Mid-term Review of Projects under the NORAD Agreement (2016-2019) in Zambia

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The Executive Director
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ACRONYMS

ACJ	Advocacy for Child Justice
ACRWC	African Charter on the Rights and Welfare of the Child
CAG	Community Action Group
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CHIN	Child in Need Network
CM	Child Marriage
CP	Child Protection
CP	Child Protection
CPU	Child Protection Unit
CRC	Convention on the Rights of the Child
CRCs	Child Rights Clubs
CRSA	Child Rights Situational Analysis
CSG	Civil Society Group
CSOs	Civil Society Organisations
CWD	Children with Disabilities
CY	Reporting Period
DC	District Commissioner
DCDO	District Community Development Officer
DCPC	District Child Protection Committee
DEBS	District Education Board Secretariat
DESO	District Education Standards Officer
DIPs	Detailed Implementation Plans
DMMU	Disaster Management and Mitigation Unit
DRCC	District Resource Centre Coordinator
DRR	Disaster Risk Reduction
DSWO	District Social Welfare Officer
EFA	Education for All
ESO	Education Standards Officer
FAWEZA	Forum for Africa Women Educationalists in Zambia
FGD	Focus Group Discussion
GBV	Gender based Violence
GFNA	Grade Five National Assessment
GRZ	Government of the Republic of Zambia
IP	Implementing Partner
KII	Key Informant Interview
LIP	Local Implementing Partner
M&E	Monitoring and Evaluation
MESVTEE	Ministry Of Education, Science, Vocational Training and Early Education
MHM	Menstrual Health Management
MOGE	Ministry of General Education
MTR	Mid-Term Review
NOK	Norwegian Krone
NORAD	Norwegian Agency for Development Cooperation
OSAWE	Own Savings for Asset and Wealth Creation
OVC	Orphans and Vulnerable Children
PCPC	Provincial Child Protection Committee
PGE	Promoting Girl's Education Project

PTA	Parent Teacher Association
PU	Programme Unit
PWDs	People with Disabilities
SACMEQ	Southern & Eastern Consortium for Monitoring Educational Quality
SAFE	Student Alliance for Equality
SC	Student Council
SDGs	Sustainable Development Goals
SHN	School Health and Nutrition
SWAAZ	Society for Women and AIDS in Zambia
ToT	Trainer of Trainers
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of People with Disabilities
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNGA	United Nations General Assembly
UNICEF	United Nations Children's Fund
VAs	Village Agents
VSLAs	Village Savings and Loans Associations
VSU	Victim Support Unit
WLSA	Women and Law in Southern Africa
ZAPD	Zambia Agency for People with Disabilities
ZDHS	Zambia Demographic Health Survey
ZOCS	Zambia Open Community Schools

EXECUTIVE SUMMARY

METHODOLOGY AND SCOPE: The Mid Term Review of the NORAD Framework Projects 2016-2019 was conducted between July and August 2018. The effective date for the Mid Term was 30 June 2018. The methodological approach included both qualitative and quantitative techniques. The survey was administered to randomly selected project beneficiaries both in and out of school (in-school learners, girls aged between 18 and 24 years, and mothers) participating in the project. Field data collection was done in all the three provinces covered by the project (Central, Eastern and Luapula provinces).

PROJECT MANAGEMENT: On the whole at Mid Term, the NORAD Framework project is being managed well. Plan is implementing the projects in partnership with Local Implementing Partners (LIPs) who have the experience in the areas of their support. The LIPs have organisational goals that align well to the project objectives. The Monitoring and Evaluation of the project is fair with room for improvement. Plan has put in motion efforts for community based Participatory Monitoring and Evaluation (PM&E) teams on the projects. The MTR recommends enhancing the capacities of LIPs on M&E and decentralising this capacity to the level of LIPs, provision of a dedicated budget for M&E separate for project implementation budget and strengthening internal M&E systems to include real time Management Information Systems (MIS). The MTR notes the absence of systematic data collection routines among agencies. The MTR recommends Plan should provide standardised data collection and reporting formats for LIPs. Learning routines were mostly done through joint annual reviews. In order to strengthen learning routines, the MTR recommends follow-up meetings with beneficiary groups on a bi-annual basis, enhancing project publicity through Information, Education and Communication (IEC) materials and include in annual reviews sessions on outcome harvesting to capture trends on emerging outcome results. Refresher courses have already been conducted for the PM&E Teams. The MTR also notes that none of the LIPs met the 7 criteria for anti-corruption; there is need to build capacity for all LIPs.

EFFECTIVENESS AND EFFICIENCY: As shown in Table 1, a Mid Term, the evaluation observed that the project was generally **on track** for meeting the set project outcomes by project in 2019.

Table 1: Norad Framework Projects Performance by Mid Term (June 2018)

Project Name	OT	POT	NOT
Promoting Girl's Education	OT		
Child Protection and Participation	OT		
18+ Ending Child Marriage	OT		
Building Skills and Economic for Girls and Mothers	OT		
Overall Performance of the 4 NORAD Projects	OT		

Key: OT-On Track; **POT**-Partially on Track; **NOT**-Not on Track;

Across the four projects, effective implementation was underwritten by such factors as the strong community and school coordinating and implementing structures underwrote to the effective implementation of the project.

Promoting Girls Education: Community sensitisation on enrolment of children was spearheaded by various structures such as Community Action Groups (CAGs), Parent & Teacher Association (PTA) and Student Councils. This resulted in the increased access to education by children. As at Mid-Term, 62,961 students (of which 31,284 were girls, 3,346 CWD and 7,753 were from marginalised groups) were enrolled in schools, against a target of 67,000 by 2019. Despite this achievement against target, the project did not adequately address the root causes of school dropout. There is no evidence from the MTR to suggest presence of a robust strategy to empower households whose children have re-enrolled to maintain children in school. The project should consider implementing intervention that will strengthen families' capacities to support their children's education. Such an intervention would provide some level of guarantee that the children will remain in school even after the end of the Plan supported project.

Without such a protective measure, the MTR predicts that some of the children from poor households are likely to slide back out of school. The establishment of the Student Councils and teacher pedagogic training improved the quality of education and school governance systems in schools. As at Mid-Term, 68% of the students across the three provinces passed their previous exams, well on track to achieve the 76% target by end of project in (2019). This change was attributed to improvements in quality teaching (66.6%) and enhanced school attendance (23.2%). Other factors that had an additive effect include adequate school resources (2.7%) and good school environment (2.7%) and. The schools' capacity for inclusion of girls, CWD and children from marginalised groups was enhanced. Notably, 20 VIP latrines with washrooms & ramps (for accessibility to CWD) were constructed. Overall, in terms of the performance against its 3 outcomes (E.1; E.2; and E.3), the project is well **on track** to achieve its intended results by 2019. Concerning efficiency, the MTR noted that the availed project resources were adequate for the coverage. However, there were delays in the disbursement of funds due to late signing of agreement between Norway National Office (NNO) and Plan International Zambia subsequently delayed implementation of activities. As a result, the outstanding activities for CY2016 were rescheduled and pushed to the 3rd and 4th quarters of CY2017.

Child Protection and Participation Project: The project contributed to improved coordination and engagement among Civil Society Organisations (CSOs) and government on child protection (CP) through the formation of referral networks. The project successfully improved harmonisation of formal and informal laws related to CP. The CBCPC structures which are formal CP institutions consisted of traditional leaders, who are gatekeepers on informal law (customary law), which has seen Kangaroo courts (which settles child cases by cash or in kind) being outlawed. Advocacy for Child Justice (ACJ) and other CSOs successfully lobbied for the Child Code Bill of 2018 that sought to ensure the administration of justice in a child-friendly manner. There was successful decentralisation of CP structures and services through the establishment and capacity strengthening of 37 Community Based Child Protection Committees (CBCPC). This led to increased reporting and effective response to CP cases. The number of cases reported to CBPCs as at Mid-Term (June 2018) was 519, against a target of 700 by end term (2019). Child Rights Clubs (CRCs) contributed to substantive and meaningful participation of children in their own protection. As at Mid-Term, 617 children (400 girls and 217 boys, among them 8 CWD) were participating in CRCs, well on track to achieve the 700 target by 2019. Challenges noted included poverty and persistence of community "Kangaroo courts" presiding over cases of child abuse and settling these with cash or in kind fines. Overall, the project is **on track** to achieve its targets. The MTR noted adequacy of the project implementation resources. For CY2016 and CY2017, the project utilised 63.84% of its NOK 6,000,000 budget, having already achieved almost three quarters of the results. The remaining 36.14% is more than adequate to finance CY2018 and CY2019. Like the others, this project was hit by delayed funding due to belated signing of agreement between Plan International and NNO. In order to offset the delays, the MTR learnt that outstanding activities for CY2016 were pushed further and implemented in the 3rd and 4th quarter of 2017.

18+ Ending Child Marriages Project: Community sensitisation and campaigns recorded positive outcome in ending child marriages (CM), with Community Action Groups (CAGs), Child Rights Groups (CRGs) and Girl Groups playing a prominent role. Safe spaces to address child marriage issues were created, the MTR survey established that 46.7% of learners had access to these safe spaces. A total of 3,022 children as at Mid-term were supported to escape child marriages. This figure is well below the 15,000 target to be achieved by end of term (2019). The MTR is of the opinion that the target of 15,000 was relatively too ambitious against the backdrop of that rescuing children from marriage is a difficult process. The MTR noted that children who were aware of their rights regarding child marriage were 1,000, an 83% achievement against the target (1200) by 2019. The MTR observed presence of stronger regulatory frameworks for ending child marriages, with the involvement of key stakeholders such as chiefs and traditional leaders leading to child marriage free zones. In Eastern province, Vubwi district was declared a Child Marriage Free Zone. Chief Chamuka of Chamuka (Central Province) and Chief Lukangaba (Luapula Province) also declared their chiefdoms child marriage free zones. While there were

no targets for chiefdoms with free child marriage zones in the results framework, the MTR recommends exchange visits to exemplary chiefdoms for learning and replication of good practices. MTR noted that a total of 55,000 children were living in child marriage free zones, well within the project's target of 60,000 by end term in 2019. As a result of the project interventions, the MTR observed that more learners, especially girls, were successfully graduating from primary to secondary school. Evidence from the MTR shows that 1118 learners in CY2016 and 961 in CY2017 transitioned from primary to secondary schools. Overall, across its four outcomes (CM.1; CM.2; CM.3 and CM.5), the project is well **on track** to achieve its targeted results by end term (2019). Regarding efficiency, the project resources are rated as being adequate. The achievements to date under this project justify the efficient use of resources. Evidence from document review showed that for the CY2016 and CY2017, the project spent a total of NOK 3,278,795 (54.65%) against the NOK 6,000,000 budget. Given its pace of progression (well on track), the remaining 45.35% of the budget is adequate for CY2018 & CY2019. Like other projects, the project's timeliness of implementation was affected by delayed disbursement of funds, with WLSA and SWAAZ corroborating this during consultations. This pushed CY2016 outstanding activities to the 3rd and 4th quarters of CY2017. The breakout of Cholera in the country at the beginning of the year 2018 also hampered the activity implementation as all gatherings were suspended by the government.

Building Skills and Economic Resilience of Girls (16-24) and Mothers Project: The capacities of girls and mothers in business skills across all the three provinces were enhanced. Skills gained included financial literacy (73.9%), Enterprise Yourself (64.8%), marketing (51.4%), product knowledge (19.7%) and solar trading (7.7%). The formation of Savings Groups, such as Own Savings Assets and Wealth Creation (OSAWE) Groups, created financial reserves for mothers and girls and reduced the probability of child marriages. The MTR reports the following positive changes among the project beneficiaries; sending children back to school (48.8%), improved food security (63.4%), improved household income (69.2%) and reinvestment into savings (39%). This positive outcome could be borrowed for the girl's education project in order to support families of children who enroll in schools. The MTR noted 1,981 girls participating in income generation activities against an end of term target of 2,190. Additionally, some 1,718 girls had their parents receiving support in income generation activities against the end term (2019) target of 1,750. Analyzing this pace of progression, the project is **on track** to reaching its end term targets. The MTR notes adequacy of project implementation resources. The results achieved to date demonstrate good value for money. The project witnessed a relatively good absorptive rate. For instance, for CY2017, the project had a budget of NOK 2,788,877 but actually spent NOK 2,615,635, an under spent variance of NOK 173,242. However, the project was affected by delayed disbursement of funds, and in response, pushed outstanding CY2016 activities to the 3rd and 4th quarter of CY2017.

GENDER EQUALITY: The projects were gender sensitive in design, planning and implementation of activities and interventions. The MTR found inclusive representation and participation of males and females in CBCPs, CRCs, Student Councils, CAGs and SAFE Clubs. Gender awareness was promoted during awareness meetings with parents, teachers, children and local leaders. The Promoting Girl's Education project successfully embarked on the construction of gender friendly infrastructure, notably 20 VIP latrines with washrooms to support cleaner menstrual hygiene management (MHM) for girls, which reduced their menses stress and absenteeism. The projects significantly strengthened networks with stakeholders championing gender equality at community levels. For instance, at school level, the education project collaborated with Forum for Africa Women Educationalists in Zambia **(**FAWEZA) in strengthening gender equality in education. For the Child Protection & Participation Project, schools adopted the system of matron and patron to balance gender composition of CRCs leaders and equal participation amongst girls and boys. As for the Child Right Clubs CRC), across all the three provinces, of the 617 member students participating as at July 2018, 400 are girls and 217 are boys. Participation of both males and females was most noted in the CBCPC at the community level, in both training and execution of their mandate. As for the 18+ Ending Child Project and Building Skills & Economic Resilience for Girls & Mothers projects, SWAAZ and WLSA, which are gender equality advocacy organisations, were

involved. Overall, **NORAD projects were gender equality sensitive** in their design, planning and implementation

DISABILITY INCLUSION: The MTR noted the provision of disability platforms for CP reporting and response. This was done through popularising the toll free mobile services (116 toll free number) in the communities, especially among children. As a result of this intervention, some CWD were able to make voice calls and report cases to Childline, and subsequent action was taken. The capacities of several stakeholders (teachers, parents, community leaders, communities & CP service providers) in disability inclusion were enhanced. All the 4 projects included representation and participation of people with disabilities (PWDs). The MTR identified a total of 8 CWD participating in CRCs. By Mid-Term, the Promoting Girl's Education project had assisted 669 CWD to access education across the targeted 100 schools in Luapula and Central provinces. The 18+ Ending Child Marriage and Building Skills & Economic Resilience for Girls and Mothers projects emphasised representation and participation of PWDs. The MTR observed one Savings Group in Central PU in Malombe community with women with disabilities. The Child Protection and Participation Project involved organisations of the disabled in its programming, notably, the Zambia Agency for People with Disabilities (ZAPD).

UNEXPECTED RESULTS: The use of the Score Card by Student Councils to report on poor behaviour by teachers contributed to improved service delivery by teachers through reduced unprofessional behaviours. The Ministry of General Education's Directorate of Teacher Education and Support Services (TESS), responding to Score Card information, banned the use of mobile phones by teachers during classes. The exemplary girl friendly toilets constructed in some of the target schools encouraged most schools to construct additional toilet facilities for boys. The popularisation of toll free lines (116) by Childline in communities led to increased reporting of, and response to, CP cases. At Mid-Term, more stakeholders, relative to the project baseline, reported having an interest in ending child marriages. Nurses in Vubwi developed interest in following up on children, especially girls from surrounding communities, who fall pregnant before the age of 17 years. Most of these cases were being reported to CBCPC in the communities, and nurses were regularly calling these structures to check if any pregnancies had been observed for girls below the age of eighteen. There was an overwhelming demand by non-targeted members in the communities to participate in income generation activities. The MTR notes that teachers and community members were inspired by OSAWE to form their own savings groups. These saving groups appear to be similar to OSAWE. The MTR reports that increase in school enrolments as a result of project advocacy and sensitisation efforts led to a new problem of inadequate infrastructure in most target schools. Most schools lacked appropriate infrastructure and special disability teachers for CWDs. Lack of adequate classrooms, furniture and absence of disability friendly facilities and equipment was reported to have discouraged some children in enrolling in school. However, there is need for separate research outside the MTR mandate to investigate these issues in greater depth. The creation of CBCPC in new areas led to potential conflict with traditional leaders who viewed them as challenging their roles in presiding over CP cases.

ADDED VALUE AND PARTICIPATION: The Added Value components for LIPs were reported as; enhancement in administrative and professional support (100%), improved knowledge on networks (71%), exploited funding synergies as a result of Plan projects (57%) and added value of NNO to country offices (14%)**.** Using the Plan International Participation Checklist, the MTR reports variable participation levels among project stakeholders, as follows: Plan Country Office staff (50%), Members of marginalised groups (20%), children (21%), target communities (31%) and government (25%). The participation of marginalised and vulnerable children including CWDs who are the primary targets of the projects was found to be relatively low. The project should consider designing specific platforms with capacity for increasing child participation in the project. The MTR recommends a platform for dialogue between marginalised children and duty bearers at national and district levels.

CROSS CUTTING ISSUES: *Environment and Vulnerability to Climate Change:* Communities were sensitised on Disaster Disk Reduction and Management (DRRM), reaching 913 members (362 males and 551 females, among them 5 PWDs). The NORAD projects were vulnerability responsive, contributing to girls and disability-friendly facilities. The projects provided sensitisation on the need to protect the environment to include correct disposal of sanitary pads and disposable napkins; supporting sale of solar lamps (cleaner energy) and use of local materials in training. Findings of the MTR suggest that the communities are successfully implementing climate change adaptation projects through the Building Skills and Economic Resilience Projects. *Sustainability*: The MTR notes that, to a large extent, the project is sustainable. The use of the government structures in the delivery of the project is the strongest pillar for sustainability. The project contributes to the operationalisation of the government's legal and policy provisions (Marriage Act of 2015; Juvenile Justice Act of 1956; National Child Policy of 2006; the Education Act of 2011, the National strategy on ending child marriages of 2016-2021). The involvement of traditional leaders as torch bearers to address problems of child marriages is key to sustainability and continuity. Traditional leaders are highly respected and their position is taken seriously by their subjects. Traditional leaders are already working on by-laws that would create child marriage free zones. The project has created strong structures at both district, community and school levels which have contributed towards building a strong knowledge base for addressing the development challenges the project is working on.

KEY RECOMMENDATIONS: On the basis of the discussion above, the MTR suggests the following key recommendations:

i. Plan should continue strengthening the capacities of LIPs to effectively deliver the project at the sub-national level. Areas for improved capacity could include M&E skills and development of standardised monitoring reporting forms. Plan should also consider allocating a dedicated budget line for M&E.
ii. Strengthen the monitoring systems for the project for a timeous tracking of key monitoring indicators and inclusion of sessions for outcome harvesting in annual stakeholder review meetings in order to track trends on project outcome results.
iii. Develop a robust exit strategy which will enable the project to draw from the good experiences (e.g. strengthened governance structures in schools, campaigns for increased access to education and the efforts to end child marriages) of the project for replication to other areas that are not currently part of the project. Enhancing the capacities of DEBs and Regionals education offices to replicate elements of the projects in other districts is key to scaling up the project activities.
iv. To address issues of inclusion, Plan International should consider establishing dialogue platforms between marginalised children (OVC & CWD) and duty bearers in order to increase their participation. Plan International should also consider advocacy and lobbying with relevant education ministries at national level for the integrating of disability inclusion skills in the teacher education curriculum and providing refresher courses to already trained teachers to increase service delivery for CWD in schools.
v. Against the backdrop that the main causal factor for dropping out of schools is poverty (70%), the project should consider designing project interventions targeting families of vulnerable children who re-enrolled in schools to avoid potential for sliding back due to poverty.
vi. To encourage more participation of the CWD in CRCs (who fear being stigmatized), there is need for Plan International Zambia and Implementing partners to re-strategise for the separate sessions for CWDs on CRC, with special Matrons and Patrons allocated to them
vii. Against the background of low participation of youths in awareness and sensitization meetings (as they are uncomfortable to participate in the presence of adults/elders/parents), Plan International and IPs should consider strategies for separating adults and youths sensitization meetings, which would subsequently see more youths participating.

viii. In order to contribute to scaling up good practices, the MTR recommends exchange visits by chiefs to those chiefdoms that have declared their areas child marriage free zones.
ix. The MTR recommends revisions of the targets on numbers of children rescued from child marriages from 15,000 to realistic targets.
x. There is need for Promotion of Girls Education Component to consider projects that can empower families whose children have re-enrolled to be kept in school.

Chapter 1

1. INTRODUCTION

The Global Context: Over the last 20 years, primary school enrolments for girls, along with boys, have improved but completion rates are equally low for both sexes. However, significant gender disparities exist, with girls representing two-thirds of the total number of children out of school. The Sustainable Development Goals (SDG4) and the goals of the Education for All (EFA) - the global movement to ensure quality basic education for all, calls for countries to ensure "inclusive and equitable education and promote lifelong learning opportunities for all". To deliver this, the Education 2030 Framework for Action, which stresses the need to address all forms of exclusion and marginalization, has been adopted (UNESCO, 2017). According to the Global Citizen (2015), key issues affecting girls and the disadvantaged children include poor finances, lack of learning infrastructure, early marriages and a broad context of patriarchal and socio-cultural practices.[1] In terms of child marriage, about 14 million adolescent and teen girls are married annually. This challenge is particularly more prominent in developing countries where, for example, 1 in every 3 girls is married by the age of 18, and 1 in 9 by age of 15.[2] In contrast with the UN Convention on the Rights of the Child (UNCRC) and other international and regional human rights treaties and conventions[3] which seek to ensure the participation of children in all domains and their protection from all forms of violence, exploitation and neglect, evidence suggests that violence and limited participation remain part of life for a significant proportion of children globally.

Zambia Context: Zambia ranks 10th globally on incidences of child marriage. In fact, 31% of girls below 18 years are in marriage despite the constitutional age of marriage for being pegged at 21 years.[4] This scenario is further worsened by the widespread acceptability of customary law, which does not impose any legal age of marriage (using puberty as a measure for readiness for marriage). Geographically, Luapula and Eastern provinces of Zambia are ranked highest for child marriage prevalence with 50% and 60% of children aged between X and Y being married, respectively. The Zambian education system is rated low in terms of education quality, including inclusiveness, thus threatening the long-term production and livelihoods[5]. Despite being a signatory to CRC, the African Charter on the Rights and Welfare of the Child (ACRWC) of 1999, the Millennium Development Goals (MDGs), the Sustainable Development Goals (SDGs); among others, Zambia remains outside the 1960 UNESCO Convention Against Discrimination in Education[6]. This contradicts with Zambia's Constitution of 1991, which makes provisions for equal and equitable educational opportunity for all. Low government spending in the education sector, which ranges from 2 to 2.5% of GDP, has contributed to education supply constraints, chiefly the inadequacy of classrooms, teachers and desks. Zambia's constitution of 1991 recognises children's rights to protection, with specific laws having been drafted to include inter alia National Child Policy (2006), the Employment of Young Persons and Children Act (2004) and the Juveniles Justice Act (1956) [7]. However, despite existence of community level child protection structures, there is still inadequate involvement of other stakeholders in protection systems such as school and health centres. In fact, evidence suggests that these "safe spaces" are often marred with violence against children. Thus given, Zambia faces significant gaps in the effectiveness of CP systems at local and national levels.

It is against this background that the four Projects under the NORAD Agreement were implemented. These projects are namely, (i) **Promoting Girl's Education**, (ii) **Child Protection & Participation (iii) 18+ Ending Child Marriage and (iv) Building Skills & Economic Resilience for Girls & Mothers.**

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[1] The Global Citizen (2015). 9 Key Issues affecting Girls and Women around the World.
[2] Plan International (2017). Zambia Project 3- 18+ Fighting Child Marriages in Zambia.
[3] UNICEF (2015). Child Protection: The Case for Support.
[4] Government of Zambia (2014). Zambia Demographic Health Survey (ZDHS) Report 2013-2014
[5] Plan International (2017). Zambia Project 1- Inclusive Education: Promoting Girls' Education
[6] UNESCO Zambia (2016). Zambia Education Policy Review: Paving the Way for SDG 4- Education 2030.
[7] Plan International (2017). Zambia Project 2. Ibid

Overview of the NORAD Framework Projects: *Promoting Girl's Education* aims at improving access to quality, inclusive basic education for children (especially girls) in the 100 schools in 7 target districts of Central and Luapula provinces. The Project target is 12,000 pupils (60% girls and 40% boys and 10% Children with disabilities), each of direct beneficiaries reaching out to at least 3 peers. Partnering with Forum for African Women Educationalist in Zambia (FAWEZA) and Zambia Open Community Schools (ZOCS), the project focuses on holding duty bearers, particularly government, accountable for creating a safe and inclusive environment in schools and ensuring school attendance for girls/children with disabilities through use of the participatory score card approach. The project is contributing to 3 outcomes as follows; **E.1**- Increased access to education; **E.2**- Improved quality of education; and **E.3**- Improving schools' capacity in inclusion.

Child Protection & Participation aims at improving protection and participation in decision making by children and young women, including those with disabilities. The primary beneficiaries are children particularly the marginalized in 36 selected communities in 9 districts of Central, Luapula and Eastern Provinces. At district level, the project targets: 200 police officers; 20 Members of Parliament and 30 members from Community radio stations. At national level the program targeted State Actors (Government institutions including police, magistrates and judiciary, and the Zambia Agency for Persons with Disabilities), Media institutions (TV and Radio). Partners on this project are Advocacy for Child Justice (ACJ), Childline/Lifeline, and Children in Need Network (CHIN). The project is contributing towards 3 outcomes as follows; **CP.1**- Development of regulatory frameworks that are effective in protecting children from all forms of violence; **CP.2**- Well functioning community based child protection mechanisms, including CP services that prevent and respond to violence against children; and **CP.3**- Empowerment of children to be able to protect themselves.

18+: Ending Child Marriage: The overall objective of the project is to contribute to the eradication of Child Marriage in Zambia. The primary target group is 15,000 girls in and out of school in Vubwi, Chisamba and Mansa districts through the promotion of girls' groups and safe spaces. Key partners for this project are Society for Women & AIDS in Zambia (SWAAZ) and Women & Law in Sothern Africa (WLSA). The project is contributing towards 4 outcomes as follows; **CM.1**- Direct actions to stop child marriages; **CM.2**- Children empowered to claim their rights; **CM.3**- Stronger regulatory frameworks to prevent child marriages; and **CM.4**- Root causes of child marriages are addressed.

Building Skills and Economic Resilience for Girls and Mothers: Implemented by Plan International Zambia, the goal of this sub-project is to strengthen the economic resilience of mothers and girls to contribute to ending child marriages in the Eastern, Central and Luapula provinces of Zambia. The projects targets 2,190 girls aged between 16 to 24 years and seeks to empower them economically while building their resilience against child marriages. It plans to empower 1,425 parents/ guardians of girls at risk of child marriages. The project is contributing to 1 outcome as follows; **CM.5**- Youths Economic Empowerment.

Purpose and Scope of the Evaluation

Purpose: The Mid-Term Review (MTR) assesses the degree to which planned outcomes around the four projects are on course to achieve the targeted results. The key objectives of the MTR are to assess the projects for the following: relevance, effectiveness, efficiency, project management and sustainability. The MTR was expected to also assess the project's performance on cross cutting issues that include: gender equality, disability inclusion, unexpected results, added value and participation. The MTR is intended to also provide recommendations for the remaining part of the project. The official date for the Mid Term for the NOARD Framework project is 20th June 2018.

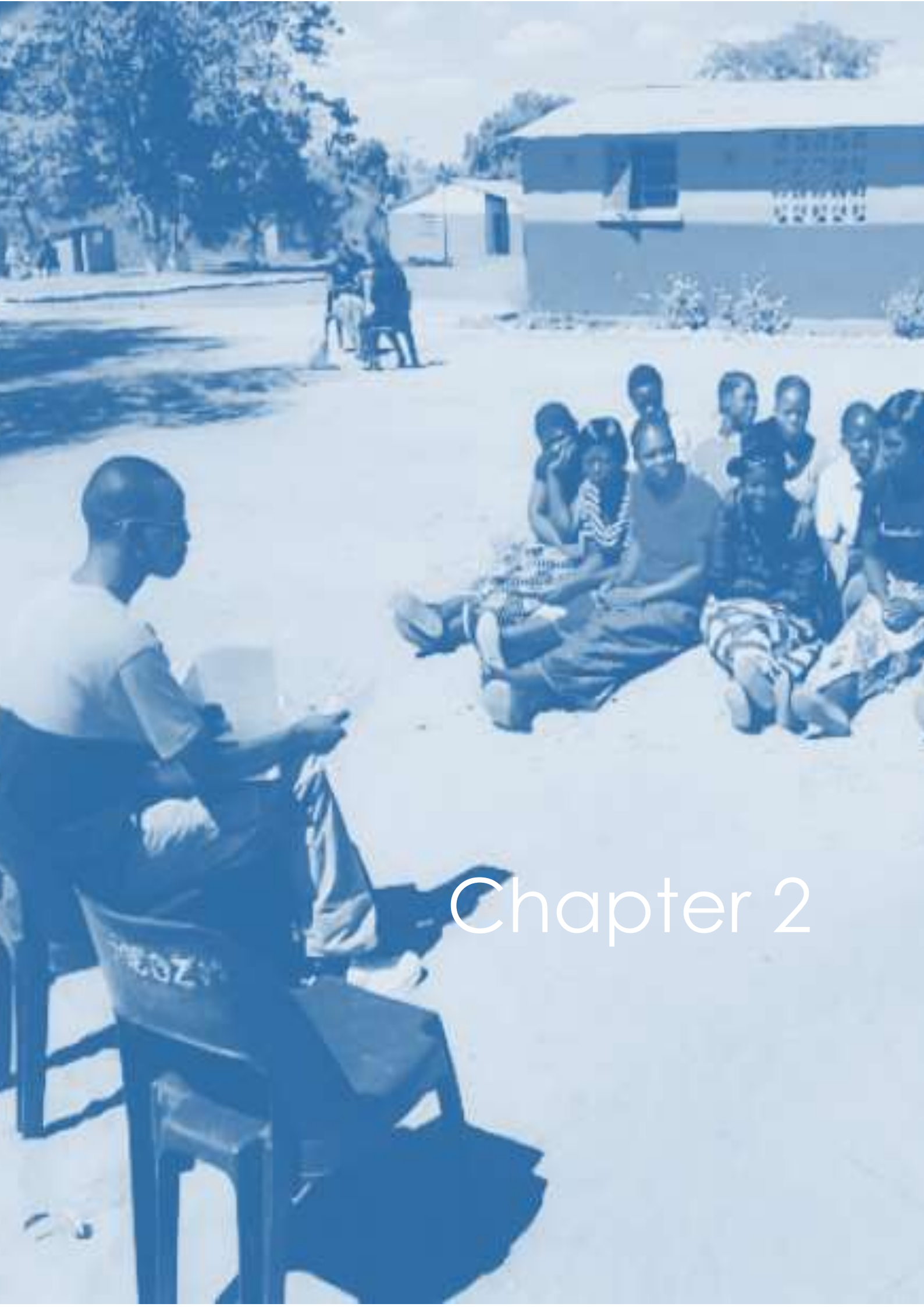
Scope of the Evaluation: The Mid-Term Review covered the three project regions (Luapula, Central and Eastern). All the target districts for the project were part of the MTR consultations as follows: **Central** (Chisamba, Chibombo, Kapiri & Kabwe); **Eastern** (Chipata, Vubwi & Katete); and **Luapula** (Mansa, Mwense, Chipili & Chembe). National level consultations were done with Plan International Zambia, Local Implementing Partners (LIPs), key government ministries and departments and relevant stakeholders. The following presents the key highlights of the evaluation scope

Timeframe: The NORAD funded projects have a duration of 4 years (2016-2019) and as such, the timeframe of the project covered by the MTR is 2 years from the time of implementation, which is from 2016 to mid-June-2018. At this stage, the 4 projects are at mid-way of implementation, hence the need of a MTR. The evaluation process timeframe was a two-month period (July-Aug 2018)

Results/Logical Framework: All the 4 NORAD funded projects have three levels of results which are the Goals/Impacts, the Outcomes and the Outputs. All these are supported by the respective indicators for easing monitoring and evaluation of results. These are well represented in the Results Framework which was utilized by the consultants

Stakeholders: Main beneficiaries are school children, vulnerable children, re-entry girls, young mothers, mothers, the schools and communities. Major stakeholders are Plan International Zambia, Implementing partners (SWAAZ, FAWEZA, Childline, ZOCS, WLSA, CHIN, & ACJ), NORAD National Office (NNO) and GRZ and its ministries & departments at national, sub-national and local levels.

Geographical/Target: The evaluation activities will be undertaken in Central, Luapula and Eastern Regions of Zambia specifically targeting beneficiaries and key stakeholders. The selected districts per province were as follows; **Central** (Chisamba, Chibombo, Kapiri & Kabwe); **Eastern** (Chipata, Vubwi & Katete); and **Luapula** (Mansa, Mwense, Chipili & Chembe).



Chapter 2

2. METHODOLOGY

Evaluation Design: The MTR applied a mixed–methods evaluation design, combining qualitative and quantitative methods for data collection and analysis. A survey was administered to the project beneficiaries at schools (direct and indirect beneficiaries of the project) and communities targeting mainly mothers with children in school and out of school girls aged 18 years to 24 years. Qualitative methods, which were used to generate explanatory data to reflect on programme performance, included in–depth interviews, focus group discussions and literature review.

Key data collections Methods and Approaches

Desk Review: Consultants reviewed relevant projects documents to include project documents for the four NORAD Framework projects, monitoring reports (quarterly & annual) from both Plan International and the various Local Implementing Partners (LIPs).

Focus Group Discussions (FGDs): Within sampled schools and communities, focus groups discussion were conducted with a wide range of project stakeholders to include: school governance councils, project clubs in school such as SAFE Clubs, DDR Clubs, SHN peer educators, re-entry girls, children with disabilities and orphans and vulnerable children. In communities, FGDs were conducted with young mothers, mothers, Community Based Child Protection Committees (CBCPC) and Community Action Groups (CAGs). A total of 39 FGDs, distributed as 15 male, 15 female and 9 mixed gender FGDs were facilitated.

Key Informant Interviews (KII): KII were conducted both at national and field levels. At national level KII were conducted with the Local Implementing Partners (LIPs) and Plan staff at Head Office. Skype interview was also conducted with the funding partner NORAD National Office (NNO). At the field level, KII conducted at three levels. Regional education officials were consulted. At the district levels, District Educations Board Secretaries (DEBS), District Resource Centres Coordinators, and members of the District Child Protection Committees, were consulted. At the school level KII were conducted with head teachers and teachers (including guidance and counselling teachers), Parent Teacher Associations (PTA) members and other school management teams for the various projects. Prior to exiting the Plan national office, the consultant held interviews with Plan staff. A total of 76 KIIs were conducted reaching a total of 52 males and 24 females (see Annex).

Case Studies: For the four project areas and using a transformative change story approach (capturing impactful storylines from beneficiaries), a number of case studies were gathered to gain better appreciation of beneficiaries' experiences (changes in the quality of life/behaviour change) with the four projects. Where pictures were captured and case studies used for development purposes, the concerned beneficiary members signed consent forms.

Quantitative Approach: *Sampling framework for survey participants:* The MTR process adopted a representative sample across all the four projects. The sample size was calculated at 95% confidence level, 5% margin of error with a variance of ±5%. As required, a sample of 5-10% was considered representative. Thus, 5% of the targeted beneficiaries for each project were consulted. This approach allowed for a systematic and evidence based analysis of the results of the projects interventions.

Questionnaires/Surveys: Three structured questionnaires were developed and used to gather information across all the 4 projects, targeting the three main beneficiary groups, namely children (boys, girls & the disabled), re-entry girls and young women and mothers. A total of 1102 questionnaires were

administered across all the targeted districts. From the total sample of children (857), 421 were girls, 342 boys and 94 were children with disabilities (CWD). Table 2 represents the sample distribution.

Table 2: Distribution of Survey Sample by Province

Province	Number			
	Children	Re-entry Girls	Young Mothers & Mothers	Total
Central	166	26	88	280
Eastern	110	29	42	181
Luapula	581	4	56	641
Total	857	59	186	**1102**

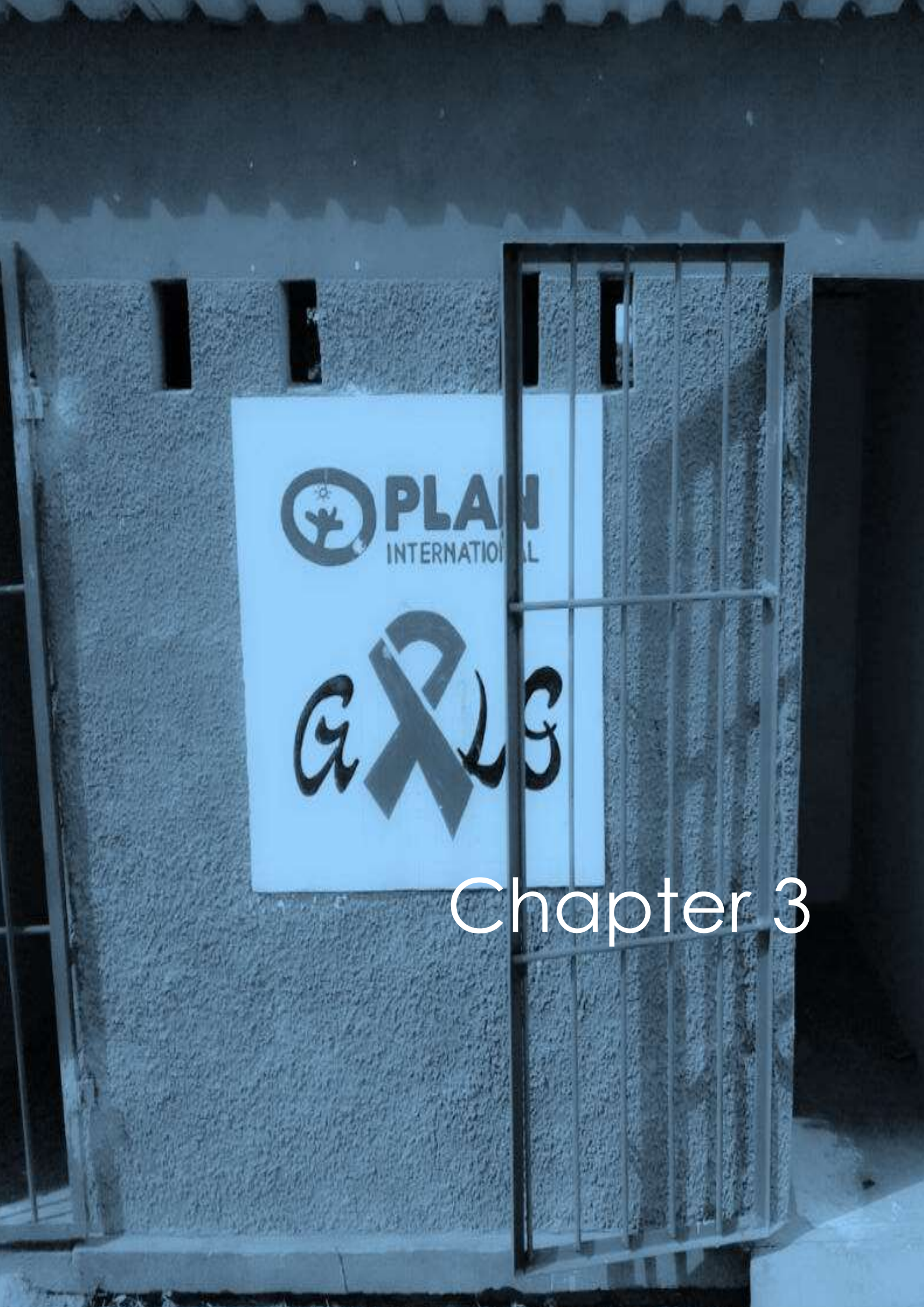
Observations through use of Checklists and Assessment Tools: The Consultancy utilized observation as one of the effective tools in gathering data. The Added Value Assessment Tool and the Participation Checklist (all provided to the Consultancy team by Plan International) were used (See Annex 4 and 5 respectively). During the field visits to project sites, the consultants used the tools to assess the level of participation in the projects by the stakeholders as well as the added value of the projects. Pictures were taken from the project sites during data collection (after obtaining consent from the respondents to substantiate data as evidence, hence providing reliable and tangible information.

Gender and disability inclusion: The evaluation addressed gender and disability issues by disaggregating data by sex and disability status to demonstrate how specific aspects of the programme affected male and female respondents as well as CWDs differently. During interviews and FGDs, it was consistent practice to assess how male and female respondents, as well as CWD, participated in, influenced or controlled, and/or benefited from the projects.

Enumerators' training and pilot testing of tools – Prior to fieldwork, enumerators received training in the technical approaches that the evaluation would use to include Real Time Data Collection using cell phones (KOBO Collect). During the training, field enumerators translated data collection tools to local languages, which deepened their mastery of the evaluation tools. Pilot testing of tools was done during the training day as the enumerators conducted mock surveys.

Ethical considerations: The evaluation team adhered to Plan International's child safeguarding code of conduct, which was presented to the team before the commencement of fieldwork. Team members signed their commitment to adhere to the code of conduct. The questionnaires had a section seeking consent from the respondents before going through with the interview. Before questioning the respondents, evaluation team members explained to the evaluation participants the purpose of the exercise and its importance. Their roles in the evaluation and rights to withdraw from the session at will were clarified and they were given a chance to ask questions before granting their consent.

Limitation of the MTR: The evaluation limitations included: i) difficulties in reaching other potential key informants such as magistrates, Members of Parliament (MPs), government ministers and officials due to their unavailability because of pressing commitments; etc.; ii) Limited interviews with children due to mock exams and, iii) difficulties in mobilising community members most of whom were living far away from convening centres. However, the consultants are confident that these limitations had minimal impact on the outcome of this evaluation. The consequences of these limitations have been mitigated and/or do not compromise the results and conclusions made by the MTR. Additional key stakeholders were consulted to compensate for those who could not be available due to other commitments. In the case of school children, the team made use of secondary school beneficiaries and children not writing mock exams. According to the evaluators' criteria, we have reasonable evidence to support all the findings and conclusions as the overall validity and robustness of the data has not been compromised.



Chapter 3

3. KEY FINDINGS

3.1 PROJECT MANAGEMENT

3.1.1 Project fit with the IPs organisations' own strategies

The choice of Local Implementing Partners (LIP) to Plan International Zambia was purposive and based on strengths of organizations. In some instances, a LIP selected was replaced by another to ensure best fit. We assessed the extent to which projects had best fit with the LIP's own strategies. The assessment was based on 3 criteria items: (1) project falls within at least one of our strategic pillars; (2) project complements at least one of our previous projects: and (3) project processes can be merged with other ongoing project/s to ensure continuity beyond NORAD funding. Using a scale of 1-5, 5 being most fitting, the seven IPs scored a sum of 97 points out of a possible 105. This calculated to an average of 92% best fit.

Most LIPs indicated that the NORAD Agreement 2016-2019 was consistent with their organization's strategic pillars. This is important in ensuring ownership and continuity of the interventions beyond the project. It also indicates an effective recruitment process for the implementing partners; and residual capacity in the country, especially among local CSOs, to implement the programs. In addition, the IPs have had previous experience in implementing programs with similar goals thus enabling them to plug in to the gaps they had previously identified, hence making the project's contributions to addressing the problem, progressive. There were, however, challenges related to ability of these organizations to carry on with implementation beyond NORAD Agreement funding (This is further addressed under the section on sustainability). Data from the assessment on project's fit to organization's strategies are summarized in the table in the Annex section of this report.

3.1.2 Project Monitoring

The MTR analysed project monitoring under three key areas: i) Monitoring routine, ii) Data Collection Routines and (iii) Learning routines.

Monitoring Routines: The MTR notes lack of standardized monitoring routines by LIPs. The MTR recommends the following to improve monitoring routines:

i. Decentralize planning and funding for monitoring exercise away from Plan International Zambia;
ii. Provide more training on monitoring/ data collection/ and learning;
iii. Provide resources for monitoring and delink it from program activity budgets;
iv. Strengthen internal monitoring system by introducing digitized data collection and Information Management Systems that informs decision making. Consider an Android or SAL system that is mobile phone-enabled.

Data Collection Routines: The MTR observed no routine across all agencies. POI-Mapper was most mentioned as the standard data collection tool used to collect data on field activities. This is a database that is managed by Plan International Zambia's M&E Unit. The data collection process is not linked to the outcomes being tracked. The MTR recommends the following to improve data collection routines:

i. Provide standard data collection and reporting formats for all partners;
ii. Have a focal point person responsible for data collection besides the community based structures;

iii. Consider introducing Child Protection Information Management System to enable tracking data on case management.

Learning Routines: The MTR noted that learning routines were partly done. Partners routinely did learning through joint annual reviews which were often conducted immediately after funds were disbursed. In a few LIPs, there were no structured or routine learning processes and lessons learned had not been documented. In order to improve learning routines the MTR suggests the following recommendations:

i. Organize follow-up meetings with beneficiaries on a bi-annual basis;
ii. On learning, create a budget-line for IEC materials to share guidelines; policy briefs; and T-shirts with messages for passive advocacy;
iii. Include in already existing annual learning reviews a session on "outcome harvesting" where LIPs and Plan can capture emerging results against key outcome areas;
iv. Include exchange visits within the targeted regions where good practices can be shared, and,
v. Adopt Gender Transformative programming which allows learning as implementation happens.

3.1.3 Understanding of Project Objectives by LIPs and Plan

This section analyses level of understanding by field level staff for LIPs and Plan of what the project aims and achievements were. Based on self-rating on a 1-5-point score, 5 being highest, the LIPs feel fairly confident (77%) of their field staff's understanding of the project goals. This is summarized in Figure 1:

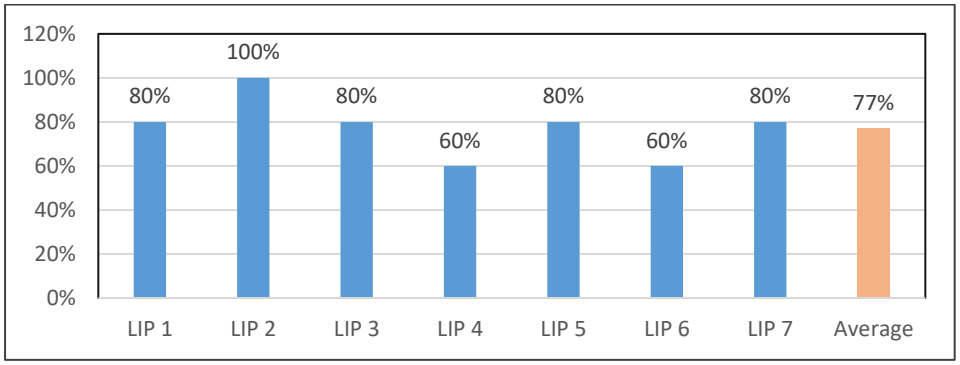


Figure 1: LIP's Self-Reported Levels of Confidence on Field Staff's Understanding of the Project Goals

LIPs that **reported high levels of confidence** provided the following reasons:

i. That the field staff are affiliates who have previous experience in the sector, such as former teachers or network members such as Ministry of Education Officials.
ii. In some cases, the LIP had not employed own field staff but relied on program management structures of partners such as Plan International (Community Development Facilitators) or members of a network, such as CHIN, whose field workers had relevant knowledge and experience.
iii. Some LIPs had also conducted adequate orientation of their field staff and believed that the project had been well explained. Some members were not involved much due to financial limitations.

For LIPs that **reported lower perception of confidence** of ability of their staff, the poor scores were explained as due to:

i. Mismatch between training background of the field staff and the skill sets required for the tasks. In one case, the field staff of an LIP were legal officers accustomed to case management and representing clients.

ii. Resource constraints, where LIP staff supported multiple projects, and often required close support supervision.
iii. There always being need for more regular refresher training of staff members in the field.
iv. Low staff retention whereby, even where field staffs have been adequately trained, transfer of teachers, for example, often affected the pool of those who were knowledgeable. Analysed from another perspective, this was considered a benefit because the transferring teacher was able to disseminate any skills to their new school.
v. Field staff structure not being fully developed in the case of one LIP.

3.1.4 Routines for Anti-corruption at Plan and at LIPs level.

A workspace should institutionalize anti-corruption measures through the following minimum measures: i) corruption prevention policies; ii) mitigating against conflict of interest that may lead to corruption; iii) providing channels for openly discussing and reporting corruption; iv) providing training for staff; v) providing guidelines for appropriate conduct and documentation of processes such as procurement procedures; vi) fair enforcement of anticorruption policies; and vii) regularly conducting corruption risk assessment within the organization. The MTR assessed the extent to which the LIPs employed these and other routines for anti-corruption in the NORAD Agreement 2016-2019 project. During the key informant interviews with the program and finance teams, the respondents were asked to list three top measures that the organization (LIP) undertakes routinely to prevent corruption. At analysis, these were matched against the seven minimum measures listed above. The results are presented in the Table 3.

Table 3: Extent to which LIPs apply minimum measure for anti-corruption at workplace

Minimum measures for anti-corruption at Workplace	FAWEZA	ZOCS	ACJ	Lifeline / ChildLine	CHIN	SWAAZ	WLSA
Availability of corruption prevention policies.		YES			YES		YES
Conflict of Interest mitigation –may lead to corruption	YES	YES					
Channels for openly discussing mitigation & reporting corruption				YES		YES	
Providing training for staff		YES	YES		YES		
Providing guidance's to processes such as procurement procedures	YES		YES	YES			YES
Processes that ensure fair enforcement of anti-corruption							
Regular corruption risk assessment within the organisation							

Plan International Zambia ensures that LIPs have measures in place to address potential corruption. Plan holds annual meetings with LIPs on corruption mitigation and the risk mitigation plan scrutinises at all times grand disbursements, financial reports and checks if retirements of disbursement have any signs of falsified receipts.

3.1.5 Project Absorptive Rates of Annual Budget

As a way of assessing both project efficiency and effectiveness, the MTR reviewed the degree of utilisation of project funds to determine if the project had experienced underutilization or overutilization of its yearly budget. The MTR notes that, overall, the LIPs had Good Absorptive Rates of annual budgets: None of the seven LIPs interviewed at national level (Lusaka) reported underutilization or overutilization of their yearly budget by a deviation exceeding 5% per year in 2017. A challenge that was repeatedly mentioned by all the LIPs was that of delays in receipt of funds. However, according to Plan Zambia staff, the delay largely occurred due to poor retirement of funds or delay in accounting. Inconsistent

disbursement often resulted in inadequate funds. Table 4 summarises the budget expenditure for a case of LIP 6 for the NORAD Agreement 2016-2019.

Table 4: Cases of LIP 6 funds disbursement and burn rate as at July 2018

LIP 6	Expected (ZK)	Received (ZK)	Spent (ZK)	Proportion of Funds Received against Expected (%)	Percent Burn rate (%)
Year 2016	151,094.00	45,094.00	42,639.00	30%	95%
Year 2017	184,148.00	284,148.00	274,148.00	154%	96%
Year 2018	320,000.00	165,000.00	165,000.00	52%	100%

Pace of Liquidation of Funds was generally good for most projects except for Promotion of Girls Education: Overall assessment of project financial management observed that most LIPs were able to liquidate their expenditures on time. For the Promotion of Girl's Education Project, the MTR observed that in some schools, funds were channeled through their respective districts for transparency. However, to receive the accounting documents from government to the project was a mammoth task due to bureaucracy. The Plan financial management policy requires the LIPs to liquidate at least 75% of the utilised funds before a Partner can receive additional funds. Some funds were channeled through the bank accounts of the schools and, as such, it was often a slow process for schools using their systems to liquidate their expenditure. The MTR also observed that the greatest delays in liquidation occurred at the beginning of the year (January to March due to delays in processing annuals reports presented in December, and exasperated by the Christmas break. This often affects finalization of the financial report and disbursements.

The MTR noted some delays in the delivery of components of the Project particularly for the Promotion of Girls Education: Consultation with some of LIPs revealed that they experienced delays in disbursement of funds, which in turn also delayed the timely delivery of project activities. The school-based projects under ZOCS were implemented in one, instead of two, of the region due to limited human resource (HR) funds. The senior Plan official at HQ were aware of this particular challenge and had put in place a strategy to work closely with the LIP so that outstanding work could be executed jointly with the LIPs.

3.1.6 Key recommendations for project management at Plan Level

The MTR makes recommendations for strengthening internal project management under three areas as follows:

Project Management

i. Provide more capacity building on programming and management;
ii. Allow more autonomy in project management and decision making among LIPs;
iii. Ensure early start-up in project annual year.

Financial Management

i. Address delays in disbursement of funds to LIPs attributed to "systems" in Plan International. While this had been blamed on LIPs' inability to liquidate/account for funds, a counter argument was that *"we liquidate and present receipts (to support expenditure)."*
ii. Address delays in funds disbursement. Delayed receipt of funds negatively impacts on effectiveness. Consider two disbursements per year rather than operate on the basis of 6- month contracts. The process of re-contracting and liquidation of the funds takes too much time.

iii. Match staff's level of effort (LOE) with the financial resources allocated to address currently experienced under-resourcing.

iv. Monitoring Reporting and Learning

i. Strengthen M&E by conducting routine joint monitoring involving all partners. Incorporate "outcome harvesting" sessions in annual project reviews tied to project outcomes.
ii. Enhance use of information management system in data collection. While POI-Mapper was introduced in April 2017, it does not capture all information required to inform decision making.
iii. Support development of digital IMS improvement in the M&E system. Instead of relying on Plan International Zambia, LIPs needs to recruit their own M&E officers for the project.

3.2 EFFECTIVENESS AND EFFICIENCY

The effectiveness and efficiency section assesses the degree to which the set results for the four project areas are likely to be accomplished by the end of the project. It analyses progress in attainment of set outcomes by Mid Term through scrutinising the degree of achievement of set output and performance of outcome indicators (where there are available statistics). The consultants used the performance at Mid Term to rate the projects outcomes on three categories i) On Track (OT) if the project outcomes are more likely to be accomplished by end of the project; ii) Partially on Track (POT) if project outcomes have not reached the expected performance at Mid Term and Not on Track (NOT) if the project is most likely not to accomplish set outcomes by end of the project based on the performance at Mid Term. The results of the MTR on progress made is informed by an analysis of i) project monitoring reports; ii) feedback from stakeholder consultations; and iii) MTR Survey. The discussion that follows analyses the pace of progress for project outcomes, whether the coverage of results are reasonable against the resources, and notes challenges for each of the three outcomes. Efficiency issues will also be discussed.

3.2.1 Promotion of Girls Education

The Zambia Country Programme ZCP for Promotion of the Girls Education (PGE) focused on three outcomes: i) E.1 Increased access to education; ii) E.2 Improved quality of education and iii) E.3 Improved school capacity in inclusion.

3.2.1.1 Increased Access to Education

KEY INTERVENTION

Community outreach sensitization on importance of keeping children in school: An analysis of feedback from stakeholders consulted in Central and Luapula regions shows that a number of complementary interventions at both the community and school levels focusing on advocacy for keeping children in school yielded positive results. In some schools, School Student Councils conducted community outreach activities to sensitise parents with children who were out of school to enroll. The sensitisations also targeted those parents with children who had dropped out of school due to early marriages, teenage pregnancies of simply due to the poverty. Community Action Groups, popularly known as CAGs, were established. Their capacity on advocacy for the education of children especially girls, children with disabilities orphans and vulnerable children was built through training. The CAGs became the community ambassadors for mobilizing parents whose children were out of school for various reasons to enroll them in school. Parent Teacher Associations (PTA) were also a key structure in contributing to the mobilization of communities to send children to school. In some schools in Luapula, the CAGs and PTA jointly reviewed school registers to identify those children who were no longer coming to school in order to target the respective families.

The establishment of CAGs has made the situation a lot better. The community understands our challenge and we work closely with them. CAGs have assisted in mobilizing the children back to school. They are also instrumental in discouraging early child marriages. **Ms Susan Lumbeta: Head Mistress, Chipili Primary School, Luapula.**

Jointly these two community-school bodies (PTA and CAG) have sensitized communities on the importance of educating their children.

ASSESSMENT OF PERFORMANCE OF OUTCOME E.1

E.1 Increased Access to Education

Key Achievements and Enabling Factors

Overall, by mid-Term of the NORAD supported project outcome E.1 had recorded good results around its key outcome indicators.

Community sensitisation on enrolment of out of school children yielded positive outcomes with respect to school enrolments: The analysis of information gathered from all the two regions (Luapula and Central) indicates that the community sensitisation efforts by CAGs, School Councils PTA on encouraging parents to keep children in school, resulted in increased numbers of children who had dropped out of school coming back to school. The following KII reinforce consensus on the increased school enrolments:

Since the inception of the project in 2016, there has been massive increase in enrolment in schools for both girl and boys. In 2017, we had 1726 children and now we have 1987 in 2018. Of these 1009 are girls and 978 are boys. This success is attributed to community sensitisation efforts. **Mrs Chizinga, Matilyo Primary School, Kapri Mposhi, Central Region.**

There has been an increase in enrolment for children at this school, from around 555 in 2015 to 695 in 2018. ***This can be attributed*** *to the awareness training and sensitisation that the community and schools received which led to the appreciation of girl education and the observing of children's rights.* **Head Teacher, Lifwambula Primary School. Chisamba District, Central Region.**

Table 5: Enrolment of Chipili Primary School 2016-2018

Year	Total	Boys	Girls	Boys-CWD	Girls CWD
2016	476	241	235	-	-
2017	582	260	272	35	15
2018	820	394	362	43	21
Total	**1 878**	**896**	**869**	**78**	**36**

Most Head Teachers reported some reduction in teen pregnancies in their respective schools. An analysis of enrolments in individual schools whose Head Teachers shared existing data, showed a general increase in school enrolments. The work by CAGs was significant in contributing to improved enrolments in schools. Table 5 shows the changes in enrolment statistics for Chipili Primary School for the period 2016 to 2018. Chipili Primary school has many CWD enrolled as they are the only centre in the district taking such students. The school is lobbying with the DEBS to be assisted with qualified teachers to help the school handle the students.

Surveyed learners in project schools were asked to indicate whether they had ever dropped out of school.

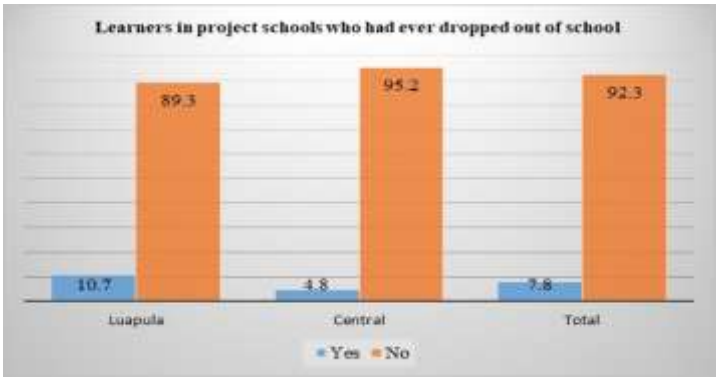


Figure 2: Proportion of children who have ever dropped out of school

On average 8% of the learners in the schools consulted during the MTR consultations had in the past dropped out of school. Asked for reasons of dropping out of school, the majority, 70% for Luapula and 71% for Central province, reported failure to pay school fees as the main reason. This result was concistent with all project areas. Further analysis indicated that nearly 11% of children in Luapua had ever dropped out of school compared to about 5% in the Central Province. Stakeholder consultations noted that Luapula has higher levels of poverty than Central. The region also has seasons for *mopane* worm collection and fishing, periods during which parents often take children along with them to assist is such activities or take care of minor children, thereby disrupting school attendance. The MTR notes that parents had stopped this practice due to the advocacy for consistent particpartion in school by CAGs.

Enrolment of CWD in schools increased: Community sensitisations by various structures (CAGs, PTA, and in some instances School Councils) encouraging parents to enroll children with disabilities in school has resulted in an increase in enrolment by this sub-group of children. According to the ZOCS monitoring reports, in Central Province alone, by March 2017, 332 children with disabilities had been enrolled in schools (Figure 3). As discussed in later sections of this report, the capacities of school to provide adequate services CDW was relatively low. The data above refers to for project schools only.

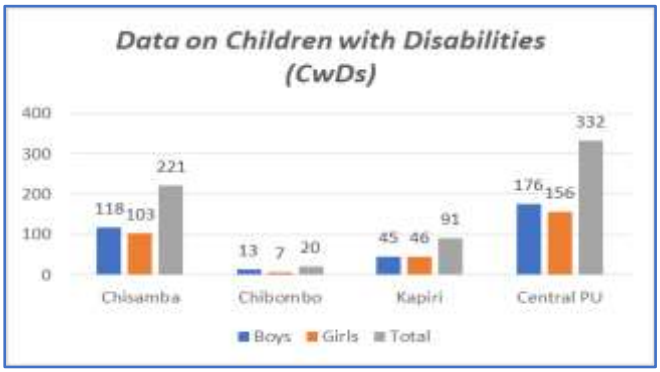


Figure 3: Number of children with disabilities enrolled in school in the Central region by March 2017,

Luapula registered good numbers of girls and boys being reinstated in schools: For Luapula, school records in 38 out of 57 schools showed a total of 653 girls compared to 505 boys who were reinstated into schools due to CAG interventions. Analysis of stakeholder feedback indicated the key reasons for school drop as i) failure to afford the school related costs (uniforms, books, examination fees); ii) child marriages and; iii) long distances to schools .

The MTR survey showed that about 11% of children in the selected schools in the two regions had disabilities. (The data used was collected by research assistants for the MTR). In Chipili, Chipili Primary school presented a case scenario of a good practice. The school had a dedicated teacher who had special education training and was responsible for teaching the class of children with disabilities. A focus group discussion with children with disabilities revealed that the majority of them were happy to be in school. They felt that they had been well received by teachers and other pupils. Some of the children with manageable physical disabilities[8] were given leadership positions such as class monitors or group leaders. Children with disabilities also participated in different clubs in the school especially the School Student Councils.

[8] Children with manageable disabilities according to the Head Mistress of Chipili Primary school are those who had ability to move from one place to the other without assistance. For example one could have one hand but is able to walk , talk and hear what the teacher is saying.

Enrolment of Orphans and Vulnerable Children[9] increased in the targeted schools: An analysis of feedback from the stakeholders indicated that orphans and vulnerable children were among the children who had enrolled after the community sensitisation events. Focus Group Discussions with OVC in some schools indicated that some OVC who had lost their mothers but still had fathers, also faced unique challenges where the fathers would remarry and then tend to concentrate more on the care of their new wives at the expense of children.

Figure 4: OVC Pose for Photo at Kanshimba Primary School

OVC in the care of aunties and uncles reported challenges of inadequate support for their education. The MTR results showed that the majority of OVC were cared for by grandparents who themselves also required care. The relatives who looked after girls saw marrying them off as an easier option in times of difficulties. All the OVC in the groups consulted indicated financial difficulties as their main reason for having dropped out of school. While education was free for primary level up to Grade 7, the OVC indicated that they had dropped out due to failure to pay the hidden costs of education (clothing, pencils, books; etc.).

A quarterly report for the period January to March 2017 for the Central Province provided figures of OVC who had re-enrolled into school in the 3 target districts. Figure 5 shows that in 26 out of the 43 schools in Central Region a total 1740 OVC comprising 967 girls and 773 boys had enrolled in schools.

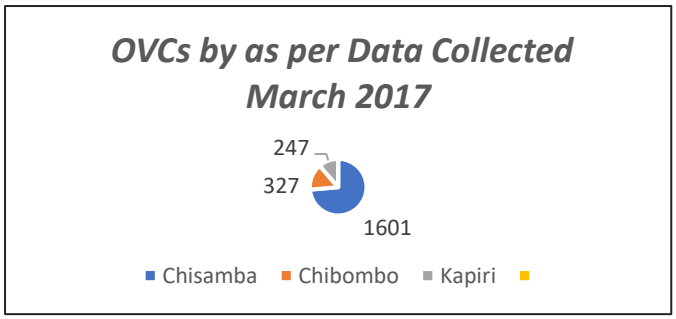


Figure 5: Proportion of PVC enrolled in Central region by district as of March 2017

Chisamba had the greatest number of OVC enrolled in school, constituting 74% of all OVC enrolled in the region. Chibombo and Kapiri had 15% and 11%, respectively.

[9] Vulnerable children are those children who in most cases have lost one or both parents, children who are under the care of elderly grandparents who also require care.

Table 6: Summary of results for Outcome E.1 at Mid-Term by 30th June 2018

Results		Baseline	Mid Term	End Term	Rating
Thematic Area: Promoting Girls' Education					
		2016	**2018**	**2019**	
Outcome	**Outcome Indicators**	**Status**	**Status**	**Target**	
E1. Increased Access to Education	E.1.1 Total # of students enrolled in targeted schools.	62856	62 961	67000	**OT**
	E.1.2 Total # of girls enrolled in targeted schools.	31 039	31 284	33 500	**OT**
	E.1.3 Total # of students with disabilities enrolled in targeted schools.	1832	3346	3000	**OT**
	E.1.4 Total # of students from other marginalized groups enrolled in targeted schools	6843	7753	7500	**OT**
Overall Performance of Outcome E.1					**OT**

KEY: OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track

The data in Table 6 presents the status of the outcome indicators by the time of the MTR. The data was shared by the ZCP M&E officer. The data showed that generally, the pace of progression for Outcome 1 is on track. Further analysis indicates that for Outcome indicator E.1.1 more work may still need to be done by CAGs, PTAs and School Councils to have as many as 4000 learners across all project schools. For outcome Indicator E.1.2 about 2000 more girls across project schools should be enrolled to meet the project target. A discussion with the Paramount Chief in Luapula, Chieftainess Mwenda, highlighted a point which has strong linkage to this outcome. She pointed out that schools and communities should think through attractive incentives to lure girls to school which can compete effectively with the choice of getting married. Indicators E.1.3 and E.1.4 have both surpassed the project targets for 2019.

Overall, informed by the performance of outcome E.1 indicators (increase in student enrolment, enrolment of girls in targeted schools, enrolment of children with disabilities and orphans and vulnerable children), **the Mid Term review concludes that the NORAD Supported programme interventions on promoting girls education, significantly increased access to education.**

Noted Challenges for Outcome E.1

Some of the root causal factors for school dropout remain unresolved: The findings from the analysis of information indicate that the root causes of the children dropping out of school or absenting themselves such as high levels of poverty, the costs of education from Grade 8 to Grade 12 (registrations for examinations, examination fees, lodging when examination are taken away from original school), the long distances that children have to walk to get to school, still remain unresolved.

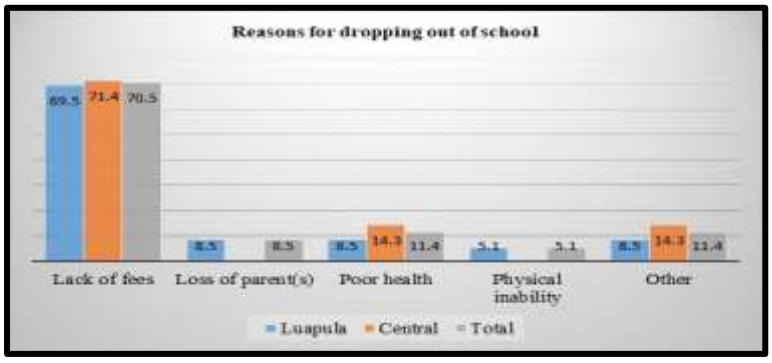


Figure 6: Reasons for having dropped out of school by July 2018

There a is high likelihood of having the children who had re-enrolled dropping out of school in the near future if there is no sustainable support system for such children. The quantitative survey asked learners why they had dropped out of school. Figure 6 shows that children dropped out of school for various reasons ranging from lack of school fees, loss of bread- winners, poor health, physical disability and other reasons, such as teen pregnancies, early marriages and long distances from school.

Consultations in most schools on how the re-entry children were managing school fees and related issues indicated no clear strategy by most schools to support the poor children who had re-enrolled. Regardless, some school exempted such children from paying school fees. However, the challenges of capacities of the families to support the children as they move to higher grades remains a challenge.

An analysis of the casual factors for learners with disabilities pointed to the high level of poverty and weak parental care as significant. The following are short case studies of life experiences surrounding learners with disabilities from Chipili Primary School.

Peter-Grade 6: Peter has a physical disability. He tells his story. *"I am an orphan. I live with my grandfather. He does not work. I was bitten by a snake while we were in the house. It took us time to get help to go to the hospital. By the time we reached the hospital the poison had made a lot of damage. My arm was amputated to save the poison from going further. I stopped going to school first when I was in hospital. After coming from hospital without an arm I thought that was the end of my education. My grandfather also thought the same. The CAG came to our home and asked me to come to school. They talked to my grandfather and we were assured I would learn well with others. They told me if I got good education I could look after my grandfather when I am grown up. I really feel wanted and happy when I am at school. Everyday I look forward to coming to school. I enjoy playing with my friends. I am a member of the School Student Council. I am also a prefect.*

Oswald-15years Old: *I have a problem of not seeing very well. Both my parents are alive. We were pruning trees so we could use the milk to catch birds. The liquid got into my eyes and the eyes could not see well from that time on. I want to get education even if I do not see that well so that I will be able to I look after my family when I become a big man. I am happy being in school. (*Oswald look a bit shy). *The CAG approached my parents about re-entry into school. My teacher arranged for me that I sit in front of the class so I can see much better than when I am sitting at the back of the class.*

Lawrence- 8 years Old: Oswald cannot talk. He speaks in signs. The guidance teacher used signs for me to be able to communicate with Lawrence. *I stay with my grandparents. I feel happy to be in school.* That is all Lawrence could say. Not wanting to bother him further we stopped the chat. Lawrence looked shy.

Gladys-18 years. *I was sent to bring a bucket of water outside our kitchen when it was raining. I slipped and fell down and hurt my leg and hip. I was referred to Ndola hospital. I stayed in hospital for more than six months. I was assisted but the damage had already been done. I stopped going to school because walking is now a huge problem. Because of the encouragement of the CAGs who visited our home, I*

started coming back to school. I am in grade 8. Sometimes the leg it painful. I want to be an example to other children with disabilities, that you can still go to school and enjoy it (school) like any other children.

Katolo (Boy)- 12 years, Grade 5: *I have a condition they call anemia. It affects my bones and I don't get strength to walk well. Both my parents are alive. They try hard to look after me. I have bouts of continuous serious illness and they take me to hospital. I want to get educated like other children. I want to be a teacher when I grow up, especially a teacher for children with disabilities. In our school the teachers do not discriminate against children with disabilities. I would like to look after children with disabilities when I am grown up and take the profession of teaching.*

Most schools visited during the MTR are not well prepared to deal with children with disabilities: Overall, majority of schools which had enrolled children with disabilities did not have the supportive facilities for the learners. Supporting facilities include but are not limited to hearing aids, wheel chairs for those with difficulty to walk and many more. Most schools did not have dedicated classrooms for children with disabilities. Discussions with the DEBs on infrastructure for learners with disabilities indicated that there are very few schools set aside for CWD, often with boarding facilities supported with respective qualified teachers. . Such school are relatively expensive for poor households to send their children. In rural schools, there are very few teachers who are specialised to teach children with disabilities. Chipili Primary School was the only school from those visited which had a dedicated teacher with relevant qualifications to teach learners with disabilities. Other schools integrated the children with disabilities with the rest of the learners. Learners who had physical disabilities that were not too serious and could talk, hear and write, were integrated in other classes for their grade levels. The MTR survey asked the learners in the schools their views about availability of disability friendly infrastructure. Table 8 summarises learners' views on this matter. While some children with disabilities have enrolled in school, **a significant proportion still remain in communities:** Consultation with Head Teachers, members of the CAGs, and PTA indicated that while the school had enrolled some learners with disabilities, they had picked those children with disabilities that could be managed in a school environment and a significant number of children with disabilities remained at home without access to education.

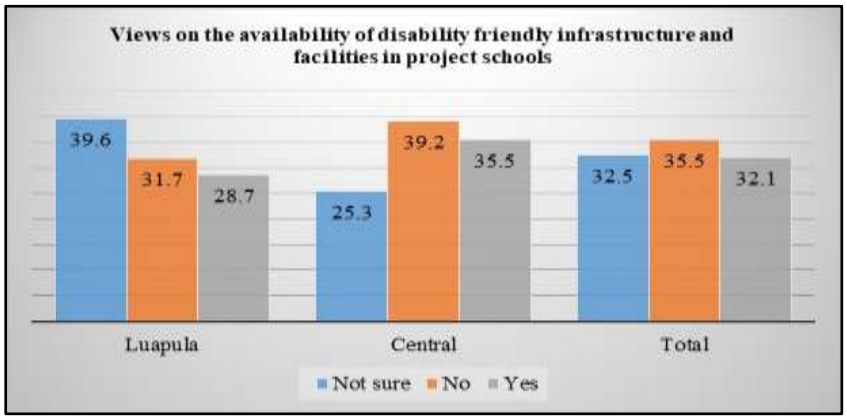


Figure 8: Views on availability of disability friendly infrastructure & facilities

Nearly 30% of learners (29% from Luapula and 36% from Central held the view that school did not have adequate facilities for children with disabilities. Consultations with a Head Teacher in Chipili, a school which had a dedicated class for learners with disabilities, also confirmed that most schools did not have infrastructure for CWD. She indicated that after the sensitisation, the school had to identify the learners who could be accommodated in the school while leaving many disadvantaged children in their homes. Consultations with the DEBS in Chipili also confirmed the limitations of current schools infrastructure.

3.2.1.2 *Improved Quality of Education*

KEY INTERVENTIONS

School Governance and Community Social Accountability systems were built for improving quality of education in schools: A review of the Plan-NORAD Monitoring reports and consultations with relevant stakeholders in the field noted a massive programme intervention at both school and community levels to build the capacity of school management, pupils and community on school governance issues. Training of Trainers (ToT) programmes were conducted for teachers in the target schools, and these trained trainers subsequently trained other teachers and students on school governance. The analysis of field data identified school governance as processes through which learners participate in key decision making through the School Student Councils (which are the mouthpiece for the learners). **At community level, Community Action Groups were established to play a key role in the governance of schools, including for other elements of the NORAD Framework Projects.** At the schools level, School Student Councils were established in all the 100 target schools. Capacity of Schools Student Councils was built through the governance sessions delivered to the established council. About 9262 children were reached. Capacity was built among both the schools councils and community structures, CCAGs and PTA, to appreciate the operation of a Score Card. The Score Card is a tool that was used to enable learners, through the School Councils, to air their views and make contributions to the management of their schools. A total of 5570 children comprising 2738 boys and 3033 girls participated in the score card process. As part of inclusion marginalised children about 39 boys and 28 girls with disabilities participated in the score card process.

Community capacity sensitisations on governance were also conducted. By March 2018, in the Central Region, the project had conducted a series of awareness meetings on participatory school governance in Chisamba, Chibombo and Kapiri districts. Out of the 43 schools, the sensitisations reached 20 school communities training at least 1468 parents. In Luapula, bi-annual school governance and social accountability sessions with communities were conducted. By the time of the MTR consultation (July 2018) such sessions had been conducted, involving 27 out of 57 targeted schools, 270 PTA members and 270 CAG members and 108 school management members[10].

A programme targeting girls for leadership, participation and confidence building was implemented over two years (2017 and 2018): During the first year 2017, in partnership with ZOCS, Plan conducted a ToT for girls in all the 100 schools in Central and Luapula. A refresher course was done in 2018, although this refresher course was focused mainly on Luapula. The peer education programme was aimed at improving leadership skills, confidence and ability to resolve personal problems. The peer education programme was designed in such a way that 3000 girls in the target schools would influence other additional 9000 children, both boys and girls.[11] By December 2017 in Luapula, 54 target groups for per education from a target of 57 were conducted- reaching 1590 direct beneficiaries (girls). From the 1590 direct beneficiaries, 15 were learners with disabilities and 55 were sponsored children. The direct beneficiaries in turn reached 1159 indirect beneficiaries (582 boys and 577 boys). By June 2018, 2880 had received refresher training and, in turn, reached a total of 9 353 learners (4,101 boys and 4,082 girls).

Capacity On Pedagogy: FAWEZA in partnership with respective educations personnel (DRCC, Provincial officers and DEBS, conducted pedagogic training targeting Head teachers and other school

[10] Plan, Luapula PU (July 2018) Project Update for the project Promoting Girls Education.
[11] Plan- ZOCS Annual reports: i) Inclusive Education: Promoting Girls Education Project Progress Report: Annual Reports January 2017 to December 2017 and July 2017 to June 2018.

management teachers. The role of the training was to enhance the quality of teaching. Topics covered included numeracy, inclusive pedagogy and embracing gender and disability issues.

ASSESSMENT OF PERFORMANCE OF OUTCOME E.2

E.2 Improved Quality of Education

Key Achievements and Enabling Factors:

Impact of the School Student Councils on School Governance Systems was huge: The stakeholders, including Head Teachers, Learners, Members of the School Student Councils and other structures consulted in the school, all pointed to the various positive impacts that they had seen as a result of the work of the School Councils. What follows are the highlights of the specific impacts. Figure 9 shows the learner's views. The initiative on strengthening governance in schools was not implemented in the Eastern Region. The lower figures justify the non-exposure to the programme. A survey conducted among learners during the MTR indicated that 82.4% of respondents from Luapula and 79% of respondents from Central region held the view that the School Councils were useful in resolving some of the problems which had been identified by the School Council in their schools. The MTR survey also had questions about learners' participation in the scorecard processes in their schools. As many as 72% of learners from Luapula, compared to 76.5% from Central, participated in the score card processes.

Personal confidence, participation and public engagement of learners improved: There was general consensus that the School Councils, through the score card process, had contributed immensely to the personal confidence of learners, particularly girls.

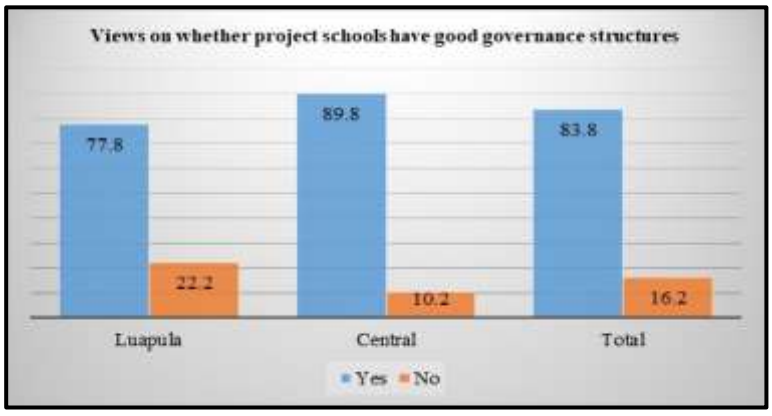


Figure 9: Views on whether project schools have good governance structures

The School Student Council has also contributed to greater participation of learners in the school governance systems. In some schools, school councils were participating in the development of school policies and in the making of key decisions. In Lubemba Primary School in Mansa district, the School Student Council recommended for the development of school policies, such as HIV and AIDS Policy; Homework policy; and Health and Nutrition policy. At Kanshimba Primary school in Kapili District, the School Student Council recommended for construction of more boys toilets and the electrification of a school classroom block. There was feedback that girls had gained some level of respect compared to the past where they were booed by boys, negative experiences that appear to have affected their confidence and participation in school activities. Girls were reported to be more active in class and in school activities than before the Plan supported project. The following excepts reinforce this observation.

> ***Lubende Primary School:*** *An area of great improvement as a result of the Plan supported project is participation of leaners in the governance of the school. In the past all decisions and policy issues were handled by the teacher and headmasters and PTA. In our school, the School Student Council has taken a leading role in developing sub policies for the school which have a positive impact on their performance and well-being. In close involvement of the School Student Council, the school has developed the Homework Policy which addressed issues of performance of learners; the School Health and Nutrition Policy focuses on better health for learners: in lean months we offer feeding to*

poor children. The School HIV and AIDS Policy focuses mainly on awareness issues. **Mr Vincent Yamba: PTA Chair, Lubende Primary School- Luapula.**

The scorecard approach, is an effective tool as it allows students, some of whom used to be shy to speak out. Some children who are facing challenges are now able to bring them to the school council and these are noted and solutions are put in place. **Female Member of the School Council.- Chankumba Primary School, Chisamba District.**

We have 14 schools with Plan project. In all the 14 school, school student councils are operational and doing amazing work. School councils have become more like piece month for the learners. The council look at how problem can be solves, they take part in the development of school rules. In short these school councils have become strong components of the school governance. ***DEBS Chembe District.***

Teacher service delivery in target schools improved: There was general consensus from project stakeholders consulted in the schools, especially Head Teachers, that the school councils had contributed to an improved service delivery by teachers. School Student Councils have voiced their concerns on teachers spending a lot of time on their mobile phones, busking outside while leaving children to read on their own, use of abusive language and meting harsh punishment to learners. Heads of schools have responded positively to the concerns raised by School Student Councils and have developed mechanisms to deal with the issues no matter how sensitive. Almost all heads interviewed talked about how the teachers have improved their services in schools, thereby having more contact time with children. Teachers were reported to be putting more effort in preparing for their lessons. Head Teachers also noted that, in general, teachers' attitudes had improved. The DEBS also confirmed this trend noted in schools. On the same note, learners also reported that the school environment was more friendly to them. From the analysis of stakeholder feedback, the MTR suggests that teachers' positive attitudes could have impacted positively on learners' learning, attendance and retention in schools.

Infrastructure development in schools was impacted upon: In most schools consulted, the feedback was that the school councils have significantly assisted in bringing about improvements to the way school infrastructure is cared for. Prior to the project, schools experienced a lot of vandalism, especially breaking of window panes. In one school in Chipili the Head Teacher indicated that the score card had revealed that even parents were part of the school vandalism. When this score card finding was reported back to communities, the vandalism stopped. Learners were also reported to be looking after their schools infrastructure. The consultants also observed that a good part of the infrastructure rehabilitation supported by Plan focused on repairing vandalised school infrastructure. As evaluators we attested to the very clean environments we found in all schools visited. In Kanshimba, the School Council suggested that at least one school block be electrified in order to increase study time for the learners. The school worked on this and now children enjoy more time for reading and studying. The classroom block is open up to 1900hrs for those living close to the school. Having electricity in the school has also allowed for greater exposure of learners through the use of computers. When Plan constructed the 2 girl- friendly toilets, the School Council saw a gap and recommended for the construction of more toilets for boys who equally needed such facilities. A good number of school also build additional toilets after being motivated by the Plan supported Girl Friendly toilets.

Analysis of the learners survey on their performance in examinations indicated an improvement from the baseline.

The MTR survey showed that 81% of learners passed their final exams in the previous year, surpassing the end line target of 76% (from a baseline of 67%). These statistics were drawn from analysis of data

generated from the MTR Survey. The MTR survey showed that most of the female learners (77%) had passed their previous final grade examinations compared to 85% for their male colleagues. A chi-square p-value of 0.002 showed that the pass rate for male learners was significantly higher than that for female learners. The pass rates for the girls surpassed the project target of 44% from a base line of 38%.

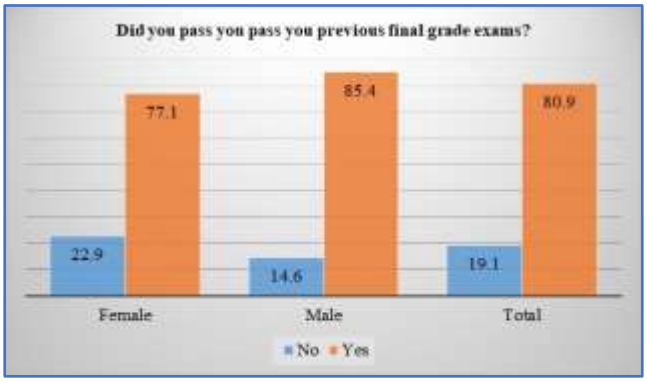


Figure 10: Proportion of learners who passed their final exam in their grade.

The survey further analysed the proportion of learners who had passed their current final examinations. The trends were more or less the same as for previous final examinations at 80% for all leaners, of which 83.5% for boys and 77.4% for girls.

One Head Teacher at Matilyo Primary school in Central Region had this to say:

Pass rates have been on an increase at this school. You can see the chart on the wall where we post our pass rates. As you can see the graph shows an increase in pass rates for grade 7 examinations. Many factors have contributed to these trends. In my view the quality of service from teachers, pushed by the recommendations of the score cards, more determination among our students due to the vibrant clubs we now have and finally the training teachers received. Children now also feel empowered and they are just positive in whatever they are doing. **Head Teacher, Matilyo Primary School.**

Feedback from Luapula indicated that pupil performance had improved, as indicated by Mansa district, where performance rates for Grade 7s is at 66% compared to 64% in 2016, and 54% for Grade 9s compared to 51.1% in 2016. It is possible that the pass rates for participating schools could actually be higher given the enabling environment created for better performance. The statistics shared for Mansa cover average performances of all schools and not the performances for the 57 target schools for the project. (**Regional Plan Officer Luapula).**

Survey analysis on factors contributing to improved pass rates confirm the role played by the improved **quality of services by teachers in the target schools**. Figure 11 presents the results on this issue. Note: In Figure 11 high school attendance implied increased number of school attendance by learners compared to absenteeism. The analysis of Figure 11 also shows that about 20% of girls compared to 26% of boys had their school performance affected by their school attendance. The girls however were positively more impacted by the teacher's quality of teaching. The adequacy of school resources and situation at home had limited impact on the learners' performance in school.

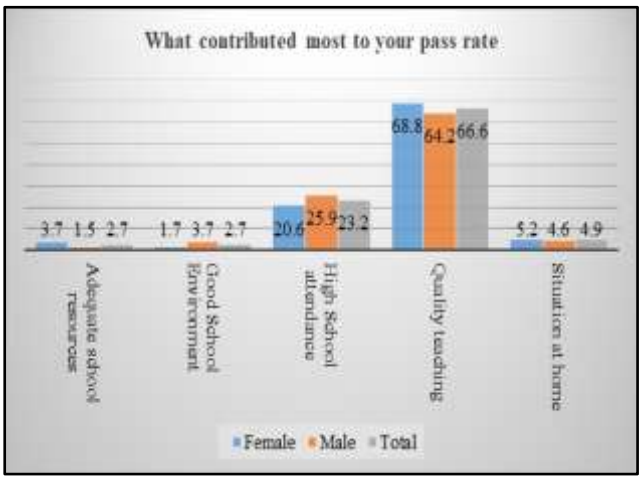


Figure 11: Views Among learners on what contributed to higher pass rates in the previous examinations

Though small, slightly more girls (5.2%) than boys (4.6%) reported that the situation at home affected their school performance. Often within African culture, girls have relatively more chores (fetching water, cooking, looking after siblings, cleaning) to do at home compared to boys which often leaves the former with limited time to attend to school homework. The proportion of student who had schools with operational good governance

structures in place was 76.9 percent for all leaners (75.9 % for boys and 77.7% for girls). About a quarter of respondents had participated in the score card processes made up of 24% females and 28.8% males. Those who were involved in governance issues indicated that they had mainly participated in governance sessions (58.6% females and 54% males) and peer education (41% females and 46% males).

Table 7: Summary of Results at Mid Term for Outcome E.2 by 30th June 2018.

Results		**Baseline**	**Mid Term**	**End Term**	**Rating**
Thematic Area: Promoting Girls' Education					
		2016	**2018**	**2019**	
Outcome	**Outcome Indicators**	**Status**	**Status**	**Target**	
E2. Improved quality of education	E.2.1.1 % of students who pass the final exams (in their grade)	67%	68%	76%	**OT**
	E.2.1.2 Percentage of girls who pass the final exams (in their grade)	38%	58% (2017)	44%	**OT**
	E.2.1.3 Percentage of CWD who pass the final exams (in their grade)	0	30% (2017)	38%	**OT**
	E.2.2.1 # of students in schools with Good Governance Structure in place	0	62 961	67 000	**OT**
	E.2.2.5. # of girls in schools with Good Governance Structure	0	31 284	33 500	**OT**
	E.2.2.6. # of CWD in schools with Good Governance Structure	0	669	3000	**NOT**
	E.2.2.4. # of students from other marginalized groups in schools with Good Governance Structure in place	0	7 753	7500	**OT**
Overall Performance and Rating of Outcome E.2					**OT**

Key: OT-On Track; **POT**-Partially on Track and **NOT**-Not on Track;

Analysis of monitoring data for outcome E2 on improved quality of education shows a healthy pace of progression against the set target, except for the outcome indicator for CWD. Two outcome indicators (E.2.1.2 of girls performance) and (E.2.2.4 on governance for marginalised learners) has already surpassed the set targets indicated excellent performance for these two outcome indicators. Only outcome indicator E.2.2.6 on learners with disabilities in schools with good governance was, at 669, behind the set target of 3000 by 2019.

The monitoring data tallies with stakeholder feedback from schools and communities visited during the MTR who indicated that most of the children with disabilities were in homes due to the various factors that included: i) severity of disability making it difficult for such potential learners to be integrated into schools; ii) the high cost of education in the government designated schools for learners with disability; and iii) the general tendencies by poor rural households to keep the children with disabilities in homes. Majority or rural school do not have trained teachers to handle CWD nor supportive school infrastructure for them, as such parents tend to keep CWD at home.

3.2.1.3 Improving Schools' Capacity in Inclusion

KEY INTERVENTIONS

Teachers were trained on disability inclusion. The outcome on improving schools' capacity included project activities around training teachers on disability inclusion. In Central Community sensitisation structures such as CAGs, Paralegals, Community Child Protection Units, PTA and school management teams, were sensitised on issues of disability inclusion. The project was also collecting data on children with disabilities.

Plan International through NORAD supported funding, improved infrastructure in some of the school and also constructed Girl Friendly Toilets: In Luapula region, by the time of the MTR, all 10 Girl Friendly latrines that were ear-marked for construction had been completed. In addition, 4 girl-friendly latrines were earmarked for the 2018-2019 financial year. In areas with regular flow of water and electricity, such as Chembe Primary School, toilets for both boys and girls were constructed. The girls' toilets had a private shower component and a mirror. In schools with no regular supply of water, innovative models of toilets were constructed.

Figure 12: Girl Friendly Toilet at Chipili Primary School in Luapula.

These innovative toilets allowed for water to be harvested during the rainy season or be physically brought to the toilets. The toilets had both the drop hole and a component which allowed for girls to have access to running water for menstrual hygiene. In Central, for instance, the MTR team noted an innovation in the construction of disability toilets, which allowed for children on wheelchairs to easily access the toilet facilities. The quality of toilets was extremely very high and met the global UN standards.

Training for SAFE Club Members and School Management Coordinators was conducted for Luapula in 2017 and 2018: As part of efforts towards gender mainstreaming, and establishing a school based movement for gender equality, a two day [12] training for Student Alliance for Equality (SAFE) Club members in Life Skills was undertaken in all the 7 project districts. In SAFE clubs, learners learn and debate issues of avoidance of gender based violence, reproductive health issues, structures to approach both at school and within their communities when their rights are violated. In 2017, ZOC coordinated the training in Luapula for all the 57 schools. Training was in three levels. The first level consisted of 5 learners and 1 teacher from each of the 57 schools in Luapula. The second included School Health Coordinators from all the 57 schools (made up of 25 male and 32 female teachers).

The SHN coordinators were trained in their respective districts. A total of 57 SAFE clubs were established for each school. Membership to these clubs ranged from 25 to 30 in each school. For ownership and sustainability, the facilitators for the training were drawn from the Ministry of General Education (The District Resource Centre Coordinators). The SHN coordinators then facilitated the ToT at school levels. Table 7 and Table 8 shows achievement against planned targets for Luapula Region. In 2018 ZOC conducted refresher courses for SAFE club members.

Table 8: Targets against actual for Luapula Safe Clubs 2017 and 2018

District	Cum Targets	Cum Achieved		Direct Beneficiaries		Total DB	Indirect Beneficiaries		Total IB
		#of Groups		Boys	Girls		Boys	Girls	
		2017	2018	2017/2018	2017/ 18	2017/ 18	2017/ 2018	2017/ 2018	2017/2018
Mansa	14	14		199 199	221 221	420 420	280 674	336 726	616 1400
Chembe	15	15		213 213	237 237	450 450	302 1155	417 944	719 2099
Chipili	13	13		181 181	209 209	390 390	316 716	398 584	714 1300
Mwense	15	15		220 220	230 230	450 450	334	417 786	715 1500
	57	**57**		**813 813**	**897 897**	**1710 1710**	**1,232 3259**	**1 568 3040**	**2 800 6299**
G. Total				**1626**	**1794**	**2420**	**4481**	**4608**	**8099**

Source: ZOCS (2017) Annual Report January t0 December 2017 and July 2017 to June 2018. **Key: Cum:** Cumulative

[12] Plan (March 2018) Merged Country Report for All Projects: Annual Progress Report.

Table 9: Learners with Disabilities who Trained in SAFE Clubs in Luapula 2017

District	Learners with Disabilities				Total		Sponsored Children				Total	
	Boys		Girls				Boys		Girls			
	2017	2018	2017	2018	17/	18	2017 /	2018	2017 /	2018	2017	2018
Mansa	11	16	8	13	19	29	7	18	6	27	13	45
Chembe	8	12	6	11	14	23	5	23	4	28	9	51
Chipili	25	21	17	27	42	48	-	-	-		-	
Mwense	-	30	-	22	-	52	-	-	-		-	
	44	79	31	73	75	152	12	41	10	55	22	96
G. Total	**123**		**104**		**227**		**53**		**65**		**118**	

An analysis of the statistics show an increase in indirect beneficiaries from 2800 in 2017 to 6299 in 2018. The number of learners with disabilities reached also increased form 75 in 2017 to 152 in 2018. This suggests that the clubs members were more efficient after the refresher courses. The monitoring reports from ZOC suggest that there were no trainings on SAFE clubs conducted in Central due to delays in disbursements of funds. In Central the MTR team also confirmed the absence of SAFE clubs. While SAFE clubs were not initiated in Central, the monitoring reports and consultations in the filed observed that in Central PU, Child Rights Clubs were established and handled similar issues as SAFE clubs.

ASSESSMENT OF PERFORMANCE OF OUTCOME E.3

E.3 Improving Schools Capacity in Inclusion

Key Achievements and Enabling Factors:

Capacity of schools to manage Menstrual Health Management (MHM) and clean toilet facilities was increased due to the project: Consultation with SHN coordinator in schools visited during the MTR indicated impressive capacity in these schools to deal with issues of MHM and clean toilet facilities. Toilets were being kept clean in all the participating schools. Some schools have also received sanitary pads from Plan project funds to support the needs of vulnerable children. Discussions on this matter with Plan staff in the field suggest that this option to train learners on making alternative sanitary towels using locally available resources was yielding good value for money. Training on MHM for both boys and girls in schools has given girls in school confidence to deal with their menstrual health issues. Children in most target schools reported using improved health practices such as washing hands after visiting toilets. In schools with limited water supply, there were innovations such as using cheap and locally available plastic containers as water sources. The following excerpts from both learners and SHN coordinators confirm this observation. One SHN coordinator had this to say:

> *Our role as SHN coordinators is to observe good sanitation in school. We have set up schedules to cleaning of toilets. We used to have a huge problem of water supply, now we have a borehole through Plan support. Poor school environment including absence of child and girl friendly toilet facilities affected participation of girls in our schools. There has been a change in the school. We have bought sanitary pads. The guidance and counselling mum is responsible to supporting girls in need of pads. We have also taught our girls how to improvise on pads. However, severe poverty often makes it hard for girls to afford a* chitenge *cloth to use for such purposes.* **Mr Fredrick Muma- SHN Coordinator Chembe Primary School.**

Feedback from the Project Manager for PGE noted efforts in place for training learners to make sustainable reusable pads. At national level, efforts are made to link schools to organisations that make reusable pads for training purposes. In Central PU Peace Corps Volunteers in collaboration with Plan staff conducted training on reusable pads. MTR findings note an increase in self confidence among girls who are part of SAFE clubs and secondary beneficiaries: The design of the clubs is such that the club

member is supposed to reach out to at least 3 peers with the same education. The learners reached through peer education are secondary beneficiaries of the project. The findings from the MTR note increased confidence among girls to manage MHM and other problems associated with gender inequalities in schools. Boys also understand the reproductive health differences between themselves and girls. Asked to share any transformative stories about clubs in the school, one boy had this to say:

> *"Our success story is a story about a girl named Martha Musonda who among many was shy to talk about MHM, but after introduction of SAFE club, she benefited from the education with peer educators and can now freely ask for sanitary towels."* **Boy- Member of the Safe club. Safe Club Members- Myengele Primary School**

Learners reported assisting each other on creating a more enabling environment for all children especially for girls: Analysis of information from SAFE clubs and SHN coordinators attested to a supportive environment created for the learner to manage issues they previously thought were a taboo to discuss.

> *As members of SAFE club we make sure that everyone in school is clean and friendly. Through the score card lots of the problems we go through have been revealed. Cases of child abuse have reduced in the school. We have received training as Peer Educators and we would like to continue* ***having*** *more refresher courses so as to allow us to become more efficient in helping our fellow leaners.* **Chipili district- SAFE Club Member Girl:**

Table 10: Summary of Results for Outcome E.3 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid Term**	**End Term**	**Rating**
Thematic Area: Education					
		2016	**2018**	**2019**	
Outcome	**Outcome Indicators**	**Status**	**Status**	**Target**	
E.3 Improving school's capacity in inclusion	E.3.1.1 # of students with disabilities in schools where disability inclusion is practiced.	0	669	3000	**POT**
	E.3.1.2: # of parents & community members who received awareness training on inclusion of CWD, children from other marginalised groups and girls.	0	2311	3500	**POT**
Overall Performance and Rating of Outcome E.3					**POT**

Key: OT-On Track; **POT**-Partially on Track and **NOT**-Not on Track.

The analysis of outcome indicators for Outcome E.3 suggests that the pace of progression for this outcome is generally slow and is rated as Partially on Track. The target for E.3.1.1 is 1000 but only 669 had been achieved by Mid-Term. Equally, the target for Outcome indicator E.3.1.2 was 3500 and only 2 311 had been accomplished by Mid-Term. Getting as many potential learners with disabilities enrolled in school is much more difficult than getting girls and OVC enrolled. As discussed in earlier sections, the degree of disability could limit the numbers that can potentially be integrated in schools. These results suggests the need for more advocacy work with MOGE to consider improved infrastructure in existing schools and special teachers to teach the learners. Boarding schools, however, would be the best option for children who may not have enrolled due to the gravity of their disabilities. Advocacy for mainstreaming disabilities issues in the teacher training curriculum of could be a more efficient and sustainable solution.

Noted Challenges

Sustainability of supply of sanitary pads highly questionable: While distribution of sanitary pads is a welcome gesture for the vulnerable groups, often such supply is not consistent. Given the regularity of need for sanitary ware, it would be most appropriate to consider capacity among vulnerable girls on sustainable methods for management of menstrual hygiene. Consultation in schools especially Luapula

PU indicated the need to build the capacity of learners to make reusable pads. Teaching them to make reusable alternatives using local materials could help ensure sustainability after the project end.

Gaps on incinerators for school with electricity: In Chembe and other schools with regular supply of water, quality modern toilets were constructed. Facilities constructed include a shower room with running water. However, given that the toilets are not the drop hole model, there are challenges with disposal of dirty pads, often resulting in blocked toilets. Such schools will require innovative approaches to deal with the MHM issues to avert regular blockages. It should also be noted that there are some cultural issues and beliefs around disposal of menstrual waste that the project may also have to address.

EFFICIENCY ISSUES FOR PROMOTING GIRL'S EDUCATION PROJECT

Project resources are adequate for the coverage: As illustrated above, the project is delivering the targeted results in a timely manner. The progress to date on attained targets is a good demonstration of value for money. The project demonstrated good absorptive rates, operating well and spending within the project planned annual budgets as follows, CY2016 (83%), CY2017 (70%) and CY2018, which is at the middle of the year-June 2018 (67%). Table 11 represents the rate of spending of allocated resources by the Promoting Girl's Education Project.

Table 11: Budget Spending for Promoting Girl's Education Project

Year	Planned Budget	Actuals Spent	Variance (+/-)	% of Budget Spent
CY 2016	1 435 046	1 185 629	249 417	83%
CY 2017	6 673 942	4 657 263	2 016 679	70%
CY 2018	2 051 910	1 377 974	673 936	67%

Delay in Disbursement of Funds: This MTR observed that signing of the agreement between Norway National Office (NNO) and Plan International Zambia, including realignment of the project budget, took longer than expected resulting in delayed disbursement of partner grants and implementation of activities. Consultation with some LIPs revealed that delays in disbursement of funds, which in turn also delayed the timely delivery of project activities. The school- based projects under ZOCS experienced huge delays which resulted in the LIPs implementing the project at a slow pace.

Table 12 summarised the overall performance of the project across its three outcomes.

Table 12: Summary of Promoting Girl's Education Project Performance by Mid Term

Child Protection and Participation Project Outcomes	OT	POT	NOT
Increased Access to Education (E.1)	OT		
Improved Quality of Education (E.2)	OT		
Improving school's capacity on inclusion (E.3)	OT		
Overall Performance of Promoting Girls Education Project	OT		

Key: OT-On Track; **POT**-Partially on Track; **NOT**-Not on Track;

3.2.2 Child protection and Participation

Project Outcomes: Child protection and participation has 3 outcomes as follows: i) Development of a regulatory frameworks that are effective in protecting children from all forms of violence; ii) Well functioning community-based child protection, including CP services that prevent and respond to violence against children (improved reporting and response) and iii) Empowerment of children to be able to protect themselves from violence. What follows is a summary of the status of the 3 outcome areas at project mid-term.

3.2.2.1 Regulatory Frameworks on Child Protection

KEY INTERVENTIONS

Key interventions for this project component included the creation of referral networks for engagement and coordination of CP services between CSOs and key stakeholders and government at national district and community levels. Supported by Plan, CHIN has been working on building a referral network to respond to issues of child abuse both at community and district levels. 37 Community Based Child Protection Committees (CBCPCs) in the chosen communities for the project were formed. The already existing District Child Protection Committees (DCPC) at district level were strengthened and new ones were formed. All the CBCPs and the DCPCs were trained in referral networks and CP across all the three provinces. CSOs, as key community mobilizers and advocates of children's rights, were identified in the target areas and had their capacities enhanced in monitoring CRC and children's right to protection, and to effectively conduct joint CRC monitoring and shadow reporting. Beneficiary communities received awareness on CP issues. Community leaders and community members across all the provinces were sensitised on CP to include disability inclusion through sessions (sensitisation on UN CRPD). To date (July 2018), 3866 community members were successfully sensitised on UNCRPD and CRC.

Plan International in collaboration with ACJ engaged diverse stakeholders from community, district and national levels, though meetings and training sessions, for the effective implementation of CP and administration of child justice. Advocacy workshops targeting Child Justice Forum and District and Community Child Protection Committees in the project catchment areas, and focusing on the administration of child justice across all the three provinces, were conducted[13]. The project supported training and meetings on the available legal reforms and advocacy strategies for government, duty bearers and key stakeholders on CP and the related laws. In 2017, duty bearers were trained on the establishment of Child Friendly Courts in the targeted Districts. Participants in the training included representatives from the Judiciary, Zambia Police Service, Drug Enforcement Commission, Zambia Correctional Services, National Prosecution Services, magistrates, Department of Social Welfare, Child Development, ZAPD, District Education Board, Victim Support Unit, Ministry of Youths and Child Development, District and CBCP committee members, and other like-minded NGOs[14]. By mid-July 2018, 235 duty bearers had been trained and capacitated. Training of the Child Justice Forum in the three provinces had 31 participants, distributed as follows; 10 from Central Province, 11 from Luapula Province and 10 from Eastern province[15].

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

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

Key Achievements and Enabling Factors

The project contributed to improved coordination and engagement amongst CSO partners, key stakeholders and government on CP: The formation and strengthening of the Referral Networks led to effective collaboration between national, district and community level child protection structures across all the provinces. The 37 CBCPC linked well with DCPC and subsequently the PCPC (in Luapula &

[13] Ibid
[14] Plan International Zambia (2018). Merged Report for All Projects: Annual Progress Report; January-December 2017.
[15] Ibid

Central Province) in effective and efficient handling of CP cases. The improved coordination & engagement between CSOs, key stakeholders and government in CP has led to an improved justice system and improved child case management and service delivery, subsequently leading to speedy confirmations and decongestion of prisons. For instance, in Kabwe, at Kasonda Police Station, in 2017, ACJ reported dilapidated juvenile holding cells and a backlog of juvenile cases stretching for over a month. ACJ has been engineering and advocating for turning juvenile courts into fast track within 24 hours, a move which is bearing desired results.[16] The Consultations at national and district levels noted that Childline and ACJ successfully advocated and lobbied for a one day in a week for courts in Mansa-Luapula province (Thursday), Chipata-Eastern province (Tuesday) and Kabwe-Central Province (Tuesdays) to focus on juvenile cases in fast-track to reduce backlog. Data from Luapula and Central provinces showed that advocacy initiatives were successful. The advocacy efforts resulted in the renovation of court buildings and cells in Kabwe (Central Province) and Mansa (Luapula Province) to meet the needs of children. Also, the capacity to implement child protection by duty bearers was increased. also,. The target for 2016 was 25 from a baseline of 0 (2016), but it was met with 35 duty bearers having gained capacities to implement CP. The 2017 target, which was 50, was surpassed as 235 duty bearers were recorded as having capacity for implementing CP. By Mid Term, (July 2018), 235 duty bearers were able to implement CP against a target of 250 by end 2018 and 300 by 2019.[17] This pace of progression is positive and demonstrates that the the project is destined to reach the 300 mark by 2019.

The project contributed to improved harmonisation of formal and informal laws on CP: Consultations across all the three provinces noted that meetings held resulted in repealing of some customary laws, which are harmful to children, in favour of statutory law provisions. It was observed during consultations that traditional leaders, who are members of the CBCPC, banned the operation of Kangaroo courts (settlement of child abuse cases by cash or in-kind) in administering child cases, relaying most cases to CBCPCs to which they are members. The CBCPC would refer most of the cases to Victims Support Unit (police). Improved coordination among CSOs led to improved advocacy for the harmonization of the various legal statutes relating to children, thereby eliminating ambiguity amongst the various CP structures to interpret the law related to child protection accurately in line with the CRC as the basic frame of reference. Through Sensitisation and Awareness training, ACJ and other CSOs lobbied for the Child Code Bill of 2018 through the National Child Rights Forum to which it is a part of. The bill contains proposals to improve the administration of justice in a child friendly manner and has since been tabled before Parliament.[18] These include inter alia; making available separate courts and cell rooms for children, fast-track administration of juvenile cases and having trained child justice personnel in the judiciary system.

Box 1: Community, District and National Stakeholders collaborate effectively on CP as a result of the Referral Networks.

The referral networks created by CHIN and Plan International have encouraged meetings between CBCPC and DCPC and in some cases PCPC. This multi-level stakeholder cooperation is bearing fruits as child cases reporting and response is now efficient and effective than ever before. The meetings ensured collaboration and coordination among these key stakeholders in CP. Most of the representatives were meeting for the first time. And at the end of the meetings contacts were shared. A network was formed consisting of structures from Katete, Vubwi and Chipata (eastern) and Mansa (Luapula) and now they work together to handle difficult cases.

[16] ACJ (2017) Consolidated Report on the previous NORAD activities, January-June 2017.
[17] Plan International Zambia (2018). Updated Results Framework
[18] Plan International Zambia and ACJ (2017). Consolidated Report on the previous NORAD activities, January to June 2017.

Communities are now Child and Disability Friendly: An analysis of information from consultations shows that most of the targeted communities were sensitised on CP and disability inclusion. This has yielded much success to an extent that the majority of communities are now child and disability friendly. Quantitative data from consultations with children showed that comparatively fewer children are facing abuse at home than before the project. All this is attributable to awareness campaigns and sensitisation of communities on CP. Out of the 857 learners interviewed, the proportion of learners experiencing abuse at home ranged from 7% in the Central province to 22% in Luapula. Overall, across all the three provinces, 18.3% faced abuse at home in the last 12 months (July 2017-July 2018), whilst 81.7% did not face any abuse during the same period. Conclusively, as elaborated by the aforementioned, the views of children on abuse at home and the community levels showed that only a few (18.3%) across all the provinces were facing abuse. Such a significantly lower number of children not facing abuse at home signifies the success of the community sensitisations on child protection.

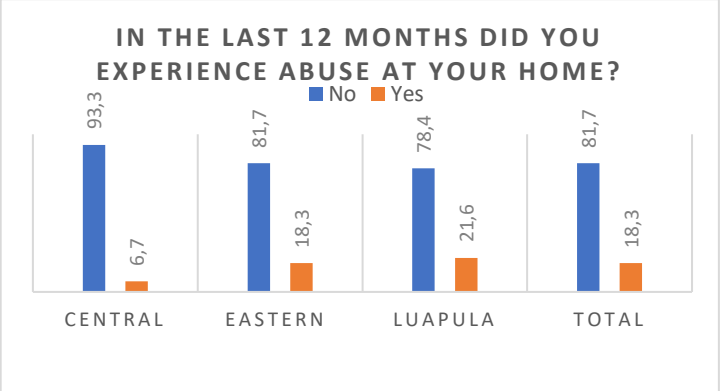


Figure 13: Proportion of Children who faced abuse at home

The joint community outreach programs with Disabled People's organizations led to increased number of people reached with messages on the UN CRPD, using strategies like sport, media and drama. In addition, the involvement of strategic community radio stations as partners in CP helped make sensitisation and community awareness a success. The target for sensitising people in the communities on UN CRPD in 2017 was 1500 from a baseline of 0 but it was surpassed with 3866 members sensitised on UN CRPD. As at midterm, in July 2018, 3866 members have been sensitised against a target of 4500 by end 2018 and 5000 by 2019.[19] Given the aforementioned pace of progression, the project is on track to meet the member target sensitisation on UN CRPD.

Schools now Child and Disability Friendly: An analysis from the data collected showed that most schools have an available and functional non-violent code of conduct at schools. Consultations with school heads and staff noted that schools have been supported to develop non-violent code of conduct: On this, the target for 2017 was 17 from a baseline of 0 but this was surpassed. As at July 2018, 17-targeted schools have a non-violent code of conduct against a target of 20 by end of 2018 and 36 by end of 2019. [20] Quantitative data from consultations with children showed that few are now facing abuse at school than before (see **Error! Reference source not found.**). The proportion of learners who experienced abuse at school ranged from 11% in Central Province to 30% in Eastern Province.

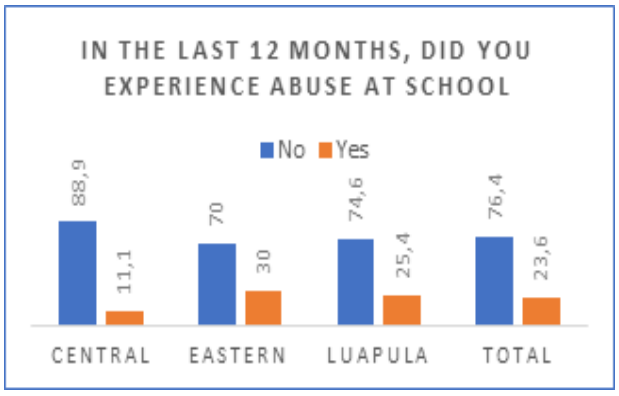


Figure 14: Proportion of children who faced abuse at school

These changes are attributable to the existence of a functional non-violent code of conduct at schools. The teaching staff and the children have been successfully sensitised on CP and non-violent conduct

[19] Ibid
[20] Plan International Zambia (2018). Ibid

and this is bearing desired results in the advancement of child protection. In light of this, **the project is on track to reach its target of supporting schools in developing non-violent code of conduct.** This was made easy by the strategic positioning of schools which made it an easy reach. Additionally, the MoGE as a strategic partner played a role in allowing Plan International to enter into schools and conduct the required mobilisations. Table 13 summarises progress to date on key outcome indicators.

Table 13: Summary of Results for Outcome CP.1 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid-Term**	**End-Term**	**Rating**
Thematic Area: Child Protection and Participation					
		2016	**2018**	**2019**	
Outcomes	**Outcome Indicators**	**Baseline**	**Status**	**Target**	
CP.1 Development of Regulatory Frameworks that are effective in protecting children from all forms of violence.	*CP.1.P.2 # of duty bearers with increased capacity to implement child protection*	35	235	300	**OT**
	CP.1.P.5 # of people in communities receive sensitization on UN CRPD	0	3866	5000	**OT**
	CP.1.P.6 # of schools that have been supported to develop non-violent code of conduct	0	17	36	**OT**
Overall Performance and Rating of Outcome CP.1					**OT**

KEY: OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track

The analysis of performance of outcome indicators for outcome CP 1 on development of regulatory frameworks for CP suggest that the pace of progression is good and targets for 2019 are most likely to be met. All three outcomes (CP.1; CP.2 and CP.3) are on track to meet the intended results by the end of the project (2019)

Noted Challenges

While the MTR survey notes a decrease of child abuse in school, children continue to experience different forms of abuse at home: Due to non-harmonisation of the written and customary laws, traditional customary practices on disciplining children and the girl child are still prevalent mostly at home but also at school. The observed nature of abuses observed from consultations with children across the three provinces ranged as follows (Figure 15); beating (25-45%), denial of food/needs (13-29%), hard labour (13-50%), sexual harassment (0-13%) and verbal abuse (15-48%). Among learners who experienced abuse at school in Central Province; 18.8% were subjected to hard labour, 75% experienced beating, 12.5% were subjected to verbal abuse and 12.5% experienced sexual harassment. In the Eastern Province, among learners who experienced abuse at school; 24% were subjected to hard labour, 15% were experienced discrimination, 30% experienced beating and 45% were subjected to verbal abuse. In Luapula; 17% were subjected to verbal abuse, 74% experienced beating, 5.4% experienced discrimination and 24.5% were subjected to hard labour.

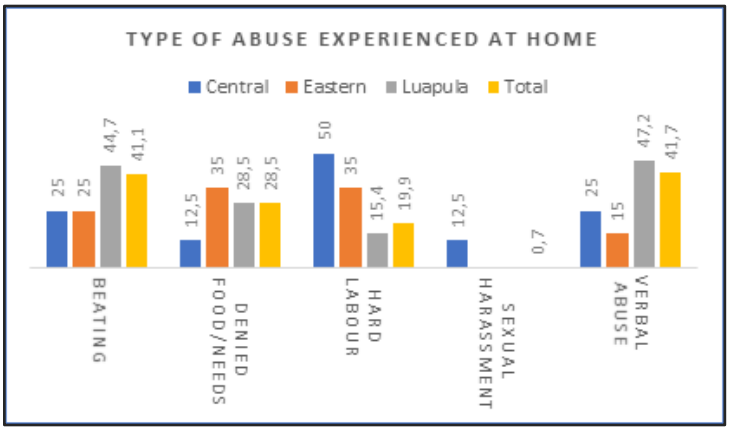


Figure 15: Proportion of children abused at home

The MTR notes limited reporting of abuse by children due to fear, shyness and respect for customary rules: The rate of reporting for children abused at home is low, owing to the respect conferred to these cultural practices and children's submissiveness to parents and adults who are the main perpetrators of child abuse. This is a worrying trend noted from consultations, hence the need for more sensitisation for children to increase their confidence in their protection. A proportion of abuse cases ranging from 6% in Central province and Luapula to 27% in Eastern Province were reported. At school, the trend of not reporting some cases is still there. Although there has been an improvement in reporting of the cases, there is need for children abused to increase the proportionality of reporting such cases. More reporting channels at school and community levels need to be set up to widen reporting space. At school level, a proportion of abuse cases ranging from 9% in Luapula to 38% in Eastern Province were reported. Consultations from the field showed that the project in Eastern province was doing very well than Central and Luapula with more sensitisation done at community and district levels.

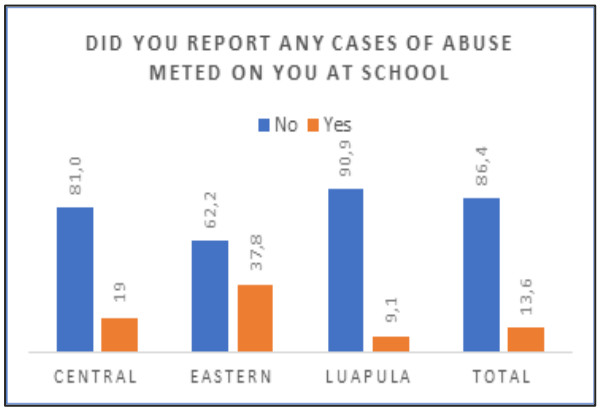


Figure 16: Proportion of Children Reporting abuse at school

Lack of resources: Child protection and participation is a much-needed initiative, which is also highly demanding. For IPs such as CHIN, ACJ and Childline, transport logistics remained a challenge. In some cases, Plan International vehicles were available for use, but no drivers were available, hence inability to use them as Plan International policy only allows the employed drivers to operate its vehicles. During monitoring meetings in Central and Luapula both DCPCs and CCPCs cited transport as the biggest problem that hindered their collaboration and coordination. They said it was difficult for them to cover other areas due to transport problems. As such, most of these members requested the need for other means of transport such as bicycles for facilitating their mobility. In addition, consultations with CBCPC revealed the need for the creation of more structures to cover other hard to reach areas, given the vastness of the communities.

Lack of Skills from IPs: The inadequate allocation of resources to partners resulted in them in some instances recruiting staff with inadequate capacity in project management. This greatly affected implementation pace and quality of activities. For example, Plan International in some instances observed that some of the recruited partner staff members exhibited lack of quality to undertake project monitoring and write reports[21].

2.2.2 Functional Community Based Child Protection Mechanisms

KEY INTERVENTIONS

Establishment and Capacity Strengthening of Community-Based Child Protection (CBCP) committees and structures: In order to decentralise CP services to communities, Plan International in collaboration with Childline and ACJ created CBCP committees, which are stationed at community level. As a result, 37 CBCP committees/institutions were established, successfully trained, and their capacity strengthened on administration of justice, capacity needs assessment, advocacy, monitoring and implementation of CP activities. These are the first level of support available for children and their families in cases of violation of children's right to protection.

[21] Plan International Zambia (2018). Merged Report of All Projects.

Capacity Building of District & Community Child Protection systems & institutions: In order to improve reporting and responding to child related cases, the project supported the training of members of the district and community based child protection committees. All the 37 established CBCP committees were trained in 2017 and strengthened in case management, monitoring and implementation of CP.

Community Sensitisation on CP through awareness campaigns and Community radios: Plan International and its partners in all targeted communities conducted Awareness Campaigns across the three provinces to sensitise them on CP. Plan International also roped in Community radio stations in the communities of all the three provinces which are playing a critical awareness and sensitisation role through programmes on CP. The ZCP and its partner, ACJ, disseminated information through drama, quiz, dance competition and poetry, and targeted boys and girls between 12 to 18 years and parents.[22] Target schools were supported to develop CP policies and mechanisms. To date, 4 targeted schools have fully established and functional CP policies and mechanisms.[23]

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

CP.2 Well-functioning Community-Based CP Mechanisms, including CP Services that prevent & respond to violence against children (improved reporting & response)

Key Achievements and Enabling Factors

Child Protection (CP) systems and services decentralised: An analysis of consultations from data collected reveal that in all communities where Child Protection and Participation Project was facilitated, decentralisation of child protection services and structures was effected. This has made reporting for such cases easier as these institutions are strategically located close to the communities.

Additionally, more cases are now being handled by these institutions and those that are deemed criminal are being referred to the police (Victim Support Unit) and Courts. Community-based child protection institutions were established in 2017 in Katete, Chipata and Vubwi (Eastern Province); Kapiri Mposhi and Chibombo (Central Province); and in Chipili and Mansa (Luapula Province[24]. Quantitative data results from children interviewed indicated the availability of CBCP institutions at community level. A proportion ranging from 37% in Central Province to 57% in Eastern Province reported that there were Community Based Child Protection institutions in their communities. The target for 2017 was 36 from a baseline of 0 but it was surpassed with 37 Community Based Child Protection Committees (CBCPC) established. As at current, July 2018, 37 have been established against a target of 37 by end of 2018 and 2019.[25]

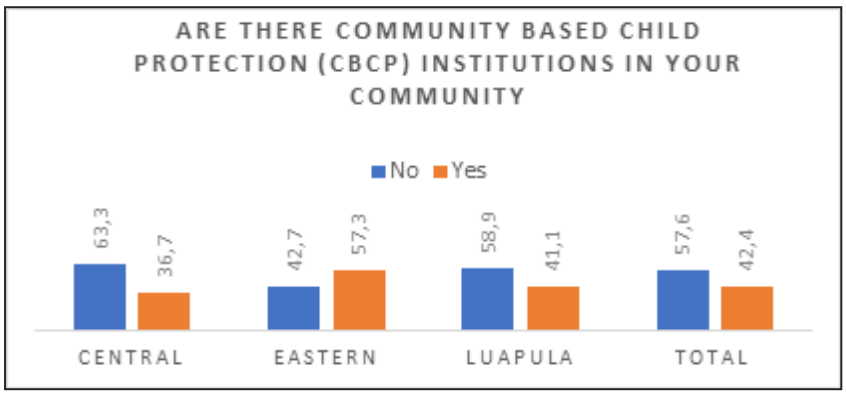


Figure 17: Children's views on availability of CBCPCs

[22] Ibid
[23] Ibid
[24] Plan International Zambia and ACJ (2017) Ibid
[25] Plan International Zambia (2018) Ibid

Children also attested the higher accessibility of the CBCP institutions in reporting their child rights violation and abuse (See Figure 18). The MTR survey notes that **89% of learners reported that CBCP institutions were accessible** (Central province (86.9%), Eastern province (98.4%) and Luapula province (88.7%). The structures are accessible for children to report cases of violations of their rights. In addition, the composition of such CBCP structures, consisting of local community members, ensured easy reporting through their conversancy to local languages and knowledge of the local cultures and contexts.

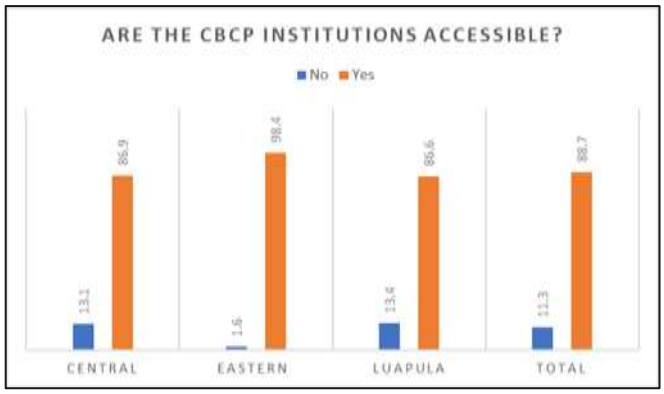


Figure 18: Children's views on accessibility of CBCPCs

The project through decentralisation of CP systems and services led to increased child protection reporting: There is increased reporting across all levels of child protection structures as the capacitated CBCP committees and the paralegals increased reporting channels for children. The training received by the CBCP committees and paralegals has greatly enhanced their capacities for implementing CP and case management. An analysis of the information collected indicates an increase in reporting of CP issues through CBCP structures and paralegals. The success in this outcome area is attributable to the proximity of CBCP committees which are close to the communities for easy reporting and resolving of cases, some which are referred to police (Victim Support Unit). One of the respondents from paralegals has this to say:

> "*As a result of the training and community awareness meetings, children are able to report cases of abuse to our paralegal desks. More and more children who used to be shy are coming comfortably with confidence to report even their parents, teachers or close relatives*." **Member of the Paralegal at Katete; Eastern Province.**

Analysis of field information revealed that the CBCPC and the paralegal structures who operate within communities use local languages which is more appealing to children and local members. It was observed from consultations across all three provinces that children were not comfortable to report cases to the police (due to fear), hence the CBCP were structures operating as an easy bridge to them for recourse of justice. Statistically, since 2017, more and more cases relating to CP were reported, handled, supported and referred across all the provinces.

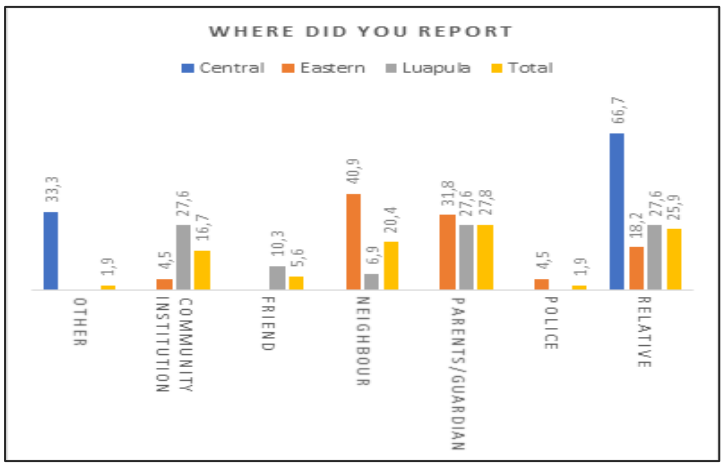


Figure 19: Channels were child abuse cases at home were reported

Analysis of the MTR survey data showed increased child cases being reported both at home and school to various established CP structures. Child abuse cases experienced at home across the three provinces were reported to the following structures and personalities; community institutions (16.7%), friend (5.6%), neighbour (20.4%), parents/guardians (27.8%), police (1.9%) and relative (25.9%). Fewer cases were reported to police because the CBCP structures were handling the cases as well as performing the intermediary role between the child victims and the police (Victim Support Unit). At the school level, child

abuse cases were reported to the following structures and personalities across the three provinces; teacher (30.1%), head teacher (39.8%), community institution (4.8%), parents/guardians (25.3%).

Increased Child Protection Response Mechanisms: An analysis of the data and information collected showed increased handling and support of CP related cases by structures such as CBCPC and paralegals. At national level, IPs such as Childline pointed out improved support to cases and the availability of a Referral Directory for referral cases at both community at district levels. Other cases which were criminal in nature, such as rape and child marriage, were referred to the police (Victim Support Unit) for handling. Cases were referred to the chiefs / headmen and one to One Stop centre for the parents to be summoned and counselled. Other recorded cases were referred to the hospital and police for further action and or advice. The involvement of traditional leaders as members of the CBCP committees and paralegals ensured strong-buy in as enforcement for CP was made stronger with the support of these authorities. Another factor behind this success is strong stakeholder collaboration between CBCP committees, churches, the police, ACJ and Childline in following up CP cases. A staff from Childline in Eastern Province had this to say:

> "*As Childline, we are working well with the CBCP structures, the churches, ACJ and police though the Victim Support Unit where most cases relating to child rights violations are reported and acted upon. The CBCP structures are an effective structure as they are the bridge between the communities and the district in CP, being pivotal paralegals. To date, through our work with CBCP committee here in Kafumbwe, Katete, we have managed to retrieve 6 girls from the jaws for early marriages.*" **Childline Officer at Kafumbwe; Katete: Eastern Province.**

Quantitative data from consultations with children reflect that more children were satisfied with the handling of their reported cases both at home and school (see Figure 20). Among abuse cases that were reported, children who were victims felt satisfied with the services. Across all the provinces, children views on the satisfaction they got from the resolving of their cases were as follows; highly satisfied (33.3%), satisfied (35.2%), moderately satisfied (11.1%) and unsatisfied (9.3%).

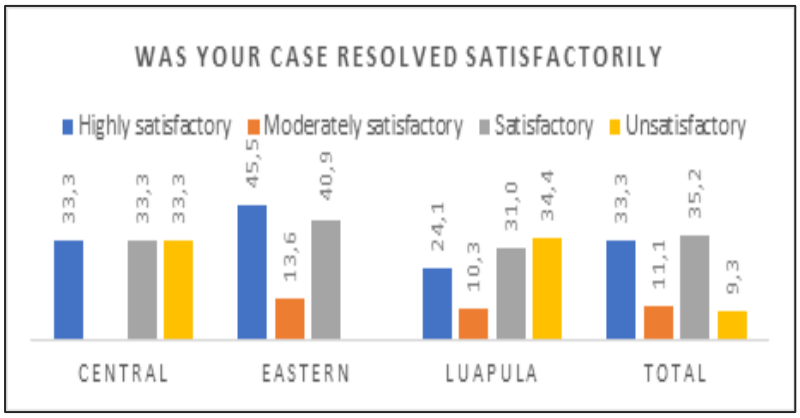


Figure 20: Proportion of children satisfied with handling & response of their

The involvement of traditional leaders into the CBCPC and paralegals, who are the custodians of customary law (informal laws), made sure that their (CBCPC) activities were recognised and made a priority in communities. The involvement of more stakeholders such the traditional leaders and the police (Victim Support Unit), health and education (multi-sectoral) to create awareness on the need to report abuse and hence increased number of cases reported compared to the target. The involvement of these institutions also resulted in the increased number of channels for reporting and hence more children reporting cases.[26] Working with children in the Child Rights Clubs (CRC) has also led to increased knowledge on reporting channels and modalities for CP, through training by matrons and patrons (teachers).

[26] Plan International Zambia (2018) Ibid.

Communities now aware of Child Protection (CP): Childline, CHIN and ACJ all in collaboration with Plan International Zambia successfully sensitised communities on CP. Notably, an interview with Mansa Child Protection Unit in Luapula Province corroborated the above, pointing out community awareness of CP. This was noted as a huge step in realising CP in the communities as communities play a key part in authenticating any initiative. Community radio stations in the communities across all three provinces are playing a critical awareness and sensitisation role through programmes on CP, broadcasting mostly in local language for easy content consumption by locals. To this end, more and more communities have been sensitised through the aforementioned initiatives. Here is one excerpt from community radio station personnel at Mansa, Luapula Province;

Box 2: Case Study- Community Awareness Helps Philip Claim his Right to Education:

Phillip aged 17 is one of the project beneficiaries of the project who was denied school requisites and food by his biological father. He reported the case to the Police to claim his rights. He is looked after by his father, after his parents divorced 3 years ago. He lives in Chikobo community in Central Province. He is a third born out of a family of 5. Phillip used to survive on through making toys and selling to Missionaries at Hope Orphanage in the community. Phillip reported his case to the CBCPC who referred him to a One Stop Centre. Phillip learnt about where to report grievances through participating in community awareness meetings on Child rights. Phillip's case was handled by a volunteer paralegal, working at the facility (trained by Plan). The paralegal summoned his father. He was counselled on the importance of educating his children and taking good care of them.

> "*As KFM Radio station here in Mansa, we have a programme called 'Because I am Girl' which broadcasts information on child protection and participation especially for the girl child in local languages."* **KFM Community Radio staff at Mansa; Luapula Province**

Schools have CP Policies and Mechanisms: Analysis of qualitative data shows that all targeted schools received CP mechanisms and structures from Plan International and subsequently developed CP policies and mechanisms. This has ensured that school, as the second home for children, are compliant and aligned to CP principles, which is a plus for achievement. Interviews with head teachers of the schools corroborates the aforementioned, with several of them attesting to having well established and functioning CP policies & mechanisms. A head teacher had this to say

> "*We are very much grateful to Plan. We now have orderly schools free from child abuse. Our children are well motivated and this has increased their pass rates.*" **Head teacher at Lifwambula Primary School; Chisamba: Central Province**

All this success was attributable to the implementation of the CP mechanisms, structures and guidelines obtained from Plan International. Table 13 summarises the results framework for the outcome on CBCP mechanism. An analysis of outcome indicators for outcome CP 2 shows that 9 out of 10 indicators being on track with 3 (CP2 P1 on establishment of CBCP institutions; CP 2.2 on training of CBCP institutions and CP 2.3 on CBCP institutions with regular monitoring and implementation activities) having already met the 2019 targets. CP 2. 1b on reporting cases of abuse concerning CWD to CBCP structures has already surpassed the 2019 target, reaching 16 reported cases against the ZCP target of 12 by 2019.

Despite this progress, the MTR notes that CP2.3 on schools developing CP policies is not on track, having only achieved 4 by Mid Term against the project target of 10 by 2019. **Overall the pace of progression for the outcome area is very good.**

Table 14: Summary of Results for Outcome CP.2 at Mid-Term by 30th June 2018

Results		Baseline	Mid-Term	End Term	Rating
Thematic Area: Child Protection and Participation					
		2016	2018	2019	
Outcomes	**Outcome Indicators**	**Status**	**Status**	**Target**	
CP.2 Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response)	CP.2.1 # of cases of abuse reported through CBCP system	0	519	700	OT
	CP.2.1a # of cases of abuse concerning girls reported through CBCP system	0	166	300	OT
	CP.2.1b # of cases of abuse concerning children with disabilities reported through CBCP system	0	16	12	OT
	CP.2.1c # of cases of abuse concerning children from other marginalized groups reported through CBCP system	0	194	220	OT
	CP.2.2 # of cases received support	0	161	250	OT
	CP.2.3 # of CBCPs that have regular monitoring & implementation activities	0	37	37	OT
Overall Performance and Rating of Outcome CP.2					OT

KEY: OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track

Noted Challenges/Shortcomings

Poverty: Poverty is continually an underlying factor hampering progress in child protection initiatives in the targeted communities. Kangaroo courts, where cases were settled in payment of cash or in-kind and abused children not provided with counselling or support, are still commonplace. In many instances, child abuse cases were being withdrawn from courts by the child's parents or guardians in order to maintain a relationship with the perpetrator, especially in cases where the person in question was a relative. One of the key respondent consulted had this to say:

> "*Parents in the communities equate girls to assets which generate income in the form of livestock, food or money. Once a girl comes out of age (puberty), planning for marriage ceremonies (uwinga) will be the agenda*." **CBCPC member at Kapiri-Mposhi; Central Province.**

The inherent poverty in the communities is an obstacle to the success of child protection initiatives, and this needs to be addressed.

Late disbursement of Cash affected implementation of activities: Document review revealed that signing of the Fund agreement between Norway National Office (NNO) and Plan International Zambia including realignment of the project budget took longer than expected resulting in delayed disbursement of partner grants and activity implementation. This in turn led to rushed implementation of activities in the year 2017 (CY2017).

Lack of Child friendly justice system still prevalent: As observed from the consultations, there are still less child friendly court systems and cells in the justice systems at local, sub-national and national levels. Discussions with magistrates in the target provinces who toured detention facilities revealed that most of the children who were arrested by police were detained with adults in the same police cells because almost all the police stations did not have suitable cells for juveniles.[27] For instance, in Kabwe, only Kasanda police station had a dilapidated juvenile holding cell which is inhabitable.[28] Other related problems noted include inter alia; inadequate/lack of suitable court rooms, inadequate skilled personnel, backlog of child abuse cases, delayed confirmation of orders from the High Court, existence of laws which

[27] Plan International Zambia and ACJ (2017) Ibid
[28] Ibid

prohibit accessibility to bail, e.g. Psychotropic & Narcotic Drug Act; etc. In Kapiri-Mposhi, it was observed that nearly all the law enforcement agencies were lacking officers trained in juvenile justice.

There are limited Resources for Effective Implementation of CBCP: Although the CBCP committees work on a voluntary basis, they need some resources for mobility and coverage, such as bicycles and even regalia for the work they do. During consultations, this issue was regularly raised across all provinces. Most communities in which these committees work are vast and, to cover all areas, resources for mobility are required.

The MTR noted that despite notable achievements in harmonising formal and informal CP laws, the dual Practice of Statutory Law and Customary law in Zambia is still an impediment to the full realisation of child rights and protection: The inherent dual structure of statutory law and customary law in Zambia necessitates more child abuse in 72 ethnic communities of Zambia across the 3 provinces. Most communities conform more to the customary law where cases are resolved in kangaroo courts thus stalling progress in child protection initiatives and, subsequently, child development.

3.2.2.3 Empowerment of Children for Self-Protection

KEY INTERVENTIONS

Creation of Child Rights Clubs: The project recognizes the importance of promoting children's participation based on their evolving capacities. In this project, promotion of children's participation in their own protection will ensure that children's views and experiences are taken on board in providing solutions for enhanced protection and access to protection services for children. As such, participation of children and marginalized groups of children like CWD and girls was deliberately pursued. Child Rights Clubs (CRCs) were established in schools. The CRCs became a platform where children could learn CP and self-protection as well as participate in their own protection. Trained children in CRCs could then peer educate their peers both in school (Assembly Points, School Gatherings, Break time & Lunchtime) and out of school (community functions and gatherings) through role play, dramas and songs. Notably, consultations with CRC and their respective patrons & matrons across the three provinces established that CRCs train both children in and out of school, regularly exhibiting training assembly points and Children Day on 20 November of every year. The training of teachers as matrons/patrons of the CRC and the subsequent formation of CRC in schools led to increased number of children wanting to participate in the clubs. This led to overshooting the target as the non-discriminatory approach, was used to ensure that all children participated. Members of the CRCs have also been conducting awareness raising among fellow children to ignite their interest to join these clubs.

Figure 21: Consultation with a CRC at Matilyo Primary School in Kapiri-Pmoshi: Central Province

Creation of Additional Space for Children's Participation: This project initiative supported the community, schools, local and district authorities to create space for meaningful participation of children. As such, the CRC and other children's groups were strengthened to engage with duty bearers and authorities on issues concerning children's protection. Such spaces include events like children's days, national and international calendar events (DAC and International Day of the Girl Child) children's caucus; use of participatory tools like balanced score cards to give feedback to child protection structures, dialogue with community leadership and school governance.

Training of Children in Child Protection: The initiative of the project was to build the capacity of children on laws, policies and various instruments concerning their protection and even reporting channels and modalities. The aim of empowering children is to enhance their knowledge and awareness of the CRC and children's right to protection including available laws and policies for protection of children. The project identified Matrons and Patrons at schools (at least 2 facilitators at each school) who were instrumental in bringing and organising the pupils at their respective schools. The Ministry of General Education played a two-way pivotal role, first by allowing Plan International & its partners entry into school and then mobilising teaching staff and children. The facilitators were then taken through the CRC Training Manuals, which they have been using to have sessions with pupils.[29]

ASSESSMENT OF PERFORMANCE OF OUTCOME CP.3

CP.3 Empowerment of Children to protect themselves from violence

Key Achievements and Enabling Factors

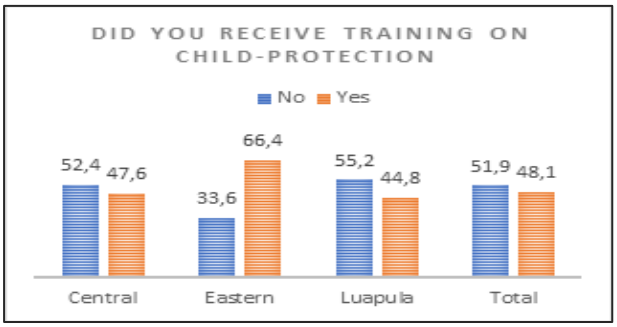


Figure 22: Proportion of children who received CP training

The MTR survey conducted in all 3 regions showed that **about 48% of learners had received training in child protection** (see Figure 22). Only training for CWD is lagging behind, and this is due to unwillingness of CWD to participate in CRC and even trainings outside CP. The other militating factor for CWD not participating in CRCs was fear of stigma, as trainings and meetings were done combined (all-inclusive of CWD and able-bodied). The MTR therefore recommends separate special training and meetings for CWD in their own CRCs, which will be accommodative to them. The project targets to train 620 children in CP by 2019, from a baseline of 0 in 2016. As at June 2018, the project has managed to train 617 children in CP. The MTR notes elements of gender equality and disability inclusion has been incorporated into the trainings. However, disability inclusion (CWD) shows the need for improvement, with the MTR recommending a rethink of design of the training to ensure they are truly inclusive of CWD (such as setting separate training sessions and meetings for CWD) . The project had managed to reach 400 girls by June 2018 against a ZCP target of 400 by 2019. Only 12 CWD had been trained by June 2018 against the ZCP target of 62. Quantitative data shows a considerable number of children attesting to have received training on CP and their rights. The proportion of learners who received training on CP ranged from 45% in Luapula to 66% in the Eastern Province.

Increased Substantive and Meaningful Participation of Children in their own protection: The creation of Child Rights Clubs (CRCs) was a unique step which, for the first time, provided children with a rare opportunity to participate in matters relating to their rights and protection. The 'non-discriminatory' approach used in the CRCs allowed boys, girls and the disabled to participate in CRC (although the participation of the CWD remain on the lower side). As of June 2018, across the 3 provinces, 617 children are -participating in CRCs, disaggregated as 400 girls and 217 boys. Of these, 8 are the disabled. The participation of CWD was noted to be only the

Figure 23: Highly Motivated CRC during consultation at Matilyo School, Kapiri: Central Province

[29] Plan International Zambia (2018) Ibid

notable challenge. It was observed that children with disabilities were shunning participation in the clubs but with the help of matrons and patrons who are teachers, CWD were encouraged to join CRCs. Through this participation, children are now more motivated to claim their rights than ever before. One of the patrons of CRC had this to say;

> "*Here at the school, since the inception of the CRC, our children are determined now to claim their rights and end defilements and violations to their rights. They are motivated than ever before. We are seeing real behaviour change from our students. Others are educating their peers and even communities back at home.*" **CRC Patron at Kafumbwe, Katete: Eastern Region.**

This motivation of children, attributed to participation within the platform of CRC, has magnified their voices in claiming their rights. The proportion of learners who belonged to CRCs or parliaments ranged from 13% in Luapula to 58% in Central Province. Overall, of the 857 children consulted, 25.2% (215) students are in CRCs and actively participating. In Central province, of the interviewed learners, 57.8% are in CRC against 42.2% who are not members, while in Eastern province, 42.7% are in CRC against 57.3% who are not part. Lastly, in Luapula province, of the consulted children, 12.6% reported being part of the CRC against 87.4% who were not members.

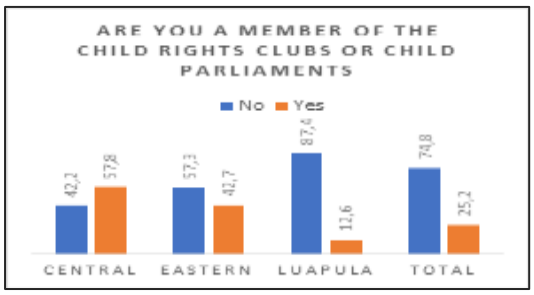


Figure 24: Proportion of children participating in CRCs

Children are now aware of their child rights: Through the training they received from CRC, more and more children are now aware of their rights either as primary or secondary beneficiaries. Peer education initiatives were also observed where children from CRC educated their peers through role-play, dramas and songs at Assembly points. The CRC and other Children's groups were strengthened to engage with duty bearers & authorities on issues concerning children's protection. Such spaces included events like children's days, national and international calendar events (DAC & International Day of the Girl) children's caucus; use of participatory tools like balanced score cards to give feedback to CBCPC, and dialogue with community leadership. Analysis of quantitative data shows that more children are now aware of their rights than ever before, a change attributed to the trainings they received on CP either as primary or secondary beneficiaries. Children confirmed that the trainings they received on CP advanced their protection and safety. Across all the three provinces, 62.5% of the learners revealed that CRCs were very helpful. Figure 25 shows distribution of views of learners on use value of CRCs. Through this analysis, it can be established that the CRCs are an important platform for advancing CP and participation.

Box 3: Case study- Fearful & shy Emma is now a highly motivated Lawyer hopeful:

Emma, aged 14 and in Grade 7 is one of the participants of the CRC at Mbozi Primary School in Vubwi, Eastern Province. All these years, she has been shy to report cases of abuse that she experienced from her peers on the way to or back from school. After participating in CRC, she reported cases of abuse from the boys. The perpetrators were punished and they stopped abusing her. Emma with a long history of abuse is now empowered and hopes to become a lawyer.

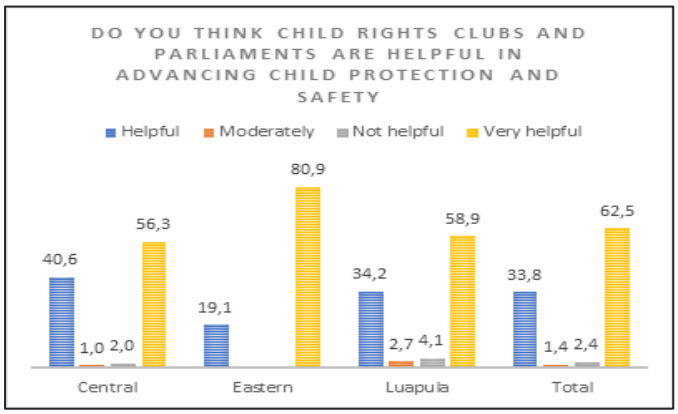


Figure 25: Helpfulness of CP training according to children

Children's Capacity for Self-protection and Reporting Increased: Through the trainings received, more and more children have knowledge of self-protection as well as knowhow of how to exercise it.

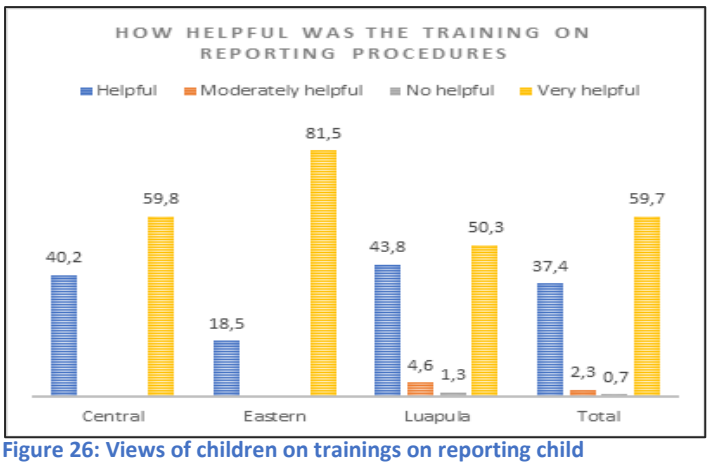


Figure 26: Views of children on trainings on reporting child

Children are now reporting cases of abuse perpetrated on them. Information collected shows 60% of learners being able to report child abuse through existing structures (see Figure 26). This is attributed to the training and capacity they received from peers and matrons/patrons in CRC. Quantitative information obtained from children reflects children's increased self-protection and knowledge of the reporting channels and modalities.

Table 15 presents a summary of progress on outcome indicators for outcome CP.3.

Table 15: Summary of Results for Outcome CP.3 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid-Term**	**End-Term**	**Rating**
Thematic Area: Child Protection					
		2016	**2018**	**2019**	
Outcomes	**Outcome Indicators**	**Status**	**Status**	**Target**	
CP.3 Empowerment of Children to be able to protect themselves from violence	CP.3.P.11 # of children trained in child protection	26	617	700	**OT**
	CP.3.P.11a # of girls trained in child protection	11	400	300	**OT**
	CP.3.P.11b # of CWD trained in child protection	0	12	12	**OT**
	CP.3.P.12 # of children in CRCs & youth parliaments	26	611	220	**OT**
	CP.3.P.12a # of girls taking part in CRCs and youth parliaments	11	400	37	**OT**
	CP.3.P.12b # of CWD in child rights clubs & youth parliaments	0	8	37	**NOT**
Overall Performance and Rating of Outcome CP.3					**POT**

KEY : OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track

The analysis of the performance of the outcome indicators for outcome CP.3 indicates a very good pace of progression on set targets for 2019. Three of the outcome indicators (CP.3 P11a on girls trained in in child protection; CP3.P.12 on number of learners participating in CRCs and youth parliamentarians and CP3.P.12a on number of girl's participation in CRCs) had surpassed the 2019 target by very huge margins. CP3.P.11b on CWD trained on CP had already reached the 2019 targets. However despite the good progress on other outcome indicators, outcome indicator CP3.P.12b on number of CWD participating in CRC and youth parliamentarians was lagging behind at 8 by Mid Term against a target of 37 by 2019. **Overall the pace of progress for outcome CP 3 is very good.**

Noted Challenges

Deliberate Bias to Girls Increased their Participation than Boys: During the inception of the project, it was a consensus that girls were neglected with respect to their participation. A deliberate bias towards girls was emphasised in 2017 so as to level the participation with the boys, resulting more girls (400) participating than boys (417) in CRC. There is therefore a need to involve more boys in CRCs for equity.

Fear of Stigma and Shyness of the CWD to Participate: It has relatively remained a challenge for CWD to be encouraged to take part in such capacity building but with time the numbers are increasing. CWD were noted to be shy and fearing stigma which militated against their participation in CRCs. The MTR notes the need for separate sessions and or trainings of CRCs for CWD (with Special Matrons and Patrons assigned to them). One of the patrons had this to say;

> "*We have 4 children who are disabled here. We tried all means to ensure that they participate in the CRC but they declined.*" **CRC Matron at Chankumba School, Chisamba: Central Province**

This challenge is taking a toll on the success of the project. Across all provinces, the target is to have at least 25 CWD in CRC by 2018, but presently only 8 are in CRCs.

Inherent Cultural Practices Inhibit Participation of Children: In traditional Zambian culture, the position of children is to be passive and subservient participants in the world of adults.[30] As such, children have limited participation in the issues of their protection. Parents, the school (teaching staff) and the community decide and dictate the welfare of children. Although children are participating in their own protection in CRC, it was observed that this only ended in schools, with the communities not accommodating children to participate in their protection. Most of the children's cases are still presided over in kangaroo courts in their communities, with no modalities for counselling victims of child abuse.

EFFICIENCY ISSUES FOR CHILD PROTECTION AND PARTICIPATION PROJECT

Project resources are adequate for the coverage: As illustrated above, the Child Protection and Participation project is delivering the targeted results in a timely manner. The target/coverage is well reasonable given the resources available. The project targets children 36 selected communities in 9 districts of Central, Luapula and Eastern Provinces. The project demonstrated good absorptive rates, operating well and spending within the project planned annual budgets as follows, CY2016 (58%), CY2017 (121%) and CY2018, which is at the middle of the year-June 2018 (92%). There was an overspend of the planned budget in CY2017 (121%) because most of the CY2017 outstanding activities were pushed to the 3rd and 4th quarter of CY2017. Table 16 represents the rate of spending of allocated resources by the Child Protection and Participation Project.

Table 16: Budget Spending for Child Protection and Participation Project

Year	Planned Budget	Actuals Spent	Variance (+/-)	% of Budget Spent
CY 2016	1 249 062	722 021	527 041	58%
CY 2017	2 210 891	2 683 539	(472 648)	121%
CY 2018	720 000	660 099	59 901	92%

Delay in Disbursement of Funds: Document review and consultations observed that signing of the agreement between Norway National Office (NNO) & Plan International Zambia took longer than expected resulting in delayed disbursement of partner grants and activities implementation. Project partners namely Childline, ACJ and CHIN, corroborated the aforementioned during consultations. This affected the timely delivery of the activities. However, Plan International and its IPs reviewed and revised the Detailed Implementation Plans (DIPs) and budgets to take care of the delays, rolling outstanding activities for CY2016 for implementation in the 3rd and 4th quarters of CY2017.

Table 17 summarises the overall performance of the Child Protection and Participation Project informed by the performance of each of the 3 outcomes.

Table 17: Summary of Child Protection and Participation Project Performance by Mid Term

Child Protection and Participation Project Outcomes	OT	POT	NOT
Development of regulatory frameworks that are effective in protecting children from all forms of violence (CP.1)	OT		
Well-functioning community based CP mechanisms, including services that prevent and respond to violence against children (improved reporting and response. (CP.2)	OT		
Empowerment of children to be able to protect themselves from violence (CP.3)		POT	
Overall Performance of Promoting Girls Education Project	OT		

Key: OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track;

[30] Save the Children (2010) Ibid

3.2.3 18+ Ending Child Marriages

The CM project has 4 outcomes as follows: i) Direct Actions to Stop Child Marriages; ii) Children empowerment to claim their rights; iii) Stronger regulatory frameworks to prevent child marriage and iv) Root Causes of child marriages are addressed. The following section is a summary of project overview and performance around the 5 outcome areas at mid-term of the NORAD supported project.

3.2.3.1 Direct Actions to Stop Child Marriages

KEY INTERVENTIONS

Analysis of field stakeholder information and Plan project monitoring reports shows that a number of interventions were implemented to gunner advocacy efforts against child marriages. Most of the interventions were successful. The project supported the creation of Safe Spaces for children both at -school and in communities. By Mid Term, 1654 children had accessed such services against a target of 1700. As many as 126 children received support and mentorship against the project target of 150 by end of the project. By Mid-Term, 43 child marriages had been reported to the CBCP against a target of 50. As many as 90 duty bearers were trained or received awareness campaigns on CM against the ZCP target of 100. About 2856 parents received awareness on CM and the same was extended to 473 local leaders focusing mainly on the negative impact of child marriages.

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

CM.1 Direct Actions to Stop Child Marriages

Key Achievements

Community sensitizations and campaigns recorded positive outcomes with respect to stopping child marriage: The analysis of results of the study from all the three provinces (Luapula, Central and Eastern) all suggest that the community sensitisations and campaigns by CAGs, such as Girls' Groups, on stopping parents to marry off their children, resulted in decrease in numbers of children who had been forced into early marriages. A Central Statistical Office (CSO) report of 2010 indicates that "only a few adolescent girls and boy's complete upper primary education while the enrolment ratio in secondary education is 13.4% for males and 12.9% for females." The report concludes that child, early and forced marriage is the critical driver for this state of affairs. Commenting on child marriage rates decrease, some experts highlighted that:

> *Though the practice of child, early and forced marriage is rooted in tradition and culture, as a result of intervention through community sensitizations and campaigns, what is now seen is that this trend is on the decline. As a community, we are part of the process where a number of efforts are being implemented to end the practice of child marriage. Initially, in some communities, traditional leaders (Village Head persons) viewed the ending child marriage project as a direct threat to their culture and customary law but now they are the key champion at community and village level.* **Melody Moyo, Community Development Vubwi District**

Civil Society Organization Network in the fight against early marriages: Generally, the findings of the MTR indicate that the project has helped to strengthen CSO Network to be a strategic partner to government in ending CM by lobbying and advocating for policies and legislation on child protection.

Management and coordination structures recorded positive outcomes on ending child marriages: A review of the institutional framework, based on field visits, indicated that formation of national, district and community structures have contributed to the effective coordination of activities on ending child marriage. Nation-wide campaign to end child marriage was spearheaded by the Ministry of Chiefs and Traditional Affairs in collaboration with other Ministries and agencies.

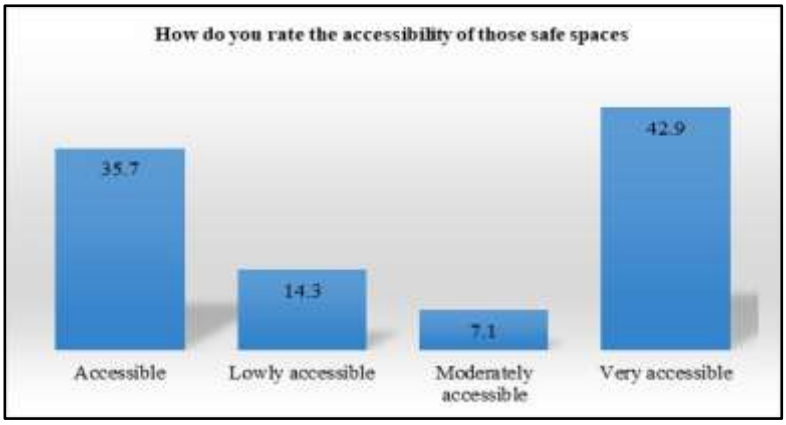


Figure 27: Learners Rating of Safe Spaces Accessibility

Target Schools and Communities created safe spaces for children in the fight against child marriages: The MTR survey noted that 46.7% of learners has access to safe spaces. Children who had access to Safe Spaces were asked to rate accessibility of safe spaces. Figure 27 shows the relative proportions of responses on level of accessibility.

Table 18: Summary of Results for Outcome CM.1 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid-Term**	**End-Term**	**Rating**
Thematic Area: Child Marriage					
		2016	**2018**	**2019**	
Outcomes	**Outcome Indicators**	**Status**	**Status**	**Target**	
CM.1 Direct actions to stop child marriages	CM.1.1 # of children supported by the project to avoid or escape child marriage	0	3022	15 000	**NOT**
Overall Performance and Rating of Outcome CM.1					**NOT**

KEY: OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track

An analysis of the results framework for the sub-project indicated that the pace of progress for outcome indicator C.M 1.1 on number of children supported by the project to avoid or escape child marriages is lagging behind, having reached only 3022 (2642 girls and 380 boys) by Mid Term against the ZCP target of 15 000. This is against the background that the project had mounted very successful project activities that recorded good progress at output level. **Overall, the pace of progress against this outcome is very slow. There may be need for thinking out innovative approaches to reach the girls with activities that will deter them from early marriages.**

3.2.3.2 Children empowerment to claim their rights

KEY INTERVENTIONS

For this outcome area, the key intervention was school based. Teachers were trained in child rights and child marriages reaching as many as 12 000 by Mid Term against an end project target of 13 000. Children who are saved from marriages or re-enrol in school after having babies often move to other schools to avoid stigma from other children. The Plan monitoring reports noted that there were plans to train teachers in school where the children from marriages re-enrol.

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

CM.2 Children empowerment to claim their rights

Key Achievements and Enabling Factors

13.3% of MTR respondents were victims of child marriages: The MTR survey results show that 13.3% of learners were victims of child marriages. The survey results also indicated that 75% of the children who had been victims of child marriages had received assistances from parents, guardians, and community structures such as the CAGs and CPCs.

Child rights clubs and school council are tools to empower young girls to desist from child marriages: Based on field visits, both the school and community authorities submitted that the formation of Child Rights Groups (CRGs) has improved participation of children in school governance and has built their capacity in social decision making. Community sensitization and advocacy for child and youth participation has been done continuously and includes efforts to help the most vulnerable children of all ages to participate in decision-making. Child and youth participation have been enhanced in the project in that the children and youths are given a chance and platform to lead in their own activities. Particularly, the use of children's parliament has provided an opportunity for children and youth to voice out and share their concerns affecting their development. Children are also participating in reporting cases of abuse and violence against them through the helpline and community child protection committees. The project has further provided a platform for children and youths to be part of activities such as awareness raising campaigns as they are right holders and are at risk of being abused.

CAGs and CRGs are critical to the success of the ending child marriages: CAGs and CRGs are voluntary committees which provide information on cases of early child marriages and advise households and communities on how best to resolve them. A review of the institutional set up indicates that the child protection systems were effective and instrumental in bringing together several stakeholders in charge of children's affairs.

An analysis of outcome indicators for CM.2 (see Table 17) on Children empowerment to claim their rights, shows that the pace of progression for the outcome is on track. CM2.1 on children who are aware of their right regarding child marriages has attained 1000 by Mid Term against a project end term target of 1200. This outcome indicator is therefore more likely to be reached by 2019. Outcome indicators CM.2.2a and CM 2.2b have both reached the 2019 end term targets. However, analysis of the Plan monitoring report showed that both girls and children with disabilities had not had an opportunity to carry out public activities on advocacy for ending child marriages. This is an area that the Plan project could focus more on during the last half of the project period.

Table 19: Summary of Results for Outcome CM.2 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid-Term**	**End-Term**	**Rating**
Thematic Area: Child Marriage					
		2016	**2018**	**2019**	
Outcomes	**Outcome Indicators**	**Status**	**Status**	**Target**	
CM.2 Children empowered to claim their rights	CM.2.1 # of children who are aware of their rights regarding child marriage	0	1000	1200	**OT**
	CM.2.2a # of girls who are members of active youth groups. (groups carrying out at least 2 public actions against CM per year)	0	40	40	**OT**
	CM.2.2b # of CWD who are members of active youth groups. (groups carrying out at least two public actions against CM per year)	0	5	5	**OT**
Overall Performance and Rating of Outcome CM.2					**OT**

KEY: OT-On Track; **POT**-Partially on Track; and **NOT**-Not on Track

3.2.3.3 *Strong regulatory frameworks to prevent child marriage*

KEY INTERVENTIONS

Multi-disciplinary training of duty bearers was conducted in all three project areas. Trainings reached 30 participants who included police, community development officers, chiefs and traditional affairs officers. A major training was conducted in Vubwi district (Eastern Province) reaching 26 police officers, 81 government workers, 6 chiefs and 28 parliamentarians. The training focused on the dangers of, and laws related to, child marriages.

Community Level Empowerment: Analysis of field reports revealed that Community members, groups and duty-bearers had gained deeper understanding and awareness of child rights and entitlement, and the impact and costs of the harm caused. This had empowered them to strengthen existing and effective parts of the system and to address gaps in the child rights system. The study observes that there has been improved policy engagement and dialogue among key stakeholders which was used as a forum to advocate for policies and laws that are supportive to the ending child marriage, for example in 2016 the Government of Zambia adopted a five-year national action plan to end child marriage.

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

CM.3 Stronger regulatory frameworks to prevent child marriage

Key Achievements

Increased awareness preventing child marriage: The MTR notes that a large number of networking has increased awareness of the law and the negative impacts of a range of types of abuse especially Child, Early and Forced Marriage. There was good effort of collaboration among the civil society organizations and they have been conducting sensitization meetings through community outreach in chiefdoms and wards. These activities appear to have generated a lot of interest around the issue of child marriage, and stakeholders interviewed pointed to an increase in reporting of abuse cases as well. One of those interviewed submitted that:

> *Yes, we do agree that there has been increased awareness around the issue of child marriage but this does not automatically translate into wider behavioural change such as sexually transmitted diseases. In addition to sexually transmitted infections and complications of early motherhood affect the social wellbeing of girls who go through child, early and forced marriage and deny them the right to enjoy their childhood.* **District Guidance & Counselling Coordinator, Ministry of Education Chibombo District**

In view, **Chiefdoms Campaigns is vital tool to ending child marriages:** This has been provided by the Minister of Traditional Affairs and Chiefs, supported by the Traditional leaders by supporting the campaign to end child marriage and many have committed publicly to this cause. Chiefs and traditional leaders have themselves intervened and taken girl brides back to school. The traditional leaders are fighting child marriages within their chiefdoms, through the House of Chiefs, in partnership with Government, local and international organizations. Chief Chamuka of Chisamba district is a shining example of traditional leaders that have outlawed child marriage chiefdoms. For example, in 2016, Chief Chamuka dissolved the marriage of an under 16 years pupil of Kabanga Combined Secondary School who got married when she was about to write her grade nine examinations. As part of a mitigating measure, Chiefs and the traditional leadership in the targeted districts have mounted up massive campaign on the harmful practices of early pregnancies and child marriage.

Significant progress was made by chiefdoms and their structures to create by law against child marriages: A review of Plan 2018 updated monitoring report indicated through the engagement with royal establishments of the Chewa people, within the framework of the 18+ Project, Chief Pambamoyo in Vubwi district of Eastern PIIA, has declared Vubwi District a Child Marriage Free Zone. WLSA is working on finalization of the by-law to have the declaration documented. Chief Chamuka through Plan's "Making the Law Work for Girls and Boys", declared Chamuka Chiefdom a Child Marriage Free Zone. This study substantiates the above findings: in all the communities where data were collected, the vast majority of respondents in chiefdoms were aware of statutory laws regarding children and agreed with their relevance in relation to the marriage practices. Traditionally, the custom has been treated with great respect, and the ritual of marriage is conducted according to certain 'correct' procedures, including the giving of tokens of commitment, negotiations etc. , which involve not only the individuals getting married, but also their families and communities. This study found that where data were collected, there is a clear and widely held view that 18+ project contributed to the formulation of by-laws in the chiefdoms to stop child marriages.

Furthermore, Chief Kalasa Lukangaba of Luapula Province, who is Plan's International Ambassador in Fighting Child Marriages, has declared Lukangaba Chiefdom a Child Marriage Free Zone. The Chief holds traditional court sessions every Friday. These sessions are aimed at tackling issues of child marriages. He has brought on board all his Village Head Persons to take part in these court sessions and educate their communities on ending child marriages. All these Chiefs have been part of the sensitisation meetings that have been held under the auspices of the 18+ Ending Child Marriage project.

Feedback from stakeholder consultations fairly unanimously agreed that change had taken place to prevent early marriage on a number of occasions. In most communities, child marriage was reported to have been stopped and dissolved for instance in Chisamba District a girl in grade seven (7) was withdrawn from a forced marriage after an alert from the community on a Sunday where the offenders were arrested by the law enforcement agency.

Table 20: Summary of Results for Outcome CM.3 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid-Term**	**End-Term**	**Rating**
Thematic Area: Child Marriage					
		2016	**2018**	**2019**	
Outcomes	**Outcome Indicators**	**Status**	**Status**	**Target**	
CM.3 Stronger regulatory frameworks to prevent child marriage	CM.3.1 # of children living in child marriage free zones	0	55 000	60 000	**OT**
Overall Performance and Rating of Outcome CM.3					**OT**

KEY: OT-On Track; **POT**-Partially on Track and **NOT**-Not on Track

An analysis of the performance of outcome indicator C.M.3.1 on number of children living in Child Marriage Free Zones shows the pace of progression for the outcome CM.3 is relatively good at 55 000 children at Mid Term against an end target of 60 000. At this pace, the project is likely to surpass the set target by 2019.

3.2.3.4 Root Causes of child marriages (CM) are addressed

KEY INTERVENTIONS

Parents and community leaders received awareness training on child marriages: The project sensitised 2 856 parents (1688 males and 1168 females) from baseline of 0 and with intention of reaching 5000 parents by end of the project. A total of 473 local leaders were trained, surpassing the project target of 400. The number is higher as it included village headperson (who are in direct contact with families). Traditional marriage initiators and religious leaders were also trained. These groups are key to the fight against child marriages.

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

CM.4 Root Causes of child marriages are addressed

Key Achievements

Provide Economic Support: The results of the formative evaluation confirm that providing economic support to families was one way of helping parents who did not want to their daughters to get married early. In certain communities and cultural settings, the provision of safety nets through the savings groups has made a difference in the survival and longevity of a family. Safety nets provide the much-needed resources to a family trapped by abject poverty, increasing their range of options, including the choice to refuse marrying off underage girls.

Collaboration of Traditional leaders and Community members: A review of project processes indicated that the projects have also made great strides in engaging the traditional and community leaders and the community members, especially the mothers on the fight to end child marriage. A number of community leaders were reached through awareness campaigns for ending Child Marriage. In line with support for community led initiatives, the project held training meetings with the royal establishments to develop by-laws that out- law child marriages. The undertaking has resulted in amplified commitment of traditional leadership to support activities that aim at curbing child marriages. The Community members have not been left out of the fight, as the project held a series of community conversations with the parents, grandparents and other community members.

Engagement of boys in matters of CM: the MTR found that, as common in every area of ending violence against women, men and boys are central to challenging gender norms and changing deeply entrenched traditional practices like child marriage. It is, therefore, through the engagement of boys that an increased level of awareness and information sharing on the rights of girls has been achieved. This initiative has supported the community, Schools, local and district authorities to create space for meaningful participation of children. Children's groups have been strengthened to engage with duty bearers and authorities on issues concerning child marriage for example the children's caucus; use of participatory tools like balanced score cards provide feedback to lower structures, dialogue with community leadership and school governance.

Results as at Mid Term for the CM 4 Root causes of child marriages are addressed: The MTR notes that outcome indicators for the outcome C.M.4, were dependent on learners having sat for their 2018 examinations. Only one outcome indicator (C.M. 4.2) could be tracked. The total number of learners in target schools who had graduated from primary school in early 2016 was 915. By end of 2016 the number had risen to 1118. By end 2017 the number of learners who had graduated in primary school was 961. The analysis also indicates that the reduction of the number of learners getting to secondary school is as a result of lack of adequate school scholarship fund to help vulnerable children, especially girls, so they can stay in school and avoid early marriage. Given that the 2018 examination had not yet been taken it is not easy to correctly estimate the results for 2018. However, against the backdrop of chiefs taking a strong position of child marriages, it is possible to deduce that the results for 2018 are likely to be on track.

EFFICIENCY ISSUES FOR 18+ ENDING CHILD MARRIAGE PROJECT

Project resources are adequate for coverage: As illustrated above, the project is delivering the targeted results in a timely manner. The target/coverage for the project is reasonable and reachable given the resources available. The project demonstrated good absorptive rates, operating well and spending

within the project planned annual budgets as follows, CY2016 (63%), CY2017 (108%) and CY2018, which is at the middle of the year-June 2018 (64%). There was an overspend of the planned budget in CY2017 (108%) because most of the CY2017 outstanding activities were pushed to the 3rd and 4th quarter of CY2017. Table 16 represents the rate of spending of allocated resources by the 18+ Ending Child Marriage Project.

Table 21: Budget Spending for 18+ Ending Child Marriage Project

Year	Planned Budget	Actuals Spent	Variance (+/-)	% of Budget Spent
CY 2016	1 213 935	768 905	445 030	63%
CY 2017	2 111 095	2 275 912	(164 817)	108%
CY 2018	720 000	462 918	257 082	64%

Delay in Disbursement of Funds: Document review and consultations observed that signing of the agreement between Norway National Office (NNO) and Plan International Zambia including realignment of the project budget took longer than expected resulting in delayed disbursement of partner grants and activities implementation. LIPs namely SWAAZ & WLSA corroborated the aforementioned during consultations. This affected the timely delivery of the project activities. However, Plan International and its LIPs reviewed and revised the Detailed Implementation Plans (DIPs) and budgets to take care of the delays, rolling outstanding activities for CY2016 for implementation in the 3rd and 4th quarter of CY2017. The delayed partner liquidations have also contributed to the delayed disbursements of partner funds. This is being resolved by adjustments of the DIPs.

3.2.4 Building Skills and Economic Resilience for Girls & Mothers

KEY INTERVENTIONS

Support was provided to children through "Poor Families Programme": As many as 2987 children were supported by Mid Term through the "Poor Families Programme". Girls were trained in product knowledge and marketing of solar lamps. The demand for the programme was high and more groups were formed in communities. The number of girls who benefited from the project were 1617 by Mid Term against a target of 1700. The project beneficiaries also received training in life skills and business development. Beneficiaries were organised in OSAWE groups.

Female Youth Trained in Entrepreneurship: As many as 664 young females were trained in financial literacy (Financial management learning games), VSLA, Enterprise Your Life (EYL) skills and SPM. This surpassed the target of 600 at end of project. [31]

ASSESSMENT OF PERFORMANCE OF PROJECT OUTCOMES

CM.5 Youths Economic Empowerment (YEE)

Key Achievements

Empowered girls and women with skills: An analysis of the field visit reports shows that solutions targeted at empowering girls with skills and mobilizing communities on girls' schooling had contributed to reducing early marriages. Providing parents of girls with a means to savings and livelihood security not

[31] Plan International Zambia (2018) Updated Results Framework.

only provides an alternate incentive to keep girls in school, but also provided a means for supporting parents/guardians to offset the hidden costs of keeping girls in schools.

Training of beneficiaries on basic business skills: From the field reports, it was identified that the training of beneficiaries on basic entrepreneurship and business skills has improved their knowledge and addressed capacity gaps in the running of business. The beneficiaries have been given basic skills to better manage their small businesses. Overall, across all the provinces, young women and mothers were trained in the following activities, Financial Literacy (73.9%), Enterprise Your Life Curriculum (64.8%), Marketing (51.4%), Solar Trading (7.7%) and Product Knowledge (19.7%). Figure 28 shows the specific trainings received by women in each of the targeted provinces.

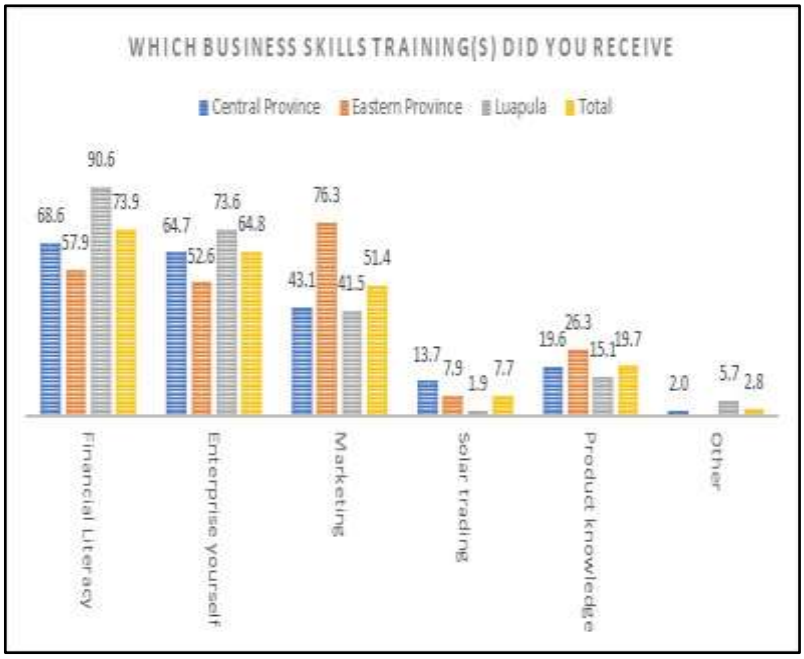


Figure 28: Proportion women who receive specific training

Quantitative data showed improved life changes on women and girls who have become self-reliant economically, putting an end to susceptibility for early marriage as a source of income. Among surveyed young women and mothers across all three provinces, the majority of them attested to the skills trainings as having changed their lives economically and socially for the better. The following were the desired positive changes noted on women and attributable to the project; (i) Became an entrepreneur (50%); (ii) Improved my knowledge (68.8%); (iii) Started a Business (72.5%), (iv) Improved my savings (75.4%) and Improved my product quality (20.3%). This is the lowest result (product quality) which means the following consolidation year should also focus on strengthening this aspect too i.e. product quality if the produce by the local entrepreneurs in this program is to be competitive. However, overall, these changes had impact on their lives as they increased their decision making powers to decide on child marriages.

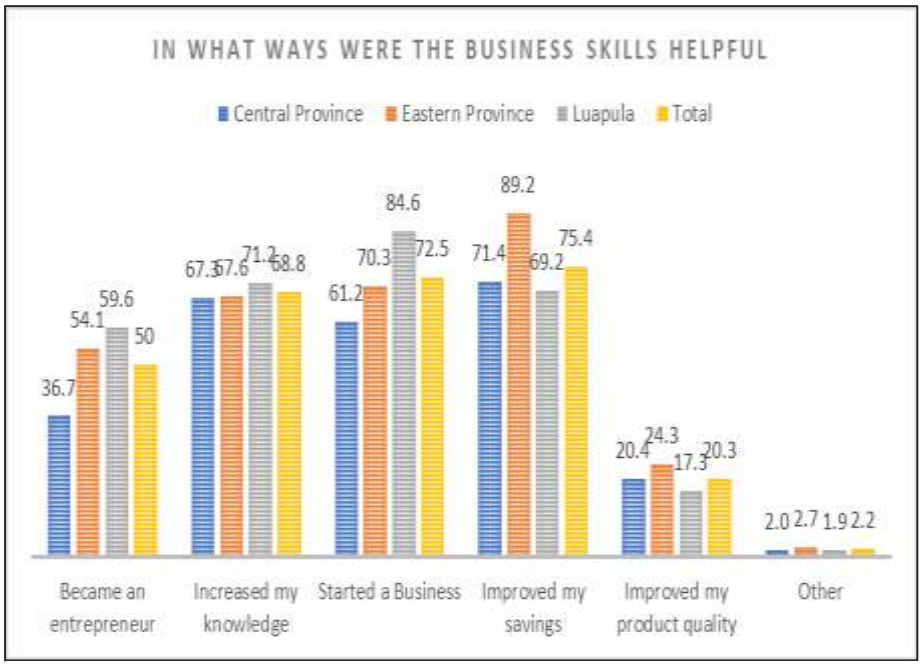


Figure 29: Use Value of Business Skills Training to Girls and Mothers

Formation of Savings Groups: An in-depth review of data indicated that the formation of Village Savings and Lending Associations, Own Savings for Asset and Wealth Creation (OSAWE) has reduced levels of children aged between 10-15 years, and also built the capacities of 1,425 mothers to become self-reliant. Further, the analysis of the OSAWE groups showed that its formation has also improved the girl's financial education capacities. Quantitative data from the field showed that 96.2% of the consulted women were involved in OSAWE, with a large proportion of them (96.6%) viewing it as either very helpful or helpful. The participation in the OSAWE groups brought substantive changes to their lives and this was attested by them during consultations across all three provinces as shown in Figure 30 Desirable changes brought include inter alia; children going back to school, household food security improving, household income improving and reinvesting into savings.

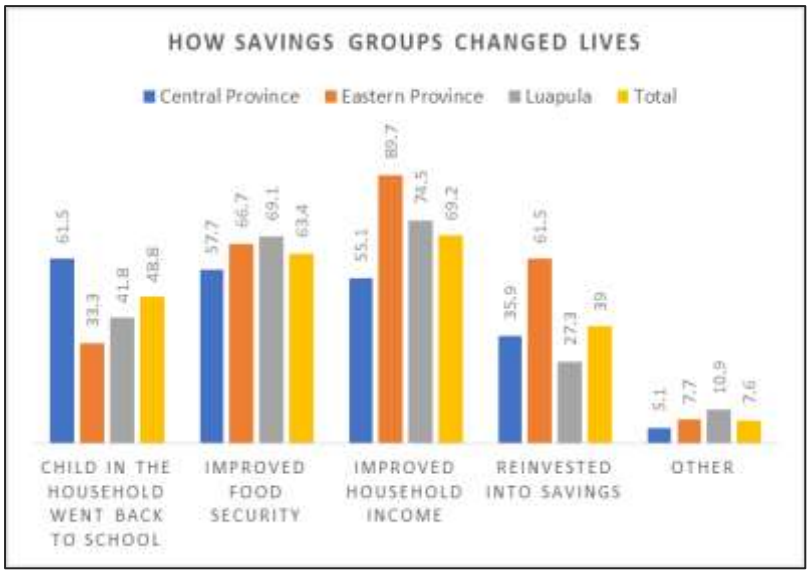


Figure 30: Impact of OSAWE on Girls and Mothers

Table 22: Summary of Results for Outcome CM.5 at Mid-Term by 30th June 2018

Results		**Baseline**	**Mid- Term**	**End-Term**	**Rating**
Thematic Area: Child Marriage					
		2016	**2018**	**2019**	
Outcomes	**Outcome Indicators**	**Status**	**Status**	**Target**	
CM.5 Youth economic empowerment	CM.5.1 # of girls participating in income generation activities	0	1981	2190	**OT**
	CM.5.2 # of girls whose parents have received support in income generation	0	1718	1750	**OT**
Overall Performance and Rating of Outcome CM.5					**OT**

KEY: OT-On Track; **POT**-Partially on Track and **NOT**-Not on Track

An analysis of performance of Outcome CM.5 shows good pace of progression. By Mid-Term, 1981 girls had participated in income generating activities against an end target of 2019. The number of girls whose parents have received support in income generation was 1718 at Mid Term, nearly close to the end of project target of 1750. Against this performance, Outcome CM.5 is likely to surpass its target by 2019.

EFFICIENCY ISSUES FOR BUILDING SKILLS & ECONOMIC RESILIENCE PROJECT.

Project resources are adequate for the coverage: As illustrated above, the Building Skills and Economic Resilience for Girls and Mothers project is delivering the targeted results in a timely manner. The target/coverage for the project is well reasonable given the resources available. The project demonstrated good absorptive rates, operating well and spending within the project planned annual budgets as follows, CY2016 (63%), CY2017 (108%) and CY2018, which is at the middle of the year-June 2018 (64%). There was an overspend of the planned budget in CY2017 (108%) because most of the CY2017 outstanding activities were pushed to the 3rd and 4th quarter of CY2017. Table 16 represents the rate of spending of allocated resources by the Building Skills and Economic Resilience for Girls (16-24 years) and Mothers Project.

Table 23: Budget Spending for Building Skills and Economic Resilience for Girls and Mothers Project.

Year	Planned Budget	Actuals Spent	Variance (+/-)	% of Budget Spent
CY 2016	-	-	-	0%
CY 2017	2 788 877	2 654 860	134 017	95%
CY 2018	1 311 944	1 222 961	88 983	93%

Delay in Disbursement of Funds: Document review and consultations observed that signing of the agreement between NNO and Plan International Zambia including realignment of the project budget took longer than expected resulting in delayed disbursement of partner grants and delays in the iimplementation of activities. This affected the timely delivery of the project activities. However, Plan International Zambia and its IPs reviewed and revised the Detailed Implementation Plans (DIPs) and budgets to take care of the delays, rolling outstanding activities for CY2016 for implementation in the 3rd and 4th quarter of CY2017.

Table 24 **summarised the overall performance of the projects, 18+ Ending Child Marriages and Building Skills & Economic Resilience for Girls (16-24) & Mothers, informed by the performance of each of their 5 outcomes.**

Table 24: Summary of 18+ Ending Child Marriage and Building Skills Projects at Mid Term

18+ Ending Child Marriage & Building Skills Project Outcomes	OT	POT	NOT
Direct Actions to stop child marriage (CM.1)	OT		
Children empowered to claim their rights (CM.2)	OT		
Stronger regulatory framework to prevent child marriages (CM.3)	OT		
Root causes of child marriages are addressed (CM.4)	OT		
Youth Economic Empowerment (CM.5)	OT		
Overall Performance of Building Skills & Eco Resilience Project	OT		

Key: OT-On Track; **POT**-Partially on Track and **NOT**-Not on Track

3.2 GENDER EQUALITY

Gender Sensitivity in project planning and Implementation, which ensured equal representation and participation: During the planning of four projects, Plan International and the IPs used the 'non-discrimination' 50-50 approach, which encouraged the participation of all members (boys and girls) especially the vulnerable groups like girls.[32]For the Child Protection & Participation Project, schools adopted the system of matron and patron to balance gender composition of CRCs leaders and equal participation amongst girls and boys. As for the Child Right Clubs CRC), across all the three provinces, of the 617 member students participating as at July 2018, 400 are girls and 217 are boys. Participation of both males and females was most noted in the CBCPC at the community level, in both training and execution of their mandate. During the training of CBCPC structures, of the 47 participants across the three provinces, 10 were females and 27 males.[33] Document review revealed that during the Capacity needs assessment and Advocacy meeting which had 19 participants across 2 provinces (Central and Eastern), 11 were females and 8 males. The same can be said for the training of the Child Justice Forum in the three provinces, which attracted 31 participants, distributed as 14 females and 16 males. Under the Promoting Girl's Education Project, membership to SAFE Clubs was noted to be almost gender even, comprising of 938 boys and 1198 girls, with these children further reaching to their 4899 peers 74 boys (2074 boys & 2825 girls). Consultations across all three provinces revealed an equal gender

[32] Ibid

[33] Plan International Zambia and ACJ (2017). Ibid.

representation in Student Councils made up of 40 members (20 girls &20 boys) per school. Regarding 18+ Ending Child Marriages and Building Skills & Economic Resilience for Girls & Mothers Projects, men were involved in the fight against child marriages. For instance, men's groups were formed in all targeted districts to raise awareness among men folk in communities on child marriage. The Building Skills Project is primarily supporting girls & mothers to strengthen their economic landscape on the same footing as their male counterparts, hence deleting their susceptibility for early marriages as an economic solution.[34]

The projects components were to a greater extent gender transformative: By targeting girls the NORAD projects are realizing equality for girls and strengthening girls' agency as in addition addressing root cases for inequality for girls. The awareness raising and community sensitization approaches to gender equality are greatly transforming negative cultural perceptions of girls and women. For Child Protection and Participation Project, awareness raising on gender equality and the importance of girls participating in decision making was ensured and subsequently resulted in more girls participating in CRCs and women in the CBCPC structures. The girls-only groups were formed to create forums where specific issues affecting girls and young women were discussed. This encouraged more girls to participate.[35] The training of teachers as matrons/patrons of the CRC and the subsequent formation of CRC in schools led to increased number of children wanting to participate in the clubs. Promoting Girl's Education Project in a bid to mainstream gender & build school based movements undertook a two-day training for SAFE club members in life skills in all 7 districts across the three province, which subsequently empowered the members on life skills, personal hygiene, gender equality, gender based violence (GBV), children's rights & child friendly schools.[36] All the four projects were noted to continually emphasise on gender awareness during all awareness meetings with parents, teachers, children and local leaders.

Construction of gender friendly infrastructure: The Promoting of Girl's Education project supported some schools with construction of a total of 20 VIP latrines with washrooms to support menstrual hygiene management for girls. The consultants noted from consultations that the aforementioned initiatives resulted in the reduction of stress for girls during menses whilst at school and eliminating probability of their absenteeism during such experiences. One of the Guidance and Counselling Teacher in Eastern Province had this to say;

> "*Menstruation management had been a problem for almost all girls at school, regarded as a curse and misfortune. It usually attracted ridicule as most girls failed to manage it, to the extent of prompting their absenteeism during such periods. The VIP latrines constructed by Plan have changed the face of things, with girls managing their menses in the cleanest way.*" **Female Guidance & Counselling Teacher at Matilyo Primary School, Kapiri: Central Province.**

Strengthening of Networks with Stakeholders Championing Gender Equality at community levels: At community level, networks were strengthened with stakeholders who are championing gender equality. For instance, at school level, FAWEZA (which focus on girl children education) is an Implementing Partner (IP) for strengthening gender equality in education. As for the 18+ Ending Child Marriage and Building Skills & Economic Resilience for Mothers & Girls Project, SWAAZ and WLSA, which are gender equality advocacy organisations, are the partner organisations who have been implementing related or like-minded programmes in the communities.

[34] Plan International Zambia (2018). Ibid
[35] Ibid
[36] Ibid

3.3 DISABILITY INCLUSION

Provision of disability platforms for child protection reporting and response: The Child Protection and Participation Project managed to provide a platform for people living with disabilities to access the services of Lifeline/Childline and participated in various activities. This was done through popularising the toll free mobile services in the communities, especially among children, resulting in most CWD, who were unable to make voice calls, to report cases to Childline (using toll free line 116) through SMS and subsequently receive the services. One of the respondent consulted had this to say;

> *"The toll free lines (116 and 993) assisted the CWD in a big way. They just write a SMS from where they are and they are responded to and the services provided to their doorstep."* **Childline Officer at Kafumbwe, Katete: Eastern Province.**

In addition, the creation of CBCPC, which are proximate to the communities, was observed to be disability-friendly to less mobile CWDs rather than far away police posts.

Capacity Building of Stakeholders in Disability Inclusion: All the four projects include components of dissemination, training and awareness raising on disability inclusion, targeting key stakeholders and beneficiaries. It was observed from consultations that children, teachers, parents, traditional leaders, and other community stakeholders and child protection service providers were trained in disability inclusion and they have become aware of its importance and interacting with CWD unlike before. However, there is still a room for improvement given low participation of CWD in project components (as pointed out earlier). In the past, the CWD were regarded as '*a curse*' and '*outcasts*' but this has since changed. The Promoting Girl's Education Project, 18+ Ending Child Marriage Project and Building Skills & Economic Resilience for Girls & Mothers Project are all raising awareness on the importance of creating safe spaces for CWDs to have equal access to education, freedom of expression and economic opportunities. The Education project is also collecting data on CWD who are enrolled in the 100 targeted schools.[37]

Involvement and Participation of CWDs and PWDs in the project: The Child Protection and Participation Project ensured the participation of CWDs in all its aspects (although there is need for improvement as pointed out earlier). In the school-based CRCs, CWDs are participating in that platform which ensures their involvement in issues relating to their own protection. Across all the three provinces, it was observed that out of the 617 members of the CRCs, 8 are CWDs as at June 2018. The target is to have 25 of them in CRCs by 2018 and 62 by 2019. However, this is rather elusive, as it was noted that most CWDs are still resisting to take part in the CRCs, either due to shyness and fear of stigma. It was, however, further observed that with help of CRCs matrons and patrons, CWDs are being encouraged to join CRCs. The Ending Child Marriage and Building Skills projects are emphasising the participation of men and women in their project components. Notably, it was observed during consultations that one group in Central Project Unit (PU) in Malombe community consisted of women with disability as members of the Savings Group. The Promoting Girl's Education is promoting access to education for girls, marginalised children and CWD. As at Mid Term, 669 CWD have been assisted to access education in the 100 targeted schools.

Involvement of Organisations of the Disabled in the Project: It was observed during consultations with programme staff and disability organisations that the Child Protection and Participation brought on board organisations which deal with disabled people in advocacy meetings and trainings at district and community levels. This ensured the sensitisation of communities and stakeholders on disability inclusion.

[37] Plan International Zambia (2018) Ibid.

Notably, the project partnered with Zambia Agency for Persons with Disability (ZAPD) in raising disability inclusion awareness in communities supported by the project across the three provinces.[38] Information provided during consultations notes that for all the 3866 members sensitised on UN CRPD, ZAPD in collaboration with Plan International, Childline, ACJ and CHIN facilitated the awareness campaigns.

Dissemination of Information: The project worked with various structures at community level to disseminate information on inclusiveness, flexibility and relationships building, to ensure disabled people are valued in the community. Children through their CRCs, participated in the promotion of rights for disabled persons including children. It has been made clear that all community members can participate in the projects regardless of their status as long as they meet other requirements such as age and gender. Dissemination of information through community & district meetings, radio programs and TV documentaries, mobile legal clinics & distribution of various materials has increased knowledge on violence against children, especially girls and CWD. This would contribute to change of behaviour on abuse prevention, identification, reporting & responding to acts of violence against children.

3.4 UNEXPECTED RESULTS (Positive & Negative)

3.4.1 Positive Unexpected Results

Awareness on the Child Helpline toll free lines in the communities led to increased reporting of child abuse: The awareness on the toll free lines have led to increased demand by community members to access toll free lines. This further increased the demand by community members for the government to provide telephone network services in the hard to reach areas. It was revealed from the consultations that the Government of the Republic of Zambia (GRZ) is reaching out to service providers such as Airtel and Zamtel to increase their network and connectivity in the areas. Some of the members were complaining on the less effectiveness of other networks which community members have SMS. One of the respondent had this to say;

> "*Airtel network here is very-very bad. Only MTN is functioning and this is disadvantaging us who are Airtel subscribers. There is need for the improved services by erecting Airtel network boosters here for effective communication.*" **CBCPC member at Lifwambula: Central Province**

As such, toll free calling has been embraced as a viable modality to report child abuse and defilement cases. Consultation with Childline staff at Katete in Eastern province revealed that the usage of toll free Helpline numbers provided room for '*Confidence Reporting*' whereby the victims or those on their behalf reported cases and action would be taken without even identifying the reporter (for those who provide tip-offs). When cases would be followed, the target will be the victim's residence and not the reporter (if the reporter requests confidentiality).

CRC Trainings led to massive participations: The training of teachers as matrons/patrons of the CRC and the subsequent formation of CRC in schools led to an increased number of children wanting to participate in the clubs, which led to overshooting the target. This was attributed to the non-discriminatory approach used to ensure that all children participate (boys, girls and CWDs). Members of the CRCs have been peer educating their mates in CP.

Ending of unruly habits from the teaching staff: The Promoting Girl's Education through its endeavour to promote quality education, led to the teaching service commission of MOGE to procure breathalysers to curb teacher beer drinking during the course of work. In addition, through the National symposium, the

[38] Plan International Zambia (2016). Child Protection and Participation Project: Annual Progress Report: January-December 2016.

MOGE's TESS, through the Scorecard issues raised from child participation in school governance, banned the use of mobile cell phones by teachers in classes during lessons.

Increased need of strategic volunteer stakeholders in child marriages (CM): It was observed that health departments have developed interest in both 18+ Ending Child Marriage and Child Protection & Participation Projects. Notably, health staff at the local clinic in Vubwi have developed interest following up on children especially girls from surrounding communities who fall pregnant before the age of 17 years. Most of the cases are reported to CBCPC, with nurses regularly calling these structures in case of noticing pregnancies below 18 years. Here is an excerpt from a Childline staff at Katete, Central Province;

> "*Through our work with Plan International, we have established youth friendly corners at clinics and hospitals such as Katete District Hospital, where youths are taught Sexual and Reproductive Health Rights (SRHR) and the need to avoid child marriages and pregnancies. These health institutions have been open in allowing us to have spaces in running our programme.* **Female Childline staff at Katete: Central Province**

Overwhelming Demand by non-targeted members to participate in projects initiatives: It was observed from consultations that there is an overwhelming demand by non-participants for the savings and lending program. This demand led to the formation of more savings groups in the communities than planned. More interested community members are being trained by the Village Agents (VAs) and forming their savings group, similar to OSAWE. The MTR notes the need to strengthen further these OSAWE initiatives as they have been well received in the community as a viable economic activity. One OSAWE facilitator in Central Province had this to say

> "*I am a teacher and an OSAWE Facilitator/Village Agent here at Chankumba Primary School. Teachers at this school have formed their savings group made of 12 members, imitating the OSAWE initiative. Being also part of them, I trained the group and it is running successfully."* **Female Teacher & OSAWE Facilitator at Chankumba School, Chisamba: Central Province**

3.4.2 Negative Unexpected Results

Creation of Legal desks (CBCPC) in new areas led to conflict with traditional leaders: The creation of legal desks in the new project areas led to conflict between paralegals and some traditional leaders as they felt that they were losing benefits (economically) from presiding over community cases. However, information obtained from consultations showed that the involvement of these traditional leaders in the CBCPC eased these tensions in most of the communities in three provinces. In addition, the traditional leaders are now aware that the paralegas/CBCPC are working voluntarily and not getting any income from presiding over child cases.

Low attendance of youths: During the community conversation and sensitisation, the attendance for the youth was observed to be low. This was mainly due to cultural norms where the young ones cannot sit in the same meeting with the older people. As such, the plan for the future is to have separate meetings, specifically targeted for the youths. The MTR thus suggest separate sessions for youths and adults in future awareness and sensitization sessions.

Increased enrolments generated cases of infrastructure shortages in schools: Wide consultations with school heads across schools visited in Central and Luapula province reveal inadequacy of infrastructure to accommodate the growing number of students. One of the school head in Central province had this to say;

> "*While we embrace increased enrolments as a positive thing, it carries with it the invention of other problems. Our classrooms and materials here are now inadequate for the growing number of students. For example, here at Lifwambula Primary school, in Grade 3, the block is partly*

roofed and despite its capacity of accommodating 40 students, it currently house 92." **Head teacher at Lifwambula Primary School; Chisamba: Central Province**

3.5 ADDED VALUE AND PARTICIPATION

3.5.1 Added Value Assessment

Plan's Added Value to LIPs: All seven LIPs reported that they had received some added value in relation to "Administrative and professional support" provided by Plan International Zambia. The most reported added value was capacity building on gender equality programming, followed by child marriage and financial management. The least reported added value was capacity building on education programming and youth economic empowerment.

No LIP reported having received capacity building from Plan on strategy or fund-raising. Three LIPs reported having joined a new alliance as a result of partnership with Plan. One LIP established contacts with duty bearers as a result of partnership with Plan and one other reported having received, while another reported improvement in power balance (North-South).

The other two components reported as having added value received by two LIPs were on "Local CSOs gain knowledge and network within the Plan network and with external networks" and "Funding synergies as a result of Plan". Therefore, the next half of the program implementation period needs to focus on enhancing capacity for fundraising and strengthening networking.

Suggestions for Plan Norway to enhance its added value to LIP and communities the level beyond country offices include sharing of best practice documentations from other countries. Plan International Zambia should consider once off meeting with NNO involving LIPs do discuss ways of enhancing value addition to the current project especially after this MTR. Figure 31 and the detailed list of added value received by the seven LIPs is presented in the annex section.

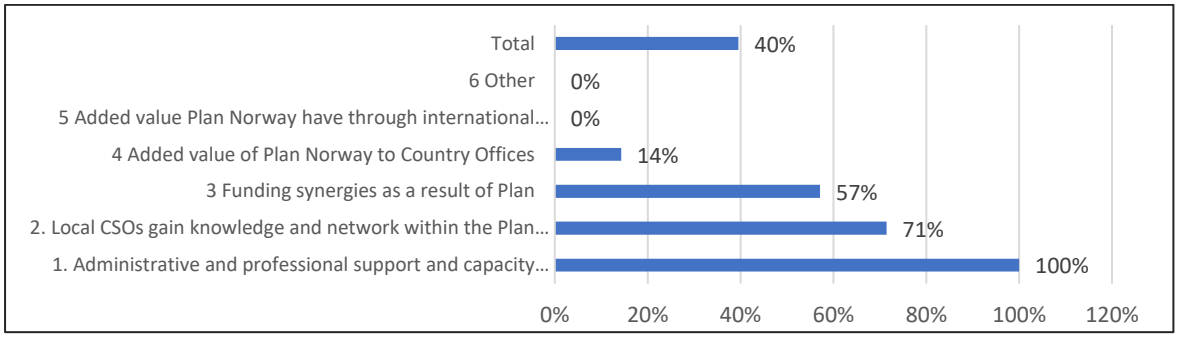


Figure 31: Added Value components reported as received by LIPs

3.5.2 Participation Assessment

Using a Participation checklist (attached), we assessed the extent to which various stakeholders were involved in the program. This is summarized in Figure 32.

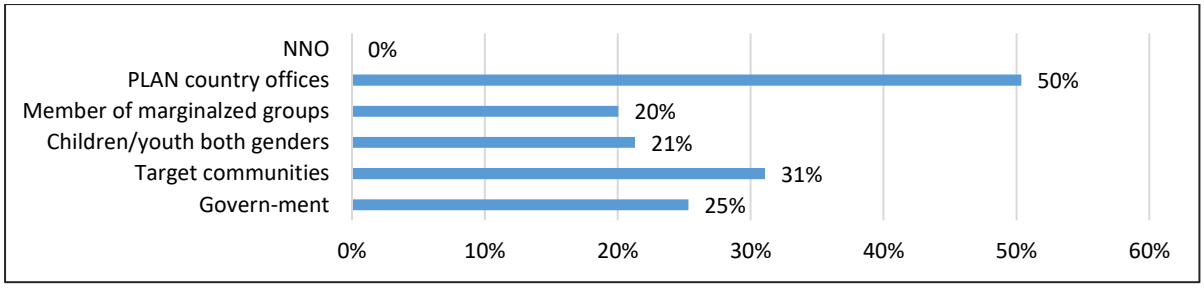


Figure 32: Extent to which stakeholders participated in the project (%)

The chart above show that LIPs have largely involved Plan International Zambia in their program design, implementation, monitoring and evaluation. There is need to review in detail the participation of vulnerable/ marginalized children who are the primary target group of the project, yet least involved. The program should design specific activities and conduct them regularly with the aim of gathering views of these children and make the program more responsive to them. There should also be a platform for dialogue between the marginalized children and the duty bearers at national and district levels. While score card is an innovative an effective platform for this dialogue, it has been limited to a few partners such as FAWEZA and ZOCS.

3.6 CROSS CUTTING ISSUES

3.6.1 Environment and Vulnerability

The NORAD projects responded well to environmental and vulnerability issues in its life cycle. The consultancy team observed the following key aspects and results.

Communities Sensitised on Disaster Risk Reduction (DRR) & Management: On the Education Project, Plan International Zambia, in consultation with ZOCS and the Disaster Mitigation Unit (DMMU), facilitated consultative meetings in community participation on DRR and Disaster Management. Subsequently, 913 members (362 males & 551 females among them 5 people with disabilities) were reached and sensitised across the three provinces.[39] They were empowered with the knowledge and skill to respond and handle disasters in schools and communities.

The project was vulnerability responsive: Consultations observed that the Education Project accommodated the needs of the disabled, the marginalised and women/girls. The project constructed 20 double VIP latrines with washrooms and ramps to enable children on wheelchairs to access the facilities. Specifically, the project embarked on the rehabilitation of a 1x4 classroom block at Kanakantapa Primary school to increase learning space, and accessibility of the facility to CWD through putting up ramps.[40]

The project provided sensitisation on the need to protect the environment: Consultations revealed much progress in sensitisation of communities & schools on the need to be environmental friendly. For the Child Protection and Participation Project, awareness raising meetings were held across all the three provinces with girls and communities on menstrual hygiene management and environmental friendly initiatives respectively, which sensitised them on the best solid waste disposal options of the sanitary pad

[39] Plan International Zambia (2018). Ibid
[40] Plan International Zambia (2018). Ibid

and disposable napkins.[41] As for the Ending Child Marriage Project, climate change was well addressed through supporting the sale of solar lamps in the communities, thus promoting use of is clean energy.[42] The Child Protection and Participation Project also raised awareness on the impact of environmental defects that the children participate in unknowingly, for example, unhealthy disposal of litter that may cause outbreak of diseases or increase carbon footage. The project also supported the use of local materials in training to minimise the effect of non-biodegradable materials on the environment.

Communities successfully implementing climate change adaptation projects: For Building Economic Resilience for Girls (16-24) and Mothers Project, two observed communities in Central Province in Chisamba successfully implemented a climate change adaptation project focusing on protection of the environment and natural resources. It was observed across the three provinces that at most OSAWE groups meetings, environmental sessions discouraging cutting of trees for charcoal were a norm, and emphasis given on the need to engage in alternative sources of livelihoods like gardening.

3.6.2 Sustainability

The following are the key positive elements of sustainability as analysed by the team of consultants.

Use of the Government of the Republic of Zambia structures in the delivery of the project was the greatest pillar for sustainability: The projects have demonstrated working closely with the relevant government Ministries, Units and departments in the delivery of the project both at community and school levels. The implementation of the four NORAD supported projects have worked closely with the education ministry involving regional and district senior officials. The DRCCs were central in the delivery of the school- based initiatives. The Safe Schools Frameworks has equally involved the relevant government department for DRR. The project has worked with DMMU in building the capacities of schools in safety and disaster risk reduction. At the school level, the project did not establish new project coordination structures but have worked through the already existing SHN and Guidance and Counselling structures.

Contribution to the operationalisation of GRZ policy provisions which were not as active: Consultations with the stakeholders especially the DEBS and Head Teachers revealed that the aspects of school governance in schools was not new. It is part of the provisions of the Education Act of 2011, whose enforcement is relatively weak. The education project, with the establishment of strong school governance structures has contributed to the operationalisation of the GRZ Education Act of 2011. Child protection and gender equality issues are all enshrined in the Zambia's constitutional provisions. The work done through WILSA in educating communities on legal provision with respect to child abuse and legal age of marriages also contributed to the implementation of the laws and policies to include issues of defilement and age of marriage. In 1997, the GRZ introduced the re-entry that requires all schools to grant girls maternity leave and re-admit them to access education. The programme campaign and community sensitisation for enrolment of girls who had dropped out of school due to teen pregnancies or marriages was reinforcing the implementation of the policy. All other aspects of the projects to include Safe Schools Framework, child protection infrastructure improvement in schools all are within the policy provisions of the GRZ.

Involvement of Traditional leaders as torch bearers to address problems of child marriages. The project is working closely with the Chiefs and Traditional Affairs Ministry. Consultations with this Ministry confirmed the strong relationship between the project and the involvement of chiefs in the fight against

[41] Plan International Zambia (2017). Child Protection and Participation Project January to December 2016.
[42] Plan International Zambia (2018). Ibid

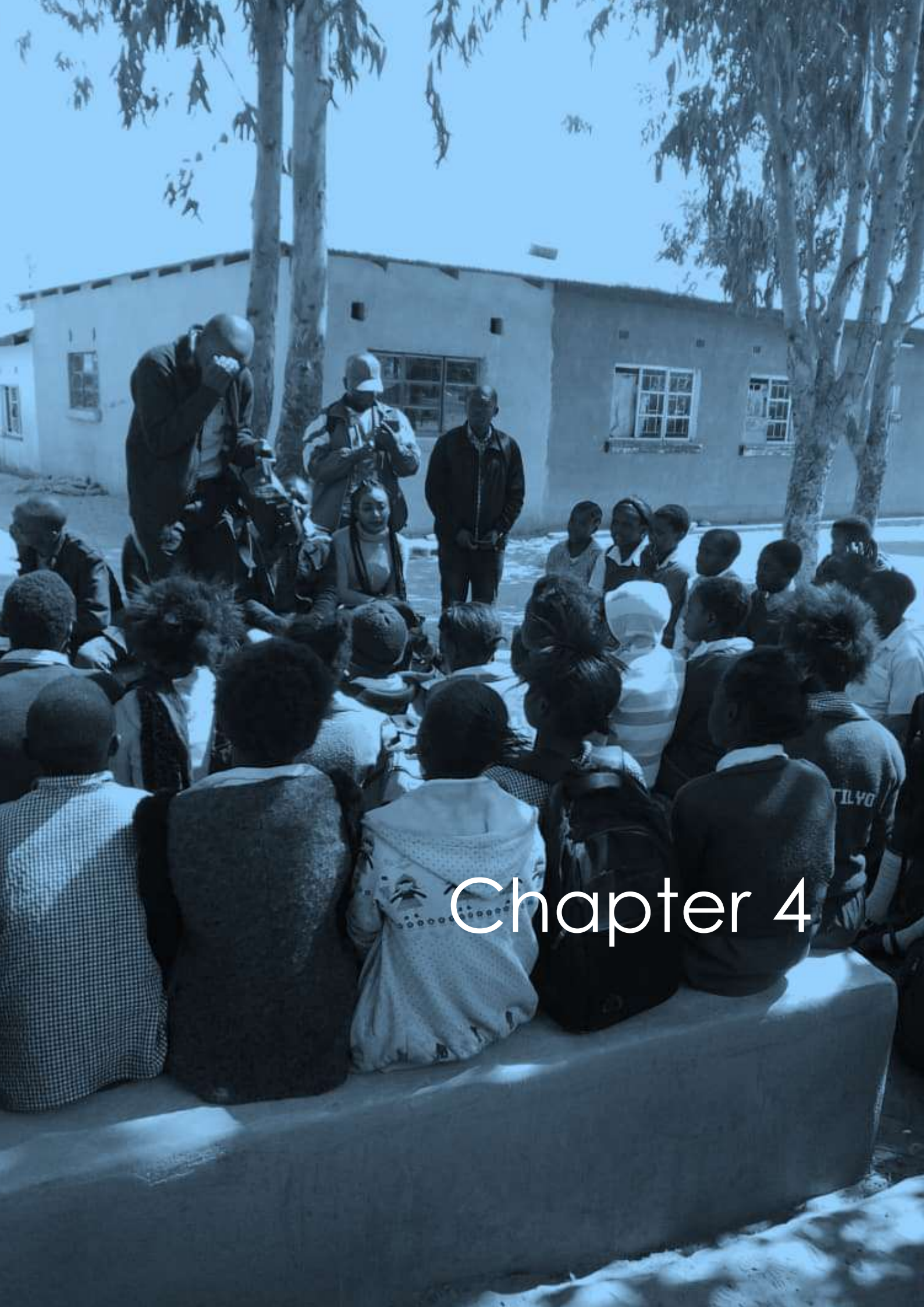
marriage of under age children, with Chiefs being viewed as ambassadors championing this challenge. There were many reported cases of chiefs dissolving unlawful marriages. The punishments given to parents who marry off under age children are harsh enough to deter these unacceptable practices. Some chiefs were reported to be putting in place by-laws for prohibiting marrying off under age children.

Building capacities in both schools and communities to address the development problem that the projects are addressing. The value and ethos of the project components have been integrated into the school system. Most Head Masters applauded the establishment of various clubs Safe Club, DRR club, Child Rights and noted that the project had assisted in creating ex-curriculum activities for the school which were minimal. The CAGs have become a strong community structure linking community and the schools communities. This has led to the communities appreciating more the issues affecting their children. Capacities of school, management structures have been enhanced through various training across the for project areas.

The following are potential areas for strengthening sustainability of the project.

Absence of a clear and explicit exit strategy for the project: The project has accomplished the greater part of its outputs by mid-term, thereby systematically contribution to the achievement of the set outcomes. The impact at mid-term was unquestionable. However the project is being implemented in only few districts of the selected regions. For replication of good practice, more capacity training to provincial and district level education officer and school zones should be considered. Exchange visits by non-participating schools to schools implementing NORAD projects could also increase opportunities for replication by non-targeted schools.

Enhancing Capacities of schools and their supportive communities to support improvement of infrastructure in innovative ways: Improving the school infrastructure in target schools was a very welcome initiative especially against the backdrop of the dire state of school infrastructure in most schools. However construction by nature is very expensive and demanding. Even after Plan supported initiatives, the problem of inadequate infrastructure remains unresolved. However, the field consultation witnessed positive efforts in school infrastructure development. The assessment also noted the current government grants provided to rural school about US100.00 per quarter were inadequate to see a revolutionary change in infrastructure provision. The evaluation noted that PTAs, CAGs school councils had become great change agents in the school communities that they served. Moving forward, it would yield more results if schools and communities would be encouraged to find innovative approaches (approaching private sector, politicians and old boys and girls who have made it to give back to their communities) to raise funds to improve the infrastructure for their schools. These are skills and capacities which could change the face of schools infrastructure.



Chapter 4

4. LESSON LEARNT AND BEST PRACTICES

4.1 LESSONS LEARNT

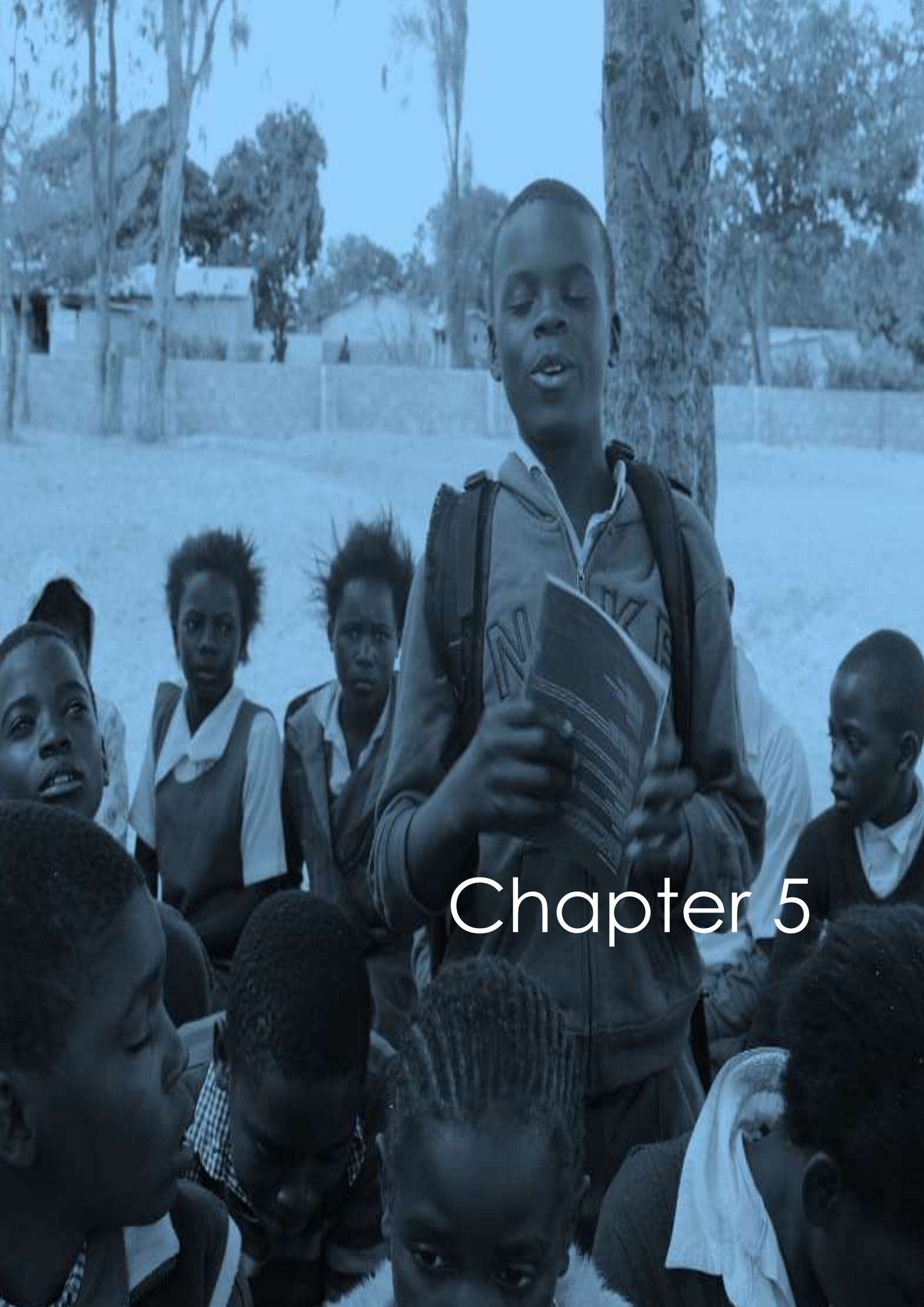
i. Strengthening of the local and community-based structures and referral system does increase timely reporting and response on child protection issues by the various actors / structures within the informal and formal child protection systems.
ii. Delayed retirement of project expenditure negatively affects timely delivery of the project. This may results in rushed project implementation which may not have the same results compared to project implementation that is not rushed.
iii. Good project intervention, such as improvement of infrastructure in schools, has motivated schools to look for own resources to improve school infrastructure
iv. The school & community project structures (CAGs, CBCPCs; Paralegals; PTA, school councils, School clubs) were the backbone for project success across NORAD framework projects.
v. Promotion of safe spaces, access to economic opportunities, peer mentorship and training and girls' engagement in advocacy and communication are a key to ending child marriages.
vi. Traditional leaders are the key targets for awareness raising in order to address the cultural practices that perpetuate gender inequality such as child marriages.
vii. Access to formal and informal income generating activities can contribute to increasing the capacity of household level economy.

4.2 BEST PRACTICES

1. **Working with Strategic Partners within already established structures in the communities:** Plan International Zambia, to ensure effectiveness and efficiency, roped in strategic IPs who already have experience in working in CP issues in the communities for a number of years. These are ACJ, CHIN & Childline who have been championing CP in Zambian communities. This again ensured fluidity of activities.

2. **Roping in influential key stakeholders in project ensured project buy-in:** The involvement of policy makers (government) and cultural gate keepers (traditional leaders) as key members in the project was a good practice which generated massive success for the project. These stakeholders received the project well due to the aforementioned. Consultations noted that traditional leaders are members of the CBCPC while in Central Province, chiefs such as Chief Chamuka were noted as 'Champions of the Project.' At national, provincial and district levels, the key government ministries and departments were actively involved.

3. **Working closely with Government entities in project delivery builds the basis for sustainability and continuity:** Throughout the project, Plan and Partners worked closely with government ministries, departments and units in the joint delivery of the project. This allows for continuity and replication of the project in districts which were not part of the targeted schools by the relevant ministry department and units.



Chapter 5

5. CONCLUSION AND RECOMMENDATIONS

PROJECT MANAGEMENT: Overall, at Mid Term the Norad Framework project is being managed well. Plan is implementing the projects in partnership with LIPs who have the relevant experience in the areas of their support. The LIPs have organisational goals that align well to the project objectives. There is a quarterly M&E Technical Working group established by Plan which helps in ensuring adequacy of contact. Plan has put in motion efforts for community based participatory M&E of the projects. Refresher courses have already been conducted for the PM&EGs. The MTR also noted that the LIPs have various strategies for avoidance of corruption to ensure resources are used for the purposes for which they are intended. The following are the key recommendations for project management;

i. Enhance the capacities of LIPs in project monitoring
ii. Decentralise M&E to LIPs level and provide M&E dedicated line budgets
iii. Develop standardised projects reporting formats for LIPs
iv. Improve M&E systems to include real time MIS
v. Include in annual stakeholder review meetings sessions on 'outcome harvesting' to track trends and or set outcome results.

EFFECTIVENESS AND EFFICIENCY: At Mid Term, the evaluation observed that the project was generally on track to meeting the set project outcomes by project in 2019.

Project Name	OT	POT	NOT
Promoting Girls Education	OT		
Child Protection	OT		
18+ Ending Child Marriage	OT		
Building Skills and Economic	OT		
	OT		

Key: OT-On Track; **POT**-Partially on Track; **NOT**-Not on Track;

Across all the four projects, the strong community and school coordinating and implementing structures contributed to the effective implementation of the project.

Promoting Girls Education was a complex and huge project which saw a huge success in areas of enrolment of learners, operationalisation of good governance policy in schools, strengthening girl friendly infrastructure, improvement of pass rates in schools, implementation of Safe Schools framework. The project is slightly lagging behind the implementation of planned activities. However a strategy is already in place for supporting the LIP with the execution of the activities. Overall, the project is on track of meeting set targets for the outcome by the end of the project in 2019.

Child Protection and Participation: The child protection improved protection and participation in decision making of children and girls, including those with disabilities. The project improved coordination among various stakeholders on CP, which also led to the harmonisation of some formal and informal laws related to CP. The communities and schools have become child, girl and disability friendly because of the awareness campaigns and trainings conducted. The formation of CBCPC led to the decentralisation of CP systems and services, which then resulted in increased reporting and response to CP cases. Moreover, the project increased the substantive and meaningful participation of children in their own protection through CRCs, which enhanced their self-protection and increased knowledge of their rights. Noted challenges included lack of resources, continued dual practice of customary & statutory law, continued child rights violations, staff turnovers, limited Implementing Partners (IPs) skills in CP and unwillingness of CWD to participate.

18+ Ending Child Marriage and Building Skills & Economic Resilience for Girls & Mothers: The projects involved multi-pronged strategies to include: community sensitisation and advocacy to end child marriages; supporting out of school girls aged 18-24 with economic activities to delay early marriages; supporting mothers of school going children with economic empowerment to enhance their capacities to keep their children in school. Key achievement on these two related projects include: protecting girls against pre-mature marriages; chiefs playing a pivotal role in changing community attitudes towards marrying off under age children; increased community awareness on the dangers of child marriages; establishment of strong reporting and referral systems to end child marriages and formation of strong Savings groups for economic empowerment of young girls & mothers.

Key Recommendations: Following the discussion above, the following are the key recommendations:

i. There is need for Plan International to develop a clear strategy for supporting families of re-enrolled children especially OVC and children from poor families to keep them in school.
ii. Build the capacity of CP structures on child protection especially on coordination skills, transport and communication support, especially for CBCP members
iii. There is need for continued efforts towards harmonisation of formal and informal laws relating to child protection issues.
iv. Plan International should consider lobbying for the MOGE to include Child Rights Club activities in the school timetable.

GENDER EQUALITY: Overall, all the NORAD projects integrated gender equality principles in designing, planning and implementation. Most project monitoring reports disaggregated data by sex. Key stakeholders capacities on gender related issues was enhanced. The projects were gender sensitive in design, planning and implementation of activities and interventions. The MTR noted inclusive representation and participation of males and females in CBCPs, CRCs, Student Councils, CAGs and SAFE Clubs. Gender awareness was promoted during awareness meetings with parents, teachers, children and local leaders. The Promoting Girl's Education project successfully embarked on the construction of gender friendly infrastructure, notably 20 VIP latrines with washrooms to support cleaner menstrual hygiene management (MHM) for girls, which reduced their menses stress and absenteeism (in cases of experiencing menses). The projects significantly strengthened networks with stakeholders championing gender equality at community levels. As for the 18+ Ending Child Project and Building Skills and Economic Resilience for Girls and Mothers projects, SWAAZ and WILSA, which are gender equality advocacy organisation, were involved. Overall, **NORAD projects were gender equality sensitive** in their design, planning and implementation

DISABILITY INCLUSION: The project provided for the provision of disability platforms for CP reporting and response. This was done through popularising the toll free mobile services (116 toll free number) in the communities especially among children, resulting in CWD who were unable to make voice calls reporting cases to Childline and subsequent action taken. The capacities of several stakeholders (teachers, parents, community leaders, communities & CP service providers) in disability inclusion was enhanced. All the 4 projects included representation and participation of people with disabilities (PWDs). The MTR noted 8 CWD participating in CRCs. Despite the observed progress on disability inclusion, the MTR noted the following challenges to include; on Outcome E.2 (Improved Quality Education), only 669 CWDs were reached against a target of 3,000 by 2019. Outcome E.3 (Improving Capacity for School Inclusion) only reports 669 CWDs in schools were disability inclusion is practices against a target of 3000 by 2019. A lot of children with disabilities were reported to be still in communities (out of school), due to the gravity of their statuses beyond management by schools. For those CWDs who were enrolled in schools, they showed unwillingness to participate in projects activities such as CRCs and Student Councils. The following are the recommendations for disability inclusion;

i. Plan projects should advocate to the MOGE on the need to mainstream disability inclusion skills in teacher training or provide refresher courses to teachers in order to address the glaring gap in teachers with skills for dealing with CWDs.
ii. More efforts should be put in generating CWD in homes to enroll in schools.
iii. Plan should consider supporting schools to come up with cost-effective approaches to improve school infrastructure to accommodate CWDs (classrooms, toilets with ramps; etc.)
iv. Plan International should consider commissioning a dedicated assessment f CWD in schools and those that remain un-enrolled in communities, with the aim of finding a positive way forward for CWD.

UNEXPECTED RESULTS: The Student Councils report on poor behaviour by teachers through the Score Card contributed to improved service delivery by teachers who reduced unprofessional behaviours. The MOGE through TESS, responding to Score Card information, banned the use of cell phones by teachers in classes. The popularisation of toll free lines (116) by Childline in communities, led to increased reporting and response on CP cases. More stakeholders developed keen interest in ending child marriages, such as health departments and staff reporting on child pregnancies to CBCPC to make follow-ups. The created CBCPC in new areas led to potential conflict with traditional who viewed them as challenging their roles in presiding CP cases.

ADDED VALUE AND PARTICIPATION: The Added Value components for LIPs were reported as; enhancement in administrative and professional support (100%), knowledge on networks (71%), funding synergies as a result of Plan projects (57%) and added value of NNO to country offices (14%)**.** Using the Plan International Participation Checklist, the MTR notes the following participation levels; Plan Country Office staff (50%), Members of marginalised groups (20%), children (21%), target communities (31%) and government (25%). However, the MTR notes relatively low participation of marginalised and vulnerable children including CWDs who are the primary targets of the projects. Key recommendations noted are as follows;

i. The project should consider designing specific platforms which can increase child participation in the project.
ii. There should be a platform for dialogue between marginalised children and duty bearers at national and district levels.

CROSS CUTTING ISSUES: *Environment and Vulnerability to Climate Change:* Communities were sensitised on Disaster Disk Reduction and Management (DRRM). The NORAD projects were vulnerability responsive, contributing to girls and disability friendly facilities. The projects provide sensitisation on the need to protect the environment to include correct disposal of sanitary pads and disposable napkins; supporting sale of solar lamps (cleaner energy) and use of local materials in training. The MTR notes that the communities are successfully implementing climate change adaptation projects through the Building Skills and Economic Resilience Projects. *Sustainability*: The MTR notes a high level of sustainability of the NORAD projects. The use of the GRZ structures in the delivery of the project is the strongest pillar for sustainability. The project contributes to the operationalisation of the GRZ legal and policy provisions (Marriage Act of 2015; Juvenile Justice Act of 1956; National Child Policy of 2006; the Education Act of 2011, the National strategy on ending child marriages of 2016-2021). The involvement of traditional leaders as torch bearers to address problems of child marriages is key to sustainability and continuity. Traditional leaders are highly respected and their position is taken seriously by their subjects. Traditional leaders are already working on by-laws that would create child marriage free zones. The project has created strong structures at both district, community and school levels which have contributed towards building strong knowledge base for addressing the development challenges the project is working on.

ANNEXES

ANNEX 1 LIST OF PEOPLE INTERVIEWED

Name	Position	Organisation	Sex	Location	Region
Mr. Fabiano Mwanza	Program Manager	FAWE Zambia; Lusaka Office	**M**	National	N/A
Mr. Mulumba Mwangilima	Finance Officer	FAWE Zambia, Lusaka Office	**M**	National	N/A
Brighton Ilukena	M&E Manager	ZOCs, Lusaka Office	**M**	National	N/A
Jeremia Nkonkesha	M&E Officer	ZOCs, Lusaka Office	**M**	National	N/A
Abigail Kaputa	Finance officer	ACJ, Lusaka Office	**F**	National	N/A
Clara Kabembo	Program Coordinator	ACJ, Lusaka Office	**F**	National	N/A
Josphat Ndovu	Executive Director	ACJ, Lusaka Office	**M**	National	N/A
Don Miyanda	Program Manager	Lifeline/ Childline, Lusaka Office	**M**	National	N/A
Beston Banda;	Program Manager and acting Executive Director	CHIN, Lusaka Office	**M**	National	N/A
Chimpinde Sakala;	Program Assistant	CHIN, Lusaka Office	**M**	National	N/A
Elizabeth Mbewe	Program Assistants	CHIN, Lusaka Office	**F**	National	N/A
Zelipa Mwape	Program Officer,	SWAAZ; Lusaka Office	**F**	National	N/A
Winfred Silumbwe	Finance and Admin Officer	SWAAZ; Lusaka Office	**M**	National	N/A
Martha Mugala	Project Accountant	WLSA; Lusaka Office	**F**	National	N/A
Douglas Chiwama	Project Officer,	WLSA; Lusaka Office	**M**	National	N/A
Dongo Yezi	Champion of Change, Regional Coordinator	Plan International Zambia, Lusaka Office	**F**	National	N/A
Annely Chibwe	Education Program Manager	Plan International Zambia, Lusaka Office	**F**	National	N/A
Robson Nyirenda	Economic Empowerment & Youth Security Program Manager	Plan International Zambia, Lusaka Office	**M**	National	N/A
Gilbert Silwamba	M&E Officer	Plan International Zambia, Lusaka Office	**M**	National	N/A
Gillas Chiwele	Gender Child Develop Officer	Min of Sport, Youth & Child Development	**M**	Chipata	Eastern
Charles Makwenda	Planner	Ministry of General Education	**M**	Vubwi	Eastern
Melody Moyo	Community Development Assistant	Min of Community Dev & Social Welfare	**F**	Vubwi	Eastern
Mwima Mtine	Provincial HuB Officer NYDC	Min of Sport, Youth & Child Development	**M**	Chipata	Eastern
Mackdon Himoonga	Victim Support Police Officer	Ministry of Home Affiars	**M**	Katete	Eastern
Cornwell Fula	District Guidance and Counselling Coordinator	Ministry of General Education	**M**	Chibombo	Central
Ariel Tembo	Provincial Gender Child Development Coordinator	Min of Sport, Youth & Child Development	**M**	Chipata	Eastern
John Mahachi	District Resource Center Coordinator	Ministry of General Education	**M**	Kapiri Mposhi	Central
Cecilia Phiri	News Editor	Mphangwe Community Radio	**F**	Katete	Eastern

Name	Position	Organisation	Sex	Location	Region
Mike Like	District Resource Center Coordinator	Ministry of General Education	**M**	Chisamba	Central
Allan Jere	Program Coordinator Child Development	Min of Sport, Youth & Child Development	**M**	Kabwe	Central
Mupatwa .P. Shamatulu	Headman	Min of Chiefs and Traditional Affairs	**M**	Chibombo	Central
Banda Tilele	Headwoman Ngululu Village	Min of Chiefs and Traditional Affairs	**M**	Katete	Eastern
Nkhoma Alumankio	Headman Alick Village	Min of Chiefs and Traditional Affairs	**M**	Katete	Eastern
Christopher Lungu	Programme Area Manager-Central	Plan International Zambia	**M**	Kabwe	Central
Richard Kalyata	Programme Area Manager	Plan International Zambia	**M**	Chipata	Eastern
Pamela Luputa	Programme/Field Officer	Childline	**F**	Katete	Eastern
Partson Botha	CRC Patron-Kafumbwe Pry School	Ministry of General Education	**M**	Katete	Eastern
Chitule Mwale	Guidance & Couselling Teacher- Mbozi Pry Sch	Ministry of General Education	**F**	Vubwi	Eastern
Febby Chizenga	Head teacher-Matilyo Pry Sch	Ministry of General Education	**F**	Kapiri	Central
Joseph Mwanza	Head teacher-Mbozi Pry Sch	Ministry of General Education	**M**	Vubwi	Central
Mr Banda	Head teacher-Chikonkomene Pry Sch	Ministry of General Education	**M**	Chisamba	Central
Gillas Chiwele	Gender Child Develop Officer	Min of Sport, Youth & Child Development	**M**	Chipata	Eastern
Daniel Phiri	Project Coordinator	ZOCS, Mansa Office	**M**	Mansa	Luapula
Tinah Nawale	Field Officer	WLSA, Mansa Office	**F**	Mansa	Luapula
Severian Masesa	DEBS	Ministry of General Education	**M**	Mansa	Luapula
James Muira	Senior Building Officer	Ministry of General Education	**M**	Mansa	Luapula
Chanser Chivesa	Senior Education Officer	Ministry of General Education	**M**	Mansa	Luapula
Chieftaness Mwenda	Chief	Ministry of Chiefs & Traditional Affairs		Kapili	Luapula
Margaret Nsamwa Mumbi	Chief's Affairs Officer	Ministry of Chiefs & Traditional Affairs	**F**	Mansa	Luapula
Edmund Banda	Chairperson, PCPC	Min of Sport, Youth & Child Development	**M**	Mansa	Luapula
Moses Chama	Head teacher-Lubende Primary School	Ministry of General Education	**M**	Mansa	Luapula
Jack Mbulo	News Manager	KFM Zambia Media	**M**	Mansa	Luapula
Vincent Kapungwe	Deputy Director	KFM Zambia Media	**M**	Mansa	Luapula
Charles Kakulwa	DEBS	Ministry of General Education	**M**	Chembe	Luapula
Willy Nkhomo	District Planner	Ministry of General Education	**M**	Chembe	Luapula
Victoria Chansa	District Resource Centre Coodinator	Ministry of General Education	**F**	Chembe	Luapula
George Mwangula	DEBS	Ministry of General Education	**M**	Chipili	Luapula

Name	Position	Organisation	Sex	Location	Region
Bressford Nkonge	Deputy head teacher-Chembe Primary School	Ministry of General Education	**M**	Chembe	Luapula
Marvellous Mutale	PTA Member	Ministry of General Education	**M**	Chembe	Luapula
Fredrick Mutale	SHN Coordinator-Chembe Primary School	Ministry of General Education	**M**	Chembe	Luapula
Modest Chilufya	CAG Chairperson	Ministry of General Education	**M**	Chembe	Luapula
Musonde Mavengwa	SHN Coordinator	Ministry of General Education	**M**	Chembe	Luapula
Eversit Kapopo	CAG Secretary	Ministry of General Education	**F**	Chembe	Luapula
Susan Lumbeta	Head teacher-Chipili Pry School	Ministry of General Education	**F**	Chipili	Luapula
Anna Mowa	Deputy head teacher	Ministry of General Education	**F**	Chipili	Luapula
Idan Mushanga	Guidance Teacher- Chipili Primary School	Ministry of General Education	**F**	Chipili	Luapula
Lucy Mwelawa	Teacher-Chipili Pry School	Ministry of General Education	**F**	Chipili	Luapula
Victoria Sengwe	ZOCS Coordinator	ZOCS	**F**	Chipili	Luapula
E.Kalunga	District Resource Coordinator (DRCC	Ministry of General Education	**M**	Chipili	Luapula
Mr Schishola. N	Deputy head teacher-Kanshimba Pry Sch	Ministry of General Education	**M**	Chipili	Luapula
Siliye Phiri	Guidance & Counselling Teacher- Kanshimba Sch	Ministry of General Education	**M**	Chipili	Luapula
Rueben Kunda	CAG Secretary- Kanshimba Pry Sch	Ministry of General Education	**M**	Chipili	Luapula
Sishemo Indala	Programme Coordinator	Plan International Zambia-Luapula Office	**F**	Mansa	Luapula
Brian Zulu	Sponsorship Coordinator	Plan International Zambia-Luapula Office	**F**	Mansa	Luapula
Emmanuel Kahilu	Child Protection and Participation Coordinator	Plan International Zambia-Luapula Office	**M**	Mansa	Luapula
George Wamburi	Head teacher	Min of Gen Education	**M**	Mansa	Luapula
Godfrey Chilame	Deputy teacher	Min of Gen Education	**M**	Mansa	Luapula

ANNEX 2 LIST OF DOCUMENTS REVIEWED

1) Government of Zambia (2014). Zambia Demographic Health Survey (ZDHS) Report 2013-2014
2) Plan International (2017). Zambia Project 1- Inclusive Education: Promoting Girls' Education
3) Plan International (2017). Zambia Project 3- 18+ Fighting Child Marriages in Zambia.
4) Plan International (2017): Zambia Project 2-18+ Child Protection and Participation
5) Plan International Zambia (2016). Child Protection and Participation Project: Annual Progress Report: January-December 2016
6) Plan International Zambia (2018). Updated Results Framework
7) Plan- ZOCS Annual reports: i) Inclusive Education: Promoting Girls Education Project Progress Report: Annual Reports January 2017 to December 2017 and July 2017 to June 2018.
8) Plan, Luapula PU (July 2018) Project Update for the project Promoting Girls Education.
9) The Global Citizen (2015). 9 Key Issues affecting Girls and Women around the World.
10) UNESCO Zambia (2016). Zambia Education Policy Review: Paving the Way for SDG 4- Education 2030.
11) UNICEF (2015). Child Protection: The Case for Support.

ANNEX 3 EVALUATION WORK PLAN

Primson Management Services undertook the evaluation of the NORAD funded projects in the months of July and August 2018. The firm was contracted by Plan International Zambia. The Gantt chart (Table 22 represent the evaluation milestones and timelines from the inception phase to the finalisation stage. The teams were split into two to undertake data collection across the entire three provinces. **Team 1,** consisting of 2 key experts, Dr Jimmy Chulu and Mr Samson Marufu, oversaw data collection in Eastern and Central provinces, while **Team 2**, also comprising of 2 key experts, Dr Neddy Matshalaga and a key National Research Expert undertook data collection in Luapula province. **One key expert,** Dr Samuel Munyuwiny was responsible for data collection at national level (done concurrently with district & community level data collection). After data collection, the consultancy team undertook data analysis and report writing at their home bases. A PowerPoint Presentation of the Final Report will be developed and presented by the Team Leader at Plan International Zambia office during a Validation Workshop. The weeks taken by the institution to finalise the assignment are also shown in the below Work Plan

Table 25: Evaluation Work Plan

Phase/Activities	Timelines	Weeks										
	2018	1	2	3	4	5	6	7	8	9	10	11
Phase 1: Inception Phase and Desk Review												
Literature Review & secondary data gathering	6-8 July											
Draft Inception Report Development (Plan & Tools)	8-10 July											
Submission of the Draft Inception Report for Review	10 July											
Review of the Draft Inception Report	10-11 July											
Inception Meeting with Client via Skype	12 July											
Incorporation of Comments from Stakeholders	13-14 July											
Finalisation & Submission of the Inception Report	15 July											
International Team members travel to Zambia	15 July											
Phase 2: Data Collection Phase												
Central Province												
Travel to Central Province for Data collection	16 July											
Training of Enumerators for Central & Eastern Provinces	17 July											
District & Community level data collection	18-23 July											
Travel from Central Province to Eastern Province	24 July											
Eastern Province												
District & Community level data collection	25-28 July											
Travel from Eastern Province to Lusaka (National)	29 July											
Luapula Province												
Travel to Luapula Province	16 July											
Training of the National Enumerators	18 July											
District & Community level data collection	20-28 July											
Travel from Luapula province to Lusaka	29 July											
National Level Data Collection												
Data Collection at National Level	16-19 July											
Phase 3: Reporting/Post-Mission Phase												
Team Members travel to Home basis	30 July											
Data Analysis & Development of the Draft Report	31 July-9 Aug											
Submission and Review of the Draft Study Report	10-17 Aug											
Incorporation of Comments from Stakeholders	18-19 Aug											
Team Leader travel to Zambia for presentation	20 Aug											
Presentation of the Final Report in PowerPoint	21 Aug											
Finalisation & Submission of the Study Report	22-23 Aug											

ANNEX 4 ADDED VALUE ASSESSMENT TOOL

Thematic area:	**Plan's Added Value (Instruction: indicate integer "1" where the form of capacity building was received from Plan International and "0" where it was not received)**				
Thematic goal:	What are the benefits beyond funding				
Results			**Tally**	**Proportion of LIP Reporting (%)**	**Notes**
Outcomes	**Outcome indicator capacity building intervention contributes to:**	**Form of Capacity Building Received by CSO Implementing from Plan International**	**Yes**		**Additional information related to the indicator**
1. Administrative and professional support and capacity building provided by Plan to local CSOs	1.1 CSOs assessment of capacity gained through Plan International Zambia office.	1.1.1 Received capacity building from Plan on gender equality programming	**7**	**100%**	
		1.1.2 Received capacity building from Plan on inclusion of people with disabilities in programming	**5**	**71%**	
		1.1.3 Received capacity building from Plan on advocacy	**2**	**29%**	
		1.1.4 Received capacity building from Plan on child protection	**2**	**29%**	
		1.1.5 Received capacity building from Plan on education	**1**	**14%**	
		1.1.6 Received capacity building from Plan on child marriage	**6**	**86%**	
		1.1.7 Received capacity building from Plan on safe schools	**4**	**57%**	
		1.1.8 Received capacity building from Plan on youth economic empowerment	**1**	**14%**	
		1.1.9 Received capacity building from Plan on financial management	**6**	**86%**	

		1.1.10 Received capacity building from Plan on programme management	**5**	**71%**	
		1.1.11 Received capacity building from Plan on results management	**5**	**71%**	
		1.1.12 Received capacity building from Plan on strategy or fund-raising	**0**	**0%**	
	1.2 Number of partner CSOs that have increased their influence towards duty bearers	1.2.1 Your organization joined a new networks/alliance as a result of partnership with Plan	**3**	**43%**	
		1.2.2 Your organization established contacts with duty bearers as a result of partnership with Plan	**1**	**14%**	
	1.3 Number of project or programmes that reported improvement in power balance North-South	1.3.1 Your organization has improved in participation (in decision making to influence)	**0**	**0%**	
		1.3.2 Your organization has improved in innovation	**0**	**0%**	
		1.3.3 Your organization has improved in inclusion	**0**	**0%**	
		1.3.4 Your organization has improved in mutual empowerment	**0**	**0%**	
		1.3.5 Your organization has improved in in ownership	**0**	**0%**	
		1.3.6 Your organization has improved in sustainability	**0**	**0%**	
		1.3.7 Your organization has improved in responsiveness	**1**	**14%**	Especially on financial responsiveness
		1.3.8 Your organization has improved in transparency and accountability	**1**	**14%**	

2. Local CSOs gain knowledge and network within the Plan network and with external networks	2.1 CSOs assessment of learning from exchanges as a result of Plan's facilitation	2.1.1 Your organization has participated in knowledge exchange events between CSOs facilitated by Plan	**2**	**29%**	Collaborating with SWAAZ, tap into expertise working with HIV women End Child Marriage Network is mostly held at PLAN offices
		2.1.2 Your organization has gained new external networks (non-Plan network) as a result of working with Plan	**2**	**29%**	network on ending child marriage (MADZIMAWE - a foundation initiated by a Chief
3. Funding synergies as a result of Plan	3.1 Number of children reached in addition to NORADs funding within the same thematic areas and countries	3.1 Your organization has reached more children as a result of this NORAD funding	**2**	**29%**	NORAD Frame has 4000(2231M/1769F) in School councils and participated in the Children's score Card |Process to raise their awareness on governance issues
4. Added value of Plan Norway to Country Offices	4.1 CSOs assessment of capacity gained through Plan International Norway office.	4.1.1 You have received capacity building from **Plan Norway** on gender equality	**0**	**0%**	
		4.1.2 You have received capacity building from **Plan Norway** on inclusion of people with disabilities	**0**	**0%**	
		4.1.3 You have received capacity building from Plan Norway on advocacy	**0**	**0%**	
		4.1.4 You have received capacity building from Plan Norway on child protection	**0**	**0%**	
		4.1.5 You have received capacity building from Plan Norway on education	**0**	**0%**	
		4.1.6 You have received capacity building from Plan Norway on child marriage	**1**	**14%**	As a member of the network FAWEZA always participated in the fight against child marriages in schools and communities

		4.1.7 You have received capacity building from Plan Norway on safe schools	**0**	**0%**	
		4.1.8 You have received capacity building from Plan Norway on youth economic empowerment	**0**	**0%**	
		4.1.9 You have received capacity building from Plan Norway on financial management	**0**	**0%**	
		4.1.10 You have received capacity building from Plan Norway on programme management	**0**	**0%**	
		4.1.11 You have received capacity building from Plan Norway on results management	**0**	**0%**	
		4.1.12 You have received capacity building from Plan Norway on other issues	**1**	**14%**	Children participation in governance issues has contributed to the change of attitude by parents/guardian and traditional leaders
5. Added value Plan Norway have through international network of Plan	5.1 CSOs that benefited from added value from Plan Norway Global work	5.1 Your organization has benefited from issues which Plan Norway influence on Global Plan	**0**	**0%**	
6. Other	6.1 Other forms of capacity building	6.1 Other forms of capacity building	**0**	**0%**	

ANNEX 5 PARTICIPATION ASSESSMENT TOOL

Degree of participation in the program: 0 – Not involved 1- Marginally involved 2. Moderately involved 3 – Substantially involved								
Phase	**Participation in**	**Govern-ment**	**Target communities**	**Children/youth both genders**	**Member of marginalized groups**	**PLAN country offices**	**NNO**	**Observations /comments**
Planning	Give inputs in planning	4	9	10	6	15	0	Very little input from others
	Be informed on a) Goals, activities	11	12	10	7	18	0	
	b) Milestones/targets	9	6	5	4	15	0	We avoid pre-emptying the results
	c) Budget	4	3	2	2	18	0	*Not inclusive *Budget only shared with Plan Int Zambia
Implementation	Take part in monitoring	8	13	9	9	17	0	Should be more inclusive
	Periodically informed about progress	12	13	8	8	18	0	
	Solicit regular feedback from	8	16	9	9	17	0	Must be improved
	Analyze why the results are as they are	8	10	4	6	16	0	Should be improved
	Analyze what can be adjusted to improve the results	8	12	8	9	17	0	
Evaluation	Possibility to give inputs on questions to be asked in the evaluation	8	8	4	5	16	0	The development of questions - no stakeholder was involved
	Provide inputs during evaluation	12	13	10	8	17	0	
	Be informed on the findings of the evaluation	9	9	6	7	17	0	Should be improved
	Total Max Possible score	**399**	**399**	**399**	**399**	**399**	**399**	
	Total Scored	**101**	**124**	**85**	**80**	**201**	**0**	
	Percentage Score	**25%**	**31%**	**21%**	**20%**	**50%**	**0%**	

ANNEX 6 TERMS OF REFERENCE (TOR)

TERMS OF REFERENCE FOR THE MID TERM REVIEW OF PROJECTS UNDER THE NORAD AGREEMENT 2016 – 2019

1.0 Background

1.1 Plan International in Zambia

Plan International is an independent development and humanitarian non-governmental organisation that advances children's rights and equality for girls. Working in Zambia since 1996, Plan International Zambia's development and capacity building programmes focus primarily on Education, Health, Water and Sanitation, Economic Security and Youth Empowerment, including Child Protection and Participation. Plan International Zambia has programme units in; Central, Luapula, and Eastern Provinces including in Lusaka, where the Country Office is located.

2.2 Overview of the Norad funded project to be assessed

Promoting Girl's Education aims at improving access to quality, inclusive basic education for children (especially girls) in the 100 schools in 7 target districts of Central and Luapula provinces. The Project target is 12,000 pupils (60% girls and 40% boys and 10% Children with disabilities), each of direct beneficiaries reaching out to at least 3 peers. Partnering with FAWEZA and ZOCS, the project focuses on holding duty bearers particularly government accountable for creating a safe and inclusive environment in schools and ensuring school attendance for girls/children with disabilities through participatory score card approach.

Child Protection and Participation aims at improving protection and participation in decision making of children and young women, including those with disabilities. Approach being used include; awareness raising, training and active engagement of other stakeholders. The primary beneficiaries are children particularly the marginalized in 36 selected communities in 9 districts of Central, Luapula and Eastern Provinces. At district level, targeting; 200 police officers; 20 members of parliament; 30 from Community radio stations. At National level the program will target State Actors (Government institutions including police, magistrates and judiciary and the Zambia Agency for Persons with Disabilities), Media institutions (TV and Radio). Partners on this project are Advocacy for Child Justice, Child Help Line, and Children in Need Network.

18+: Ending Child Marriage project's overall objective is contributing to eradication of Child Marriage in Zambia. The primary target group is 15,000 girls in and out of school in Vubwi, Chisamba and Mansa districts through the girls' groups and safe spaces. Partnering with Society for Women & Aids in Zambia and Women & Law in Sothern Africa. Other stakeholders will include: boys/men, parents, traditional leaders / initiators, community health workers, community members, government workers (police, social welfare and teachers, including staff from Ministry of Chiefs and Traditional Affaires, Ministry of Gender and Child Development and Ministry of Community Development, Mother and Child Health and CSOs.

Building Skills and Economic Resilience for Girls and Mothers. Through the 18+: Child Marriage Project, this project is mobilizing girls and mothers into groups and train them in vocational skills. Implemented by Plan International Zambia, the goal is to strengthen the economic resilience of mothers and girls to contribute to ending child marriages in the Eastern, Central and Luapula provinces of Zambia. The projects has targeted 2,190 girls aged between 16 to 24years to economically empower them and to be resilient against child marriages. It will further economically empower 1,425 parents/ guardians of girls at risk of child marriages.

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) based 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 are able to 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.

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.

8.0 Bidding process and requirements

1. A detailed technical proposal clearly outlining the proposed methods for the evaluation and examples of gender responsive 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

The detailed technical proposal should:

- Show a thorough understanding of this terms of reference
- Include a description of the preferred gender and disability 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 50% upon production of acceptable inception report (including proposed tools) and 50% upon production of acceptable Final report (50:50).

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

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, economic empowerment, 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, economic empowerment, 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 & education projects
- Demonstrate evidence of undertaking similar work in Zambia for child protection and education 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 Zambia 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 and inclusive education.
- Evidenced experience in conducting gender sensitive participatory qualitative & quantitative studies
- Evidenced report writing (English language) and documentation skills
- Demonstrates meeting all legal requirements.