

MID-TERM PROJECT EVALUATION

**Creating a Safe and Friendly Environment for Adolescent Girls and
Boys.**

Bulawayo, Kwekwe and Mutoko (Zimbabwe)

By

**Plan International Zimbabwe (PIZ) supported by NORAD
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EXECUTIVE SUMMARY

The Ministry of Public Service, Labour and Social Welfare in Zimbabwe defines child protection as, “a set of services or mechanisms put in place to prevent and respond to violence, abuse and exploitation which threaten the well-being of children. The ‘Creating a Safe and Friendly Environment for Adolescent Girls and Boys is a child protection project that is implemented (2016-2019) by PLAN International Zimbabwe (PIZ) in partnership with Legal Resources Foundation (LRF), Zimbabwe and Childline Zimbabwe. The project is supported by the NORAD). This mid-term evaluation (MTE) aims to review current project performance (2016-2018) against the expected levels in accordance with the overall strategic program of 2016 – 2019.

Key Informant Interviews (KIIs) were conducted with policy makers such as government authorities, local community based organisations, other Non-Governmental Organizations working on child rights and school personnel. Focus Group Discussions were held with women, girls and various committees. These FGDs assisted the Team in getting first-hand information and lived realities of the participants. Furthermore, the FGDs were used as a basis for documenting the Most Significant Change (MSC) stories. Most Significant Change Stories and Case studies were documented during the field visits in the study areas. A questionnaire survey was also conducted with children in schools within the project implementation areas.

Major conclusions

The evaluation noted that the project was initiated in response to high incidence of violation of children’s rights in all districts where the project is being implemented. Violations that were noted and classified as rampant were the discrimination of the girl child, early marriages (significantly in Mutoko and Epworth), child labour and abuse (more in Kwekwe because of gold panning) and exclusion of Children with Disabilities (CWD) from school (widespread in all the districts).

In this regard, the evaluation concluded that the project was relevant in all districts and the relevance of the project was further buttressed by high levels of participation of the respective communities, including the children, traditional leaders; parents of CwD; locally initiated committees such as CCWs, CPCs and CBRs; government line ministries and departments; Community Based Organisations and other NGOs. The cooperation was effective in the sense that it brought together actors with different expertise ensuring maximum benefit to the children especially girls and CwD. This working together of key stakeholders ensured that different actors and institutions had an appreciation of children’s rights in the project areas.

The evaluation also noted that the project has so far had some significant impact in terms of achieving its objectives. The majority of the children are now aware of their rights and the community-based child protection reporting mechanisms. The CPC in particular was cited by the most children as being an effective platform to report their concerns. Platforms such as Legal Peer Educators proving effective in spreading awareness and knowledge to the wider community of children. Similarly, PIZ and its partners have cultivated good working relations with multiple stakeholders that include *inter alia* the Department of Social Welfare, Ministry of Primary and Secondary Education, the police, judiciary services, local leaders, school heads and teachers.

The project has also made some significant strides in ensuring the inclusion of CwD. Testimonies of KIIs and children interviewed in group discussions point towards a better environment for CwD than before the project was implemented. However, more awareness work still needs to be done as some undesirable deep seated cultural and religious beliefs in some communities in Mutoko and Epworth

are influencing continued abuses of the girl child. Moreover, the problem of poverty which is generally widespread is threatening to derail the successes of the project. Climate change challenges which are keeping many rural communities in perpetual vulnerability need to be dealt with in a sustainable manner by all responsible stakeholders.

Despite notable successes to the project, the evaluation noted some challenges and thus came up with some lessons. One of the most crucial lessons has been that implementing a project of this nature and magnitude in an unpredictable socio-economic environment requires constant innovative re-invention and adaptation. There is a need for constant reflection in order to respond to obstructions expeditiously. In addition, liaising with local stakeholders such as traditional leaders and other community leaders is crucial in ensuring sustained programme uptake. Moreover, a crucial lesson is that there is a need for more nuanced methods of memory keeping to ensure that programme recipients can internalize and retain knowledge in the long term. This could be achieved through tools such as billboards, booklets, pamphlets, and posters. Moreover, the use of the local language has proved to be a great success in facilitating programme uptake. Future programmes must adopt this strategy. Lastly, it has been learnt that to successfully change attitudes, participation from all sectors of society is paramount. Particular attention needs to be paid to the adoption of culturally sensitive methodologies that do not appear superimposing but rather seeking collective inputs to adequately change attitudes and detrimental cultural practices in a bottom-up sequence.

Overall recommendations

- i. Given that the M & E system though line with industry best practice is internally based, it would be advantageous for PIZ to continue with regular training and refreshing of the internal M & E team.
- ii. The study showed that it was necessary for PIZ to start considering designing operational procedures that are flexible in the face of national challenges and events. Such a move will contribute towards the timeous achievement of project objectives without unscheduled sojourns.
- iii. The study also exposed the ubiquitous nature of child related challenges. In this regard, PIZ KIs proposed upscale and nationalization of the project in order to increase its impact.
- iv. The study also showed that it would be critical for PIZ to reconsider (tokens of appreciation, recognition, etc.,) operational procedures especially when dealing with the communities. Also, it was shown to be in the interests of PIZ to review the suitability of service providers selected by external parties in order to ensure quality service provision.
- v. It is necessary to clarify the partnership terms and conditions and if possible, support partner organisations (Childline and LRF) with dedicated project vehicles.
- vi. In the case of reporting child rights violations, the study has shown it critical to consider more inclusive methods of reporting such as boxes where anonymous reports may be placed. Also, it would be critical for Childline to have multiple methodologies of reporting cases in order to broaden the data set of child right offences. Furthermore, necessary resources to investigate anonymous tips and unclear reports must be afforded to the organization going forward.
- vii. Finally, it would also increase project mileage to see other permanent community institutions such as the government ministries and other CSOs increasingly replacing the project implementing organisations as lead trainers in future. This would signify high assimilation of lessons learnt at district level and higher chances of project sustainability.

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LIST OF ACRONYMS

CBR	COMMUNITY BASED REHABILITAION
CCW	CHILD CARE WORKERS
CPC	CHILD PROTECTION COMMITTEE
CWD	CHILDREN WITH DISABILITY
FGD	FOCUS GROUP DISCUSSION
G & C	GUIDANCE AND COUNCELLING
KI	KEY INFORMANT
KII	KEY INFORMANT INTERVIEW
LRF	LEGAL RESOURCES FOUNDATION
M & E	MONITORING AND EVALUATION
MOPSE	MINISTRY OF PRIMARY AND SECONDARY EDUCATION
NORAD	NORWEGIAN AGENCY FOR DEVELOPMENT COOPERATION
PIZ	PLAN INTERNATIONAL ZIMBABWE
WHO	WORLD HEALTH ORGANISATION
VSL	VILLAGE SAVINGS AND LENDING

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

The Ministry of Public Service, Labour and Social Welfare services in Zimbabwe defines child protection as, “a set of services or mechanisms put in place to prevent and respond to violence, abuse and exploitation which threaten the well-being of children” (Ministry of Labour and Social Services (MLSS) 2010: 1). According to the MLSS (2010), these mechanisms can be initiated by individuals, organisations as well as government. They can take the form of policies, simpler rules and guidelines and legislative enactments (MLSS, 2010).

The need for child protection is paramount, especially considering the fact that children are among the most vulnerable members of our societies (United Nations (UN), 1989). At a global level, UN Member States adopted the Convention on the Rights of the Child in 1989 while the Convention came into force in the year 1990 after necessary ratification by Member nations including Zimbabwe. The articles in the Convention discuss pathways guiding governments and other key stakeholders working towards ensuring the protection of children and their rights. Zimbabwe is party to this Convention signifying the country’s commitment to child protection.

Zimbabwe is also party to the African Union (AU)’s African Charter on the Rights and Welfare of the Child (ACRWC). The ACRWC was adopted by the Organisation for African Unity (OAU) in 1990. The Charter then came into force in 1999 before the OAU was legally replaced by the AU in 2002. Similar to the CRC, the ACRWC comprehensively sets out the rights and acceptable principles as it relates to children. Given, the foregoing, Zimbabwe and other African countries use the ACRWC as a key reference document alongside the CRC in drafting policies and child protection strategies. In addition, Zimbabwe has its own legal frameworks for child protection. However, incidences of child rights violations are still very prevalent in the country (Mashangwa 2015; Ncube 2017). In the following sections, the report will outline the status of, and the frameworks for dealing with child protection, care, and support in Zimbabwe.

1.2. BACKGROUND

1.2.1. Plan International Zimbabwe

Plan International is an independent development and humanitarian organization that advances children’s rights and equality for girls. The organisation is basing its work on its new Global strategy. As an organisation we are engaging people and partners to ensure vulnerable children especially girls:

- ❖ LEARN – are educated and have the skills for work and life
- ❖ LEAD – take action on issues that matter to them
- ❖ DECIDE – have control over their lives and bodies
- ❖ THRIVE – grow up cared for and free from violence and fear.

Plan International started operating in Zimbabwe in 1986 with the opening up of Mutare Program Unit (PU). Over the years, the organization expanded operations and is now covering ten districts organized around 7 PUs. These PUs are Mutasa (est. 1991), Chipinge (est. 1994), Chiredzi (est. 1991), Kwekwe (est. 1990), Mutoko/Harare (est. 1993) and Bulawayo/Tsholotsho (est. 1992).

PIZ is in the process of transformation. The organisation is developing its new Country Strategy to run for the next 5 years. The strategy will be informed by the situation of children in Zimbabwe while pursuing the global outcomes and working within the areas of global distinctiveness (AOGD).

1.2.2 An Overview of the NORAD Project

Plan International Zimbabwe with financial support from NORAD (through Plan Norway) implemented the NORAD Framework project. The current framework is midterm. The NORAD Project implemented by Plan International Zimbabwe and its partner organisations, (Legal Aid Resources and Childline) are currently implementing the Creating a Safe and Friendly Environment for Adolescent Girls and Boys Project which seeks to empower children and especially girls to enjoy their rights. The project's overall goal is **"Children, particularly girls and children with disability realize their right to protection and education"**. The project is cognisant of the multiple identities children and especially girls have. More so for the children with disabilities.

The project realizes that these social identities intersect and produce cumulative disadvantages for girls and children with disabilities. In an effort to remove some of the layers of disadvantages the project works with quotas where 60% of the project participants are stipulated to girls while 10% are CwD. The inclusion efforts are also aligned to the Guiding Principles of Disability Inclusive Development. The project is being implemented in 3 Program Areas of Bulawayo, Kwekwe and Harare. The program is spread over 5 districts namely Khami, Tsholotsho, Kwekwe, Epworth and Mutoko. The project is working with over 100 schools and reaching out to 38 communities (wards).

The project has 4 outcomes:-

- i. Improved access to justice for children and child protection services
- ii. Children particularly girls and children with disability actively participate in the process of fulfilling their rights to protection and education.
- iii. Inclusion and participation of CwD in school and community life
- iv. Increased retention of children, with special focus on girls and children with disabilities

Plan International Zimbabwe (PIZ) is a recognised voice on child protection issues in Zimbabwe. Plan International is an independent development and humanitarian organization that advances children's rights and equality for girls. PIZ believe in the power and potential of every child. PIZ also support children's rights from birth until they reach adulthood and we enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. In Zimbabwe, PIZ have been building powerful partnerships for children for over 31 years.

Childline Zimbabwe is a child rights, not-for-profit, registered Private Voluntary Organisation. It considers children from the ages of 0-18years rendering access services in Zimbabwe regardless of religious background, socio-economic circumstances or geographic location. Childline employs a rights-based approach throughout its activities addressing sexual and gender-based violence, sexual and reproductive health issues given the nature of child abuse and its prevalence in Zimbabwe. It seeks to provide children, families and those involved with children, preventative, educational, therapeutic and rehabilitation services in addition to research and advocacy.

LRP's legal services offer relief to the indigent, regardless of gender, political orientation or cultural beliefs, enabling clients to access justice that otherwise would be beyond their reach. Legal aid is not readily available in Zimbabwe, the law is complex and people need assistance and advice if they are

to access the formal justice system. The LRF, through its permanent offices, mobile legal aid clinics and help desks at magistrates' courts, most of which are located away from the main cities, provides legal assistance to the marginalised and vulnerable. The LRF does not have the human resources capacity to appear in court for all its clients but uses its expertise to prepare court papers for the client to use as a self-actor. They are thus empowered to present their case with confidence and obtain judgments in their favour.

Bulawayo Metropolitan Province (see Figure 1.1) is located in the south west of the country. It is Zimbabwe's second largest city and has five districts which are Bulawayo Central, Imbizo, **Khami**, Mzilikazi and Reigate. In recent years, Bulawayo has experienced a sharp fall in living standards coinciding with the severe economic crisis affecting the country.

Tsholotsho (see Figure 1.1) district is an administrative district in Matabeleland North Province, Zimbabwe. Its administrative centre is the business service centre of Tsholotsho which is located about 65 km north-west of Nyamandhlovu and 98 km north-west of Bulawayo. Districts around Tsholotsho include Lupane, Hwange, Umguza, Bulilima and Mangwe District. The gold mines and farms of South Africa are common labour destinations hence the massive migration to South Africa in this district.

Kwekwe District (see Figure 1.1), in Midlands Province, in the centre of the country, roughly equidistant from Harare to the northeast and Bulawayo to the southwest. Within Kwekwe, the project focuses on the Zhombe and Silobela communal lands. Silobela and Zhombe communal lands are located in Zibagwe rural district council.

Mutoko (see Figure 1.1) is a small town in Mashonaland East province, Zimbabwe. It is named after the local Chief Mutoko was and was established as an administrative station in 1911. The town is capital of Mutoko District. Mutoko is surrounded by resettlement villages that produce maize, cotton, beans and recently tobacco. As such, Mutoko is considered one of the major bread baskets of Zimbabwe. Mutoko area is also known for being a very mountainous region of Zimbabwe and as such is an important source granite stone.

Epworth (see Figure 1.1) is located about twelve kilometres from the Harare city centre and falls under the Mbare Hatfield district. It is a high-density dormitory town administered by the Epworth Local Board. The Balancing Rocks found in the northern approaches of the town are famous, and are featured on all bank notes issued by the Reserve Bank of Zimbabwe.

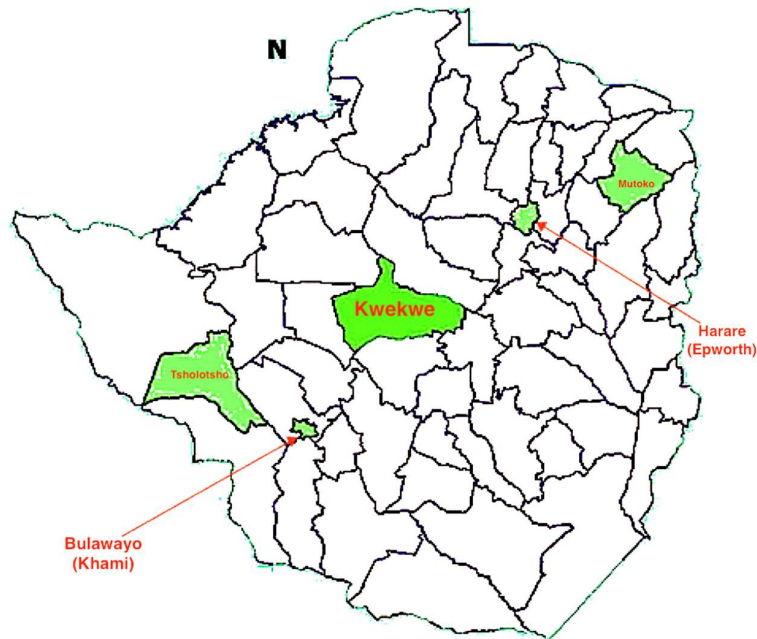


Figure 1.1: Project areas of operation (shaded green) in Zimbabwe

1.3. MID-TERM EVALUATION (MTE) AIMS AND OBJECTIVES

The MTE will give PIZ an opportunity to identify strengths and weaknesses of the intervention so as to guide the project towards improvement in the current implementing phase and allow for future programming. Furthermore, the MTE will provide critical data that will assist PIZ to detect implementation deviations, achievement of milestones and contextual changes in the project. The information generated through the MTE will also guide project partner organisations namely, Childline Zimbabwe and Legal Resources Foundation (LRF) whose focus is to primarily improve access to justice for children and child protection services; active participation of children particularly girls and children with disabilities (CwD) in the process of fulfilling their rights to protection. Assessment, the MTE sought to achieve the following objectives:

- i. **To assess project management:** This objective required evaluation of the performance of the project and ensuring that the rights of the child were promoted and achieved. In addition, a cost benefit analysis of the projects to determine if the outcomes represented good value for money is considered under this objective.
- ii. **To assess the efficiency of the program in the allocation and utilization of available resources for the program:** This objective required the evaluation of project implementation vis-à-vis the objectives and outcomes. In addition, areas for continuous improvement and project management lessons will be drawn.
- iii. **To explore the Gender dimension of the project:** This objective highlighted any impact differentials on gender (intended/unintended) in terms of the project's implementation.
- iv. **To determine Disability inclusion in the project:** This objective evaluated the extent to which children/youth with disabilities, parents of children with disabilities and/or organizations of people with disabilities have been engaged to take part in the project.
- v. **To assess the sustainability of the program and its intervention:** This objective evaluated project sustainability and other related facets such as community ownership, exit strategies, capacity built as well as transition models.

- vi. **To assess and measure the unexpected results of the project:** This objective focused on the positive and negative unexpected results (if any) of the project together with their effects and impacts for future learning and programming.
- vii. **To assess project participation and added value:** This objective highlighted levels and extents of participation at various the stages of the project cycle, during project activities. The objective also considered the levels of participation in problem analysis and monitoring of the program together with the value added by the observed forms of participation.
- viii. **To identify gaps and intervention points for better results on project issues in Bulawayo, Kwekwe and Mutoko:** This objective gives the logical, evidence-based recommendations on gaps observed and methods to plug them and improve the effectiveness of programming.

1.4. STATUS OF CHILD PROTECTION CARE AND SUPPORT IN ZIMBABWE

The government of Zimbabwe, international organisations such as the UNICEF and other local NGOs such as Plan international Zimbabwe have been making strides towards ensuring adequate child protection, care, and support in the country (UNICEF 2016). However, several factors such as harmful cultural practices, religion, poverty and the continued economic distress have been negatively impacting efforts made towards adequate child protection (Mashangwa 2015; UNICEF 2016; Ncube 2017). Zimbabwe remains amongst the countries with the highest rates of child marriages, with three out of ten girls getting married before turning 18 years old (Mashangwa 2015).

In addition, UNICEF Zimbabwe through their Child Protection Rapid Assessment (CPRA) conducted in July 2016, found that there was an increase in child protection violations. The CPRA found that owing to the drought, incidences of child neglect, child labour, sexual exploitation and physical abuse escalated (UNICEF 2016). A recent report in the chronicle bemoaned the surge in cases of child abuse (Ncube 2017). The article reported that a presentation made by the Department of Social Welfare in Binga for the Regional Case Management Learning Platform meeting attributed the increase in cases of child abuse to poverty. In addition, it was reported that many children in the district did not have birth certificates; this was flagged as one of the challenges that stifled efforts on child protection (Ncube 2017). According to Silumba (2018), The level of education, rights deprivation and child marriages are rampant particularly in Nyamuzuwe community in Mutoko District have risen to alarming levels.

In light of the observable challenges noted in the foregoing paragraph, the government and its partner organisations, as well as local NGOs, continue to implement programmes aimed at reducing child abuse, safeguarding the rights of children as well as strengthening child protection mechanisms. The government has a National Action Plan for Orphans and Vulnerable Children (NAP for OVC). This programme is spearheaded by the MOPSLSW, and it is aimed at promoting community protection and care for vulnerable children. The ministry has also developed the National Child Participation and Protection Guidelines with technical support from UNICEF after extensive consultations with various stakeholders in the area of child protection. Through NAP III the government has the vision to ensure a safe, secure and supportive environment which will enable children to achieve growth and development by the year 2020 (UNICEF 2011). Prior to the establishment of the NAP in 2004, Zimbabwe had a National Orphan Care Policy (NOCP) which rolled out Child Welfare Forums (CWF) in a bid to reach the affected on the ground (Tarvinga; Quegas and Molin 2015). After the introduction of the NAP in 2004, Child Protection Committees emerged to strengthen community and family-based capacities to provide support to vulnerable children (Tarvinga; Quegas and Molin 2015). In support of the NAP and CPC, a multi-donor fund called the Child Protection Fund (CPF) was commissioned to support the NAP. To this end, UNICEF Zimbabwe has been in charge of administrating the fund (UNICEF 2011).

Following the government's national vision on child protection, local NGOs have been rolling out programmes to fight child abuse and ensure a secure environment for vulnerable children. For

example, the project districts, there are existing Child Protection Committees (CPC) pushing the national mandate. In addition, UNICEF and other local NGOs have been implementing direct cash transfer programmes to vulnerable children and families as a means to reduce their vulnerability in the face of drought and poverty (UNICEF 2011; Robertson et al. 2013; Taruvinga, Quegas and Molin 2015). In this vein, PIZ and its partners are also involved in child protection programming in different areas of Zimbabwe as described in 1.2.1 above.

1.5. NATIONAL FRAMEWORKS ADDRESSING CHILD PROTECTION CARE AND SUPPORT - POLICY AND PRACTICE

Zimbabwe has given priority to children's rights through being party to international conventions, continental and regional action plans. The country also has its own legislative and support frameworks that are aimed at child protection and reducing vulnerabilities. The country's new constitution of 2013 has also clearly set out the rights of children in section 19 and 81. In the new constitution, the state undertakes to ensure that children are protected from maltreatment and other vulnerabilities (Muchenje 2015). To this end, the constitution implores the state to adopt policies and measures that prioritise the best interest of the child in Zimbabwe. In addition to the constitution, Zimbabwe has legislative instruments that are designed to protect the rights of children (Muchenje 2015). These include the following:

- i. Children's Act
- ii. Maintenance Act
- iii. Birth & Death registration Act
- iv. Education Act
- v. Deceased Person's Family Maintenance Act
- vi. Guardianship of Minor Act
- vii. Disabled Persons Act

The above Acts of Parliament are designed to prioritise the interests of children in line with the UN Convention on the Rights of the Child as well as AU and SADC action plans. The Maintenance Act provides protection by ensuring that both parents assume responsibility for supporting the needs of the child. This is regardless of whether or not parents are married. The Birth and Death Registration Act protects children's right to having birth registration which allows them to access services. The Education Act protects the children's right to education. For example, the education of the girl child is still a challenge. The Deceased Person's Family Maintenance Act protects children's inheritance upon the death of their parents while the Guardianship of Minors Act determines the guardianship and custody of children in the best interests of the children.

These laws are progressive and very sensitive to the agenda of child protection. Therefore, it is on this basis that Zimbabwe's policy environment has been progressive towards child protection. Thus, Taruvinga, Quegas and Molin (2015), argue that looking back from the year 1999, Zimbabwe's Orphan Care Policy had always sought to provide guidance in providing care and support for orphans and vulnerable children.

CHAPTER 2: METHODS AND POPULATION DYNAMICS

Data was collected from various stakeholders through a survey (with school children), focus group discussions (FGDs) and key informant interviews (KIIs). **Key Informant Interviews (KIIs)** were conducted with both internal and external stakeholders *inter-alia* project staff, policy makers such as government authorities, local community based organisations, other Non-Governmental Organizations working on child rights and school personnel. **Focus Group Discussions were held with** women, girls and previously mentioned committees. These FGDs assisted the Team in getting first-hand information and lived realities of the participants. Furthermore, the FGDs were used as a basis for documenting the Most Significant Change (MSC) stories.

2.1. SAMPLING

The targeted population was both the project participants and non-participants (children, traditional leaders, church leaders, schools, CPCs, and other stakeholders) in the study area, relevant government officials, implementing staff and partners. The study sample was selected using multi-stage sampling where the geographical areas of operation were purposively sampled and used as strata to perform stratified random sampling to identify survey respondents in the areas of operation. The survey sample size n and margin of error E were based on a normal distribution summarised in Equation 1:

$$n = \left[\frac{Z_{\alpha/2} \cdot \sigma}{E} \right]^2 \quad (1)$$

Where σ is the standard deviation, Z value is the point of the positive vertical boundary for the area of $\alpha/2$ in the right tail of the standard normal distribution. The strata was gender sensitive to ensure both males and females / boys' and girls' perspectives are captured. Purposive sampling was also utilised to identify relevant government officials, project staff, focus group discussants and non-beneficiaries.

2.2. DATA MANAGEMENT AND DATA QUALITY ASSURANCE

The team put in place a plan to ensure quality data was collected at all levels of the evaluation process. In this regard, project enumerators were supervised by highly qualified team leaders all drawn from within the consulting organisation. The enumerators were briefed, trained and assigned tasks which were supervised daily by the respective team leaders. Each enumerator was allocated a code for accountability purposes and at the end of business was expected to hand in all data gathered. Sequentially, each team leader was expected to check completed questionnaires for completeness. FGDs and KIIs were audio-recorded and the audio recordings stored in a secure organisational database. An internal organisational statistician captured questionnaire data for each district into SPSS for processing and analysis. To ensure data quality during the entire evaluation process, the Lead consultant supervised, and quality checked the work of all team members

2.3. DATA ANALYSIS

The frequencies of the responses from the survey, FGDs and KIIs regarding the evaluation criteria were used to indicate overall perceptions of the project. The rate of return on project based on the levels of change indicated the efficiency of the project while the survival of created platforms was used as a proxy for project sustainability. The coordination, implementation and financial prudence of PIZ and its partners during the evaluation period is compared with international best practice to determine if it was lacking in any way. The results attributed to the projects but absent from the initial project objectives indicate the positive and negative project externalities. Qualitative and quantitative data

collected was analysed using frequency, content and thematic analysis while relevant computer software such as NVIVO and SPSS computed necessary analytical summaries and Microsoft Excel derived necessary visual presentations of data.

2.4. ETHICAL CONSIDERATIONS

In the initial stages of the evaluation, permission to undertake project activities was sought from the responsible authorities (RDC officials, Ministry heads, school authorities, etc.). Also, the evaluation was conducted in line with the ethics guiding research dealing with children and minors. In this regard, the evaluation team upheld the provisions of the PIZ Safeguarding Children and Young People Policy to ensure children's rights and the do-no-harm principle were upheld. Informed consent of the participants was sought, and participants were assured beforehand that they were free to withdraw at any point during the field discussions.

2.5. GENDER AND DISABILITY ANALYSIS

This study developed processes and procedures (purposive selection by gender, gender quotas) necessary to derive gender-sensitive results. The purpose of gender planning in this evaluation is to ensure gender-sensitive outcomes through systematic and inclusive processes for the benefit of both men and girls. In considering disability, the study was guided by perspectives from the World Health Organisation (WHO) (2016) that consider disability as an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability was thus not just restricted to a health problem but rather a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.

2.6. STUDY POPULATION

This section summarises the study population from whom data was collected. Quantitative data was collected from school children in schools where the project was implemented. Due to challenges related to the availability of children during school holidays, it was not possible to have respondents from the children population group in the Zhombe communal lands nonetheless, perspectives from adults were sought. Table 2.1 (in Annex 6) summarises the schools that contributed survey respondents together with their specialised level of education (primary/secondary). Figure 2.1 (in Annex 1) goes further showing the distribution of the 166 survey respondents in accordance with sex and the PIZ (and partners) areas of operation. As expected, girls are more than boys given the projects' deliberate focus on the vulnerable girl child. Data was also sought from multiple KIs who allowed for a more nuanced picture regarding the project activities to emerge. KIs ranged from children themselves, school and local authorities, community representatives, state actors and internal personnel from PIZ, Childline and LRF. Table 2.2 (in Annex 6) summarises the KIs that provided data for this evaluation. Focus group discussions were also held with the children in order to probe further on and triangulate quantitative data. Table 2.3 (in Annex 6) shows the number of Focus group discussions that were held in accordance with the numbers present and gender dynamics

2.7. DATA COLLECTION PROCEEDURE

Data collection began with a thorough review of documentation that is relevant to the program. These documents included literature that provided a context to the program's conception, literature that provided guidance for program implementation (e.g., the program's log frame, monitoring and evaluation framework) and some literature in which some of the activities of the program and their results are documented (e.g., annual reports.). The monitoring and evaluation office at Plan International was requested to compile a file of

these key documents. These documents were reviewed to generate data for the introductory and findings' chapters of the mid-term evaluation report. The development of primary data collection tools was informed and guided by the desk study of key documents.

In the field, quantitative and qualitative data was collected simultaneously from the study sites. Plan and its partners assisted in mobilising the respondents as they are familiar with the communities and other key stakeholders that they work with. This made the job of the consultants much easier as it helped create rapport between consultants and respondents. Data was collected from one site to another as consultants moved as a team. Approximately two days were spent per district and this allowed for thorough collection of data. Verbatim interviews were transcribed immediately in the field from one district to another. This improved the quality of interviewing in successive districts and allowed the consultants to revisit the districts where they felt there was need for more data collection, for example Tsholotsho district.

2.8. LIMITATIONS

While the consultants managed to collect credible data they faced a number of limitations. The evaluation unfortunately fell on the year of Zimbabwe's harmonised elections. The usual uncertainty that come with these elections led to the postponement of the evaluation to after the elections thus limiting the time given for the evaluation. After the elections the country got into a very tense period as the presidential results were be contested in court, further delaying the start of the evaluation. When the election fever cleared and the consultants were ready to start data collection, they faced another challenge as schools n had closed for August-September holiday. This created a mobilisation challenge. As such the consultants had to wait for schools to open before they can collect data from school children.

CHAPTER 3: THEMATIC FINDINGS

In presenting the finding of the evaluation, a combination of primary data collected from the field and secondary data mostly from the Ministry of Primary and Secondary education will be used. The school has been used as a reference point in this analysis given that it was the point of most primary data collection and also observed to be a major locus of activity for most children in Zimbabwe. According to the Ministry of Primary and Secondary education, the Zimbabwe Education System is comprised of Primary, Secondary and Tertiary / Higher Education. Primary level is sub-divided into Infant Education (ECD A, ECD B, Grade 1 and 2) and Junior Education (Grade 3 to 7). Secondary level has Lower Secondary (Forms 1 to 4) and Upper Secondary (Forms 5 to 6). The Tertiary / Higher Education covers Teachers Colleges, Polytechnic, Technical / Vocational Colleges and Universities. These categories will guide part of the analysis and sequential consolidated discussions. This chapter is organized in accordance with the specific evaluation criterion and will give specific answers in line with the evaluation yardstick.

The NORAD programme aimed at achieving the following:

- i. Increasing access to education by prioritizing retention of children, with special focus on girls and children with disabilities
- ii. Improving schools' capacity in inclusion particularly of CwD in school and the community
- iii. Development of regulatory frameworks that are effective in protecting children from all forms of violence; Improved access to justice for children and child protection services
- iv. Empowerment and capacitation of children (particularly girls and CwD) in self-protection from violence and supporting the realization of the rights to protection and education
- v. Developing well-functioning community-based child protection mechanisms, including child protection (CP) services that prevent and respond to violence against children (improved reporting and response) and Improve access to justice for children.

3.1. ASSESSMENT OF PROJECT MANAGEMENT

In this section, the evaluation considers the project management processes that characterise the project. In this regard, attention will be given to the project management situation amongst the three partner organisations and resultant effects of the situation at hand. The section shall be informed by qualitative primary data collected from KIs within Childline, PIZ and LRF. Evidence from the internal organizational KIs suggests that PIZ is the partner with overall responsibility for the project and reporting directly to NNO quarterly. PIZ manages the project through project managers located in each of the project districts. The project managers are responsible for district activities including coordinating with partners (Childline and LRF). KIs also explained that PIZ worked through the national institutional fabric and was often guided in its actions by the Ministry of Public Service Labour and Social Welfare (MPSLSW) and the Ministry of Health and Child Care which was said to be key in the selection of beneficiaries amongst CWDs. PIZ KIs explained that thus far, the project had good relations with the government and was often seen as a complimentary effort to government agenda of protecting, empowering and assisting children. As such, PIZ personnel were confident of project sustainability through continued future government efforts.

3.1.1. Monitoring and data collection routine

Considering project monitoring and evaluation (M & E), the project largely depends on regular internal monitoring mechanisms guided by the M & E unit. The project is monitored and evaluated based on site visits, reports and review meetings. The M & E process is further strengthened through periodical external evaluations such as the Mid-term evaluation while external monitoring is undertaken through annual reports (financial and technical) sent to the project funders. Such an M & E system is in line

with industry best practice and may be further augmented by regular training and refreshing of the internal M & E team.

The data gathering processes within the project were shown to revolve around periodical reports that summarized progress in the four project thematic areas. The partnership of PIZ, Childline and LRF generate regular reports and track the project performance on a monthly basis. Regular reports are generated internally through project teams and passed to the M&E unit at PIZ. The M&E unit processes that data and shares with technical advisors, management and after review at this level the report is shared to donors through the Grants management unit. The project at 6 months interval conducts joint monitoring support visits – these are composed of the 3 project partners and stakeholders such as government ministries. Data is also gathered through periodical external assessments that seek an independent perspective of the project. Such a data collection process is satisfactory as it encourages non-cumbersome internal record keeping with an occasional external eye. The data is also readily available from the identified sources and the collection process is part and parcel of project activities.

In the case of Childline, internal KIs explained that the organization had call a center that recorded all phone conversations as and when reports were made regarding child rights violations. Furthermore, for every report made, a file is opened in soft and hard copy. The reporting process is done over a toll-free phone and all information collected is collated quarterly and forwarded to the senior partner (PIZ) for review by the funding organisations. Such data collection methodologies are acceptable though may be plagued with challenges that relate to the socio economics of the project beneficiaries. In discussing the relevance of this project, it was shown that the majority of the respondents were based in rural areas that are synonymous with low incomes, high poverty and vulnerability. It follows therefore that in such a community, electricity and the gadgets that follow it (particularly mobile phones) would not be readily available to all households let alone children. In this regard, it is expected that the data collected will be skewed in favour of those households and children with access to electricity-based platforms.

To deal with such a challenge, KIs from Childline explained that they often used networks of teachers and community members as data sources. Nonetheless, such methods are not adequate given that most of the training was directed at children rather than communities hence the organization should consider more inclusive methods of reporting such as boxes where anonymous reports may be placed. Also, the study practically assessed the actual data collection processes undertaken by Childline and found that in some cases, the information required was highly personal (names, addresses, phone numbers, etc.,) which could make some people feel uneasy especially when reporting sensitive information (e.g. about family members) they would not want traced to them. To this Childline KIs explained that they had a policy of anonymity which they upheld. Such a point is again deemed unsatisfactory given the numerous cases where private information given in confidence has been let out on the public domain (e.g. WikiLeaks¹) showing that in the contemporary world anonymity and confidence are not always guaranteed. Childline also requires the reporter of a case to have notable quantities of information about the parties to the offence such as names, phone numbers, addresses and so on. This makes it difficult for members of the general public to act through Childline on cases of child abuse they stumble across given that they may have limited details on the personal attributes of the individuals resulting in data loss. In this regard, it would be critical for Childline to have multiple methodologies of reporting cases in

¹WikiLeaks is an international non-profit organisation that publishes secret information, news leaks, and classified media provided by anonymous sources <https://wikileaks.org>

order to broaden the data set of child right offences. Furthermore, necessary resources to investigate anonymous tips and unclear reports must be afforded to the organization going forward.

Regarding LRF, the organization also has a file for every child they deal with whether in conflict or in contact with the law. Information collected is collated quarterly and forwarded to PIZ for onward reporting. The overall program has developed a database for all CWD, information is gathered through CBR from the community and is accessible to the line ministries as well. It would be also advantageous to have such information available on the public domain. This would allow other like-minded initiatives to easily upscale initiative currently championed by PIZ.

3.1.2. Field staff's understanding of the project

Field staff understanding of the project varied amongst the organisations involved in the project. Generally, the field staff from PIZ showed great understanding of the 'Creating a Safe and Friendly Environment for Adolescent Girls and Boys' project as they understood the proposal compared to those from Childline and LRF. However, even with the understanding of the project, the staff from PIZ still raised a number of challenges which compromised their work. They explained that the management processes often failed to deal with national events and challenges such as elections or disease outbreaks. As such, it becomes necessary for PIZ to start considering designing operational procedures that are flexible in the face of national challenges and events. Such a move will contribute towards the timeous achievement of project objectives without unscheduled breaks. They also highlighted the ubiquitous nature of child related challenges hence, questioning the confined nature of the project. In this regard, they proposed upscale and nationalization of the project in order to increase its impact.

Childline and LRF staff explained that their organisations were not integral parts of project proposal development hence mainly functioned (within the project) in accordance with the broad PIZ goals. This lack of participation in proposal development was said to constrain full understanding of project operations by Childline and LRF. In the same vein, Childline and LRF staff also revealed that they had a maximum of 17% of project resources which made it difficult for them to purchase capital assets (e.g. off-road vehicles) that could smoothen their activities within the project. In the absence of dedicated off road vehicles, Childline and LRF activities are always dependent on the PIZ schedule particularly if the assignments are outside urban centers. In the case of Childline who conduct community-based rehabilitation meetings, KIs explained that the lack of vehicles meant rural participants had to come to them at central locations (usually urban/semi-urban) which was at times difficult to resource challenges. The capital asset challenges therefore may constrain the impact of an organization like ChildLine as the current management regime restricts it to the urban setting with occasional rural engagement that suite the PIZ schedule.

Childline KIs also explained that their mandate was national, but the current grant restricted them to specific operational areas. Also, the limited knowledge of the proposal development process was noted to have translated into limited control over funds which were disbursed quarterly. Childline KIs noted that this was a hinderance as in child stress cases where not scheduled and occurred at any time meaning that resources had to be always available for action to be taken.

3.1.3. Routines of anti-corruption

The organisations are guided by Anti -fraud, bribery and corruption policy which involve the following:

1. To develop, maintain and consistently apply effective controls to prevent fraud and corruption
2. To ensure that if fraud or corruption occurs, a vigorous and prompt investigation takes place and that reports are shared with stakeholders as appropriate.
3. To Take appropriate disciplinary and legal action in all cases, where justified.

According to the staff at PIZ the project experienced underutilization of its yearly budget deviation exceeding 5% per year in 2017. This was due to political volatility in Zimbabwe which reached unprecedented levels towards the end of the year hence restricting programming space. Moreover, most of the partners were involved in the Biometric Voter Registration (BVR) exercise which started in the last quarter of the year in 2017 leading to some difficulties in carrying out some activities without their input.

3.1.4. Recommendations to strengthen internal project management

One of the major challenges highlighted in the management of the project relates to the policy of non-remuneration of community assistants. This, according to community members and some Kis, discouraged participation. As such, it would be critical for PIZ to reconsider (tokens of appreciation, recognition, etc.,) operational procedures especially when dealing with the communities. There is also a need for constant relays of accurate information to beneficiaries (particularly their representatives) by implementing partners.

Another challenge was the lack of participation in proposal development by Childline and LRF which constrained full understanding of project operations. Going forward there is a need for PiZ to fully explain the operations of the project to its partners so that they are able to fully carryout their mandates.

The availability of resources was also highlighted as a major internal project management problem. Childline and LRF activities were said to depend on the PIZ schedule particularly for assignments that were outside urban centers as they did not have vehicles of their own. While the current grant does not permit for purchasing of assets for Childline and LRF, the project should ensure that there are vehicles dedicated to these two partners so that their activities are not only confined to areas where PiZ operate.

3.2. PROJECT EFFECTIVENESS AND EFFICIENCY

This section considers issues related to project efficiency and effectiveness. Information that shall be used was sourced from primary field data and secondary data reviewed from archives of the implementing partner organisations.

In considering product efficiency, the evaluation sought to establish if any budget variations existed to date. Also, it was critical to assess the cases of value for money for services and goods rendered by the project. KIs in charge of the project financial resources explained that there had been no notable budget variation to date and all planned expenditure had been executed accordingly. Regarding issues of value for money, it was explained that in most cases project activities that required financing particularly in schools were done through local contractors who in some cases were trained with the assistance of PIZ. Despite that this is a commendable process as it insures development and utilisation of local skills (employment provision), increases chances of project sustainability and acts as an income injection into the community notable challenges from an efficiency perspective. Local empowerment

through utilisation of local skill does not translate to the cheapest and best service provider as productive efficiency would dictate. For instance, the previously discussed case of poor quality ramps points to resources wastage as a result of not hiring the best possible person for the job in the market. Thus, in pursuit of the asset for tuition approach in schools, it would improve project efficiency if a list of technically superior service providers is drawn up and utilised on condition that the actual work makes use of and trains local labour. Project efficiency was also displayed through local provision of the services to CWDs resulting in more CWDs reached (3 457 children were screened against a target was 300); the *Case Follow up* Model by Childline which coordinated relevant stakeholders to visit targeted children thereby reducing logistics costs and use of government trainers in village savings and lending groups (VSL) at a lower cost.

3.2.1 Project Effectiveness

Project efficiency attempts to validate the activities in the project thus far against what was planned. In this regard, the four project thematic areas will be considered alongside primary and secondary data collected during the evaluation.

a. Increased access to education

According to secondary data from within PIZ, all the communities received awareness information on the importance of education. The activities aimed at increasing access to education (for girls that have dropped out of schools) and included Second Chance Policy awareness raising targeting men, and also awareness which primarily reached to women through Village Savings and Loan mobilisations. The targeting of men was intentional given that reigning social norms give men the decision-making roles. As a result, the project saw an increase (inclusive of both new enrolments and re-enrolments of drop outs) in school enrolment of 10% when compared the 2016 against 2017 figures. Most of the re-enrolments were at secondary school level and 90% were girls. Overall the year to year enrolment for girls increased by 8% while enrolment for CwD increased by 5%. KIs at PIZ attributed this to the effective social mobilisation of communities undertaken through the project.

Efforts by LRF through Community Legal Education sessions and other engagements with parents and adults reached to a cumulative 10,567 people. The adults (85% female) were sensitised on children's rights to access quality education. The high levels of women participation were explained to be a result of women remaining at home while men attempted to make a living in the urban centres. The sessions emphasised the second chance policy and encouraged parents to re-enrol their children. Regarding Childline, secondary data showed that their psychotherapy efforts reached out to more than 2000 children also facilitated a significant number of the re-enrolments recorded by the project. The psychotherapy involved counselling and follow up to survivors of violence or those that have been exposed to trauma.

In order to authenticate the secondary perspectives obtained from the partner organisations, the evaluation utilised quantitative survey data and qualitative information from beneficiaries to validate the claims. Thus, it is expected that the above-mentioned sessions should be known and recalled by the children while KIs would consider them from a positive dimension. KIs also strengthened the positive perspectives of the project explaining that the project has seen children from economically stressed schools attending school. Some schools benefitted from infrastructural developments through retrofitting/adaptations. However, KIs expressed concern that upon completion of the project, vulnerable children may fail to attend school given that the support would disappear with the completion of the project. Therefore, considering the project results framework, the ongoing efforts in the dimensions of increasing access to education seem to be progressing in accordance with project plans and ideals with respect to activities undertaken and numbers reached.

b. Improving school's capacity in inclusion

Secondary data states that the project contributed to physical adaptations of infrastructure at a total of 6 schools from a target of 8, due to increased cost. The recorded adaptations were retrofitting classroom blocks with ramps and access pathways for easy of movement for children using wheel chairs. The adaptation at schools, complimented by other forms of disability support saw children that faced the risk of dropping out of school being retained. Accordingly, secondary data notes that a total of 2345 CwD (52% female) are currently enrolled in schools in the project implementation areas. To ensure the CwD receive effective instruction and enhanced learning, a total of 31 out of a target of 90 teachers were trained in inclusive education. The trained teachers are expected to facilitate inclusion of CwD and also lead local actions towards inclusion. Childline KIs also explained that through interaction with the 148 schools, the organisation emphasised the need to enhance child protection through school child protection policies and frameworks.

Primary observation data validated the presence of retrofitted classrooms which are enhancing participation of CWD in their school life. Also, KI in the communities explained that the knowledge received had improved their awareness of disability inclusion. Parents of CWDs revealed that they were now in a better position to take care of their children. School authorities also reiterated that the project had delivered in providing infrastructure that promoted inclusivity. KIs in Tsholotsho also explained that the knowledge on disability issues was still lacking and there was need to increase efforts to promote the inclusivity agenda particularly at community level. The CWDs (particularly) in Khami district praised the project highlighting the inclusive infrastructure and policies that now existed in their schools. Also, the CWDs complimented the project for supporting the Paralympics games and other activities that enabled them to interact with other CWDs from different areas (e.g. at the Bulawayo Art Gallery).

Table 3.1 shows means of various scores for specific areas covered in the project with a score of one showing most favourable perceptions and a score of 5 showing least favourable perceptions. Therefore, a mean that is closer to 5 (above) 2.5 shows a general perspective gravitating towards disfavour while that close to 1 shows perspectives that gravitate towards favour. In this regard, quantitative data gives a mean of 2.5. this means that according to the children, regarding issues of disability inclusion, the project is sitting in the middle with notable challenges in Tsholotsho and Khami. Nonetheless, qualitative and secondary data from KIs (in Tsholotsho) and internal reports respectively dilutes the indifference portrayed by the quantitative data particularly in Tsholotsho where it was argued that multiple positives on the fronts of disability inclusion and child rights were being realised. and Therefore, despite notable progress according to the project results framework, there is need for the organisation to put more effort in this direction particularly in project areas with unfavourable perceptions.

TABLE 3.1: PERSPECTIVE ON PROJECT COMPONENTS BY RANK 1 (EXCELLENT) - 5 (TERRIBLE)

Plan area of operation		Participate in problem analysis and monitoring of the programmes	Did participation improve your relations with others	Did participation improve your relations with parents	Have you learnt much so far	Is the project reflective of your aired views	Are you happy with your participation	Adaptive to children realities	Disability inclusion	Girl empowerment	Improved gender relations amongst children	Knowledge on available referral pathways
Tsholotsho	Mean	2.8	2.8	3.1	2.9	2.6	2.7	2.8	3.1	3.0	3.1	3.0
	N	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0
	Std. Deviation	1.4	1.3	1.5	1.3	1.3	1.2	1.0	1.1	1.2	1.4	1.0
Khami	Mean	3.0	1.6	1.7	2.5	2.3	1.7	1.7	3.0	2.2	2.0	1.9
	N	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0
	Std. Deviation	1.4	0.5	0.7	1.3	1.1	0.7	0.7	1.3	1.1	1.0	1.0
Silobela	Mean	1.8	1.7	1.6	2.2	1.7	1.6	1.6	2.1	1.9	1.8	1.7
	N	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
	Std. Deviation	1.5	0.9	0.9	1.3	1.0	0.6	0.7	1.0	1.0	0.9	0.7
Epworth	Mean	1.9	2.4	2.6	2.1	2.4	2.2	2.1	2.3	2.2	2.2	2.4
	N	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
	Std. Deviation	1.2	1.5	1.5	1.3	1.3	1.4	1.3	1.3	1.4	1.3	1.4
Mutoko	Mean	2.2	2.1	2.1	2.6	2.3	2.1	2.3	2.2	2.1	1.8	2.0
	N	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0
	Std. Deviation	1.5	1.0	1.1	1.3	1.1	0.9	1.0	1.0	0.9	0.8	1.1
Kwekwe	Mean	1.9	2.1	2.2	2.2	2.4	2.4	2.2	2.2	2.3	2.3	2.3
	N	29.0	29.0	29.0	29.0	29.0	29.0	29.0	29.0	29.0	29.0	29.0
	Std. Deviation	1.4	1.4	1.5	1.5	1.5	1.5	1.4	1.3	1.5	1.5	1.4
Total	Mean	2.3	2.1	2.2	2.4	2.3	2.1	2.2	2.5	2.3	2.2	2.2
	N	165.0	165.0	165.0	165.0	165.0	165.0	165.0	165.0	165.0	165.0	165.0
	Std. Deviation	1.4	1.2	1.3	1.3	1.3	1.2	1.1	1.2	1.2	1.3	1.2

a. Empowerment of children to be able to protect themselves from violence

According to secondary data, the empowerment of children in self-protection from violence manifests at two levels of child protection platforms and child participation. In this regard, the partner organisations through secondary data revealed that a total of 222 Child protection platforms were created and are functional to date. The platforms included CPCs, Adolescent Sexual and Reproductive Health (ASRH) Clubs, Therapeutic Groups and Peer Legal Advisors clubs. The child protection platforms have a total membership of close to 4 000 children; membership is 80% female and still falls short of the required CwD project quota of 10%. As previously highlighted in primary KI data, secondary data from the annual project report states that communities mentioned resource constraints as a major hindrance to the CwD quota not being met given that it is for families or schools to transport and facilitate participation of CwD.

Moreover, in all the participating 5 districts children were mobilised to participate in governance and development matters. The project worked in collaboration with Ministries of Youth and Education to mobilise children and young persons. Junior assemblies were mobilised and more than 4000 children (60% female) participated in related platforms. Participation by CwD was low despite a positive in the form of a girl child with disabilities being part of the junior assembly. According to secondary data, the project observed positive results with girls assuming leadership roles. The majority of Child Assemblies and Junior Chambers membership (75%) was female and none was a CwD. Fifteen of 21 Junior Assembly, members are girls while more than 70% of the Junior Council members are female. To ensure CwD are not left behind, platforms such as the Paralympics games were created specifically for them. The platforms were also opened to abled bodied children to decrease opportunities for stigma and discrimination. More than 2 000 CwD (51% female) participated in the platform activities.

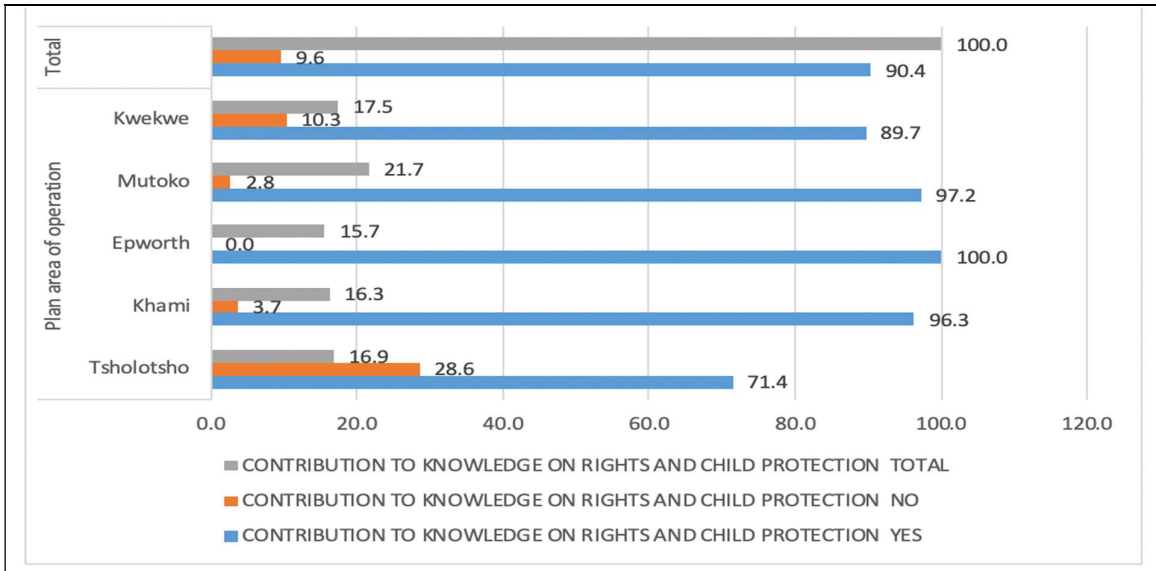
Secondary data also explains that drama and theatre competitions supported by the project were effective in empowering children. The drama and theatre content included elements on law, education, and inclusion and were based on upholding children's rights. The platform has grown in popularity and has proved to be an effective model for change for a total of 1020 children of which more than 60% of these were girls, very few CwD participated. Nonetheless, secondary data conceded that the district platforms saw less than 50 CwD participate – these were mostly those with albinism and on wheel chairs. Secondary data also explains that due to the competitive nature of other platforms, CWDs have their own platform called the Paralympics. The 1020 children participated directly as part of the main casts while more than 8,000 (50% male – equal numbers of boys and girls were mobilised) children were part of the audiences across all the district. The model has seen child led advocacy activities increasing particularly in Bulawayo.

The secondary data claims above are dominated by issues of CWDs which on their own cannot demonstrate overall empowerment of children. Moreover, more efforts could be required in dealing with CWDs particularly in Tsholotsho where the culture of hiding CWDs was still rampant. To give an alternative perspective, the study turns to the other quantitative measure that assist in observing the impact of project events hence effectiveness.

First, considering information from Table 3.1 and focusing on the 5 questions (together with their mean scores in brackets) Did participation improve your relations with others (2.1); Have you learnt much so far (2.4); Adaptive to children realities (2.2); Are you happy with your participation (2.1) and Girl empowerment (2.3) one may get a sense of the impact of the empowerment lessons. Viewing these 5 questions from a predominantly positive dimension is considered synonymous with an increase in a empowerment or high appreciation of lessons learnt. Thus, the responses from the school children all show means that are below 2.5 meaning that there is a general sense of favour regarding lessons learnt on empowerment issues. Nonetheless Table 3.1 also shows areas with challenges that require individual special attention. Figure 3.1 also shows high levels of affirmative

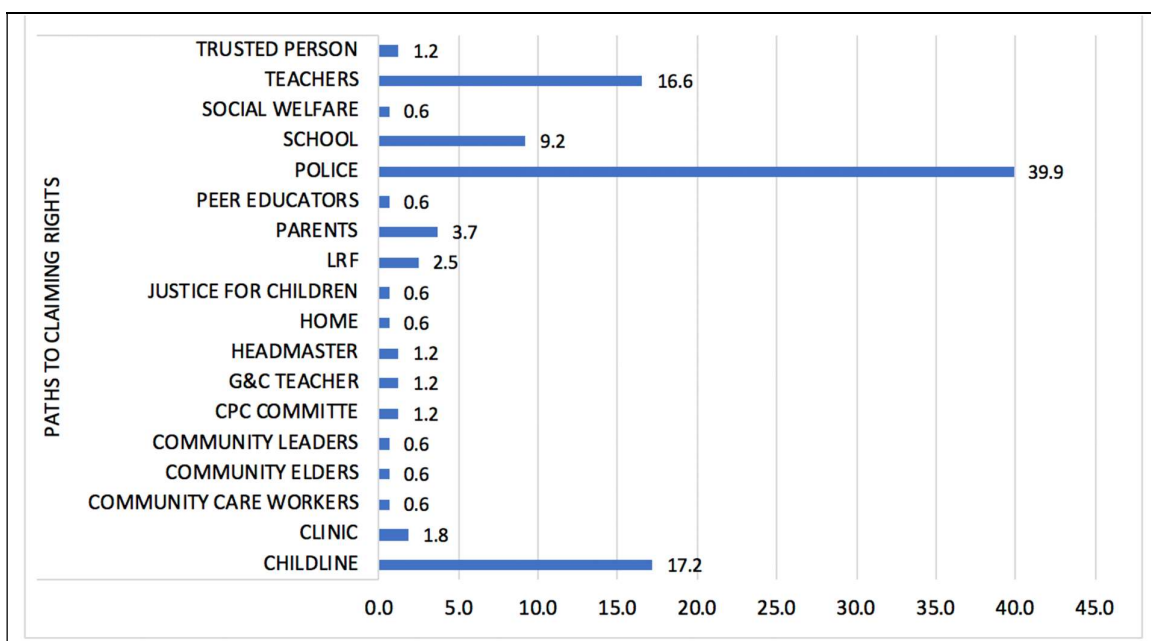
responses on knowledge gained on child rights and membership of platforms created respectively. Also 96% of the responded children revealed that they now had better knowledge of their rights. As such, using the quantitative field result, one can validate the secondary perspectives from the partner organisations that point towards empowered children.

Figure 3.1: Contribution to knowledge on rights and child protection %



KIs in all areas of operation also supported the secondary and qualitative findings arguing that communities and children had become more aware of child rights and the availing of communication avenues (predominantly the police, Childline and teachers) for reporting abuse had changed community perspectives (see Figure 3.2). Nonetheless, some community elders warned that the empowerment of children in some cases could be used as an unwelcome shield for bad adolescent behaviour. For instance it was reported that in one of the project area a child had reported a parent to the police for abuse after receiving a beating for violation of household curfew rules. Despite the challenges noted, there is notable evidence that the project implementing partners are well on course to achieve the overall project specific objectives on Empowerment and capacitation of children in line with the project results framework.

Figure 3.2: Paths to claiming rights %



b. Development of effective regulatory frameworks in protecting children

According to secondary data, from a development of regulatory frameworks perspective, functional Community Based Rehabilitation (CBR) committees in the 38 participating wards adults and children were sensitised on the rights of CwD. The key issues raised were on inclusion and the right to participate by both adults and children with disabilities. The sensitisation was led by the District Rehabilitation Officers under the Ministry of Health in the project areas. They liaised with their CBR committees and used standard content guidelines to conduct awareness sessions. A total of 1 680 adults (85% female) were reached through these awareness sessions. Secondary data also shows that LRF provided legal awareness sessions while Childline extended therapy and positive parenting session for child protection enhancement at community level. Through support from the project, District-level Child Protection Committees and CSOs (a total of 320 representatives) were sensitised on imparting advocacy skills and strategies.

The secondary data above touches on issues of community support but not necessarily the development of effective regulations. In accordance with the project results framework, the project has made achievements in outcomes related to improved access to justice for children and child protection services; increased duty bearers and CSO with capacity to deal with child protection issues and knowledge on the UN Convention on the Rights of Persons with Disabilities. Nonetheless, the evaluation did not come across notable information that signified schools developing child protection policies and mechanisms. Internal KIs explained that this was a process in the pipeline to begin in the near future as attention had been focused on establishing the foundational policy mechanisms first. This by far would be a major output that would signify actual regulatory frameworks understood by those whose capacity had been built in child protection issues. As such, it would be critical for partner organisations in the project to actively start moving towards making such regulations a reality in the school covered by the project.

c. Well-functioning community-based child protection mechanisms

Secondary data notes that the project sought to strengthen the communities’ capacity to respond to child protection needs of their constituencies. A total of 38 wards were supported to create both adult and child led child protection platforms. The adults formed a total of 38 Community Based Rehabilitation Committees with a total membership of 684 persons (85% female and 15% male). The project promoted male participation in the disability platforms. The project also supported formation of multi-disciplinary clinics which seek to provide specialised rehabilitative services through a community outreach approach. Secondary data also notes that there were strides in strengthening adult led CPCs in-line with government’s strategy to have a functional CPC in every community. The government deployed community-based Community Child- Care Workers (CCCWs) per village who sit in the ward level CPC. The active participation of CCCWs facilitates timely reporting and referrals for further management of cases and violated children. A total of 4 268 adults were trained on child protection and the number includes members of CPCs, CBR Committees and Parent to Parent Support Groups. Secondary data from Childline also noted that Social workers from Childline complimented by Child Case Care Workers widened their reach by interacting with the police and courts using the *National Case Management Model*. The efforts by the project were reinforced through LRF direct input where legal counsel was availed to children who were in contact and conflict with the law.

In order to understand the reception and effectiveness of the child protection information described in the secondary data above, the study turns to main project beneficiaries who are the children. Figure 3.3 show the forms of training that had reached the children in the schools and those who provided such training. The reception of information is shown in Figure 3.4 which shows those components that the children considered the lessons to be about. Figure 3.3 shows that rights and protection issues were major components that they assimilated from lessons learnt through various project related training platforms. Furthermore, the main trainers were LRF, the teachers and PLAN personnel. This aspect is positive and is indicative of necessary information reaching beneficiaries in accordance with the results framework. Nonetheless, it would also increase project mileage to see other permanent community institutions such as the government ministries and other CSOs replacing the project implementing organisations as lead trainers in future. This would signify high assimilation of lessons learnt at district level and higher chances of project sustainability.

Figure 3.3: Types of training received %

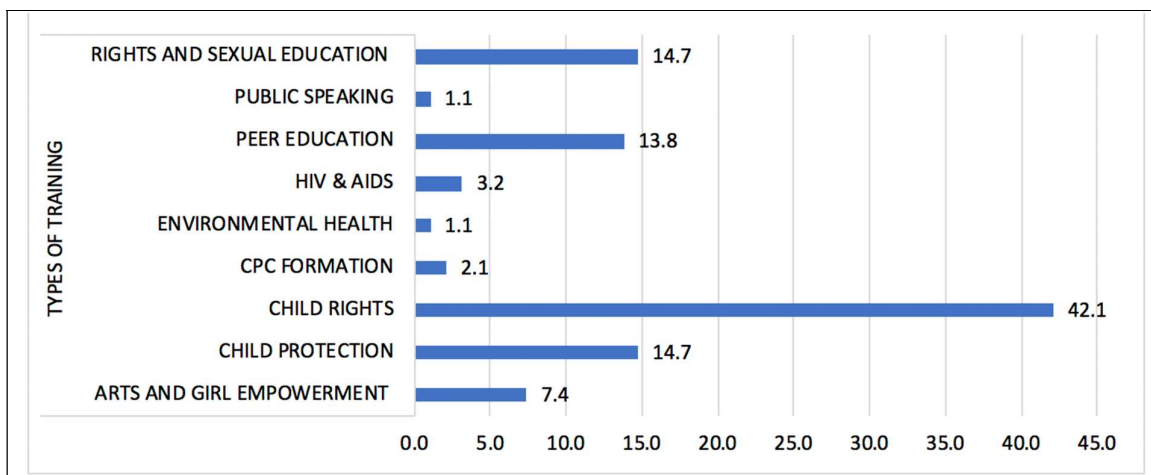
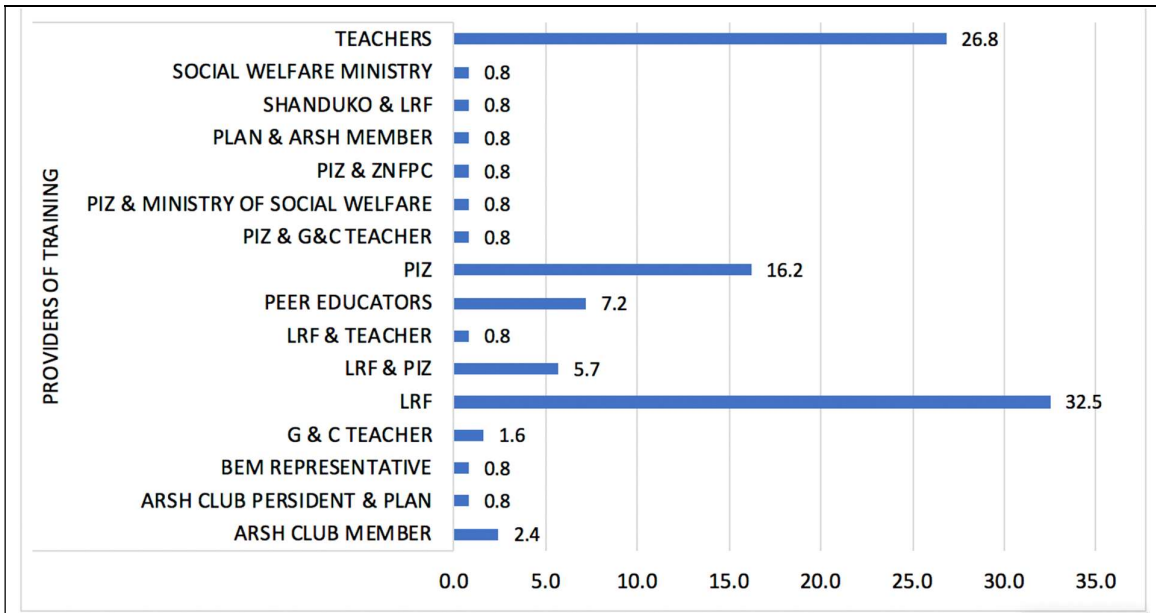


Figure 3.4: Providers of training



d. Overall perspectives on project effectiveness

In closing the discussion on project effectiveness, the study turns to KIs amongst the beneficiaries and the children themselves. KIs (teachers, community members, committee representatives & justice department representatives) commended the project efforts so far from a primary data perspective, the majority of the children perceived the project in good light and had learnt significant lessons on *inter-alia* child rights, empowerment, reporting abuse and assisting other (see Figures 3.5 & 3.6).

Figure 3.5: Project had positive results %

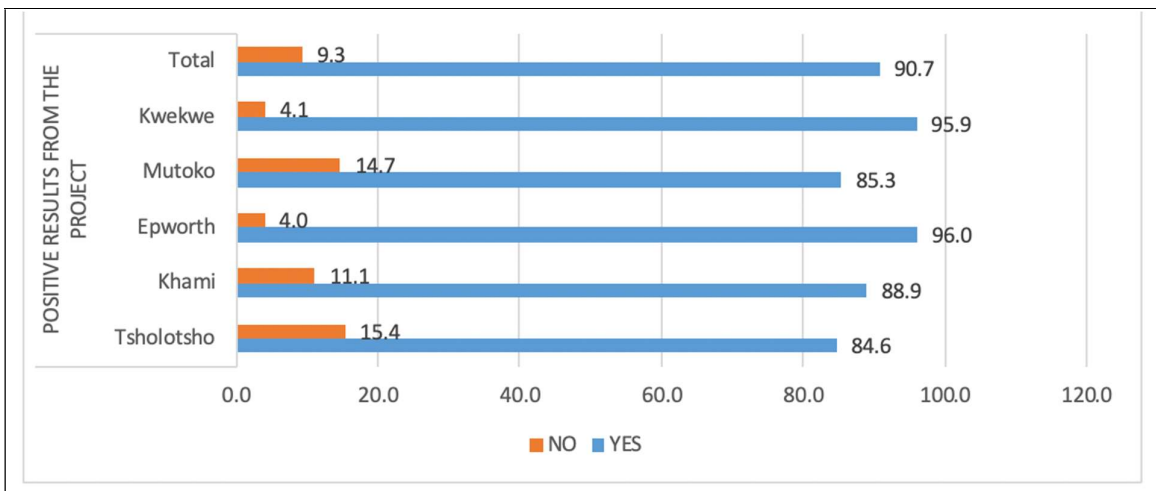
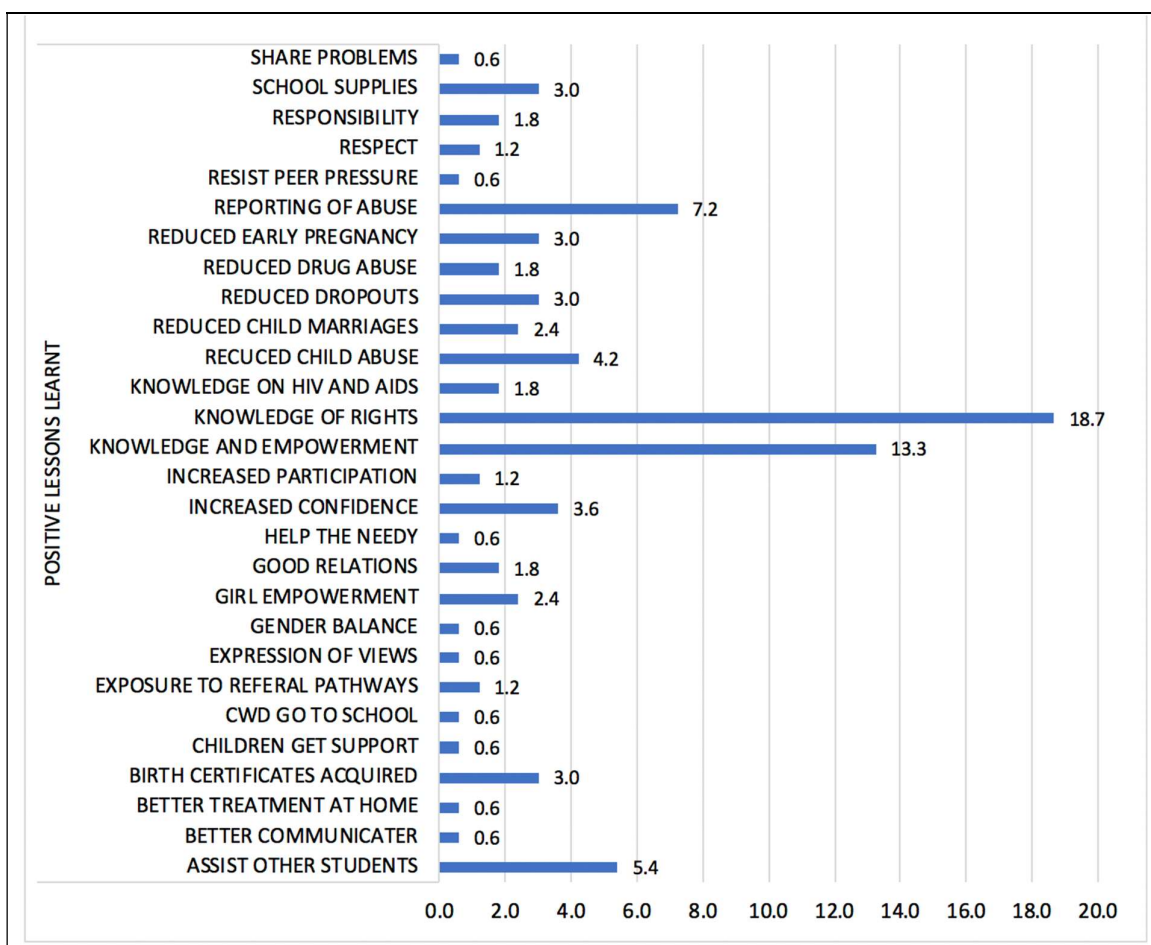


Figure 3.6: Positive Lessons from the project %



In considering the significance of the lessons imparted by the project from a qualitative dimension, the analysis focused on the words education, rights, girls, abuse and disability given that these were considered the bedrock signpost of the intervention. The selection of these words is guided by the word cloud shown in Figure 3.7 (in Annex 1). Using these words, further analysis was undertaken using word trees with a focus on words that yielded more than four branches. In this regard the study focused on words girl, abuse and children as shown in the word clouds in Figure 3.11 (in Annex 1).

The data shows that regarding issues related to girls, there has been a deliberate focus on changing the ways in which girls were viewed through teaching. Regarding abuse, the word trees portray evidence of increase in the knowledge of rights in the project areas together with channels of reporting abuse. Education, rights, social protection and project clubs are also shown to be critical through the subject of children in general. Therefore, based on the primary and secondary data discussed in this section it is evident that by and large the project has been effective and moving in accordance with the plan summarized in the results framework albeit a few challenges whose proposed solutions have been described in this section.

3.3. PROJECT RELEVANCE KHAMI DISTRICT, BULAWAYO

In considering the relevance and management of the PIZ implemented project issues considered relate to general knowledge of the project by various populations in the sample; project activities vis-à-vis community needs and the content of the project activities. The community needs have been considered based on secondary data obtained from the Ministry of Primary and Secondary education.

Tables 3.1a (in Annex 1) shows that Khami district has the highest numbers of schools (primary and secondary) classified as rural. The rural environment (when compared to the urban) in Zimbabwe is characterised by high levels of poverty and vulnerability rooted in the colonial dualized economy that discriminated against native Africans who predominantly resided in the rural areas. Table 3.5 (showing orphaned and vulnerable children) (in Annex 1) also shows high levels of vulnerability amongst children of school going age in Bulawayo in general and Khami in particular. The majority of children are affected by the absence of parents due to death while others are inherently vulnerable due to the socio-economic situation that faces them. These challenging socio-economic conditions were confirmed by Key informants in the schools and communities within Khami district who concurred that the socio-economic situation was not conducive for fully educating the child and in the absence of assistance, most children would not have access to quality education.

Figure 3.7 (in Annex 1) shows a combination of the words used by all key informants to describe the situation in Khami prior to the intervention by the project and to a certain extent the present era. The words that feature the most in the qualitative data depict a negative society plagued by economic and community challenges with an overbearing impact on girls and women. Given the secondary and primary data collected and analysed (i.e. common words like girls, women, school, community, etc.), it becomes clear that the issues that the NORAD sought to deal with (given by the project outcome areas) resonate strongly with the communities in Khami district of Bulawayo. Table 3.6 & 3.7 (in Annex 1) also strengthen the perspectives depicted in the word cloud showing Khami to be vulnerable and particularly regarding those components (gender, disability and child protection) covered by the project.

3.3.1. Project Relevance, Tsholotsho

Perspectives from Tsholotsho prior to the NORAD project intervention paint a gloomy picture where child rights were seemingly not observed and arguably not understood. For instance Key informants from the Judiciary Services revealed worrying previous cases of children being burnt, severely beaten and overworked all in the name of teaching them a lesson. The Judiciary services KIs also noted that child marriages were the norm prior to the project interventions mostly due to economic challenges whose solution seemed to be marriage. The issues of child marriages are common in Tsholotsho though teenage pregnancies were highlighted to be an even more extreme challenge. In addition to such challenges raised, teachers in Tsholotsho explained that Children with Disabilities (CwD) were often shunned in society and most parents had limited knowledge and support on disability issues. According to teachers and school children in the FGDs, the CwD were previously excluded from school and society as parents actively hid them. Supporting the primary data is secondary data (see Table 3.8 – 3.11 (in Annex 1)) that shows Tsholotsho district as predominantly rural with numerous challenges related to OVCs and various issues that culminate into children dropping out of school. Furthermore, Table 3.11 (in Annex 1) depicts a situation of strained resources as schools in Tsholotsho are seemingly failing to provide adequate sitting and writing facilities for the children. In such a scenario and with requisite support, the school would naturally focus on core issues of providing learning support infrastructure resulting in issues such as child rights, disability inclusion and community support play second fiddle. It is therefore evident that the approach by PIZ and its partners to prioritise access to education, school capacity, regulatory frameworks, child empowerment and community based protection mechanisms was very relevant to the communities in Tsholotsho. However, primary data shows that despite the support of CwD and other children in Tsholotsho, there was need to increase resources in the direction of school infrastructure in general as evidenced by the structural challenges depicted in Table 3.11 (in Annex 1).

3.3.2. Project Relevance, Kwekwe

As in the case with Khami and Tsholotsho, there is a significant inherently vulnerable rural population in Kwekwe district as shown in Table 3.12 (in Annex 1). Vulnerability is also shown to be prevalent in Kwekwe when compared to the other districts of the Midlands. The study also sought perspectives from KIs particularly those from the Justice Department. During the interviews, these KIs explained that prior to the intervention, child abuse in Kwekwe district was high and there was very limited accessible information on child rights. As such, from a legal perspective, it was evident that the PIZ (and partners) project was very necessary as it increased knowledge levels and check cases of abuse in Kwekwe. In this regard, KIs from the justice department noted that it was no longer surprising to hear village heads speak on and about children's rights unlike in the past where such utterances were rarely associated with traditional leadership.

Health KIs from Kwekwe also explained that prior to the intervention, the observance and access to child rights was skewed in favour of those children from well-up families. KIs argued that most of children with disabilities did not exercise their right to education. This was explained as a direct derivative of overprotection by parents in Kwekwe who often stigmatised child disability and dissuaded/disallowed children from peer and community interaction. Thus, through the project, CWD now have a better chance at leading normal lives through material support (wheel chairs and other assistive devices), livelihoods support and awareness campaigns in support of the disabled. KIs also reported previously high level violent assault and pregnancy amongst teenagers prior to the intervention by PIZ and its partners. Government officials in Kwekwe also weighed in explaining that the project came at an opportune time where it complimented government² efforts particularly when dealing with Issues of disability in schools. Ministry officials explained that through the project, they had been able to consolidate the disability database which was viewed as a notable form of achievement. KIs (teachers, community representatives and parents) also note the importance of avenues created by Childline Zimbabwe and the knowledge imparted by LRF. KIs argued that the efforts of these organisations were at the centre of the creation of a better informed and sensitive community. The word cloud in Figure 3.8 (in Annex) summarises responses from FGD participants when they were asked to describe the situation in Kwekwe prior to the project. The prominent words like in previous cases (e.g. Khami) paint a gloomy picture that justified the intervention. Thus despite challenges of dropping out of school and limited school infrastructure (see Tables 3.1.3c & d (in Annex 1)), it is evident that the project intervention was relevant to Kwekwe based on the perspectives of KIs and the school children.

3.3.3. Project Relevance, Epworth, Harare

Epworth is similar to Khami in that both are at close proximity to large urban settlements and are part of Metropolitan Provinces. In this regard, a similar assessment is undertaken when considering the relevance of the project initiative in Epworth the number of OVCs at primary and secondary school level in the predominantly urban district of Epworth were considered as shown in Table 3.16 & 3.17 (in Annex 1). The tables (3.16 & 3.17 (in Annex 1)) show a notable number of OVCs in the district that houses Epworth although there are areas such as Chitungwiza that clear are in even more dire constraints. Tables 3.18 & 3.19 (in Annex 1) give a more detailed district picture that is not necessarily peculiar to Epworth but Hatfield-Mbare district as a whole. In this case it is evident that challenges related to child marriages and disability are areas worth considering in the project. Nonetheless, considering only the secondary data one may be inclined to consider other areas particularly Chitungwiza district as more deserving of such an intervention. To shed more light on the rationale for the selection of Epworth, the study turns to the qualitative data collected from KIs in Epworth. During one of the group discussions, school children explained that before the intervention by PIZ and its partners, the majority of them believed that men had more rights than women and subsequently

²Ministry of Primary and Secondary Education and Ministry of Social welfare

boys were to be afforded more rights than girls. Some children explained that this perspective had permeated academic work given that boys in Epworth were reluctant to ask for help on school issues from girls. This state of affairs is undoubtedly rooted in patriarchy which not only characterises Epworth but most of Zimbabwe (particularly rural areas) as a whole. FGD participants (particularly girls) also explained that prior to the project they were not confident and often found themselves playing an institutionalised second fiddle to the boys. Also it was highlighted that knowledge on rights had been lacking and often CWD were excluded from school and other social engagements.

KIs in the form of teachers from the schools weighed in buttressing the FGD perspectives from the children as they stated that school dropout rates had been very high (mostly due to poverty) prior to the project indicating improvements after the PIZ intervention. Community representatives noted that child pregnancies and early marriages were also major contributors to the high school dropout rate in the past even though most were never reported to the school. These notions validate the perspectives summaries in the secondary data in Table 3.18 (in Annex 1) where finance and absconding (which could be a result of pregnancy) are the major reasons for dropping out of school in the district. Parents of CWD also explained that previously schools were not sensitive to the plight of CWD hence lacked facilities that supported the education of CWDs. In this regard, parents of CWDs lamented that the schools had made the incorrect assumption that all children were able bodied. Information was also sought from KIs in the Judiciary Services who emphasised the changes that had occurred regarding the knowledge of rights and reporting of abuse amongst the children. According to the KIs, this knowledge had not existed in the past and had become one of the evidence bearers of project activity. Using the primary and secondary data on Epworth, it is evident that the project was very relevant to the district as a whole and maybe more relevant to areas with more OVCs such as Chitungwiza. Nonetheless, the lower income levels³ in Epworth may be plausible rationale for the selection of Epworth in this project.

3.3.4. Project Relevance, Mutoko District

As stated in the introductory sections, Mutoko is a predominantly rural district meaning that it is inherently vulnerable to livelihood stress factors. Again using secondary data from the MOPSE, it is evident that Mutoko district only has rural schools and a high number of OVCs as shown in Table 3.21 (in Annex 1). Table 3.22 (in Annex 1) also shows that multiple conditions of disability exist amongst school children in Mutoko district. The combination of rural livelihoods stress factors, high numbers of OVC and the presence of numerous disabilities amongst children in the district justify the intervention by PIZ and its partners through this project. In order to further buttress this perspective, it is critical to validate it with primary data from KIs and FGD participants. School children in the focus group discussions reiterated challenges similar to those from the other project implementation areas that included early marriages, high levels of child abuse, limited knowledge of child rights, lack of finances to pay school fees and disability exclusion. KIs (teachers, community representatives,

³ According to the Zimbabwe poverty Atlas of 2015, Epworth had a poverty prevalence of 64.5%. The ward that had the highest poverty prevalence was Ward 05 with 66.6% while Ward 04 had the lowest poverty prevalence pegged at 62.5%. Epworth was an example of an urban area with high poverty rates depicting that urban poverty was also a growing concern to economic and urban development planners. Epworth had some of Harare Province's poorest households. It grew from a squatter camp into a formal Local Board that is regularizing and planning the settlement.

In Chitungwiza District, the prevalence of poverty was 35.4%. It was highest in Ward 18 (45.4%) and lowest in Ward 17 (27.3%). Chitungwiza Municipality was initially established as a satellite town that was designed for housing employees working in Harare. It has since grown and has its own industrial area and thriving administrative and business centre (Zimbabwe poverty Atlas 2015).

community leaders and the Judiciary Services) also noted issues related to previously prevalent child marriages, teenage pregnancy, disability exclusion and limited facilities in schools to cater for the disabled. Of interest in Mutoko was the mention of rampant child marriages and limited knowledge on sexual and reproductive health prior to the PIZ (and partners) project. Parents of disabled children also highlighted the increase in knowledge that had resulted from the project and also explained that avenues provided by organisations such as ChildLine were previously non-existent. The summarised qualitative perspective from Mutoko in Figure 3.9 (in Annex 1) show that the majority of issues and conditions that existed prior to implementation of the project are similar in most districts and areas of operation including Mutoko.

3.3.5. Overall Relevance of the Project

Primary data collected and secondary data reviewed give robust evidence that the project was well suited for the targeted areas. Also, the data shows that all the organisations that are within the project have relevant roles to play that are related to community needs. The committees created and supported through the project resonate with the major challenges (disability, child vulnerability, poverty, etc.) shown in the project areas. The training given to the children, teachers and communities was also shown to resonate with main project challenges shown in the project areas. The goals of the project are also in line with the challenges associated with project areas. Nonetheless, there is also an emerging perspective that may require such a project to be upscaled given that the challenges have been shown to be almost ubiquitous (particularly in rural areas) from a primary and secondary perspective. The key project inclusion principles summarised below also resonate with the described conditions in the study areas

- **Awareness** of disability and its implications is the crucial first step in development programs becoming inclusive.
- **Participation** of people with a disability is essential for genuine empowerment and community change.
- **Comprehensive accessibility** ensures that physical, communication, policy and attitudinal barriers are both identified and addressed.
- **Twin track** as an approach explicitly identifies specific actions for people with a disability in conjunction with mainstream inclusion.

This therefore means that such a project is relevant to most of Zimbabwe and the country would greatly benefit from upscaling and a spread of wings into other districts.

3.4. GENDER EQUALITY

Gender is a socially constructed definition of women and men which entails the social design of a biological sex most often determined by the tasks, functions and roles attributed to women and men in society, both in public and private spheres of life. It is a culture-specific definition of femininity and masculinity and therefore varies within different cultures, in time and space. Zimbabwean societies are patriarchal in nature and have over the years tended to favour men over women, according men better opportunities compared to women. The glaring gender inequalities in all the countries of the world led to the rise in advocacy for gender equality. This was necessitated by the fact that the persistence of gender inequality makes social progress and development stagnant.⁴ Thus, gender equality is not only a fundamental human right, but a necessary foundation for sustainable development. It is achieved through equal participation; visibility and empowerment of of both sexes in all spheres of public and private life and its main aims are to promote the full participation of women

⁴<https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/09/Goal-5.pdf>

and men in society⁵. It further entails the accordance of equal value to the different behaviours, aspirations and needs of women and men.

In light of these realities in the country in general and the districts of intervention in particular, this project achieved significant strides in involving girls, boys, men and women in its planning and implementation. Key informants from all the three districts indicated that the project thrived for gender balance in the planning and implementation stages of the project. In all the districts, planning for the project involved different stakeholders, which included line ministries i.e. Ministry of Health and Child Care, Ministry of Primary and Secondary Education, Ministry of Public Service, Labour and Social Welfare and Ministry of Women Affairs, Community, Small and Medium Enterprises – Developments. Within these ministries, the project planning process involved the district level officers who also mobilised communities during the consultative forums to ensure that girls, boys, men and women equally participate in the planning process. The same ministry representatives are active players in the implementation of the project and still work closely with the community members. Again, within these communities, there was a deliberate effort to include girls, boys, men and women in the community organs that were formed or strengthened during the implementation of the project, for example, in the CPCs, CBR committees and CCWs. Moreover, there were deliberate efforts to include more girls and women as a way of encouraging them to participate in public platforms. This is indicated by the significant presence of women in the different aforementioned committees. For example, in Epworth, 70% of the CPC members were women; while in Kwekwe, 50% of the CBR committee members were women and in Khami, 55% of the CBR committee are women. Thus, it is clear that women are actively participating and are empowered to be active participants in public spaces. Moreover, given that the implementation of the different activities of the project is done through these various committees that are dominated by women, this shows that the project has a positive effect on gender transformation. As such, the project demonstrates significant effort to promote gender equality as girls and women are now taking up in leadership roles.

Also according to the project's documentation, it emerged that at implementation, the project had a clear bias towards mobilising girls. To achieve this, the project used a quota system which stipulated that at least 60% of the children participating should be girls. Again, the project mobilised and encouraged girls to take up leadership positions in the different child protection platforms and committees; namely: Peer Legal Advisors, ARSH Clubs and child led CPCs. Interestingly, in all the three districts covered by the project, girls formed the majority in terms of membership in these platforms (more than 70%) and about three quarters (75%) of the child protection groups were led by girls. However, although there was a plausible stride in ensuring girls' participation in all the three districts, it also emerged that the participation of boys in these platforms was low. In all the three districts, the guidance and counselling teachers in the participating schools stated that boys are shy to participate in peer education and avoid public talks on sex and sexuality and reproductive issues. However, over and above this notion, the low participation of boys is also attributed to the fact that a lot of effort has been put towards the girl child and in the process overlooking some critical issues affecting the boy child. This largely emanates from the prevailing cultural stereo-types amongst many Zimbabwean communities that the boy child is preferred over the girl child because they will advance the family name, which has over the years adversely affected the girl child. Another reason that was noted in all the districts is that in its mandate, PIZ has a pronounced bias towards empowering the girl child and that has unintentionally compromised focus on the boy child. For example, in Kwekwe, given that the district has a high incidence of artisanal miners, many boys desert school to work in the mines just as girls get into child marriages and have teenage pregnancies from the flashy artisanal miners who trick the girls using money. In this regard, both boys and girls need help to go back to school but given that the main focus of the project has been on girls who are culturally subjugated, the boy child has not received much attention.

⁵<http://www.unhcr.org/3c160b06a.pdf>

In Mutoko, it emerged that although women had taken up roles in the community organs that promoted child rights, they encountered some challenges. For example, it emerged that in the district, there is a significant influence of the Marange Apostolic church which promotes child marriages in the name of religious rites. Key Informants indicated that the church is protected by traditional systems within the district and as such, Community Childcare Workers have had difficulties confronting the male perpetrators. The women are afraid to investigate cases of child marriages as individuals and to circumvent this challenge, the women move around with the ZRP officials so that in the event of a case of child abuse that may warrant arrest, the police will take over. This strategy has yielded significant results in attaining gender equality. Again, in the same district, some of the key informants stated that Childline has made significant inroads through training community members and influencing their mindsets about child abuse and sexual crimes. In all the three districts, implementing partner officials indicated how they have included the traditional leaders such as village heads in becoming pioneers of the message on child protection and gender issues.

3.5. DISABILITY INCLUSION

Disability is a common phenomenon in most communities. However, in most instances, the CwD are often segregated/left out in development initiatives yet they should be integrated formerly into the conventional society and above all, development programmes. In the case of this project, one of the main objectives was to ensure inclusion and participation of CWD in school and community life. As such, disability was recognised as a reality that affects children and the project thrived for the inclusion of the CWDs in the project and in the promotion of their rights. As such, children and youth living with disabilities and their parents were actively engaged in the project in all the districts. In relation to the parents of CWD, they actively participated in the project through such engagements as parent – to-parent support groups where the parents gave each other psychosocial support on issues related to taking care of their CWD. Again, in all the districts, it emerged that the parents of CWD engaged in Income Generating Projects (IGPs) to help improve their families' income security and better care for the CWD. In the same vein, the parents are also involved in Village Savings and Lending (VSL) schemes also as a way of boosting their financial capacities as families so as to be able to take care of the CWD. Parents of CWDs explained that as a result of the parents' involvement and participation in these activities, those parents who used to hide the CWD now allowed them to play outside and interact with other children in the community.

In all the districts, the project worked very closely with the Ministry of Health and Child Care's rehabilitation department as an implementing partner specifically assisting on children with disabilities. The project worked through the CBR committees within the communities to identify and screen CWDs as part of the selection process of those who will be beneficiaries. For example, in Kwekwe, according to the Rehabilitation officer from the District Hospital, before this project, about 95% of the CWDs were not going to school. This was because their parents were over-protective of the children mainly due to stigma and discrimination by members of the community. As a result, most CWDs were concealed from public life and were not allowed to interact with family and the greater community. However, after the implementation of this project, there has been a lot of assistance for the CWDs. In all the three districts, it emerged that there were different thematic areas of intervention that the project focused on in relation to CWDs. These were: health, education, participation, livelihoods and psychosocial support, as detailed in Table 3.2.

Table 3.2: Thematic areas of intervention for CWDs under the NORAD grant

Thematic Focus	Intervention
Health	Health related assistance, some getting wheelchairs, some undergoing corrective surgery, some undergoing physiotherapy and some getting spectacles, among other services.
Education	Promotion of inclusive education within schools through adaptations to make schools friendly to CWDs, for example through construction of ramps and teachers trained in special needs.
Participation	Encourage parents of CWD to allow CWD to participate in activities in and outside the family.
Livelihoods	Support parents to CWDs to start income generating projects (IGPs) to enhance the families' income security e.g. poultry and goat projects. Parents encouraged to work in groups at community level. Also trained on village lending and savings skills.
Support groups	Helped parents of CWDs to form support groups for psychosocial support. Youth with disabilities also have support groups.
Sports & recreation	Promote CWDs participation in district, provincial and national level Paralympic games.

The screening of the CWDs is done at community level by trained Community Disability Workers coordinators who then refer the cases to the district hospital for further screening. The district hospitals use screening tools designed and recommended by the World Health Organisation (WHO) and the data gathered is consolidated and used to verify if the case is deserving assistance. It also emerged that there is a good balance of gender in the case of CWDs that are part of the programme. For example, in Kwekwe, the rehabilitation officer stated that in 2018 alone, they screened 286 CWDs and 40% of these (140) were girls and the remaining 51% (146) were boys; while in Khami, the CBR has 22 children who are beneficiaries in this programme and of the 22, 40% are boys and 60% are girls. Furthermore, in Kwekwe, it also emerged that previously there had been cases of sexual abuse of CWD before the project and there were challenges in accessing justice. Improvements have been noted and there is notable progress towards increased protection and care for CWDs.

Again, as a result of the project's intervention, all the districts now have consolidated district databases of people living with disabilities (PWDs). Moreover, it also emerged that there is significant community participation in the cases of CWDs and this is being spearheaded by the traditional leaders as they are members of the CBR committees within the communities. These committees act as community watchdogs to make sure that every CWD of school going age receives assistance to go to school and this has significantly improved their enrolment. In Kwekwe for example, secondary data from PIZ showed that in 2010, about 10% of CWDs were at school but after this project, the numbers have increased to around 60% while in other districts, although there were no cases of CWD in the schools, the children in school were aware that they should treat the CWD humanely and that they were children just like them.

There are also active referrals to special schools for those in need of special services as well as re-enrolment for those who may have dropped out of school for whatever reason. Significant strides (e.g. inclusive games, lessons at school, capacitating parents of CWDs) have also been made in building awareness on other school children and the community at large on the rights of CWDs and also on the fact that they are also human beings like others who need not be discriminated. Other school children interviewed in all the districts indicated that they now know that CWD are children like them and need their help, love and support and should be included in all activities done by others. There were also interesting cases where some of the CWD had gained confidence and were now able to take part in

different activities as well as assume leadership roles in some of the child protection platforms and committees.

Although all these strides were noted in the districts, there were some weaknesses that were noted. One weakness that emerged in Epworth was that there was over-emphasis on treating the disabled children like the able bodied and that robbed them of the special attention that they at times need as a result of their disability. There were also some cases where, although these CWD were enrolled in schools, the school infrastructure was not accommodative of their conditions, for example, the toilets were not user friendly for them and some did not have brails for the blind. One of the key informant respondents in Epworth indicated that there was a case of an intelligent boy who passed his grade seven very well, but all secondary schools excluded him for form 1 because the schools did not have infrastructure to support his condition. Previous discussions have already shown PIZ intervening in such scenarios through initiatives such as ramp construction.

3.6. UNEXPECTED RESULTS

Analysis of primary (qualitative and quantitative) and secondary data showed that by and large most positive results related to the project could be traced back to the result framework of the NORAD project. The evaluation revealed several negative unintended results that could be attributed to the NORAD project. These include:

(i) The deliberate bias towards a girl child has not been received positively by parents with male children. The general feeling across the districts is that of neglect especially when they see that government stakeholders are involved in the program and there is some benefit to those families with girl children. The following are some of the sentiments raised during the course of the evaluation:

Some of us are not treated as people in this village because our disabled children are boys. We are being punished because of that.” (Parent with a disabled child, Tsholotsho)

“I do not see how PIZ is assisting my community. They seem only to be concentrating on girls as if they are the only children in this area.” (Parent with a disabled child, Kwekwe).

Similar sentiments were also highlighted by key informants especially those from government who argued that the perception by some parents that their children are being neglected while others favoured is bringing some disharmony within some villages. This is also influencing those parents with male children to stay away from important workshops and trainings.

(ii) The evaluation also revealed some negative feelings from some committees who felt that the project was exploiting them. The following excerpts elaborate on this:

“We spend a lot of time assisting PIZ but in return we get nothing as a committee which is a token of appreciation is most welcome considering the poor community we come from. We see other NGOs offering items such as clothing and food to such committees PIZ should do the same because we feel they are using us for their own benefit. At the moment there is no support that we get from these stakeholders, we are the ones who are supporting their activities by being references to those they want to work with. It is our wish as a committee that we also benefit financially since we put a lot of time and effort in this project” (CBR committee, Bulawayo).

“Plan is doing well in the community but as for us the ones who assist them they are not doing anything for us, we are not benefitting in any way and this can be frustrating sometimes because we feel used.” (CPC chairperson, Kwekwe)

(iii) NORAD project has increased participation of CwD and raised their confidence and hope. While this has been notable in all schools in this evaluation, there is a perception from the schools, especially amongst some teachers, that the project rarely rewarded CwD in a way that would be beneficial to them (e.g. rewards that were not compatible with the disability). According to some KIs, this has led to some negative energy among some disabled pupils and their teachers. For instance, in one school in Mutoko, a case of an intelligent but blind child was raised. The child would excel in class and be rewarded with a book they cannot read. According to some specialists' teachers in various schools across all districts, such acts are discouraging some CwD from fully participating in activities involving other children. It is important to note however, that this is a perception born out of ignorance of what NORAD project is all about. NORAD project only gives out student rewards on request from the respective schools. This misunderstanding however, points to the lack of clarity on project parameters especially to the community at large.

(iv) According to some key informants in Mutoko and Tsholotsho increased ability of children and in the project as well as the non-project wards reporting abuse has not been received kindly by some community members who feel the project interventions are turning their children into disrespectful individuals. There is a clear sign of knowledge and generational gap that needs to be closed through more workshops and trainings, especially targeting males in the communities.

3.7. ADDED VALUE AND PARTICIPATION

3.7.1. Added value

See annex 1.

3.7.2. Participation

Also see annex 2.

Data from KIs highlighted that children participated during the implementation stage of the project. However, from interviews with the actual beneficiaries, 50% indicated that they participated in the initiation stage of the project, about 6% in the planning and 44% in the actual execution/implementation of the project as indicated in Table 3.3 below.

Table 3.3 Stages of participation in the project by the adolescents

Stage of the Project Cycle	Percent
Initiation (problem identification stage)	50
Planning	6,3
Execution	43,8
Total	100

Although their participation was minimal during planning and formulation, according to data from key informants, the implementing organisations highlighted that the children were represented by the child CPC members who played an active role in all the stages of the project. It also emerged that the targeted beneficiaries (mainly girls and CwD) participated significantly in the project through a number of ways, for example, through attending workshops, awareness campaigns, clubs and such other events that were organised. Clubs were the major platforms where children participated. Primary data from the FGDs and the survey indicated that most children belonged to one club or another (see figure 3.3 above). On average more students were found in the ARSH and PLA clubs. It is interesting to note that while the majority of students were ordinary members (over 47%) in their respective clubs, a

significant percentage were also Peer educators (about 18%), Peer leaders (about 22%) and Peer advisors (about 8%). Children also participated significantly in YES games at school and in other activities (e.g. arts, school trips, etc.,) in their respective communities). Only Kwekwe had an even balance of children participating at school and in their community. In other districts there was a bias of either participating in games at school or in community activities.

Based on data from the key informant interviews, it however, still remained unclear whether the children's views were taken into consideration throughout the cycle of the project. Nevertheless, the children themselves, 66% believed that their ideas were important to the project while 63% believed the project used their ideas at the different stages of the life cycle of the project. To validate their claim that the project incorporated their ideas, 78% of the children in the survey mentioned that child labour had been minimised, after they complained about its high prevalence among other things. With regards to CwD participation depended on the nature of the disability. However, Paralympics were mentioned as one of the favorite platforms for most of the CwD in all schools. KIs interviews revealed that a lot still has to be done to ensure full participation of CwD in other school and community activities. Observation, KII and FGDs showed that at the moment their participation is hampered by poor facilities as well as shortage of specialized teachers that could otherwise aid CwDs in most schools.

Based on the foregone, it is apparent that children did participate in the different stages of the project cycle although in varying degrees. The children participated through different means and activities, among which were attending meetings, workshops, participating in child led platforms as office bearers, performing through drama, peer educators and leaders and singing among others. However, there were concerns that there were no clear feedback mechanisms between the project team and the child led platforms.

Participation of other key stakeholders

The child care workers (CCW) were found to be very active in mobilising the community for workshops or trainings. In all the districts under study, the CCW took advantage of social gatherings such as funerals, church meetings to carry out awareness programs on child care. In Mutoko and Epworth, CCW has been able to rally their respective communities into celebrating internationally recognised events such as the International Day of Disability. This has helped further conscientise communities on the rights of CwD. For instance, key informants in Mutoko and Epworth reported that there is now an increase in the reported child abuse cases and this could be attributed to the community being aware of the rights of the children.

The community-based rehabilitation (CBR) committee, found in all the districts, and constituting PIZ representatives from the community, CPC, community leadership and home-based care workers has been working hand in hand with government institutions such as hospitals and the Social Welfare department in identifying CwDs. The CBR committee also assists parents in taking their children for physiotherapy sessions, raising funds to assist the CwDs and mobilising community members and CwD to attend trainings conducted by PIZ and its partners. This committee is hands on and has developed very close relations with community members through their door to door activities.

Government line ministries and departments are also at the heart of the project ensuring that reported cases are dealt with swiftly and efficiently. Secondary data from PIZ revealed that all key government stakeholders were included and thus participated from the planning stage ensuring the sustainability beyond the project lifespan.

3.8. CROSS CUTTING ISSUES

In addition to the primary development results presented in the foregone, the evaluation also considered how the NORAD project dealt with cross-cutting issues during the implementation of the project. Mainstreaming cross-cutting issues means that all development initiatives must have a positive effect on issues such as gender equality, disability inclusion and participation, environment, vulnerability to climate change and general sustainability of the results. In the case of the project, these issues included the environment, vulnerability to climate change and the sustainability of the results. This section thus presents the strides realized and the gaps that were identified during the evaluation in relation to these cross-cutting issues.

3.8.1. Environment and vulnerability to climate change that affects the results of the project.

It emerged from the findings of the evaluation that most of the key informant respondents did not understand environmental mainstreaming. This may be an indicator that there was not much of environmental mainstreaming that was done in the project. There was only one key informant respondent who stated that the environmental care committees were involved in the formulation and implementation of the project. Furthermore, it was acknowledged that the Disaster Management Unit and the Civil Protection Unit was also involved and during the course of project implementation, they were given opportunities to educate the community about climate change issues and some environmental challenges and how to solve or mitigate against them

A significant number of communities under evaluation were found to be vulnerable as a result of climate change induced factors. As such many families living with CwD had a challenge in raising school fees for their children leading to some dropping out of school. This of course threatened the project's drive to ensure that children with disability actively participate in the process of fulfilling their rights to protection and education. Moreover, PIZ ran some asset building programs in the districts. In Tsholotsho and Kwekwe, PIZ ran a goat program where CwD were given one or two female goats for asset building. In Epworth PIZ runs a Light programme where families with CwD buy solar lights at a subsidised price and sell for a profit. PIZ has also encouraged and supported Village Saving and Loan Association (VSLA) across all districts.

3.8.2. Sustainability

Various interventions were put in place from the beginning to ensure that there is sustainability beyond the project.

- **Inclusivity during programme design:** The program was designed to make sure there is use of local resources hence it is run through local committees such as CPC, CCW and CBR. The local committees drawn from local stakeholders are expected to continue with the work. The design of the program also involved key line ministries such as the Ministry of Labour and Social Welfare, Ministry of Health and Child Welfare and key government departments such as the police and justice. The department of Social welfare in the MPSSLW was recognised as the main key player as CWD fall under it. As such, it was made to take the lead in the program implementation. These structures continue to be capacitated and strengthened through training by project personnel.
- **Improving school's capacity in inclusion:** The program ensured the training of teachers in inclusive education that involve general handling of CWD as well as those that have been abused. The evaluation revealed that most of the cases of abuse are reported at school to the teachers more than any other platform. The training of peer educators was particularly hailed as a master stroke by children during focus groups and other key informants.

“We get a lot from CPCs because they are people we are close to. They keep informing us of things we should be careful of and things we should get as children. I think they are influencing many other children even those who do not attend school.” (Respondent 1, boys FGD, Dinyane Secondary School).

“Boys benefit through peer education and now they know that abuse takes many forms especially towards girls and slowly they are changing their behaviour towards the girl child.” (KII, teacher, Katsukunya Secondary School).

A CCW in Mutoko also noted that peer education contributed in the inclusion of children who have albinism. Children’s perceptions of children with albinism has changed and they increasingly see them as normal kids like any other.

Project activities that involve teaching and training, on rights have produced a vigilant girl who is aware of her rights. Across all the sites, the evaluation revealed that the knowledge on rights has capacitated even CwD who seem to be more aware of their bodies now than before. In a testimony by one of the parents in Mutoko whose daughter has been sexually abused before, she noted that:

“Counselling that my daughter has received from Child line as well as workshops that they have been holding in our community has helped my daughter and other CwD. Very rarely do you see my daughter wandering outside our homestead anymore or allowing anyone to touch her except me. I think it is because of what people from Childline have been telling her. I am happy now because she has learnt something that she can use to protect herself even when am no longer there.” (Mother of a sexually abused child, Mutoko).

Moreover, the fact that school girls across all study districts are now aware of various referral options available for them to claim their rights (police, school authorities, Parents, CHILDLINE, community leadership, anyone you trust, PIZ) and are becoming more confident in taking leadership roles at school, as revealed in all focus group discussions conducted in all the districts, points to some form of sustainability beyond the lifespan of the project.

The project has also ensured that schools become habitable places for CwD. It has contributed to physical adaptations of infrastructure in some schools in all districts through retrofitting with ramps and access pathways for easy of movement for children using wheel chairs. The provision of other facilities such as hearing aids and spectacles has made life easier for many disabled children while attracting more to attend school.

- **Improving community's capacity in inclusion:** Workshops and trainings have capacitated the community at large on how to handle CwD and how to deal with abuse cases. The CCW and CBR are very active organs in the community and its members have gained a lot of experience over the years. Through their actions, working with the project, they are transforming the mind sets of community members with regards to children’s rights and general child protection. LRF officers reported an increase in the cases of abuse they are now dealing with and they attribute this to an increase in the reported cases as more and more people become aware.

However, it must still be noted that entrenched cultural and religious issues around marriage continue to be an impediment in the project realising significant results. The evaluation revealed that in some districts like Mutoko the Marange religious sect is notorious for early marriages and is heavily protected by the traditional leaders in the communities. For example there is a case of a 14 year girl who just disappeared with a prophet. Efforts to find the girl were fruitless as the parents and other

community leaders protected the prophet. The girl appeared a year later with a baby. While CHILDLINE has made some significant strides through awareness and education programs, the entrenched beliefs will take time to change. This points to the need for intensified and continuous efforts that loosen the grip of negative cultural institutions.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

The evaluation noted that the project was initiated out of noting rampant poverty and high incidents of violation of children's rights in all districts where NORAD is being implemented. Violations that were noted and classified as rampant were the discrimination of the girl child, early marriages (significantly in Mutoko and Epworth), child labour and abuse (more in Kwekwe because of gold panning) and exclusion of disabled children from school (widespread in all the districts).

In this regard, the evaluation concluded that the project was relevant to in all districts and the relevance of the project was further buttressed by high levels of participation of the respective communities, including the traditional leaders; parents of CwD; locally initiated committees such as CCWs, CPC and CBRs; government line ministries and departments; Community Based Organisations and international NGOs. The cooperation was effective in the sense that it brought together actors with different expertise ensuring maximum benefit to the children especially girls and CwD. This working together of key stakeholders ensured that different actors and institutions had an appreciation of children's rights in the project areas. Based on the information on the effectiveness of the project, the evaluation showed that the initiative has so far had some significant impact in terms of achieving its objectives. The majority of the children are now aware of their rights and referral areas to report to in case of abuse. The CPC in particular was hailed by the students as being an effective platform to air their views. Roles such as Peer education, Peer leadership and Peer advising are also proving critical in spreading awareness and knowledge to children who are not part of the NORAD project and those in other schools outside the project. Similarly, PIZ and its partners have cultivated good working relations with multiple stake holders that included *inter alia* the department of social welfare, police, Justice for children, local leaders, school heads and teachers.

The project has also made some significant strides in ensuring the inclusion of CwD. Testimonies of KIs and children interviewed in group discussion point towards a better environment for CwD than before the project was implemented. However, more awareness work still needs to be done as some undesirable deep seated cultural and religious beliefs in some communities in Mutoko and Epworth are influencing continued abuses of the girl child. Moreover, the problem of poverty which is general widespread is threatening to derail the successes of the project. Climate change challenges which are keeping many rural communities in perpetual vulnerability need to be dealt with in a sustainable manner by all responsible stakeholders.

Despite notable successes to the project, the evaluation noted some challenges and thus came up with some lessons. One of the most crucial lessons has been that implementing a project of this nature and magnitude in an unpredictable socio-economic environment requires constant innovative re-invention and adaptation. There is a need for constant reflection in order to respond to obstructions expeditiously. In addition, liaising with local stakeholders such as traditional leaders and other community leaders is crucial in ensuring sustained programme uptake. Moreover, a crucial lesson is that there is a need for more nuanced methods of memory keeping to ensure that programme recipients can internalize and retain knowledge in the long term. This could be achieved through tools such as billboards, booklets, pamphlets, and posters. Moreover, the use of the local language has proved to be a great success in facilitating programme uptake. Future programmes must adopt this strategy. Lastly, it has been learnt that to successfully change attitudes, participation from all sectors of society is paramount. Particular attention needs to be paid to the adoption of culturally sensitive methodologies that do not appear superimposing but rather seeking collective inputs to adequately change attitudes and detrimental cultural practices in a bottom-up sequence.

The following were noted as intervention points for better results on issues affecting children in all districts

- Give feedback to CPCs on progress concerning the cases reported for satisfaction and also continuation of the great job they are doing;
- Provide CPC members with stationery and T-shirts for ease of record keeping in terms of stationery and ease of identification in terms of T-shirts;
- Avail more information on child protection to CPCs for easy identification of deserving issues.
- CWD need to be trained on projects that can give them a livelihood such as poultry keeping, sewing etc.,
- Strengthen the goat pass on project to strengthen household livelihood strategies.

4.1. OVERALL RECOMMENDATIONS

- i. Given that the M & E system though line with industry best practice is internally based, it would be advantageous for PIZ to continue with regular training and refreshing of the internal M & E team.
- ii. The study showed that it was necessary for PIZ to start considering designing operational procedures that are flexible in the face of national challenges and events. Such a move will contribute towards the timeous achievement of project objectives without unscheduled sojourns.
- iii. The study also exposed the ubiquitous nature of child related challenges. In this regard, PIZ KIs proposed upscale and nationalization of the project in order to increase its impact.
- iv. The study also showed that it would be critical for PIZ to reconsider (tokens of appreciation, recognition, etc.,) operational procedures especially when dealing with the communities. Also, it was shown to be in the interests of PIZ to review the suitability of service providers selected by external parties in order to ensure quality service provision.
- v. There is need clarify the partnership terms and conditions and if possible, support partner organisations (Childline and LRF) with dedicated project vehicles.
- vi. In the case of reporting child rights violations, the study has shown it critical to consider more inclusive methods of reporting such as boxes where anonymous reports may be placed. Also, it would be critical for Childline to have multiple methodologies of reporting cases in order to broaden the data set of child right offences. Furthermore, necessary resources to investigate anonymous tips and unclear reports must be afforded to the organization going forward.
- vii. Finally, it would also increase project mileage to see other permanent community institutions such as the government ministries and other CSOs increasingly replacing the project implementing organisations as lead trainers in future. This would signify high assimilation of lessons learnt at district level and higher chances of project sustainability.

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ANNEX 1: ADDED VALUE

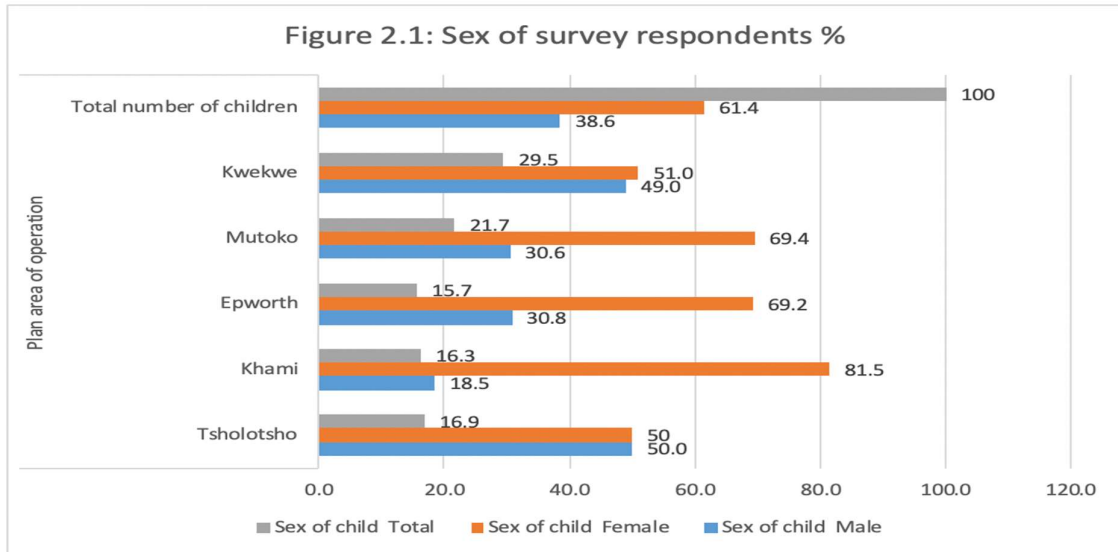
ANNEX 2: PARTICIPATION

Degree of participation in the program: 0 – Not involved 1- Marginally involved 2. Moderately involved 3 – Substantially involved								
Phase	Participation in	Government	Target communities	Children/youth both genders	Member of marginalized groups	PLANNING country offices	NNO	Observations /comments
Planning	Give inputs in planning	3	1	1	1	3	3	Government is the custodian of most programme elements as they continue with the programme even after its completion. PIZ is the functional arm of the project hence is well aware of all activities. Community issues get to PIZ mostly through secondary data
	Be informed on a) Goals, activities	3	2	1	1	3	3	Government and communities are well informed of objectives. However, children see the execution of objectives as continuous assistance from PIZ rather than a specific project output
	b) Milestones/targets	3	1	0	0	3	2	PIZ and government secondary data with a bit of a community perspective inform most of this part
	c) Budget	1	0	0	0	3	3	This information is mostly known by the funder and the main implementing organisation i.e. PIZ

Implementation	Take part in monitoring	1	2	1	0	3	2	PIZ is overall responsible for MnE while NNO oversees the implementation of activities in accordance with plans
	Periodically informed about progress	2	2	1	1	3	3	Reports are made to all stakeholder in differing levels of detail
	Solicit regular feedback from	1	3	3	3	3	1	The beneficiaries give the most feedback regarding project activities
	Analyze why the results are as they are	0	0	0	0	3	3	PIZ and the principal funder are the ones that receive and scrutinize the evaluation report
	Analyze what can be adjusted to improve the results	0	0	0	0	3	2	PIZ is the principal functional arm of the activities
Evaluation	Possibility to give inputs on questions to be asked in the evaluation	1	1	0	0	3	1	PIZ identified and guided the activities of the evaluation team with necessarily interfering in the activities
	Provide inputs during evaluation	3	3	3	3	3	0	The funding organisation was not part of the data collection exercise
	Be informed on the findings of the evaluation	2	2	1	1	3	3	All stakeholders will be informed to varying degrees.

ANNEX 3: SUMMARY TABLES AND FIGURES

CHAPTER 2



CHAPTER 3

Table 3.4: Distribution of schools in Bulawayo

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Bulawayo Central		20	20		27	27
Imbizo	5	20	25	1	13	14
Khami	9	20	29	6	10	16
Mzilikazi		31	31		11	11
Reigate	2	45	47		12	12
Grand Total	16	136	152	7	73	80

Source: Ministry of Primary and Secondary education (2017).

Table 3.5: Number of OVCs

District	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo Central	92	184	276	252	283	535	224	430	654	154	168	322	1787
Imbizo	122	159	281	331	339	670	211	259	470	228	255	483	1904
Khami	220	244	464	284	270	554	336	388	724	260	251	511	2253
Mzilikazi	407	484	891	537	640	1177	681	811	1492	648	633	1281	4841
Reigate	162	226	388	362	418	780	468	543	1011	321	286	607	2786
Grand Total	1003	1297	2300	1766	1950	3716	1920	2431	4351	1611	1593	3204	13571

Source: Ministry of Primary and Secondary education (2017).

Table 3.6: Common disability in Khami district

Disability Type		Primary			Secondary			Grand Total
		M	F	T	M	F	T	
Visual impairment	Low vision	83	88	171	60	46	106	554
	Blind	22	9	31	1	1	2	66
Physical Impairment	Gross motor	53	59	112	6	6	12	248
	Fine motor	50	31	81	12	11	23	208
Hearing impairment	Mild to moderate	143	122	265	16	14	30	590
	Severe to profound	92	60	152	5	1	6	316
Intellectual challenges	Mild to moderate	244	164	408	20	19	39	894
	Severe to profound	103	90	193	14	17	31	448
Communication and speech	Mild to moderate	36	41	77	4	1	5	164
	Severe to profound	31	25	56	0	0	0	112
Learning Disability	Dyslexia	150	92	242	56	40	96	676
Multiple Disabilities		133	73	206	2	0	2	416
Grand Total		1140	854	1994	196	156	352	4692

Source: Ministry of Primary and Secondary education (2017).

Table 3.7: Reasons for dropping out of school in Khami district

Dropout by reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	197	166	363	251	204	455	818
Death	16	16	32	11	15	26	58
Expulsion				2	1	3	3
Illness	9	1	10	10	10	20	30
Marriage		2	2		4	4	6
Other	34	31	65	29	24	53	118
Pregnancy				2	72	74	74
Financial	75	62	137	230	232	462	599
Grand Total	331	278	609	535	562	1097	1706

Source: Ministry of Primary and Secondary education (2017).

Table 3.8: Distribution of urban and rural schools in Tsholotsho

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Binga	125		125	45		45
Bubi	51	2	53	17		17
Hwange	64	44	108	23	13	36
Lupane	106	3	109	28		28
Nkayi	86		86	32		32
Tsholotsho	85		85	26	1	27
Umguzu	50		50	13		13
Grand Total	567	49	616	184	14	198

Source: Ministry of Primary and Secondary education (2017b).

Table 3.9: OVCs in Tsholotsho

	ECD			Primary Grade 1-7			Secondary		
	M	F	T	M	F	T	M	F	T
Binga	1164	1149	2313	5647	5846	11493	2071	2294	4365
Bubi	354	298	652	1749	1748	3497	633	651	1284
Hwange	587	559	1146	3413	3268	6681	1849	1951	3800
Lupane	921	875	1796	4463	4466	8929	1448	1749	3197
Nkayi	836	864	1700	4342	4327	8669	1873	2322	4195
Tsholotsho	770	731	1501	4051	3869	7920	1399	2007	3406
Umguzu	314	301	615	1916	1916	3832	640	823	1463
Grand Total	4946	4777	9723	25581	25440	51021	9913	11797	21710

Source: Ministry of Primary and Secondary education (2017b).

Table 3.10: Reasons for dropping out of school in Tsholotsho

Dropout by reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	729	484	1213	623	416	1039	2252
Death	47	42	89	9	12	21	110
Expulsion	4		4	3	3	6	10
Illness	32	18	50	10	20	30	80
Marriage	1	7	8	6	107	113	121
Other	282	211	493	106	129	235	728
Pregnancy		7	7	4	346	350	357
Financial	464	303	767	879	865	1744	2511
Grand Total	1559	1072	2631	1640	1898	3538	6169

Source: Ministry of Primary and Secondary education (2017b).

Table 3.11: Sitting and writing facilities in Tsholotsho schools

District	Sum of Facilities		Number of Learners	
	Sitting Places	Writing Places	Sitting Places	Writing Places
Binga	30653	26723	47731	11956
Bubi	14021	12097	17094	4162
Hwange	34781	31390	32439	11024
Lupane	32508	27908	33074	8240
Nkayi	30767	27192	35743	9439
Tsholotsho	30340	26244	35398	8741
Umguzha	15680	14233	13310	5155
Grand Total	188750	165787	214789	58717

Source: Ministry of Primary and Secondary education (2017b).

Table 3.12: Schools distribution in Kwekwe

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Chirumanzu	73	4	77	24	2	26
Gokwe North	118		118	58		58
Gokwe South	139	2	141	52	7	59
Gweru	72	25	97	35	22	57
Kwekwe	107	40	147	44	20	64
Mberengwa	109		109	46		46
Shurugwi	61	9	70	27	4	31
Zvishavane	54	27	81	22	9	31
Grand Total	733	107	840	308	64	372

Source: Ministry of Primary and Secondary education (2017c).

Table 3.13: OVCs in Kwekwe

	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Chirumanzu	41	38	79	74	71	145	85	71	156	349	327	676	1056
Gokwe North	168	163	331	257	256	513	213	217	430	606	585	1191	2465
Gokwe South	274	252	526	329	346	675	363	363	726	799	834	1633	3560
Gweru	74	75	149	129	129	258	104	115	219	251	266	517	1143
Kwekwe	141	141	282	229	206	435	231	206	437	407	352	759	1913
Mberengwa	182	172	354	284	331	615	271	222	493	626	635	1261	2723
Shurugwi	54	42	96	108	88	196	134	94	228	296	310	606	1126
Zvishavane	65	60	125	123	123	246	127	128	255	186	172	358	984
Grand Total	999	943	1942	1533	1550	3083	1528	1416	2944	3520	3481	7001	14970

Source: Ministry of Primary and Secondary education (2017c).

Table 3.14: Reasons for dropping out of schools in Kwekwe

Dropout by reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	1032	788	1820	993	622	1615	3435
Death	158	81	239	27	29	56	295
Expulsion	13	2	15	8	1	9	24
Illness	80	83	163	27	56	83	246
Marriage	1	33	34	42	640	682	716
Other	272	249	521	247	191	438	959
Pregnancy		44	44	5	455	460	504
Financial	712	568	1280	1587	1356	2943	4223
Grand Total	2268	1848	4116	2936	3350	6286	10402

Source: Ministry of Primary and Secondary education (2017c).

Table 3.15: Sitting and writing facilities in Kwekwe schools

District	Sum of Facilities		Number of Learners	
	Sitting Places	Writing Places	Sitting Places	Writing Places
Chirumanzu	26694	24576	24605	8241
Gokwe North	42378	36875	67219	16783
Gokwe South	65924	60532	96922	25245
Gweru	67860	64344	52743	24527
Kwekwe	80287	73722	73033	26022
Mberengwa	53294	47787	59698	19333
Shurugwi	31490	27260	28421	10687
Zvishavane	32076	29359	31241	10920
Grand Total	400003	364455	433882	141758

Source: Ministry of Primary and Secondary Education (2017c)

Table 3.16: Primary school OVCs in Epworth

District	ECD			Primary Grade 1-7			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Chitungwiza	256	260	516	5296	3084	8380	2485	2622	5107
Glenview Mufakose	181	195	376	2262	2281	4543	2137	2186	4323
High Glen	106	108	214	1793	1777	3570	1517	1697	3214
Mabvuku Tafara	131	152	283	1973	2174	4147	1558	1863	3421
Mbare Hatfield	112	87	199	1345	1325	2670	1224	1528	2752
Northern Central	55	55	110	646	660	1306	927	547	1474
Warren Park Mabelreign	161	132	293	2748	2695	5443	1863	2214	4077
Grand Total	1002	989	1991	16063	13996	30059	11711	12657	24368

Source: Ministry of Primary and Secondary Education (2017d).

Table 3.17: Secondary school OVCs in Epworth

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Chitungwiza	5312	5315	5776	5318	1726	1306	82	24835
Glenview Mufakose	4254	4229	4608	4358	1457	1288	53	20247
High Glen	3549	3386	3524	3223	768	710	19	15179
Mabvuku Tafara	3516	3349	3630	3039	736	696	0	14966
Mbare Hatfield	2971	3134	3414	3515	2083	1819	36	16972
Northern Central	2139	2303	2131	2237	1296	1242	56	11404
Warren Park Mabelreign	3643	3568	3769	3768	1603	1618	61	18030
Grand Total	25384	25284	26852	25458	9669	8679	307	121633

Source: Ministry of Primary and secondary education (2017d).

Table 3.18: Dropout reasons in Epworth

Dropout by reasons	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	67	64	131	369	293	662	793
Death	44	57	101	36	29	65	166
Expulsion	3	1	4	17	4	21	25
Illness	36	20	56	14	24	38	94
Marriage	1	1	2	9	60	69	71
Other	85	73	158	102	113	215	373
Pregnancy			1	12	175	187	188
Financial	132	132	264	962	945	1907	2171
Grand Total	369	348	717	1521	1643	3164	3881

Source: Ministry of primary and secondary education (2017d).

Table 3.19: Common disabilities in Epworth

Disability Type		Primary			Secondary			Grand Total
		M	F	T	M	F	T	
Visual impairment	Low vision	211	188	399	87	118	205	1208
	Blind	1797	1259	3056	731	504	1235	8582
Physical Impairment	Gross motor	45	30	75	16	10	26	202
	Fine motor	213	150	363	47	53	100	926
Hearing impairment	Mild to moderate	10	11	21	1	4	5	52
	Severe to profound	155	93	248	48	30	78	652
Intellectual challenges	Mild to moderate	102	102	204	14	23	37	482
	Severe to profound	138	96	234	71	58	129	726
Communication and speech	Mild to moderate	350	218	568	131	115	246	1628
	Severe to profound	179	106	285	38	23	61	692
Learning Disability	Dyslexia	222	160	382	215	23	238	1240
Multiple Disabilities		63	44	107	32	16	48	310
Grand Total		3485	2457	5942	1431	977	2408	16700

Source: Ministry of Primary and Secondary Education (2017d).

Table 3.20: Schools distribution in Mutoko

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Chikomba	118	5	123	55	1	56
Goromonzi	76	28	104	35	7	42
Hwedza	67		67	31		31
Marondera	85	14	99	39	14	53
Mudzi	64		64	37	2	39
Murehwa	94	2	96	48		48
Mutoko	85		85	45		45
Seke	47	3	50	20	2	22
UMP	56		56	36		36
Grand Total	692	52	744	346	26	372

Source: Ministry of Primary and Secondary education (2017e).

Table 3.21: OVCs in Mutoko district

	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Chikomba	366	356	722	664	680	1344	985	932	1917	1418	1353	2771	6754
Goromonzi	655	697	1352	1076	1007	2083	1723	1778	3501	1822	1909	3731	10667
Hwedza	235	248	483	416	398	814	658	685	1343	892	882	1774	4414
Marondera	550	556	1106	875	812	1687	1216	1231	2447	1305	1372	2677	7917
Mudzi	582	604	1186	868	836	1704	1127	1202	2329	1290	1198	2488	7707
Murehwa	783	707	1490	949	1039	1988	1796	1778	3574	1668	1570	3238	10290
Mutoko	694	670	1364	895	1007	1902	1208	1287	2495	1875	1698	3573	9334
Seke	326	332	658	487	472	959	681	669	1350	640	674	1314	4281
UMP	461	459	920	687	685	1372	931	946	1877	1237	1259	2496	6665
Grand Total	4652	4629	9281	6917	6936	13853	10325	10508	20833	12147	11915	24062	68029

Source: Ministry of Primary and Secondary education (2017e).

Table 3.22: Disability prevalence in Mutoko district

Disability Type		Primary			Secondary			Grand Total
		M	F	T	M	F	T	
Visual impairment	Low vision	225	218	443	116	84	200	1286
	Blind	14	10	24	6	4	10	68
Physical Impairment	Gross motor	149	113	262	20	15	35	594
	Fine motor	145	119	264	27	18	45	618
Hearing impairment	Mild to moderate	250	190	440	59	53	112	1104
	Severe to profound	131	102	233	24	16	40	546
Intellectual challenges	Mild to moderate	725	583	1308	188	178	366	3348
	Severe to profound	409	329	738	127	102	229	1934
Communication and speech	Mild to moderate	232	134	366	49	23	72	876
	Severe to profound	97	68	165	25	23	48	426
Learning Disability	Dyslexia	439	309	748	46	23	69	1634
Multiple Disabilities		261	172	433	25	11	36	938
Grand Total		3077	2347	5424	712	550	1262	13372

Source: Ministry of Primary and Secondary education (2017e).



Figure 3.7: Word cloud showing Khami community state prior the project



Figure 3.8: Word cloud showing Kwekwe community state prior the project



Figure 3.9: Major issues raised on the relevance of the project in Mutoko

PLAN INTERNATIONAL ZIMBABWE MID-TERM EVALUATION QUESTIONNAIRE

Confidentiality and Consent: Your answers to this interview will not be released to anyone and we will not contact anyone you know about this interview. Your name will not be written on this form, and will never be used in connection with any of the information given. You do not have to answer any questions that you do not want to answer, and you may end this interview at any time you want to. However, your honest answers to these questions will be of great assistance.

1	Ward				
2	Gender	Male	Female		
3	Age				
4	Education	Primary	Grade	Secondary	Form

7. Do you know of the Plan International Zimbabwe (PIZ)?

Yes	No

8. If yes, do you think it has contributed to providing necessary skills and support to improve your knowledge in Child Protection and Rights?

Yes	No

9. Have you heard of the following projects implemented by PIZ?

Right to basic education		Right to protection		Right to Survival and development for children and their mothers		Building household resilience and protection of children for sustainable livelihoods	
YES	NO	YES	NO	YES	NO	YES	NO

10. Evaluate the project as to the best of your knowledge

Strongly agree=1; Agree=2; Indifferent=3; Disagree=4; Strongly disagree=5

Statement	1	2	3	4	5
Did/do you participate in problem analysis and monitoring of the program?					
Do you think your participation in the project has improved your understanding of your rights?					
In your opinion, do you think your ideas/views about the focal issues were important to the implementing organisation?					
Do you think the organisation used any of your views or ideas?					
Does the way the project was implemented reflect any of your aired views/ideas?					
Do you think the way you participated could have been improved so that you realise maximum benefits from the project?					
Will you keep aspects learnt in this project after the departure of PIZ?					
Have you learnt much in this project so far?					



KII GUIDE: PIZ

1. KII GUIDE: PIZ DIRECTOR, PROGRAMMES

- a. Can you briefly explain the objectives of the project?
- b. What were the priorities and interests of the target group?
- c. How many people are benefiting from the programme?
- d. How were beneficiaries identified and selected?
- e. Can you briefly explain the intervention your organisation employed?
- f. How best can you describe your relationship with other stakeholders?
- g. Which are the factors of success or failure that can be identified and documented on the implementation level?
- h. How do various actors in the district understand children`s rights? Do they offer any support to children`s rights? What kind of support is this?
- i. To what extent does PIZ staff understand and contribute to child protection?
- j. How were disability-related factors considered in the planning and implementation of the intervention?
- k. How were environment-related factors considered in the planning and implementation of the intervention?
- l. How were child protection-related factors considered in the planning and implementation of the intervention?
- m. Is there any baseline data that can be used for assessing the impact of mainstreaming gender issues in the project?
- n. Is there any baseline data that can be used for assessing the impact of mainstreaming HIV and AIDS issues in the project?
- o. Is there any baseline data that can be used for assessing the impact of mainstreaming disability issues in the project?

2. KII GUIDE: PROJECT TEAM

- a. In your view, how different is your form of intervention from what other organisations did?
- b. Have there been any major changes in action activities and focus over time?
- c. What could have been done to make the intervention more effective?
- d. Explain the strategies that the project had that were directed at duty bearers.
- e. To what extent does the intervention contribute to capacity development and the strengthening of institutions?
- f. Comment on the resource mobilisation processes in the project.
- g. To what extent do you as a PIZ staff understand and contribute to child protection?
- h. How effective was the cooperation amongst actors/stakeholders? What did stakeholders cooperate on?
- i. How do various actors in the district understand children`s rights? Do they offer any support to children`s rights? What kind of support is this?
- j. Explain how support structures are benefiting from the project.

- k. Do the children and youth participate in this program and how?
- l. Comment on the levels of community participation in this project.

3. KII GUIDE: PADT FINANCE DEPARTMENT

- a. Was there a balance between budgeted and actual expenditure?
- b. If not what was the variance?
- c. In your opinion what caused the variance?
- d. What do you think should be done in future to avoid the variation?
- e. Were planned activities achieved within planned schedules and budgets? If not, why not?
- f. Were the activities managed with reasonable regard for optimal use of resources?
- g. What measures are being taken during planning and implementation to ensure that resources are efficiently used?
- h. Were the project activities implemented in line with the schedule of activities as defined by the project document, team and annual work plans?
- i. Will the planned key activities be completed as planned and in time?
- j. What recommendations do you propose for future similar programmes?

4. KII GUIDE: SCHOOL HEAD

- a. Is the project adaptive to emerging realities?
- b. To what extent does the intervention contribute to capacity development and the strengthening of institutions?
- c. To what extent does PIZ staff understand and contribute to child protection?
- d. What could have been done to make the intervention more effective?
- e. At what stages of the project cycle did you participate
- f. How did you participate?
- g. Does this project belong to the local people?
- h. How much has the community contributed to this project?
- i. Comment on the stakeholder capacity building levels in the project.
- j. Where has the project seen most success and challenges
- k. How does this project link with other local and national laws and projects?
- l. Has child protection been internalized by PIZ Trust?
- m. What are the recommendations that can be proffered to ensure more effective strategies in mainstreaming gender, HIV and AIDS, disability, environmental and child protection issues in future projects?

5. KII GUIDE: PARENTS, Implementing partners, community leaders (village heads, church leaders), CPCs, other stakeholders (Social Welfare, Justice for children)

- a. How widespread are the incidents of child rights violations in the programme areas?
- b. How were the beneficiaries informed of their participation?
- c. At what stages of the project cycle did/do the children and youth participate and how did/do they participate?
- d. At what stages of the project cycle did/do you participate and how did/do you participate?
- e. How does this project link with other local and national laws and projects?
- f. Does this project belong to the local people?
- g. How much has the community contributed to this project?

- h. How effective was the cooperation amongst actors/stakeholders? What did stakeholders cooperate on?
- i. Are there any points of disagreements with some stakeholder? Why?
- j. What are the strengths and weaknesses found in the Disability inclusion efforts?

ANNEX 5: TERMS OF REFERENCE

FOR THE MID TERM REVIEW OF PROJECTS UNDER THE NORAD AGREEMENT 2016-2019

1.0 Background

Plan International is an independent development and humanitarian organisation that advances children's rights and equally for girls. We believe in the power and potential of every child. We support children's rights from birth until they reach adulthood and we enable children to prepare for and respond to crises and adversity. We drive changes and policy at local, national and global levels using our reach, experience and knowledge. In Zimbabwe, we have been building powerful partnerships for children for over 31 years.

The goal of Plan International Zimbabwe's Country Strategic Plan (CSP 2013 to 2018) is to have secured children's rights and access to quality services in Zimbabwe which is to be achieved through four country programs (CPs) as follows:

- CP 14: Right to basic Education: Goal: Increased access to quality basic education particularly of marginalized children
- CP 15: Right to Protection: Goal: Increased effectiveness of child protection mechanisms at family, community and national levels to protect children from all forms of abuse and neglect and increase children and youth protection
- CP 16: right to survival and development for children and their mothers: Goal: Enhanced capacities of communities to attain improved health status for children and women
- CP17: Building households resilience and protection of children for sustainable livelihoods. Goal: improved resilience and sustainable livelihoods for protection of children and families

1.2 Overview of the Norad funded project to be assessed

Plan International Zimbabwe, with funding support from the Norwegian Agency for Development (NORAD) and The Plan International Norway National Office (NNO), is implementing a project aimed at supporting children, particularly girls and children with disability to realize their right to protection and education in Zimbabwe in the districts of Bulawayo, Kwekwe and Mutoko. The duration of the project started in January 2016 and will end on 30 December 2019. The project is being implemented jointly by Plan International Zimbabwe in partnership with Childline Zimbabwe and Legal Resources Foundation (LRF). Each of the 3 partners contributes towards the expected results. Child and LRF concentrate on activities and outputs which satisfy the first outcome while Plan International covers the three other outcomes. The outcomes are listed below

Project Outcomes

- **Improved access to justice for children and child protection**
- **Children particularly girls and children with disability actively participate in the process of fulfilling their rights to protection and education**
- **Inclusion and participation of CwD in school and community life**
- **Increased retention of children with special focus on girls and children with disabilities**

2. The Purpose of the Evaluation

The main purpose of the evaluation is **learning**. We hope to 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.

3. Scope and scale of the evaluation

The evaluation will be done at the country level, based on the latest result framework, which is a consolidated total results of all Norad Frame Agreement projects in the country. From here on this

will be referred to as **Country Program**. Projects funded outside the Norad Frame agreement are not subjected to this evaluation.

4. Content of the evaluation

The evaluation will be organized in chapters/headings according to the following sequence

4.1 Assessment of project management

4.1.1 To what extent does this project fit with the implementing partner organisations’ own strategies?

4.1.2 Describe the monitoring routine, data collection/documentation routine, learning routine in the project both at Plan and at implementing partners’ levels.

We would like the description to cover two dimensions: situation as is and situation as wishes. We are interested in “routine” which implies system that are regularly implemented. If there has not been specific routine made yet – please say so in the situation as is.

	Situation as is	Situation as wishes
Monitoring routine		
Data collection routine		
Learning routine		

4.1.3 To what extent do the staff **at field level** in Plan and in implementing CSOs have good understanding of what the project tries to achieve or are they unclear?

4.1.4 What are the routines for Anti-corruption in the project at Plan level and at partner organization level. A list of routines are adequate, no need to elaborate in details.

4.1.5 If the project has experienced underutilization or overutilization of its yearly budget deviation exceeding 5% per year in 2017, please describe the main reasons for this **excluding** those caused by delay of fund transfer.

4.1.6 Any recommendations to strengthen the internal project management at Plan level seen from the evaluator perspective? Please formulate them as simple, concrete recommended actions. Please also suggest who could deliver this.

4.2 Effectiveness and efficiency

Going through the Result Frame work for Country Program (see attached). The evaluation shall indicate if the project has achieved reasonable level of results for each of the outcome indicator, given the resources it has (the budget level) base on the data collected during 2015 (baseline year), 2016 and 2017, interview with relevant stakeholders to answer the following questions:

For each outcome indicator

4.2.1 Is the **pace of progression** reasonable (use targets and achieved data in result framework). Please recommend improvement of efficiency nature, if needed.

4.2.2 Is **the target/coverage** reasonable given the resources? Recommend improvement on efficiency, if relevant.

4.2.3 Which specific areas of **challenges are there** that need to be addressed to ensure that results is achieved and with good quality (effectiveness) for a particular indicator? Recommend ways to address these challenges.

4.3 Gender equality

4.3.1 Was the project planning and implementation based on a situation analysis where men and women of various social backgrounds were able have a say and present their own views? Give examples of how the analysis informed the project design.

4.3.2 Are there differential impacts on women and men (intentional or unintentional) observed during implementation ? Do these lead to adjustment in the implementation? In which way?

4.4 Disability inclusion

4.4.1 To what extent have children/youth with disabilities, parents of children with disabilities and/or organisations of people with disabilities (DPOs) been engaged and taken part in the project, either as active participants or as collaborating partner organisations? (Please elaborate.)

4.4.2 What are the strengths or weaknesses found in disability inclusion efforts?

4.5 Unexpected results

Are there **unexpected results** both positive and negative that the project should document for future learning?

4.6 Added value and Participation:

In this section, we ask the evaluation team to use the given tools to assess Added-value and Participation level in this program.

A) Added-value assessment.

- a. Use the Added-value assessment tool attached.
- b. Interview the Civil Society Organization partners of Plan
- c. Fill the data in the tool.
- d. The completed document is attached to the evaluation report as annex.

B) Participation

- a. Use the Participation checklist (attached) to assess degree of participation in the Plan program.
- b. Interview relevant actors.
- c. The completed document is to be attached to the evaluation report as annex.

4.7 Cross-cutting issues:

Assess how the project address the following issues

4.7.1 Environment and vulnerability to climate change that affects the results of the project

4.7.2 Has the program put in place interventions that will increase sustainability of the results after the program ends in two years. Please give specific examples.

5. Roles

NNO

1. Provide the Standard Format of TOR.
2. Received a decision document from CO which contains
 - a. CVs of the last two or three candidates being considered to lead the evaluation. Preferably with a copy of previously produce evaluation report and TOR of that report.
 - b. Suggestion by CO, which candidate should be chosen with reasons.
3. Give inputs on the first draft of the report.
4. Follow up with CO, the recommendations from the Evaluation.
5. For Tanzania and Malawi, an NNO staff will take part in the evaluation team as member.

CO

1. Lead the evaluator selection process.
2. Produce decision document which contains the item under 2. above. Share this with NNO.
3. Approve methodology and conception report.
4. Facilitate logistic, contacts and all information about the program to the evaluators.
5. Provide feedback to the earlier drafts.
6. Follow up the recommendations from the evaluation as appropriate.

Evaluator

1. lead and coordinate the evaluation in close collaboration with Plan staff, partners and relevant stakeholders.
2. In carrying out the evaluation, the consultant(s) is/are expected to familiarize him/herself/themselves with secondary data relevant to this project from Plan, her partners, communities and other stakeholders.
3. Develop a data collection methodology appropriate to answer each of the questions posed in the TOR. Information should come from both insiders and outsiders of the projects to ensure objectivity and triangulation. The methodology will be discussed and approved by Plan Country Office before launching the investigation.
4. Analyze data and document the findings according to the structure given in this TOR.
5. Produce the evaluation report that is short and to the point. Recommendations should be concrete.
6. Share the draft report with Plan CO, NNO and its partners for feedback.
7. Finalized the report.

6. Quality of information

Data collection shall strive to give a representative picture of the situation. The consultant(s) shall apply participatory evaluation techniques to gather both quantitative and qualitative data necessary to answer all the questions the TOR. The consultant shall ensure that the voice of women and marginalized groups is heard.

7.0 Deliverables

- i. An inception report and evaluation work plan.

- ii. A draft report after the analysis of target group disaggregated data for Plan and stakeholders' feedback.
- iii. A final report in English of no more than 35 pages (excluding references and annexes) utilizing the format below:
 - Front page with title of the evaluation, **date** and authors of the report
 - Executive summary that presents the key points of the different sections.
 - Methodology and Limitations of the evaluation
 - Description of the project or programme
 - Findings and analysis according to section 3 above
 - Conclusions
 - Relevant annexes, which as minimum must include:
 - i. List of people/organizations interviewed or consulted
 - ii. Bibliography of the documents reviewed
 - iii. Evaluation work plan
 - iv. Terms of Reference for the evaluation
- i. A summary of the findings (in Ms PowerPoint) to be used for subsequent dissemination.
- ii. The final cleaned dataset used for analysis and production of final report in an accessible electronic format (csv, excel, SPSS, STATA). All raw sex age disaggregated data (quantitative data files, transcripts of FGDs etc.) should also be submitted to Plan for reference and future use.

Sections 8-14 is determined by the Country Office. Example below belong to Kenya country office. Others may have slightly different procedures and level of details.

8 Bidding process and requirements

Required information

1. A detailed technical proposal clearly outlining the proposed gender responsive methods for the evaluation and examples of gender sensitive tools to be used. The disability inclusion perspective should also be taken into account in the evaluation.
2. Curriculum Vitae(s) of proposed staff outlining relevant education expertise and experience including gender.
3. A table clearly stating the level of effort of each proposed team member.
4. A financial proposal with a detailed breakdown of costs for planning and carrying out the evaluation study.
5. A proposed timeframe detailing activities and a schedule/work plan (including a Gantt chart), in line with the timeframe provided in this TOR and with consideration for the time it will take for Plan to review documents (inception and evaluation report, etc.) before finalization.
6. Names and contact information of three references who can be contacted regarding relevant experience
9. A Consulting Firm Profile (including all details of the firm and board of directors)

The detailed technical proposal should:

- Show a thorough understanding of this terms of reference
- Include a description of the preferred gender sensitive data gathering and sampling methods
- Demonstrate previous experience in conducting quantitative and qualitative study approaches
- Demonstrate inclusivity gender equality and non-discrimination in the conduct of the study

- Demonstrate approaches that will be used to ensure child protection and ethics and principles will be applied throughout the design and data collection phases of the project, and how marginalized or vulnerable women, girls, boys and men will be included.

The financial proposal should contain:

- Itemized consultancy fees/costs
- Itemized field data collection expenses, including lines for enumerator compensation and transportation
- Itemized administrative expenses
- Validity period of quotations
- Adheres to payment schedule of 30% upon production of an acceptable draft report and 70% upon production of acceptable Final report (30:70).

The consulting team profile should contain:

- The full names of all participating consultants and their roles, including technical expertise
- Physical address of the firm
- Telephone number (s) of the firm (if applicable) and participating consultants
- Full name and contact information of the contact person within the consulting team
- Date of registration and Registration Number
- Copy of registration or other certificate, VAT and PIN
- Full names of Directors/Proprietors

The country office will share the CVs of the short-listed candidates to NNO as well as the summary (brief) document of final decision.

10. Timeframe

The consultant is expected to suggest a reasonable time (working days) during which they are able to accomplish the task. Take note that these proposed days are subject to agreement with Plan International. Plan reserves the right to determine the number of days within which the study will be undertaken.

11.0 Ownership

All documents, project designs, completed survey instruments, drawings, technical data and other information including FGD transcripts shall remain the property of Plan International and shall be treated as confidential by the consultant(s) at all times. Plan reserves the right to access these documents at any point during the consultancy period. They shall not be made available to any third party whatsoever, in any form, without the prior written approval of a properly authorised employee of Plan.

The utilisation of all proposals, plans and reports and other information provided by the consultant(s) is the property of Plan International and the use thereof is solely at the discretion of Plan International. All documents and other papers, whether in soft or hard copy and whether containing data or other information, provided by Plan International shall be returned complete to Plan International upon completion of the assignment.

12.0 Child Protection Policy

The consultant and associates must sign and demonstrate commitment to strictly adhere to Plan's Child Protection Policy. It is also the responsibility of the Consultant to ensure that all persons hired, used or otherwise consulted by him/her are made familiar with the Policy and agree to abide by it during the execution of this work.

13.0 Consultant(s) Qualifications

The consultancy should have an integrated team of experts in child protection, Education with a bias on early child hood care and development, M&E specialist, statisticians and public health experts with demonstrated, high level experience in evaluations for development projects with a good working knowledge of gender equity, disability inclusion and child participation.

The Consultants must have the following competencies:

- The lead consultant must have a background in child protection, Education with a bias on early child hood care and development or related social sciences field (at a minimum of Master's Degree Level) and have particular expertise in child protection integrated with education and disability inclusion
- Team members should have a minimum qualification of degree in social sciences, education, health, child protection and an extensive knowledge and understanding of community based child protection mechanisms
- Have at least five years' experience in the area of child protection/ early childhood care
- Experience in the formulation, monitoring and evaluation of child protection projects
- Demonstrate evidence of undertaking similar work in East Africa for child protection projects within the past 3 years
- High level of professionalism and an ability to work independently and in high-pressure situations under tight deadlines.
- Strong interpersonal and communication skills
- He/she or a team member must be a qualified statistician
- The consultant must have working experience in Kenya and be familiar with the cultural background of rural communities where the project operates
- Demonstrate experience with community development approaches; gender responsive participatory methodologies, disability inclusion, environmental protection, and children participation.
- Evidenced experience in conducting gender sensitive participatory qualitative and quantitative studies
- Evidenced report writing (English language) and documentation skills
- Demonstrates meeting all legal requirements.

14.0 SUBMISSION OF PROPOSALS

The Technical and Financial proposals MUST be prepared in conformance to the guidelines and template provided in this terms of reference as minimum standard. All applications received by the submission date will be reviewed by a selection committee based on pre-determined objective criteria. Upon selection, the consultant(s)/ consulting firm would be invited for a discussion and requested to submit a detailed inception report and work plan prior to starting any data collection exercise. The Technical and Financial proposals must be submitted in separate envelopes:

Bidders should provide a technical and financial proposal in **two separate envelopes** clearly marked "Technical Proposal" and "Financial Proposal" and sealed in **one plain envelope** clearly marked "***TERMS OF REFERENCE TO CONDUCT A MID TERM EVALUATION FOR A CHILD PROTECTION PROJECT UNDER THE NORAD GRANT***" and addressed to: Address.

The Purchasing committee

Plan Zimbabwe

No 7 Lezard Avenue

Milton Park, Harare

Or Email zwe.procurement@plan-international.org

ANNEX 6. LIST OF PEOPLE INTERVIEWED

Table 2.1: Schools that contributed survey participant.

AREA OF OPERATION	NAME OF SCHOOL	PRIMARY	SECONDARY	TOTAL
EPWORTH	BILAAL	0	16	16
	BRIGHT STAR	1	0	1
	EPWORTH HIGH	0	1	1
	FANTA COLLEGE	0	3	3
	MABVAZUVA	0	3	3
	OPEN TRIBE FOUNDATION	1	0	1
	OXFORD COLLEGE	0	1	1
KHAMI	SIZALENDABA	0	27	27
KWEKWE	FATIMA	0	5	5
	MBIZO HIGH	0	24	24
	SIDAKENI	19	0	19
	WOZOLI	21	0	21
MUTOKO	KATSUKUNYA	0	7	7
	NYAMUZUWE	0	1	1
	NYAMUZUWE	7	0	7
TSHOLOTSHO	DINYANE	12	16	28
TOTAL				166

Table 2.2: List of key informants interviewed

Key informant	Numbers
CBR Committee representative	2
Parent therapeutic support groups representative	2
CPC representative	1
Parent support group CWD representative	2
PLAN, Legal resources and Child-line personnel	9
Child protection committee members	4
Teachers	7
Children with disabilities	3
Ministry of Primary and Secondary education (MOPSE)	1
Social welfare	2
Judiciary services	1
Total	34

Table 2.3: Focus group discussion numbers and participants

AREA OF OPERATION	NAME OF SCHOOL	FGDs	MALES	FEMALE S	TOTAL
EPWORTH	BILAAL	2	5	8	13
	BRIGHT STAR	1A ⁶	1	0	1
	EPWORTH HIGH	1A	1	0	1
	FANTA COLLEGE	1A	0	3	3
	MABVAZUVA	1A	1	2	3
	OPEN TRIBE FOUNDATION	1A	0	1	1
	OXFORD COLLEGE	1A	0	1	1
KHAMI	SIZALENDABA	1	5	18	23

⁶ 1A is a single FGD comprising of participants from different schools listed under FGD 1A

KWEKWE	FATIMA	1	3	2	5
	MBIZO HIGH	2	8	10	18
	WOZOLI	2	6	11	17
	SIDAKENI	1	11	7	18
MUTOKO	KATSUKUNYA	1	0	7	7
	NYAMUZUWE	1	5	3	8
TSHOLOTSHO	DINYANE	3	10	11	21
TOTAL		15	56	84	140

ANNEX 7: EVALUATION WORK PLAN

Activity	Output	Duration	Action By
Inception phase	Inception Report	1 day	Dr. N Dube
Desk review	Components of evaluation report	3 days	All
Design data collection tools	Data collection tool	3 days	Dr.M Sithole;Mrs G Maviza and Dr N Dube
Field work	Raw data	10 days	All
Data entry and cleaning	Project information	3 day	Mr T Ngwenya
Draft Report writing	Draft report	2 days	All
Presentation of Draft Report	PIZ and partner input and feedback	1 days	Dr. N Dube, Dr N Sithole& Mrs G Maviza
Preparation of Final Report	Final report	2days	ALL
Presentation of final report	Dissemination meeting	1 day	Dr. N Dube
TOTAL		26 days	

ANNEX 8: SUMMARY OF FINDINGS

1. Assessment of project management

- The project is managed by PIZ through Project Managers located in each district of intervention and are responsible for managing project activities and coordinating the project partners.
- PIZ also works closely with the national institutional fabric e.g. line ministries and in this particular project, PIZ was by and large guided by priorities of the Ministry of Public Service, Labour and Social Welfare and the Ministry of Health and Child Care.
- Overall, there was good coordination and relations across all stakeholder.

1.1 Monitoring and data collection

- There are regular internal M&E processes conducted within the project guided by the PIZ M&E unit through site visits, periodical reports and review meetings,
- There are periodical external evaluations e.g. MTE and annual reports to project funders,
- Data is gathered through periodical reports summarising progress from all partners,
- Furthermore, data is gathered through periodical and external assessments and the PIZ M&E unit plays a very pivotal role in coordinating data gathering efforts,
- LRF and CL have case by case records in files for all the cases they handle in their organisations and they periodically advance reports to PIZ for consolidation.

1.2 Field staff's understanding of the project

- It emerged that field staff's understanding of the project varied amongst the partner organisations involved in the project.
- Field staff from PIZ showed great understanding of the 'project compared to those from Childline and LRF.
- Childline and LRF staff indicated that this emanated from the fact that their organisations were not integral in the project proposal development stage hence mainly function (within the project) in accordance with the broad PIZ goals.

1.3 Routines of anti-corruption

- Project follows PIZ's anti-bribe and anti-corruption policy which promotes development, maintenance and consistent application of effective controls to prevent fraud and corruption
- In the case of fraud or corruption occurring, vigorous and prompt investigations are to take place and outcome reports are shared with stakeholders as appropriate.
- After due diligence in investigation and where justified, appropriate disciplinary and legal action is to be taken

2. Project Effectiveness and efficiency

- Overall, the project has is effective and efficient, demonstrated by its ability to positively contribute to:
 - ◆ Increased access to education,
 - ◆ Improved school's capacity in inclusion of CwDs through infrastructure development and special needs teacher training,
 - ◆ Empowerment of children to protect themselves from harm,
 - ◆ The development of effective regulatory frameworks in protecting children
 - ◆ The revival and creation of well-functioning child protection mechanisms.

3. Relevance

- It emerged that the project is relevant in all intervention districts as it addresses actual needs in the communities where it is implemented.

4. Gender equality

- Findings revealed that gender is being mainstreamed effectively demonstrated by the notable involvement of women, girls, men and boys in the planning and implementation of the project across all districts.
- Girls and women now visibly involved in public platforms e.g. Epworth 70% of CPC committee members are women; Kwekwe, 50% of CBR committee members are women; and Khami, 55% CBR committee members are women, demonstrating positive effect on gender transformation.
- Significant efforts to promote gender equality seen through girls and women now taking leadership roles e.g. as Peer Legal Advisors, ARSH club leaders and girls leading Child led CPCs.
- However, it was also noted that boys' participation is generally low, and this was attributed to cultural stereotypes that have led much attention and effort to be skewed towards girls at the expense of boys. There is need to balance the scales.

5. Disability inclusion

- Active engagement of CwDs and their parents in the project through several mechanisms.
- Improved livelihoods for family of CwDs through support and encouragement to form IGPs as a way of improving family income security.
- Disability has been demystified in the districts of intervention and CwDs are now freely interacting with the rest of the community members.
- The MHCW's Rehabilitation Department has also been capacitated to cater for PwDs at large and the project has led to improved documentation of PwDs in the districts.

6. Unexpected results

- The deliberate bias towards a girl child has not been received positively by parents with male children.
- The project invoked some negative feelings from some committees who felt that the project was exploiting them as they worked hard but benefited nothing. No reward or appreciation system in place for the volunteers.
- Although the project has increased participation of CwD and raised their confidence and hope, some teachers felt that the project rarely rewarded CwD in a way that would be beneficial to them (e.g. rewards that were not compatible with the disability).
- In Mutoko and Tsholotsho, the increased ability of children in the project and non-project wards to report abuse not received kindly by some community members who feel the project interventions are turning their children into disrespectful individuals, a clear sign of knowledge and generational gap that may be closed through more workshops and trainings, especially targeting males in the communities.

7. Added value and participation

- Notable participation of children in different stages of the project cycle albeit in varying degrees.
- All relevant stakeholders actively participated in the project
- However, for the child led platforms, it emerged that there was no clear feedback mechanism between them and the project team.

8. Cross-cutting issues

- Environmental mainstreaming was weak as some KIIs did not understand what environmental mainstreaming is.

- On a positive note, it emerged that the Disaster Management Unit and the Civil Protection Unit were involved in the implementation of the project and in instances where opportunities arose, they were given time to educate the community on climate change.

9. Sustainability

- Use of local committee structures in the implementation is a good stride to ensure sustainability even after the project rolls out
- Training peer educators and peer legal advisors also a good move in equipping the younger generation to pass on the information to their peers
- Cultural and some religious beliefs a major impediment to sustainability especially on efforts towards ending child marriages.

ANNEX 9: DATA SET

See attached files

