacity of project partners and unforeseen risks such as post-election violence, analysis of Annual Reports and data obtained through verification visits established that the project is already effectively delivering results at outcome level. For example, and as noted in the Annual

Reports and corroborated by a range of stakeholders, including beneficiaries, a number of successes as far as achieving project outcomes were established:

1) **Increased awareness/knowledge on CP related issues:** A total of 25 police officers comprising 14 female and 11 males (received training on on trauma counselling to enable them have skills for supporting abused children and their families especially children receiving services from NORAD supported child protection units (CPUs).

2) **Development of CP policies and mechanisms:** The project has directly built capacity of established BoMs in the supported project schools through training members of the BoMs on child protection, and school-community relations. This has enhanced school governance and therefore improved school performance in the project schools. In addition, a total of 9,651 children took part in child rights clubs and youth parliaments out of which 5,112 were girls, 257 were children with disabilities and 577 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households

3) **Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response):** A total of 138 cases of abuse were reported through the community based CP system of which 79 were girls, 10 were children with disabilities and 10 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households.

4) **Gender equality, disability inclusion and rights:** The project deliberately sought to ensure representation of either gender in project activities including children with disabilities and children from marginalized groups such as orphans and vulnerable children, child-headed households and children from grandmother-headed households. For example, as captured in the 2017 Annual Progress Report, the evaluation established that a total of 9,651 children took part in child rights clubs and youth parliaments out of which 5,112 were girls, 257 were children with disabilities and 577 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households

The project has generally not been successful in its disability inclusion efforts mainly provision of disability friendly structures such as ramps, referral services and access to assistive devices such as walking crutches, visual aids and wheelchairs as well as linking children with disability to support systems as established in the pre-intervention needs assessment as well as registration of children with disability with the National Council for Persons with Disabilities (NCPWD).

## Recommendations

**A. Short term recommendations for immediate attention during the project**

1) The evaluation noted an overall well run project systems with changes in planned monitoring, data collection and documentation, and learning routines to ensure consistency and timely reporting and support relevant project processes. It is important that continuous assessment of capacities of implementing partners and related gaps in project implementation and M&E are established and relevant capacity building and other types of support carried out.

2) To further enhance project efficiency it is important that the project takes cognizance of competing interests of implementing partners which was highlighted as one of the key reasons for delay in project implementation. It is therefore imperative that the implementing partners are supported to identify and recruit competent personnel and have them on standby to support the NORAD project on a needs basis so as to ensure that all project activities including reporting are carried out as planned and on time.

3) To address underutilization of project budget, especially caused by obtaining situations that could be controlled such as change of school calendar, it is important that the NORAD project aligns its project activities to the working school calendar so as to conform to the existing education policies. Further, there is need for advocacy to influence policies affecting project activities that are equally important for the target groups.

4) To enhance disability inclusion efforts, it is imperative for sustained sensitization of all target community members with active involvement of children and adults with disabilities.

5) While awareness of mechanisms for reporting cases of violence against children is very high amongst children and parents/caregivers, awareness of formal reporting mechanisms is low. It is therefore important to stress the importance of using formal reporting mechanisms amongst children and parents/caregivers to ensure actionable reporting and accountability within the National Child Protection System.

6) As noted by this evaluation, corporal punishment is still perceived as an important discipline approach among surveyed parents/caregivers who justify use of corporal punishment on girls and boys by teachers as well as parents/caregivers in different situations. Through sub-granted CBOs, it is important to intensify sensitisation of parents/caregivers, teachers, youth and children on use of alternatives discipline and its benefits.

7) Continuous sensitization should be carried out to educate parents/guardians of the importance of enrolling children in school and transition as important factors in the success of a child especially with regard to timely completion of primary education. For example, children together with their parents/guardians can be educated on the minimum requirements or expectations at identified class levels that ensure success in final examinations and promotion to the next class or secondary school.

8) There is need for continued capacity building of members of BoM as well as ECCD and primary school teachers on disability inclusion and management of children with disability. Thus continued advocacy for disability friendly infrastructure and mobility and learning materials to support children with disabilities is important.

9) It is important to continue supporting schools without BoMs to establish one and also strengthen existing Boards of Management (BoMs) to carry out their education and child protection related responsibilities including for children with disabilities. Further, continued engagement with partners such as Ministry of Education to support the functioning of BoMs in the target schools with children with disabilities is recommended

B. **Long term recommendations for future attention during and after the project**
   1) Due to current and future collaborations with implementing partners, and state and non-state actors to ensure sustainability of project results, it is important that mapping of service providers is carried out to ensure improved reporting and coordination mechanisms at County levels. In addition, it is imperative that full digitization of

stakeholders' databases hosted by partners mainly DCS, TSC and Childline Kenya are coordinated and synchronized to ensure ease of access and updating

2) To address inadequacy of funding for supporting ECCDs in development and purchase of learning materials and education equipment, it is important that there is continued lobbying for increased funding to support purchase of enhanced education equipment in target schools. In addition, there is need for continuous engagement with parents and caregivers on development of learning materials to ensure enhanced interest in enrolling and keeping their children in school

3) During collection of school data in project schools, the evaluation noted a of lack appropriate systems to ensure ease of tracking of school dropouts. Specifically, virtually all schools were not able to determine whether the reported children who had left their respective schools had indeed dropped out or transferred to other schools. It is imperative that Plan International Kenya and its partners both in the education, health and CP sector lobby for support for development of information systems to track school dropout and general education outcomes. This should also entail development of programs to identify students at risk of dropping out of school to ensure timely intervention.

4) To ensure a continuum of rehabilitation services, it is imperative that barriers to provision of rehabilitation services are addressed. It is therefore important that the following are carried out: 1) lobbying the government and donors for development of funding mechanisms to address barriers related to financing of rehabilitation; 2) increasing human resources for rehabilitation, including training and retention of rehabilitation personnel; 3) increased use and affordability of technology and assistive devices; and 4) improving information and access to good practice guidelines.

5) To address transition in schools, it is important that Plan International Kenya and its partners lobby the government of the day on a reliable feeding program in ECCD centres to encourage parents to enrol their children in the centres. The feeding program will also keep children in school thus contributing to reduced school drop-outs.

6) It is important that Plan International Kenya and its partners lobby the government and private entities to support activities targeting persons with disabilities through favourable policies and funds.

# CHAPTER 1:          EVALUATION BACKGROUND

This chapter contains the evaluation background that covers the insights and context in which the mid-term evaluation was undertaken.  It comprises of background information on the *"Improved access to protection for children in schools and communities"* project, the purpose of the mid-term evaluation and the mid-term evaluation research objectives.

## 1.1    Background and Scope of the action

The *"Improved access to protection for children in schools and communities"* project is a NORAD funded 4 year project being implemented by Plan International in the counties of Siaya, Kisumu and Homa Bay in Western Kenya. The overall goal of the project is *"Improved access to protective and quality school and community environments for children, particularly vulnerable girls and boys, in Kisumu, Homa Bay and Siaya Counties."*

The project seeks to enhance local and national coordination of state and non-state actors in child protection. In particular, the project contributes to the realizing the National Child Protection System by supporting local participation and ownership in child protection at family, school and community level while strengthening response and coordination from local to national levels, in order to support a functioning child protection system where all cases of violence against children are reported and responded to resolutely. Furthermore, the project addresses the quality of education through ECCD approaches enhancing learning and parenting with a focus on disability inclusion and gender inequalities. The project strives to positively influence the position of girls in the communities, including through dialogue sessions with peers, parents/caregivers and teachers.

The project focuses on working with partners and institutions to ensure that they have the capacity to continue the project. Specifically the project ensures that community structures are empowered to ensure continuity beyond the project period as follows:

1) Communities are empowered to demand accountability and delivery of required services by the County Government. The project creates awareness on CP and Education related issues and will give the opportunity to involve state and non-state actors.
2) Enhance partnership and networking: As part of its strategy, Plan works with partners and enhance networking amongst community-based social protection groups, CSOs, County and national government.
3) Enhanced effective referral structures from the grass roots level: Structures are linked between the rights holders and the duty bearers, with specific action points on both sides. This project empowers the community structures to mitigate and follow up on cases to their logical conclusion. The local structures are equipped with required support in order to provide support to the communities once the project is completed.
4) Child participation: "Nothing for us without us" The project recognizes the contribution of children in their own protection and therefore will purposefully engage them through child participation methodologies which will ensure their voices are considered and acted upon. Through peer educators, the project provides access to key information on CP issues in the communities. Children are targeted to equip with required knowledge of CP. The selected school clubs contribute to dissemination of learning and knowledge to upcoming students in the schools.

5) Advocacy and policy influence at the county level: The project focuses on engaging the devolved structures in domesticating laws and policies that are friendly to the children and their environment.
6) Project integration: The proposed project builds on already existing/ongoing work in the three counties drawing synergies and up-scaling best practices and structures that have already been established. It is envisioned that integration will occur with other projects in education, health and livelihood programs to ensure a sustainable base for child rights promotion.
7) The final year of the project will focus on preparing the community for exit and strengthening linkages

The project is implemented in 60 schools in the three counties, the surrounding communities and 5 partners who have been sub-granted to implement specific activities within the project focusing on awareness raising and strengthening of community support structures. Main Government ministries involved are the Ministry of Education, Department of Children Services, the Judiciary, the National Police Service, and Ministry of Health among others.

The project implementation locations are Kisumu, Homa Bay and Siaya Counties. The project targets a number of groups as shown in the table below:

| Target group | Number |
| --- | --- |
| Children in and out of school, including children with disabilities and from disadvantaged families | 6,000 |
| Community members | 9,000 |
| Teachers and other duty bearers | 600 |
| Peer educators | 750 |
| Primary schools | 60 |

## 1.2   Purpose of the mid-term evaluation

The main purpose of the mid-term evaluation is **learning**. It is expected that the evaluation will identify strengths and weaknesses of the program/projects, which will guide the project towards improvement during the current implementing period and for planning of future program/projects.

# CHAPTER 2:        EVALUATION SCOPE AND METHODOLOGY

This chapter deals with the methodology employed in carrying out the mid-term evaluation. More specifically, it describes in detail the various approaches used in conducting the mid-term evaluation and the target scope for each approach used. In addition, the justifications for adoption of the various methodologies used are delivered.

## 2.1    The mid-term evaluation design

The mid-term evaluation conducted in the target locations adopted a mixed descriptive quantitative and qualitative evaluation design based on triangulation of data sources. The approach allowed for complementarity of data sources thus ensuring reliable and valid evaluation estimates based on results and conclusions drawn using the three different methodologies.

### a. Desk Research

Desk research as a secondary source of information entailed review of relevant documents with a view to streamline the methodology and more specifically to inform on tool design. Key documents that were reviewed included the start-up documents, the baseline study report, narrative annual reports, partner reports and other readily available literature on education and child protection.

### b. The Quantitative Methodology

The quantitative design was mainly utilized due to the need to cover a large number of sampled population units and statistically generate quantifiable evaluation results. In drawing the quantitative sample, a probability sampling methodology entailing simple random sampling from a list of target groups was utilised.

Using this approach, a total of 400 respondents was targeted out of which 449 respondents were successfully reached and included in the evaluation. The beneficiary groups targeted using this approach included: parents and caregivers and school going children. A breakdown of the quantitative target sample composition is detailed in the table below.

| SURVEY SAMPLE | | | | |
|---|---|---|---|---|
| Target Group | Program Unit (County) | Sub-county | Target no. of complete interviews | Achieved number of complete interviews |
| a.  Parents and caregivers | Siaya | Bondo | 38 | 34 |
| | | Rarieda | 41 | 43 |
| | Homabay | Homabay town | 38 | 49 |
| | | Ndhiwa | 19 | 19 |
| | | Rangwe | 19 | 20 |
| | Kisumu | Seme | 53 | 77 |
| | | Kisumu West | 23 | 28 |
| | **Total** | | **230** | **270** |
| b.  School children | Siaya | Bondo | 30 | 28 |
| | | Rarieda | 30 | 30 |
| | Homabay | Homabay town | 30 | 30 |
| | | Ndhiwa | 10 | 10 |
| | | Rangwe | 10 | 10 |
| | Kisumu | Seme | 40 | 50 |
| | | Kisumu West | 20 | 21 |
| | **Total** | | **170** | **179** |
| **Total Sample** | | | **400** | **449** |

A total of 449 successful interviews achieved translate to an overall margin of error of ±4% at 95% degree of confidence. At the domain level, mainly the various categories of target groups, the margin of error ranged from a minimum of ±6% to a maximum of ±15% at 95% degree of confidence.

### c. The Qualitative Methodology

The qualitative design entailed use of predominantly unstructured Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) to provide a more in-depth analysis of measurement areas which are difficult to assess through the aforementioned quantitative design.

The KIIs mainly targeted key informants who were purposively selected based on their positions of influence with regard to this action and related child protection projects. These included: Children officers, Director of education, Medical officers, Police, EARC, ECCD County coordinator, CSO partners (Sub-grantees), Head teachers and ECCD teachers of sampled schools and Chiefs. A breakdown of the KII sample composition is detailed in the table below.

| KEY INFORMANT SAMPLE | | | | | | |
|---|---|---|---|---|---|---|
| | County/Program Unit | | | | | |
| Key informant | Siaya | | Kisumu | | Homabay | |
| | Target | Achieved | Target | Achieved | Target | Achieved |
| Plan International Kenya | - | - | 1 | 1 | 1 | 1 |
| Children officers | 2 | 2 | 2 | 2 | 2 | 2 |
| Directors of education | 2 | 2 | 2 | 1 | 1 | 1 |
| Medical officers | 2 | 1 | 2 | 1 | - | - |
| Police | 2 | 2 | 1 | 2 | 2 | 2 |
| EARC | 1 | - | 1 | - | 1 | 1 |
| ECCD County coordinators | 1 | 1 | 1 | 1 | 1 | 1 |
| CSO partners (Sub-grantees) | 1 | - | - | - | 1 | 1 |
| Head teachers of sampled schools | 6 | 6 | 6 | 6 | 5 | 5 |
| ECCD teacher | 2 | 2 | 2 | 2 | 2 | 2 |
| Chiefs | 2 | 2 | 2 | 2 | 2 | 2 |
| **Total** | **21** | **18** | **20** | **18** | **18** | **18** |

In addition, 30 FGDs comprising of approximately 12 participants each were conducted amongst purposively selected participants drawn from the following groups: Board of Management (BoM), case managers, parenting groups, school children and Child Protection Committees. A breakdown of the FGD sample composition is detailed in the table below.

| FOCUS GROUP DISCUSSION SAMPLE | | | | | | |
|---|---|---|---|---|---|---|
| | County/Program Unit | | | | | |
| Category | Bondo | | Kisumu | | Homabay | |
| | Target | Achieved | Target | Achieved | Target | Achieved |
| Board of Management | 1 | 1 | 1 | 1 | 1 | 1 |
| Case managers | 1 | 1 | 1 | 1 | 1 | 1 |
| Parenting groups | 1 | 1 | 1 | 1 | 1 | 1 |
| School children | 6* | 6* | 6* | 6* | 6* | 6* |
| Child Protection Committees | 1 | 1 | 1 | 1 | 1 | 1 |
| **Total** | **10** | **10** | **10** | **10** | **10** | **10** |
| **\*6 sex disaggregated FGDs per school** | | | | | | |

## 2.2 Data Analysis

Data collected through the quantitative approach was analysed using IBM SPSS Statistics Version 23. Sample proportions of key attributes were computed and differences especially with regard to gender were measured using Pearson Chi-square Test and Fisher's Exact Test.

On the other hand, data collected using the qualitative approach underwent grouping of collected information by themes to facilitate content analysis.

## 2.3 Training

Prior to carrying out a pre-test of the survey tools and data collection, a total of 30 research assistants comprising 18 females and 12 males were trained mainly on five key areas: instrument administration;  interview techniques; procedures and skills; importance of the survey and research process. The training which took two days focussed on specific objectives that included; familiarization with the terms of reference; survey questions and questionnaire flow; recording of information; Plan International's Child Protection Policy; integrity during data collection; and informed consent and confidentiality as key components of research ethics.

## 2.4 Ethical Considerations

Prior to conducting interviews with all target respondents, written and oral consents were sought and obtained from literate and illiterate respondents respectively after being explained to the purpose of the evaluation in a language that they fully understood. In case of child participants, consent was sought from either the parents or guardians. Further, evaluation participants were allowed not to answer any questions they were not comfortable with as well as terminate the interview at any time they deemed fit.

As part of addressing confidentiality issues, respondents' names and addresses were not recorded on the questionnaires. In addition, the evaluators, including the enumerators and data clerks, signed and adhered to Plan International's Child Protection Policy, its security and safety policies and procedures.

## 2.5 Limitations of the mid-term evaluation

A major limitation of the evaluation has been the availability of updated official statistical data on violence against children cases from the department of children services (DCS) due to two key reasons:
1) Short data collection duration
2) Inability to access the required data on child abuse cases from the CPMIS

# CHAPTER 3:        THE EVALUATION FINDINGS AND INTERPRETATIONS

## 3.1    Introduction

To identify strengths and weaknesses of the project which will guide the project towards improvement during the current implementing period and for planning of future projects, this evaluation sought to carry out the following:   assessment of project management, effectiveness and efficiency, gender equality, disability inclusion, unexpected results, added value and participation and cross-cutting issues.

## 3.2    Results

### 3.2.1 Extent to which the project fits with the implementing partner organisations' own strategies

The NORAD project seeks to improve access to protective and quality school and community environments for children, particularly vulnerable girls and boys, in Kisumu, Homa Bay and Siaya Counties. To a large extent, the evaluation established that the goal of the project and its objectives, are consistent with implementing partner organizations' own strategies. For example, it was noted that a key aspect of the NORAD project is the inclusion of the needs of persons with disability including boys, girls, men and women from the project units. To realize this objective, the NORAD project collaborated with a Homabay Disabled Sustained Group (HDSSG), a community-based disability support group, whose main goal as a community based organization (CBO), is disability inclusion.

In addition, the NORAD project, just as RUMA Women Development, seeks to empower children through ensuring that they access protective and quality environments. Thus in line with its goals as an organization, RUMA is involved in implementation of community based child protection systems and enhancing participation of children in CP issues. Similarly, and in line with their respective organizational goals and objectives, Women Concerns Centre (WCC) were directly involved on advocacy on ending violence against children and referral systems while BOCOYONET were involved in lobbying and networking with local and national structures on CP programmatic issues. See annex 1 for more details on value added to the sub contracted partners' engagement with Plan International in implementing the NORAD project.

Apart from the good fit with the sub granted partners strategies, the project also fits in Plan's implementation strategies on Child protection which supports child participation and enhanced capacity for the duty bearers to support the implementation of effective child protection strategies at all levels

> *"RUMA Women Development has been working towards serving the best interest of the child and this project provides opportunities for child participation and protection which is part of our strategy of ensuring that we have a healthy and prosperous community with empowered children women and youth accessing quality life opportunities."*
>
> *Official, RUMA women development*

### 3.2.2 Assessment of project management

### a) Monitoring, data collection and documentation, and learning routines

The mid-term evaluation determined that the project systems have, overall, run smoothly and provided solid foundations for the achievement of project results. They have, in particular, been strengthened through measures such as:

1) Quality improvement training of implementing partners aimed at improving accessibility, convenience, accuracy and responsiveness in programming and data management;
2) Development of an M&E framework to guide monitoring of activities and conducting project evaluations

Further, the project has developed monitoring, learning and data collection routines as a consequence of its own needs and as a grant condition. As shown in the table below, the planned project monitoring routine for Plan International Kenya as the lead partner was on a weekly, monthly and quarterly basis while for all the implementing partners [(Bokoyonet (Bondo), Ruma (Bondo), Homa Bay Disability Self Sustaining Group (Homa Bay), WCC (Kisumu)], the planned monitoring routine was on a monthly and quarterly basis.

While the lead partner's planned monitoring routine was met and therefore did not change, the evaluation established that the planned monitoring routine for the implementing partners was changed to monthly basis mainly due to inconsistent and delayed reporting.

| PLANNED  AND CURRENT MONITORING ROUTINE | | |
|---|---|---|
| Organization | Current monitoring routine | Planned monitoring routine |
| 1)  Plan International Kenya | Weekly/monthly/quarterly | Weekly/monthly/Quarterly |
| 2)  Bokoyonet (Bondo) | Monthly | Monthly/quarterly |
| 3)  Ruma (Bondo) | Monthly | Monthly/Quarterly |
| 4)  Homabay Disability Self Sustaining Group (Homabay) | Monthly | Monthly/Quarterly |
| 5)  WCC (Kisumu) | Monthly | Monthly/quarterly |

A look at the data collection and documentation shows that the planned and current routine for the implementing partners has remained the same since data is collected on a continuous basis for reporting purposes but documentation is done on a monthly basis in form of monthly reports. For the lead partner, it was established that the planned data collection and documentation routine was to be carried out on a monthly and quarterly routine. However, the data collection was changed to a continuous basis since it forms part of the financial accountability processes (such as when making payments and information on participants has to be reflected including any variations) while the documentation was carried out on a monthly basis.

| PLANNED  AND CURRENT DATA COLLECTION/DOCUMENTATION ROUTINE | | |
|---|---|---|
| Organization | Current data collection/ documentation routine | Planned  data collection/documentation routine |
| 1)  Plan International Kenya | Continuous/monthly | Monthly/quarterly |
| 2)  Bokoyonet (Bondo) | Monthly/quarterly | Monthly/quarterly |
| 3)  Ruma (Bondo) | Monthly/quarterly | Monthly/quarterly |

| | | | |
|---|---|---|---|
| 4) | Homa Bay Disability Self Sustaining Group (Homa Bay) | Monthly/quarterly | Monthly/quarterly |
| 5) | WCC (Kisumu) | Monthly/quarterly | Monthly/quarterly |

Regarding learning, the planned routine for all implementing partners was on an annual basis. However, according to an interviewed project staff, the learning routine was changed to a quarterly basis to manage and reduced related costs of learning activities. Thus while feedback and follow-up meetings are individually carried out by each partner on a monthly basis, review and learning meetings including planning for subsequent periods bringing together all partners are held on a quarterly basis. Thus while annual learning routine did not change, joint quarterly reviews were considered important in ensuring project compliance and performance management and at a reduced cost.

| PLANNED AND CURRENT LEARNING ROUTINE | | |
|---|---|---|
| Organization | Current learning routine | Planned learning routine |
| 1) Plan International Kenya | Quarterly/Monthly | Monthly |
| 2) Bokoyonet (Bondo) | Quarterly/Annually | Annually |
| 3) Ruma (Bondo) | Quarterly/Annually | Annually |
| 4) Homa Bay Disability Self Sustaining Group (Homa Bay) | Quarterly/Annually | Annually |
| 5) WCC (Kisumu) | Quarterly | Annually |

*"While feedback is provided by all the partners on a monthly basis including follow up meetings by the project staff, review/learning meetings bringing all together Plan and partners are held on a quarterly basis. The quarterly meetings serve as both a learning and planning process for subsequent periods and are more feasible given that the partners are at different locations and bringing them together frequently would be costly in terms of time and money. Although the annual learning routine was still applied, quarterly reviews were still considered important in ensuring compliance and performance management"*

***Project staff, Plan International Kenya***

### b) Anti-corruption routines

The evaluation established adequate routines for anti-corruption in line with best practices in project management. Largely for implementing partners, the anti-corruption routines involved: 1) review of documents and sampling of vendors for confirmation of service delivery; and 2) adherence/compliance to the partnership agreement provisions on financial management, own organizational policies. For the Plan International Kenya as the lead partner, its anti-corruption routine involved: 1) conducting due diligence for partners before sub-contracting them; 2) ensuring compliance to all the policies e.g. procurement, anti-fraud and anti-bribery and corruption policy, code of conduct and whistleblowing policies; 3)        ensuring appropriate documentation and transparency in the procurement of goods and services; and 4) carrying out field visits and review of partners documentation.

The table below provides the routines for anti-corruption in project management for each of the project partners.

| ANTI-CORRUPTION ROUTINES | |
| --- | --- |
| Organization | Routine for anti-corruption |
| a) **Plan International Kenya** | 1) Conducting due diligence for partners before sub-contracting them,<br>2) Ensuring compliance to all the policies e.g. procurement, anti-fraud and anti-bribery and corruption policy, code of conduct and whistleblowing policies<br>3) Ensuring appropriate documentation and transparency in the procurement of goods and services<br>4) Field visits and review of partners documentation |
| b) **Bokoyonet (Bondo)** | 1) Partner does not receive funds directly but is supported to implement through Plan International Kenya.<br>2) Proof of work done e.g. participants list and confirmation by community leaders<br>3) All anti-corruption routine that apply to the lead partner |
| c) **Ruma (Bondo)** | 1) Review of documents and sampling of vendors for confirmation of service delivery<br>2) Adherence/compliance to the partnership agreement provisions on financial management, own organizational policies<br>3) All anti-corruption routine that apply to the lead partner |
| d) **Homa Bay Disability Self Sustaining Group (Homa Bay)** | 4) Partner does not receive funds directly but is supported to implement through Plan International Kenya.<br>5) Proof of work done e.g. participants list and confirmation by community leaders<br>6) All anti-corruption routine that apply to the lead partner |
| e) **WCC (Kisumu)** | 1) Review of documents and sampling of vendors for confirmation of service delivery<br>2) Adherence/compliance to the partnership agreement provisions on financial management, own organizational policies<br>3) All anti-corruption routine that apply to the lead partner |

## c) Financial reporting year 2017 budget deviations

According to the mid-term evaluation, there is evidence of sound project fund management. The project had in place mechanisms, key of which are a well-defined authorization and approval terms for any funds disbursements, including transparency and collective actions for accountability to reduce possibilities of fiduciary risks. For example, the evaluation noted that all funds for planned project activities were disbursed directly to the lead and implementing partners for ease of control, management and accountability. In addition, only activities planned for were funded and any obtaining deviations were openly discussed by all partners and collectively agreed upon. In project activities involving provision of equipment and materials such as water tanks and learning materials, required and transparent consultations were held with the beneficiary institution. This involved consultations and planning with schools and partners on project requirements such as equipment/materials and procurement modalities agreed upon.

The above procedures are complemented by a financial system which is effective to a large extent, with internal controls and internal/external audits which act as proof in sound management of project funds. In purchasing of any goods and services the project followed stipulated procurement procedures all the time.

The evaluation established that the project has experienced underutilization of 32% of its 2017 budget mainly attributed to a number of factors including:

1) Political environment and the effects of the prolonged electioneering period in 2017
2) Violence in some project sites as a result of the 2017 election leading to delays in procuring and delivery of some items
3) Effects of education policies related to school based activities and access to learning institutions especially during school holidays
4) Slow implementation pace by some partners due to capacity issues and competing priorities

A summary of the project financial report is provided in the table below. As shown, the overall variance in the costs incurred to the 2017 financial year budget is 32%.

| Cost item | FY 2016 | | | | FY2017 | | | |
|---|---|---|---|---|---|---|---|---|
| | Budget (NOK) | Actual (NOK) | variance | | Budget (NOK) | Actual (NOK) | Variance | % |
| HR | 1,742,612 | 1,062,778 | 679,834 | 61% | 2,097,524 | 1,045,887 | 1,051,637 | 50% |
| Equip-ment | 26,000 | (175) | 26,175 | -1% | 30,076 | 33,363 | (3,287) | 111% |
| Documen tation | 196,624 | 102,568 | 94,056 | 52% | 133,403 | 33,681 | 99,722 | 25% |
| Running costs/ overhead s | 202,384 | 102,174 | 100,210 | 50% | 377,365 | 276,168 | 101,197 | 73% |
| Project | 1,568,754 | 527,877 | 1,040,877 | 34% | 2,636,822 | 2,215,718 | 421,104 | 84% |
| TOTAL | 3,736,374 | 1,795,222 | 1,941,152 | 48% | 5,275,190 | 3,604,817 | 1,670,373 | 68% |

Thus to a moderate extent, existing funds were adequately utilised. As noted in other sections of this report, while a risk assessment was carried out, the evaluation established that policy framework within the education sector (closure of schools thus affecting project activities), unexpected risk factors such as post-election violence, and institutional capacity mainly of project partners were some of the key notable factors that contributing to underutilization of project funds.

## d) Recommendations to strengthen internal project management

The general governance and management of the project was noted to be efficient to a large extent as it was characterized by dedicated personnel with clear reporting lines and structures. The project had a project manager who oversees the entire management of the project at field level, with technical support of internal key personnel including a monitoring, evaluation and learning coordinator, finance manager and field staff and volunteers. The national office provides oversight on grant management, donor and organizational compliance, partners contracting, and project quality assurance. Three key strategies deployed in the cost effective implementation of the project to achieve its objectives and results include:

- Use of local institutions and community based organizations (CBOs) as implementing partners has ensured direct linkages to the project target groups and cost effective use of time and financial resources in reaching the groups. For example, collaboration with

Homabay Disabled Sustained Self Help Group has ensured that the project is able to reach and work with persons with disabilities including girls and boys;

- Working with partners with national presence and experience in education and child protection such as Ministry of education and Children's Department has provided linkages with the government and other key state and non-state actors thus ensuring cost effective use of time and delivery of quality outputs. For example, the NORAD project has been able to benefit from capacity building resources from the Ministry of Education through the Teachers Service Commission (TSC) which offered technical support during the project implementation to strengthen the capacity of the Curriculum Support Officers 48 (34M, 14F) and teachers to conduct basic investigations, evidence gathering and case recording of school based child protection cases. Curriculum Support Officers (CSOs) and teachers capacity on evidence gathering and case recording; and
- Presence of Plan International Kenya officers and volunteers in the project units of Kisumu, Homabay and Bondo was and is important in providing cost effective co-ordination of the project activities through providing required support, monitoring and supervision to achieve expected outcomes and impact.

However, it was noted that the processes of coordination with implementing partners had worked effectively to a moderate extent thus affecting the efficiency of project implementation. For example, one of the project officers noted that implementing partners have other competing priorities which have led to a delay in implementation of project activities. It is therefore imperative that the implementing partners are supported to identify and recruit competent personnel and have them on standby to support the NORAD project on a needs basis so as to ensure that all project activities including reporting are carried out as planned.

> *"There have been efforts to coordinate the activities of implementing partners in the region but due to other competing priorities by the partners sometimes project activities delay in implementation."*
>
> *Project staff, Plan International Kenya*
>
>
> *"Some partners have done better than others in implementation of the agreed upon activities"*
>
> *Project staff, Plan International Kenya*

### 3.2.3 Effectiveness and efficiency

- The extent to which the project has achieved reasonable level of results for each of the outcome indicator, given the resources it has. **[RATING – MODERATE EXTENT (ATTENTION)]**

### A. CP.1 Development of regulatory frameworks that are effective in protecting children from all forms of violence

One of the outcomes of the project was the realization of strengthened capacity of target communities and schools including duty bearers and right holders to detect and prevent violence against children at family, school and community level. The ability to detect incidences of violence against children as early as possible translates to effective response

and prevention. Prevention measures, based on understanding of factors that produce violence against children and addressing the risks of violence to which children are exposed should be part of a comprehensive strategy to eliminate violence against children.

**a. CP.1.P.1a # of people among the public with increased awareness/knowledge on the issues related to Child Protection.**

*Compared to a baseline level of 38.7%, the mid-term results show that approximately 47.1% of all surveyed parents/caregivers  [Bondo (52.8%), Homabay (44.3%), Kisumu (45.6%)] comprising 44.3% males and 48.8% females believe that they have adequate knowledge on how to detect, prevent and respond to cases of violence against children. Considering a project reach of 12,334 community members against the project target of 4,000 community members, this was good progress given the time, financial and human resources invested.*

Surveyed parents/caregivers who believe they have adequate knowledge on how to detect, prevent and respond to cases of violence against children have received training on a number of CP and related issues namely: violence against children (74%), child rights issues (69%), child education (61%), parenting skills (58%), livelihood strategies and nutrition (22%), alternative child discipline (23%), supporting investigation of violence against children (20%), and encouraging children to report cases of violence against them (22%). This is corroborated in group discussions held with parenting groups.

In addition, approximately 55% of all surveyed parents/caregivers *[Bondo (58%), Homabay (40%), Kisumu (66%)]* comprising of 53% males and 55% females who had received training on CP and related issues reported that their knowledge on detection and prevention of violence against children has increased when compared to the period before receiving training.

*"In this project, we have received training on many issues such as parenting skills, nutrition, child rights and general child protection issues. The training has increased our knowledge on how to protect our children from harm by providing them with education, reporting abuse and things like that"*

**FGD, Parenting group, Kisumu**

**b. CP.2.P.3 # of schools that developed CP policies, mechanisms**

*Compared to a baseline level of 70.5%, the mid-term results show that approximately 75.0% of all interviewed schools have in place structures (such as children clubs, assemblies, BoMs and alternative discipline policies) and supporting processes (such as procedures on how to respond to reported cases of child abuse, training teachers and children on CP) to detect, prevent and respond to cases of violence against children. Considering a project reach of 45 schools against the project target of 20 schools, this was good progress given the time, financial and human resources invested.*

According to interviewed key informants drawn from schools and project partners, this increase can be attributed to two key factors:

- Analysis of the 2016 Annual Progress Report shows that a total of 270 (233M, 37F) head teachers underwent training by the Ministry of Education and Plan International

Kenya on children rights and protection, TSC Circular covering CP, sexual offences act, the basic education act and United Nations Convention on the Rights of the Child (UNCRC) covering child rights and protection.

- The project has directly built capacity of established BoMs in the supported project schools through training members of the BoMs on child protection, and school-community relations. This has enhanced school governance and therefore improved school performance in the project schools. For example, when asked how the NORAD project has benefitted the BoMs, members of a BoM in Homabay highlighted a number of gains as a result of the NORAD project key of which are: enhanced knowledge on children rights and child protection, enhanced knowledge on roles of members of BoMs in governing schools including ensuring a safe and clean learning environment, management of school resources, and ensuring better relations with education stakeholders such as education sector institutions, community members & students.

*"One, the NORAD project has really helped us by training the board members to know their roles on governance. Two, it has made us know children's rights and child protection which sometime back we had no knowledge about. Lastly, the project helped us know how to manage our school resources."*

*FGD, BoM, Homabay*

*"Effective governance of schools which has led to improved performance since the BOMs were capacity built and also continuous mentorship by the project teams during monitoring visits to all the target schools."*

*KII, Project officer*

## B. CP.2 Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response)

Effective referral and rehabilitation mechanisms as well as case management systems are essential in ensuring that vulnerable children as well as victims of violence against children are identified, their needs appropriately assessed, followed-up and that they receive comprehensive cross-sectoral support along the referral chain by relevant child protection actors. This ensures a holistic approach to supporting vulnerable children as well as children victims of violence through a range of services and providing linkages to services that empower children's knowledge.

### a. CP.2.1 # of cases of abuse reported through CBCP system

*Compared to a baseline level of 15.0%, the mid-term results show that approximately 28.5% of all surveyed children [Bondo (36%), Homabay (42%), and Kisumu (13%)] comprising 33% boys and 24% girls reported that they had reported cases of child abuse that they had witnessed or experienced. Considering a project reach of 79 cases against the project target of 3000 cases, this was poor progress given the time, financial and human resources invested.*

However, the evaluation noted that teachers (72%) including use of speak out boxes (SOB) (24%) to reach teachers, chief (30%), police (20%), health worker (14%) and volunteer children officer (VCO) (14%) are the main formal mechanisms for reporting cases of child

abuse. Outside the formal mechanisms, approximately 29% of surveyed children indicated that they would report child abuse cases to their parents/caregivers, 18% to the village elder and 12% to their respective child rights clubs.

> *"The police are not friendly to people. Teachers are always around so it is easy to report to them…also it's much easier to report the case to my parents as compared to the chief, village elder, and police since parents are always at home…""*
>
> **Male pupil (13 years old), Bondo**
>
> *"If there a teacher who threatens to hurt me it is easy to report to the head teacher, since the head teacher will summon the teacher and ask the teacher to explain …"*
>
> **Female pupil (10 years old), Kisumu**
>
> *"It is not easy to report parents in case you are touched by a boy because they will not believe you and it is not easy to discuss that with a parent…"*
>
> **Female pupil (11 years old), Homabay**
>
> *"…the village elder is near us so it is easy to report to him if someone hurts me…"*
>
> **Male pupil (12 years old), Bondo**

Where children and parents/caregivers reported cases of child abuse that they had experienced, approximately 47% reported that action was taken in. This entailed referral to other child protection service providers (11%), referral of child to a hospital/rehabilitation centre (3%), and penalizing (13%) and apprehension (21%) of the perpetrator. In a considerable proportion of reported cases (21%), reporters of child abuse cases indicated that they were sent away after reporting hence were not aware of any follow-up action while 32% were firm that no action was taken on the reported cases.

> *"There is a problem with the police. When you go the police they want money. When you report this case and it is not recorded with the chief or children's department; it will be judged and determined at the police station due to corruption. There is a case we were following where the perpetrator was arrested on Saturday to appear in court on Monday. By Sunday he was out. To make the matters worse, the caregiver of this child was also a government officer who also concealed the information, he didn't want this case in the open. With the police, and such caregivers I think there is something that needs to be done."*
>
> **FGD, case managers, Kisumu**

Further, compared to a baseline level of 39.2%, the mid-term results show that approximately 46.3% of parents/caregivers surveyed [Bondo (48.4%), Homabay (47.1%), Kisumu (41.2%)] had self-reported cases of violence against children that they had experienced. This was mainly attributed to increased awareness of reporting mechanisms available in the respective target communities.

The significant increase in actual reporting of cases of violence against children can be attributed to two key factors:

- Analysis of partner project reports (2017) shows that partners implemented activities aiming to ensure communities and schools have enhanced capacity to detect and prevent violence against children. These activities included: establishment of community support groups to create awareness among parents/caregivers on child protection (CP) issues, and creation of awareness on CP including violence against children and related stigma to the victims and their parents/caregivers and the peer education training which involved holding forums to bring together school administrators, parents, teachers and children to ensure a comprehensive approach to child protection owned by schools, parents and children. **Indeed analysis of evaluation data shows that approximately 33% of all surveyed parents and caregivers [Bondo (48%), Homabay (27%), Kisumu (28%)] comprising 32% of females and 36% of males have participated in capacity building forums in the last 1 to 2 years on how to detect and prevent violence against children.**

- In addition, the *2016 Annual Progress Report* shows that the Department of Children Services (DCS) trained 400 children in detection, prevention and reporting of child abuse cases including use of speak out boxes to report child abuse cases. In addition the DCS trained the youth on prevention, detection and reporting of violence and their role in protecting children from child abuse. **This is validated by evaluation data that indicates that approximately 59% of all children surveyed [Bondo (65%), Homabay (54%), Kisumu (58%)] comprising 57% girls and 61% boys have received training in the last one to two years on how to detect and prevent abuse or violence against children.**

## b. CP.2.P.5 # of children received referral support

*Compared to a baseline level of 37.2%, the mid-term results show that approximately 39.5% of all surveyed parents/caregivers [Bondo (27%), Homabay (50%), Kisumu (43%)] believe that the child abuse cases that they had reported to relevant authorities were responded to within acceptable/practicable duration in target communities. Considering a project reach of only 60 children against the project target of 200 children, this was less than average progress given the time, financial and human resources invested.*

To establish the approximate duration of response for reported cases of child abuse, the mid-term evaluation used a proxy measure. When asked about the length of time it took for the perpetrator of the respective child abuse cases to be apprehended by the police, approximately 37% [Bondo (47%), Homabay (25%), and Kisumu (43%)] reported that that it took a maximum of three days.

This is corroborated by interviewed case managers who rated the speed of response to child abuse cases at 4 out of a maximum score of 5 where 1 is very slow and 5 is very fast. Specifically, interviewed case managers reported that despite a number of challenges affecting response to child abuse cases, authorities such as the police have in the recent past been able to respond to child abuse cases within short and acceptable duration of time.

*"There is a case which was reported to us about child trafficking. Then we reported to the Director of Children's offices. I was surprised that the following day in the afternoon I was being informed that they went there and found the child and the perpetrators. That was within a space of twenty-four hours. According to me, that was a job well done."*

*"I can say four. This is because according to the case I have taken to the children's department and the police, off late the OCS has been very welcoming and just the other day we also picked a person from my area and there is also another one who was taken to court on the 2nd. So they are responding well."*

As earlier noted, response to reported cases of child abuse is affected by a number of challenges:

- Lack of incentives for transport and communication to support access to the victim of child abuse and investigations to aid in taking the perpetrator into custody
- Lack of adequate number of case managers in the project units to enable quick response and support to cases of child abuse and in collaboration with other actors in the CP referral chain
- Inadequate appreciation of the effect of child abuse on the affected child and the family in general. In certain situations, it was noted that affected parents/caregivers collude with the perpetrators and even the village elders to quickly address the child abuse cases as a way of coping and managing the trauma and stigma as a result of the child abuse cases in the family.
- In addition, in cases where teachers are the perpetrators in reported cases of child abuse, there was poor response by the affected school in addressing the child abuse case

### c. CP.2.2 # of cases received support

Due to lack of provision of required data by the DCS and hospitals in the respective project units, accurate statistics for the proportion of survivors of child abuse cases referred to rehabilitation institutions and reintegrated in the target communities could not be computed.

Using data provided by one of the hospitals that participated in the evaluation, it was noted that there was an increase in the number of victims of child abuse referred to the facility. For example, during the period January 2017—December 2017, a total of 29 cases of sexual abuse against children (28 girls and 1 boy) were reported as compared to a total of 19 cases of sexual abuse involving children (17 girls and 2 boys) recorded in the previous year. Asked about the conceivable reasons for the differences in the two periods, the interviewed key informant attributed it to increased awareness among community members and other stakeholders on where to refer cases of child abuse. The evaluation noted three key challenges still affecting the referral process:

- Lack of knowledge amongst community members of the available referral mechanisms and related procedures
- Lack of community support in identifying and reporting cases of child abuse in their respective communities
- Lack of funds to support referral mechanisms including rehabilitation of victims of child abuse. It was further noted that hospitals handling gender-based violence (GBV) cases

in the project units lack tools for capturing cases involving physical violence hence lack of related data which affects monitoring of provided referral services

To further establish the functionality of the referral mechanism, parents/caregivers were asked whether they were aware of any child who had suffered child abuse and was referred to a rehabilitation centre and successful reintegrated back into the community. Approximately 45% of the surveyed parents/caregivers [Bondo (53%), Homabay (50%), and Kisumu (14%)] replied in the affirmative.

In a considerable number of cases of child abuse that require referral, interviewed key informants feel that there is still inadequate continuous effort to track the progress, process and decisions or actions taken by each of these actors in the referral chain in order to ensure that children victims of violence access the appropriate support services at point of referral. A number of factors contribute to this observation:

- Poor coordination of actors handling such cases in the referral chain. When asked to rate[1] their satisfaction regarding coordination of child protection efforts in their jurisdictions, an average score of 3 out of a maximum score of 5 was realized;
- Where there is adequate coordination, a number of actors lack requisite facilities and services to provide to referred victims of violence against children, hence inability to support referrals and response including rescues and rehabilitation services;
- Lack of a database with networking capabilities to record, share and monitor/track progress in the referral chain including ensuring that victims of violence against children access appropriate support services for their recovery and re-integration.; and

One of the key informants interviewed during the evaluation had this to say about case management, response and referrals:

> *"…the coordination is very tricky due to different implementations of case management. There is still no proper framework for partnership between organizations which affects case management; and that explains why…definition of roles and functions of each actor I the chain is important to ensure appropriate case management…"*
>
> ***Key informant, Hospital, Siaya County***

### d. CP.2.P.1 # of community-based child protection institutions established

*Compared to a baseline level of 10.9%, the mid-term results show that approximately 38.3% of all surveyed parents/caregivers [Bondo (59%), Homabay (32%), and Kisumu (28%)] reported that their children had accessed available child-centred services in the recent past. Considering a project reach of 36 CP institutions to provide services to children against the project target of 10 CP institutions, this was good progress given the time, financial and human resources invested. This aptly explains the increased access to services by children in the target communities.*

Asked to rate the level of confidence they have regarding their children's knowledge on where to access child-centred services in case he/she requires such services, surveyed

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[1]The rating was based on a scale of 1 to 5 where 1 is not at all satisfied, 2 is slightly satisfied, 3 is moderately satisfied, 4 is very satisfied and 5 is extremely satisfied.

parents/caregivers returned a mean rating of 3 out of a maximum score of 5 where 1 is 'not confident at all' and 5 is 'very confident'.

> *"I think we would rate it at 3 out of 5 since parents come to school and children are in school where they see what the NORAD project has done, the tanks are there and there are hand washing materials and others such as educational materials. They get this knowledge on available services for children from the awareness by the NORAD project."*
>
> **FGD, parenting group, Bondo**

Specifically, approximately38% of surveyed parents/caregivers indicated that their children had accessed a number of child centred services in the recent past key of which are: health care services such as vaccinations, medicine, payment of medical fees, health education (61%), educational support such as payment of school fees, donation of uniforms, books (48%), training or education on child abuse (47%), counselling by clubs, groups, or individuals (47%), support to obtain birth or school certificate and court cases (42%), family care provided by other family (42%) and support for food (41%).

### e. CP.3.1 Percentage of children out of the total reached by the project who report that they have increased capacity for self-protection

*Compared to a baseline level of 70.6%, the mid-term results show that approximately 75.7% of all surveyed children [Bondo (74%), Homabay (76%), and Kisumu (77%)] indicated that they are aware of services in the community to protect and provide support to children who are in need of protection against abuse, neglect or exploitation. Considering a project achievement of 72% of all children reached by the project against project target of 70%, this was good progress given the time, financial and human resources invested.*

Asked to rate their level of confidence regarding their knowledge on where to access child-centred services in case they requires such services, approximately surveyed children returned a mean rating of 2.3 out of a maximum score of 3 where 1 is 'not sure at all', 2 is 'somehow sure' and 3 is 'very sure'.

> *"The services for children are in school here such as books and materials for education that we are given and also in hospitals where we get medicine when sick."*
>
> **FGD, school children, Kisumu**

Evaluation results further show that children face threating situations that at times mean that they cannot leave their houses or worse still attend school. Approximately 13%% of school children comprising 18% girls and 9% boys indicated that at one point, they were afraid to go to school mainly because of four key reasons: fear of children threatening or hurting them on their way to or from school (13%), fear of adults threatening or hurting them on their way to or from school (13%), fear of violence by other children in school(12%), and fear of physical disciplining by teacher at school (8%).

### C. SS.1 Schools with Comprehensive Safe Schools Framework

### a. SS.1.3 # of children in schools which have integrated safety in management system

*Compared to a baseline level of 56.2%, the mid-term results show that approximately 53% of all surveyed parents/caregivers [Bondo (51%), Homabay (57%), and Kisumu (50%)] reported that the ECCD centres in which they have enrolled their children have a safe and clean environment for children's growth, learning and development.*

According to the evaluation results, approximately 50% of all surveyed parents/guardians who have enrolled their children in the target ECCD centres in the project units comprising 48% in Bondo, and 51% in both Homabay and Kisumu indicated that the ECCD centres had a safe environment. In addition, approximately 55% of the same group of surveyed parents/guardians comprising 55% in Bondo, 63% in Homabay and 49% in Kisumu indicated that the ECCD centres had a clean environment.

Interviews with key informants in the education sector concurred that the school environment in most schools as far as safety is concerned is average at best. Specifically, they indicated that most ECCD centres lack a protective fence to ensure children stay within the school compound and also deter strangers and animals from entering the school. In addition, it was further noted by the key informants that most parents/caregivers do not accompany their children to school thus exposing them to existing dangers in the community. Lastly, they further indicated that the ECCD centres have playing materials for kids. However, where applicable, playing materials which should be affixed are in most cases not firmly attached thus posing a grave danger to the children.

> *"Most schools are not well fenced thus endangering the lives of the young children. Also some of the playing materials are not properly fixed hence posing as a danger to the children. Also note that most parents do not accompany their children to school thus exposing the children to the unknown."*
>
> ***Key informant, ECCD official***

Regarding cleanliness, the key informants indicated that the ECCD centres have very dusty floors while a number of the centres utilize the services of cooking staff that lack health certificates. Both of these factors were seen as posing health risks to the children.

> *"Most ECCD centres have dusty floors…some of those cooking for children do not have health certificates."*
>
> ***Key informant, ECCD official***

A key challenge that was noted that hinder provision of better safety and cleanliness in the ECCD centres is the lack of active involvement of parents/caregivers in the management of schools. The parenting program by the NORAD project was lauded as a key remedy in ensuring that parents/caregivers are adequately involved in managing the ECCD centres and hence accountable.

> *"Most of these ECCD centres do not actively involve parents. If they do, parents will see the need for a safe and clean environment for their children which will therefore ensure that the centres meet required safety and cleanliness standards."*
>
> ***Key informant, ECCD official***

## D. E.1 Increased access to education

### a. E.1.1 Total # of students enrolled in targeted schools.

While this could not be established by the evaluation, it was noted by project implementers that reasonable progress has been made with regard to enrolment of children in schools. The impressive progress is mainly attributed to the enforcement of the Basic Education Act, 2013 by the government as well as intensive basic education awareness carried out by parenting groups at the end of each school year. However, it was established that enrolment of children in the target schools are affected by a number of challenges key of which are:

1) ***Drop outs due to pregnancies and early marriages***: the evaluation found that girls are at continuous risk of pregnancy and early marriage mainly as a result of poverty at home and the need to provide for her family.
2) ***Poor performance in class***: It was further noted that due to repeated poor performance in class and accompanying frustrations, children drop out of school and fail to join again
3) ***Lack of food at home***: lack of food at home largely informed by poverty is a key concern as far as enrolling and remaining in school is concerned. It was noted that a number of schools do not have a school feeding project thus disadvantaging households that cannot afford consistent meals for their young children
4) ***Distance to schools***: A key factor that affects school enrolment is distance from home to school. It was noted that a considerable number of children fail to enrol in school due to distance to school
5) ***Inadequate child-centred services***: as described above, lack of services such as school feeding program and education support means that poor families are not able to enrol their children in school

> *"Poverty, ignorance, distance to school, and lack of physical facilities for the disabled children are the main challenges that affect enrolment of children in the ECCD centres."*
> ***Key informant, ECCD official***

b. **E.2.1.1 Percentage of students who pass the final exams (in their grade) :** Transition to the next level of education faces similar challenges as affecting pupils as under indicator E.1.1 above focusing on enrolment.

### 3.2.4 Gender equality

- The extent to which the project planning and implementation was based on a situation analysis where men and women of various social backgrounds were able have a say and present their own views **[RATING – LARGE EXTENT]**

The mid-term evaluation established that the project was developed together community members and key stakeholders in the education and child protection (CP) sectors based on the priorities identified through needs assessments that highlighted poor learning environment and high incidence of child abuse including child marriage as some of the key priority areas as far as education and CP issues are concerned. This ensured that the proposed project interventions were relevant to the target groups. Specifically, the objectives of the project and its expected results were designed based on a situational analysis involving women and men

and girls and boys, hence ensuring that views of the target groups were represented at all decision making and planning forums. For example, through joint sessions, school boys and girls, male and female parents and caregivers, and male and female teachers were involved in project design entailing selection of interventions thus ensuring that project activities were aligned to the expectations, needs and interests of the target groups.

Further, the project deliberately sought to ensure equal representation of either gender in project activities. For example, as captured in the 2017 Annual Progress Report, the evaluation established that:

1) A total of 9,651 children took part in child rights clubs and youth parliaments out of which 5,112 were females
2) A total of 4,719 children were trained in CP out of which 2,424 were girls

Thus all project activities, save for the 'fathers group' involving only men, deliberately targeted both gender. Consequently, the evaluation noted that all targeted boys and girls as well as women and men have equal access to benefits associated with the project interventions such as capacity building and education and CP services.

To further assess whether the NORAD project is gender transformative, a number of factors were assessed. These included assessment of recognition of gender issues, addressing of recognised gender issues and transformation of gender relations. A review of the NORAD project result framework and activities shows that the project identified differences between girls and boys and women and men including marginalized girls and boys and women and men with specific human and financial resources allocated to ensure either gender is reached and supported. For example, some of the key issues identified thus showing that the project is gender aware include access to CP training by both girls and boys as well as reporting of cases concerning both girls and boys through the community based CP system. Thus to explicitly address the identified gender issues, the project aimed to establish a well-functioning community based CP system, thus ensuring for example that cases concerning girls and boys are both reported through the system. In addition, the project aimed to train both girls and boys in CP thus empowering them to be able to protect themselves from violence.

Further, through examination of the project results framework, and as aforementioned, it was noted that gender analysis of child rights was a central part of the NORAD project. Specifically, it was the project objectives, outcomes and indicators explicitly address gender inequality and through directly targeting boys and girls equally, the project aims to improve the conditions of both girls and boys. This shows that the project is not gender neutral. The evaluation noted that through recognizing differences between girls and boys and aiming to address these differences separately, the project appreciates the need for ensuring realization of rights of both girls and boys, children with disabilities, and focussing on women and girls' empowerment and therefore aiming to transform unequal gender power relations. For example, the evaluation established the following as key methods used by the project to address gender inequalities:

1) A total of 9,651 children took part in child rights clubs and youth parliaments out of which 5,112 were girls, 257 were children with disabilities and 577 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households

2) A total of 138 cases of abuse were reported through the community based CP system of which 79 were girls, 10 were children with disabilities and 10 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households

3) To support community sensitization at grassroots level, the project recruited and trained a total of 150 youth as peer educators of which 80 were females while 70 were males.

4) A total of 25 police officers comprising 14 female and 11 males (received training on on trauma counselling to enable them have skills for supporting abused children and their families especially children receiving services from NORAD supported child protection units (CPUs).

5) To enhance Curriculum Support Officers' (CSOs) and teachers capacity on evidence gathering and case recording, a total 48 senior Teachers Service Commission (TSC) comprising 14 female officers and 34 male officers received training on legal framework for child protection, evidence gathering and case recording and decentralized and management of teacher discipline.

Thus the evaluation established that the project is gender transformative to a large extent and therefore aims to improve the condition of both girls and boys as well as ensure the realization of their rights and consequently improve their social position in the community.

### 3.2.5 Disability inclusion

- To what extent have children/youth with disabilities, parents of children with disabilities and/or organizations of people with disabilities (DPOs) been engaged and taken part in the project, either as active participants or as collaborating partner organizations **[RATING – SMALL EXTENT]**

The NORAD project takes cognizance of the fact that disability affects boys, girls, women and men differently and therefore a need to ensure that people with disabilities receive assistance that is responsive to their gender-specific vulnerabilities, needs and capacities. To partly realize this objective, the NORAD project collaborated with a community-based disability support group (Homabay Disabled Sustained Self Help Group) as one of the implementing partners.

The project deliberately sought to ensure that children with disabilities are included in and benefit from project activities. For example, as captured in the 2017 Annual Progress Report, the evaluation established that:

1) Against a target of 30 children with disabilities, a total of 257 children with disabilities were successfully reached and took part in child rights clubs and youth parliaments

2) Against a target of 30 children with disabilities, a total of 82 children with disabilities were trained in CP

While this is the case, evaluation results show that children with disability in the project locations have to a small extent been involved in project activities. As part of planned activities under the disability inclusion theme, the project considered provision of healthcare and referrals, and placement and linking of children with disability to appropriate services including

special schools. However, while formation of persons with disability (PWD), community support groups and community sensitization and assessments covering disability inclusion have been carried out, interviews with project stakeholders show that the project has been less successful in the following two key areas:

1) Provision of disability friendly structures such as ramps, referral services and access to assistive devices such as walking crutches, visual aids and wheelchairs
2) Linking children with disability to support systems as established in the pre-intervention needs assessment as well as registration of children with disability with the National Council for Persons with Disabilities (NCPWD)

While it was noted that the project does not support provision of learning materials for children with disability (e.g. braille machine etc.), disability inclusion as a key component of the project has been negatively affected by four key factors:

1) Lack of adequate and skilled personnel and teachers to support disability interventions. It was noted that the inclusivity policy by the government that bundles abled children with children with disability in schools does not consider the fact that children with disability require specially trained teachers to handle and care for them. This is currently lacking in most schools with children with disability (throughout the country).
2) Stigma associated with children living with disability hence their inadequate inclusion in school activities and by extension project activities. For example, interviewed key informants noted that a majority of parents and caregivers living with children with disability were not aware that children with disability just as other children can get placements in suitable institutions. In addition, it was noted that teacher to children ratio in the project schools including ECCD centres was as high as 1:60 and similar to other ECCD centres in in schools in other counties thus lack of adequate and personalized care for children with disability

*"The involvement of the disability group was to encourage children with disability that they can also achieve something in the society and proper. However, movement of the group as well involvement of the group in project activities is a problem due to stigma, they feel people always have formed opinion about them. The greatest challenge to the NORAD project regarding disability inclusion efforts is the facilitation of the persons with disabilities to the project locations and their vulnerability to abuse"*

***Key informant interview, disability group***

3) Inadequate funds for transport to facilitate movement of children with physical disabilities to project locations hence inadequate inclusion in project activities.

*"The greatest challenge to the NORAD project regarding disability inclusion efforts is the facilitation of the persons with disabilities to the project locations and their vulnerability to abuse"*

***Key informant interview, disability group***

4) Lack of disability friendly facilities and structures such as ramps to access school facilities such as classrooms and washrooms.

### 3.2.6 Unexpected results

- The positive and negative, primary and secondary long-term effects/changes produced by the action, indirectly or directly, intended or unintended **[RATING – SMALL EXTENT]**

The evaluation noted a few unexpected results arising from the project:

- Support by beacon teachers drawn from outside the project units towards peer education activities and school-based CP structures in the project locations to enhance referral services
- Through sharing of knowledge gained from community sensitization on CP issues, the evaluation established that children and parents/caregivers outside the target project locations but sharing community resources such as markets and schools had benefited on knowledge on CP with specific reference to prevention, detection and reporting of cases of violence against children.

A number of factors have positively contributed to the achievement of the above project results key of which are:

- Collaborating with community support groups and existing community-based CP structures with knowledge and linkage to communities and schools as well as active collaboration with the County and national government to enhance linkages with key structures such as Area Advisory Councils (AACs) for CP issues at community level, Boards of Management (BoM) to address CP issues at school level, and public health institutions to implement health interventions such as Malezi Bora activities at community level. In addition, community goodwill and their support towards Plan International activities and as an organization in general has further contributed to the positive outcomes of the project
- Teamwork and collaboration amongst Plan International staff as well as drawing of lessons learned from other projects implemented by Plan International
- Favourable and supportive policy environment such as free primary education that has enhanced learning outcomes such as school enrolment

Further, the evaluation also noted a few factors that have negatively contributed or influenced project results:

- Changes in education calendar and policies on access to children in school especially during school holidays worked negative towards successful implementation and completion of school-based activities as scheduled.
- Political interference occasioned by the prolonged electioneering period hence lack of government officers to support project activities.
- Poor infrastructure such as poor road network exacerbated by seasonal rains hindered access to some communities and schools this negatively affecting implementation of project activities as planned
- Harmful practices such as early marriage have acted as barriers to education of girls and boys and has negatively impacted learning outcomes such enrolment and performance.

### 3.2.7 Environment

> • The extent to which environment and vulnerability to climate change affects the results of the project. **[RATING – SMALL EXTENT]**

The mid-term evaluation sought to establish the effect of the environment as a crucial determinant of the success of CP efforts under the NORAD project. In the project units, it was noted that the main climate risks confronting supported communities were mainly direct physical impacts such as lack of rain and therefore drought as well as seasonal rains hence inaccessibility to project locations with related impacts on the project activities and by extension education, health, nutritional and psychological challenges on children.

According to the evaluation results, the last period project period (2016—2017) was characterized by a long dry spell in some project implementation areas. While there has not been any vulnerabilities of the project to climate changes, Plan International continued working with the CBOs to explore alternative coping strategies involving enhancing access to disposable household incomes to cushion communities, who are mainly dependant on subsistence farming as the only viable source of household income.

> *"There has been extreme drought affecting livelihoods as people for instance lacked water thus making the project vulnerable to environmental and climate changes. However, the project has addressed this through encouraging of planting of trees as a way of protecting environment"*
>
> ***Key informant interview, project staff***

### 3.2.8 Sustainability

> • The extent to which the benefits of the project are likely to continue after funding has been withdrawn. [**RATING – LARGE EXTENT (SATISFACTORY)**]

Project sustainability was reviewed in the context of the extent to which the benefits of the project are likely to continue after NORAD's funding has been withdrawn. This was measured largely in the context of the project having established and built capacity of key project stakeholders thus ensuring continuation and maintenance of the project's results/outcomes. To a large extent, the project has been effective in ensuring its sustainability through three key efforts:

1) Establishing collaborations and partnerships with community based structures mainly paralegals, case managers, Volunteer Children Officers (VCOs), community based organizations (CBOs), community-based social protection groups such as parenting groups and child protection committees, and government institutions mainly Teachers Service Commission (TSC), Ministry Of Health (MOH), Ministry of E.A Community, Labour and Social Protection (Children Services Department), National Police Service, Ministry of Education, the national Government ministry of Interior and local coordination – Chiefs office;
2) Ensuring active involvement and participation of project beneficiaries in project design and implementation. Through participation in meetings and planning sessions for rolling out the project partnership, CBOs mainly RUMA, Bondo Constituency Youth

Group – BOCOYONET, Women Concern Centre, and Homabay Disabled Self sustained group, have served as a link between the project and the community members to enhance the involvement and participation of community members at all levels of the project cycle including key decision making and planning forums such as assessing and prioritizing the needs of target groups to influence the project's activity implementation;

3) Capacity building of the project stakeholder groups. For example, police officers drawn from the National Police Service (NPS) have received training on trauma counselling to enable them have skills to support abused children and their families mainly receiving services from NORAD supported child protection units (CPUs) while senior Teachers Service Commission (TSC) officials have received training on the legal framework for child protection, evidence gathering and case recording and decentralized and management of teacher discipline; and

4) Creating linkages especially with county and national governments for new sources of support. For example, during *Malezi Bora* outreaches in November 2016, the government through MOH provided support towards education of fathers and expectant mothers on family planning and the importance of appropriate nutrition in brain development, treatment of common childhood diseases and illness afflicting mothers, provision of free information and screening on cervical cancer, and provision of Vitamin A supplements among others. In addition, the Children Services Department supported children forums involving 400 (200M, 200F) children and 150 (89M, 61F) youth through training in detection, prevention and reporting of child abuse cases.

Thus the mid-term evaluation results show that consideration of sustainability was an essential feature of the project. From the onset, the key focus of the project entailed strengthening of reporting mechanisms, referral, response and rehabilitation mechanisms as well as state and non-state actors' capacities to enhance child protection efforts through:

1) Empowerment of communities through creation of awareness on child protection (CP) and education issues to demand accountability and delivery of required services by the County Government;

2) Enhancement of partnership and networking amongst community-based social protection groups, CSOs, County and national government;

3) Enhancement of effective referral structures from the grass roots level through equipping local structures with support such as capacity building to successfully close child abuse cases;

4) Up-scaling of best practices and structures that have already been established in the project units;

5) Enhancement of child participation through children forums such as school clubs equipped with knowledge on CP which will disseminate the learning and knowledge to other children in the schools;

6) Engaging the devolved structures in domesticating laws and policies that are friendly to the children and their environment; and

7) Preparation of an exit strategy involving strengthening of linkages.

Thus from the outset, the project's rationale for adopting these objectives was to build long term capacity of state and non-state actors and community–based child protection structures to influence community based child protection efforts in the project units. In addition, strengthening response and coordination from local to national levels in order to support a

functioning child protection system at county level was a deliberate strategy to integrate related services at community level thus ensuring ease of access to CP services and enhanced utilization of CP services.

However, through results from the mid-term evaluation, four factors were identified as key challenges to sustainability of the project's interventions:

- Lack of a monitoring and evaluation coordinator attached to the project directly to free project officers from data collection to concentrate more on ensuring quality project implementation such as coordination with key project actors and ensuring that key project outputs are met as planned
- The evaluation noted a concern regarding sustainability of provided equipment and materials in school. For example, interviewed head teachers indicated that the beneficiary project schools do not have the capacity to purchase new tanks in the event that they are no longer functional.
- Dependency of communities on continued support by Plan International especially in locations where the organization has worked for extended periods.

### 3.2.9 Lessons learned

The mid-term evaluation identified key lessons from the NORAD project. These are:
- Documentation and sharing of case studies and learning areas should also involve intense lobbying for policy strengthening and funding to ensure maximization of the impact of the explicit and tacit knowledge on the disseminated experiences of the action
- Use of alternative discipline approaches is yet to fully take off in households in the target communities. For example, it was noted that while parents/caregivers are aware of alternative discipline approaches, they are yet to fully adopt these approaches.

*"It is well known that many parents are still beating their children so as to discipline them. This is still practiced yet it was made illegal especially in schools. Children will think that it is also fine to be beaten at school since they are beaten at home"*

***FGD, parenting group, Homabay***

- Alignment of future school related projects with existing education policies is important in ensuring successful and timely implementation of project activities. For example, due to changes in the education calendar, the Ministry of Education called for adjustments of some of the project's action plans implemented during school holidays.

*"A key factor that that influenced the non-achievement of the Project results is the changes in education calendar and policies on access to children in school limited implementation of school based activities Also there is need for timely planning for activities with consideration of community calendar and partner organization( Government calendar) to avoid delays"*

***Key informant, project staff***

- Effective mobilization requires a lead role by the targeted institutions to ensure successful organization and execution of project activities. For example, interviewed head teachers of sampled schools indicated that they should be allowed to plan for project activities in their schools such as mobilization while working hand in hand with the NORAD project officers to ensure effective achievement of project objectives.

*"As head teachers in our school, the project should allow us to take a lead role in activities such as mobilization in our schools since we are best placed to do that, not the project officers. This will ensure is successful in meeting its objectives in a timely manner"*

***KII, school head teacher, Kisumu***

## CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

1) Analysis of the evaluation data shows that the NORAD project is to a large extent in progress to realizing its expected results. The NORAD project is contributing to the initiative's overarching objective of improved access to protective and quality school and community environments for children, particularly vulnerable girls and boys. While it is too early to assess outcome level performance, and despite the challenges that afflicted the project such as delay in implementing project activities due to unfavourable policy environment, inadequate capacity of project partners and unforeseen risks such as post-election violence, analysis of Annual Reports and data obtained through verification visits established that the project is already effectively delivering results at outcome level. For example, and as noted in the Annual Reports and corroborated by a range of stakeholders, including beneficiaries, a number of successes as far as achieving project outcomes were established:

   a. **Increased awareness/knowledge on CP related issues:** A total of 25 police officers comprising 14 female and 11 males  (received training on on trauma counselling to enable them have skills for supporting abused children and their families especially children receiving services from NORAD supported child protection units (CPUs).

   b. **Development of CP policies and mechanisms:** The project has directly built capacity of established BoMs in the supported project schools through training members of the BoMs on child protection, and school-community relations. This has enhanced school governance and therefore improved school performance in the project schools. In addition, a total of 9,651 children took part in child rights clubs and youth parliaments out of which 5,112 were girls, 257 were children with disabilities and 577 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households

   c. **Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response):** A total of 138 cases of abuse were reported through the community based CP system of which 79 were girls, 10 were children with disabilities and 10 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households.

   d. **Gender equality, disability inclusion and rights:** The project deliberately sought to ensure representation of either gender in project activities including children with disabilities and children from marginalized groups such as orphans and vulnerable children, child-headed households and children from grandmother-headed households. For example, as captured in the 2017 Annual Progress Report, the evaluation established that a total of 9,651 children took part in child rights clubs and youth parliaments out of which 5,112 were girls, 257 were children with disabilities and 577 were children from other marginalized groups such as orphans especially from child headed or grandmother headed households

   The project has generally not been successful in its disability inclusion efforts mainly provision of disability friendly structures such as ramps, referral services and access

to assistive devices such as walking crutches, visual aids and wheelchairs as well as linking children with disability to support systems as established in the pre-intervention needs assessment as well as registration of children with disability with the National Council for Persons with Disabilities (NCPWD).

## B. Recommendations

**I. Short term recommendations for immediate attention during the project**

1) The evaluation noted an overall well run project systems with changes in planned monitoring, data collection and documentation, and learning routines to ensure consistency and timely reporting and support relevant project processes. It is important that continuous assessment of capacities of implementing partners and related gaps in project implementation and M&E are established and relevant capacity building and other types of support carried out.

2) To further enhance project efficiency it is important that the project takes cognizance of competing interests of implementing partners which was highlighted as one of the key reasons for delay in project implementation. It is therefore imperative that the implementing partners are supported to identify and recruit competent personnel and have them on standby to support the NORAD project on a needs basis so as to ensure that all project activities including reporting are carried out as planned and on time.

3) To address underutilization of project budget, especially caused by obtaining situations that could be controlled such as change of school calendar, it is important that the NORAD project aligns its project activities to the working school calendar so as to conform to the existing education policies. Further, there is need for advocacy to influence policies affecting project activities that are equally important for the target groups.

4) To enhance disability inclusion efforts, it is imperative for sustained sensitization of all target community members with active involvement of children and adults with disabilities.

5) While awareness of mechanisms for reporting cases of violence against children is very high amongst children and parents/caregivers, awareness of formal reporting mechanisms is low. It is therefore important to stress the importance of using formal reporting mechanisms amongst children and parents/caregivers to ensure actionable reporting and accountability within the National Child Protection System.

6) As noted by this evaluation, corporal punishment is still perceived as an important discipline approach among surveyed parents/caregivers who justify use of corporal punishment on girls and boys by teachers as well as parents/caregivers in different situations. Through sub-granted CBOs, it is important to intensify sensitisation of parents/caregivers, teachers, youth and children on use of alternatives discipline and its benefits.

7) Continuous sensitization should be carried out to educate parents/guardians of the importance of enrolling children in school and transition as important factors in the success of a child especially with regard to timely completion of primary education. For example, children together with their parents/guardians can be educated on the minimum requirements or expectations at identified class levels that ensure success in final examinations and promotion to the next class or secondary school.

8) There is need for continued capacity building of members of BoM as well as ECCD and primary school teachers on disability inclusion and management of children with disability. Thus continued advocacy for disability friendly infrastructure and mobility and learning materials to support children with disabilities is important.

9) It is important to continue supporting schools without BoMs to establish one and also strengthen existing Boards of Management (BoMs) to carry out their education and child protection related responsibilities including for children with disabilities. Further, continued engagement with partners such as Ministry of Education to support the functioning of BoMs in the target schools with children with disabilities is recommended

II. **Long term recommendations for future attention during and after the project**

1) Due to current and future collaborations with implementing partners, and state and non-state actors to ensure sustainability of project results, it is important that mapping of service providers is carried out to ensure improved reporting and coordination mechanisms at County levels. In addition, it is imperative that full digitization of stakeholders' databases hosted by partners mainly DCS, TSC and Childline Kenya are coordinated and synchronized to ensure ease of access and updating

2) To address inadequacy of funding for supporting ECCDs in development and purchase of learning materials and education equipment, it is important that there is continued lobbying for increased funding to support purchase of enhanced education equipment in target schools. In addition, there is need for continuous engagement with parents and caregivers on development of learning materials to ensure enhanced interest in enrolling and keeping their children in school

3) During collection of school data in project schools, the evaluation noted a of lack appropriate systems to ensure ease of tracking of school dropouts. Specifically, virtually all schools were not able to determine whether the reported children who had left their respective schools had indeed dropped out or transferred to other schools. It is imperative that Plan International Kenya and its partners both in the education, health and CP sector lobby for support for development of information systems to track school dropout and general education outcomes. This should also entail development of programs to identify students at risk of dropping out of school to ensure timely intervention.

4) To ensure a continuum of rehabilitation services, it is imperative that barriers to provision of rehabilitation services are addressed. It is therefore important that the following are carried out: 1) lobbying the government and donors for development of funding mechanisms to address barriers related to financing of rehabilitation; 2) increasing human resources for rehabilitation, including training and retention of rehabilitation personnel; 3) increased use and affordability of technology and assistive devices; and 4) improving information and access to good practice guidelines.

5) To address transition in schools, it is important that Plan International Kenya and its partners lobby the government of the day on a reliable feeding program in ECCD centres to encourage parents to enrol their children in the centres. The feeding program will also keep children in school thus contributing to reduced school drop-outs.

6) It is important that Plan International Kenya and its partners lobby the government and private entities to support activities targeting persons with disabilities through favourable policies and funds.

# ANNEXURE

## A. Annexure 1 – 2017 Result framework

Final Kenya 2017
resultframework 120

## B. Annexure 2 - Added-value and Participation

Added-value plan
and participation.xlsx

## C. Annexure 3 - The rating scale

**Very large extent (Excellent):** There is strong evidence that the project fully meets all or almost meets all aspects of the evaluation criterion under consideration. The findings indicate excellent and exemplary achievement/progress/attainment. This is a reference for highly effective practice and an Action Plan for positive learning should be formulated.

**Large extent (Satisfactory):** There is strong evidence that the project mostly meets the aspects of the evaluation criterion under consideration. The situation is considered satisfactory, but there is room for some improvements. There is need for a management response to address the issues which are not met. An Action Plan for adjustments should be formulated to address any issues. Evaluation findings are potentially a reference for effective practice.

**Moderate extent (attention):** There is strong evidence that the project only partially meets the aspects of the evaluation criterion under consideration. There are issues which need to be addressed and improvements are necessary under this criterion. Adaptation or redesign may be required and a clear Action Plan needs to be formulated.

**Small extent (Caution):** There is strong evidence that the project does not meet the main aspects of the evaluation criterion under review. There are significant issues which need to be addressed under this criterion. Adaptation or redesign is required and a strong and clear Action Plan needs to be formulated. Evaluation findings are a reference for learning from failure.

**Very small extent (Problematic):** There is strong evidence that the project does not meet the evaluation criterion under consideration and is performing very poorly. There are serious deficiencies in the project under this criterion. There is need for a strong and clear management response to address these issues. Evaluation findings are definitely a reference for learning from failure

## D. Annexure 4 – Further analysis of project outcomes and output indicators

THEMATIC AREA -
EDUCATION.docx    Education outcome and output indicators

THEMATIC AREA -
CHILD PROTECTION. Child protection outcome and output indicators

## E.  Annexure 5 - Compendium of evaluation tools

Compendium of
evaluation tools.zip

## F.  Annexure 6 - Terms of reference

TOR for mid term
evaluation of general