

**“LINKING COMMUNITIES, STRENGTHENING RESPONSE PROJECT” IN LIRA
AND DOKOLO DISTRICTS**

Evaluation Report

Submitted to



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This report clearly highlights the potential of the pilot intervention. It makes critical recommendations to the whole challenge of systems strengthening for child protection. We therefore wish to implore Child Fund and TPO Uganda and all the players and actors in child protection to utilize the findings of this evaluation for evidence based programming for child protection.

Acronyms

TPO:	Transcultural Psychosocial Organisation
CP:	Child Protection
CFPU:	Child and Family Protection Unit.
CPCs:	Child Protection Committees
PLG:	Program Learning Group
CDO:	Community Development Officer
PSWO:	Probation and Social Welfare Office(r)
FGD:	Focus Group Discussion
LCs:	Local Council
CPCN:	Child Protection Crisis Network
UCRNN:	Uganda Child Rights NGO Network
ANPPCAN:	African Network for the Prevention and Protection against Child Abuse and Neglect.

Executive summary

This report presents the findings of the pilot project evaluation implemented over the last 18 months in Lira and Dokolo districts in Lango sub-region. The pilot project's main goal was to promote evidence-based child protection programming through research and pilot project to address child sexual violence in Dokolo and Lira Districts. The main objectives were; undertake a mapping of the child protection formal and informal systems in Lira and Dokolo Districts and; strengthening community and school-based approaches and creates linkages with formal government policies and structures to sustainably protect children from sexual violence.

Using broad qualitative approaches, we held discussions with key project stakeholders and beneficiaries to establish the extent to which project objectives were achieved, impact of the project in the target population, project effectiveness, project sustainability, and document key lessons and make specific, actionable and practical recommendations based on evaluation findings for future programming.

From our evaluation of project components, objectives and activities, the evidence indicates that the project achieved its expressed and planned activities. The project was not only timely but also relevant and critical to the issues of systems strengthening for child protection aimed at addressing sexual violence against children in the project areas. Instead of importing systems from outside what exists in the communities, the project mapped the existing formal and informal systems. Through joint dialogue sessions, radio talkshows and awareness campaigns, the pilot project has revealed the potential through which informal and formal systems of child protection could be linked and strengthened. The project has succeeded in piloting and showcasing the possible use of mobile phone technology in linking the actors in formal and informal child protection systems.

Although it was evidently a pilot intervention, in a manner in which it was designed and implemented, our assessment indicates that the project has had significant changes in the communities where it was piloted. Our observations indicate that the project has shaped the duty bearer's appreciation of their duties, children's contribution to their own protection largely through school based clubs, increased community participation and involvement in the fight against child sexual violence. There are also indicators that the linkages between the informal structures and formal structures of support have been strengthened. The challenge remains building on the gains and scaling up the interventions especially the mobile phone technology.

The design of the pilot was largely appropriate. It was well managed and implemented in a coherent manner. The issues prioritized were relevant to the needs of the children and community members. The project supported and strengthened referral networks and encouraged documentation of cases which have become a cornerstone for project sustainability. It is also clear that the project was a worthy venture given that its benefits are now being experienced beyond the original project boundaries due to the spillover effect.

This evaluation has provided evidence that the mobile phone technology is critical in connecting community child protection systems and referral networks within the formal structure. Communities have become more responsive as a result of increased awareness and streamlined linkage with formal child protection systems such as the police and other structures such as the PSWO.

The evidence available indicates that the pilot intervention has the potential for sustainability. By working closely through existing government structures, the project has created lasting impact through awareness and relied on the mobile phone technology that is readily available in the community with the potential for sustainability.

However despite the potential for sustainability of the pilot interventions, the evaluation also reveals some critical challenges that may hinder sustainability efforts. Notable among these relate to issues of potential power struggles among the actors, transfer of staff especially in the formal structure, limited capacity of school based structures to reach out to many actors, lack of role clarity, and the prevalence of the same problems that the pilot was attempting to address. Based on these inherent sustainability challenges, we propose the following key recommendations;

- Streamlining the roles of different actors:
- Lobby district administration on transfer of staff in the formal structure to ensure that there is some stability among staff who works on the projects.
- Continuous support to the usage of mobile phone technology given that this technology has proved critical in connecting different networks. This could be through understanding the levels of usage, establishing partnerships with the leading telecommunication companies and districts to scale up this innovation.
- Strengthening school clubs that provide the best opportunities through which children can participate in their own protection against sexual violence by lobbying school authorities to support the activities of clubs in schools and where possible encourage exchange visits between different schools.
- Encourage birth registration.

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PART ONE: INTRODUCTION AND PROJECT DESCRIPTION.

1. Introduction

This report presents the findings of the evaluation study of *linking communities, strengthening response pilot project* implemented in Lira and Dokolo districts. The pilot project was implemented by the Child Protection in Crisis Network (CPCN) affiliated organizations, Child Fund Uganda and TPO Uganda, in Dokolo and Lira districts in Lango Sub-region northern Uganda, respectively. The project's main goal was to promote evidence-based child protection programming through research and pilot a project to address child sexual violence in Dokolo and Lira Districts. It was aimed at achieving two main objectives, namely, to undertake a mapping of the child protection formal and informal systems in Lira and Dokolo Districts and; to strengthen community and school-based approaches and create linkages with formal government policies and structures to sustainably protect children from sexual violence.

This report is divided into four main parts. In Part one of the report, we give the description of the project and methodology used in executing the evaluation study. Part two of the report presents the findings of the evaluation and gives a detailed assessment of the project activities in relation to the plan, as well as key project achievements. In Part three of the report, we present the assessment of the project design, management, lessons and best practices from the project. In the last part, part four, the report ends with the key conclusions and recommendations drawn.

1.2. Description of the project

A World Health Organization multi-country study (2005)¹ on the prevalence of lifetime experiences of sexual violence estimated the range of those who experience some form of sexual violence between 6% (a city in Japan) to 59% (an Ethiopian province) among the 15 sites studied. Additionally, adolescents and children may face unique and increased risks of sexual violence due to their limited ability to protect themselves against aggressors. One study which reviewed justice system and rape crisis center statistics in eight countries found that one- to two-thirds of reported sexual assault victims were 15 years old or younger (Heise, Pitanguy & Germain, 1994).

In Uganda, the problem of childhood sexual violence is equally severe. According to the 2006 Uganda Demographic and Health Survey, 24 % of women aged 15-49 reported that their first sexual experience was forced against their will. Over half (54%) of women who reported experiencing sexual violence were reportedly aged 19 years of age or younger when they first experienced sexual violence.

In a study conducted by Yiga (2010), it was noted that one of the obstacles to effective child protection in Uganda is lack of clear linkage between formal and informal systems. Therefore, Child Fund and TPO piloted an intervention that sought to address sexual violence against children by creating and strengthening linkages between formal and informal child protection systems in Lango sub-region. The project, at inception undertook a community mapping exercise in one Sub County in both Lira and Dokolo Districts in Northern Uganda. The

¹ Cited in the project proposal document.

purpose of this mapping exercise was to document current community-based informal and formal child protection systems that respond to incidents of sexual violence; to provide a benchmark and basis upon which project implementation progress and impact would be determined. The baseline study also aimed at generating baseline information on key informal and formal child protection actors in Lira and Dokolo districts, their roles, and interactions within a child protection system and systemic capacity gaps. The study utilized a community dialogue approach through which ethnographic methods and tools were used. Extensive literature review of existing documents on child protection systems was also conducted to identify areas requiring further research.

The overall goal of the project was to promote evidence-based child protection programming through research and pilot project to address child sexual violence in Dokolo and Lira districts. The project was implemented to achieve two main objectives;

1. To undertake a mapping of the child protection formal and informal systems in Lira and Dokolo districts.
2. To strengthen community and school based approaches and create linkages with formal government policies and structures to sustainably protect children from child sexual violence.

1.2.1 Main gaps in CP service delivery/challenges facing vulnerable children in Lango at initiation of project.

At the inception of the project, the target districts were characterized by a host of undesirable conditions that gave justification for the pilot project. The evidence indicate that Lango was characterized by erosion of care and protection capacities of families and communities resulting from chronic insecurity and lack of livelihoods opportunities; Harmful traditional beliefs and practices (early marriages, forced marriages etc.) that hinder child protection; Intermittent child rights violations in the form of child labour, defilement, separated children; poor understanding of the concept of children's rights and more specifically lack of a coordinated apparatus or system to address child sexual violence.

According to the 2011 baseline survey report on child protection system mapping conducted in Lira and Dokolo districts by Child Fund Uganda, TPO and Columbia University, it was revealed that the existing formal and informal structures in the region of lango, and more specifically Lira and Dokolo districts, were largely characterized by significant limitations including;

- Individualism and resource limitation weakening the social cohesion exposing children to child abuse and exploitation.
- Ill-intentioned neighbors who often hurt a child and the fear to respond to cases of child abuse committed by family members as a family affair.
- The clan system that does not support children to directly access services without going through an adult member of the community and settling of cases such as rape and defilement that are beyond their mandate resulting in violation of the law.
- LCs overstepping their jurisdiction to handle criminal cases such as defilement.
- The corrupt tendency of police favoring the rich community members who can afford to bribe them.
- Discrimination by the religious institutions to offer support to members of their faith leaving the bulk of the children who do not belong to their faith/denominations unattended to.
- And lack of clear coordination between the formal and informal structures of child protection in the region.

It was therefore critical that the project addresses some of the above critical service delivery gaps in order to ensure that children are provided for in a safe and protective environment.

1.2.2 What Child Fund and TPO decided to focus on and why?

As indicated in sub-section 1.2.1 above, the interventions under this pilot project were largely driven by the above obtaining conditions at the time of the pilot. Therefore, during project implementation, Child Fund and TPO's key priority areas focused on mapping child protection formal and informal systems, strengthening community and school-based approaches and creating sustainable linkages with formal government policies and structures to protect children from sexual violence. To achieve this, the pilot project's intervention activities included mapping of the child protection structures; training of community members on child sexual violence, prevention, response, referral and documentation; training of school clubs, patrons and youth groups on child sexual violence and referral, prevention, response and documentations; holding community conversations and meetings facilitated by district officials and role models on child sexual violence, prevention, response, referral mechanism and documentations; distribution of telephone handsets to elected focal point persons; awareness raising on child sexual violence by school clubs and youth groups in schools and communities; radio broadcasting to raise awareness on child sexual violence prevention, response, referral and documentation

1.3. Objectives of the evaluation.

As derived from the ToR, the broad objective of the evaluation was to assess the achievement of the set project outcomes/impact on target population as well as to assess the sustainability of changes resulting from the project. This evaluation specifically sought to;

1. To establish the extent to which the project has achieved its objectives as stated in the project documents
2. To establish the impact of the project in the target population
3. To determine the effectiveness of overall management and structure of the grant particularly focusing on the potential for the grant to be owned by community people and for the benefits to continue after the project phase out and provide any likely project management challenges after phase out.
4. Determine whether continuity of project results is possible beyond the contribution of Child Fund resource flows in the community and the ability to continuously replicate project results.
5. Make specific, actionable and practical recommendations based on evaluation findings for future programming.

1.4 Methodology for the evaluation.

1.4.1. Overall design

Using broad qualitative approaches, we held discussions with key project stakeholders and beneficiaries to establish the extent to which project objectives were achieved, impact of the project in the target population, project effectiveness, project sustainability, and document key lessons and make specific, actionable and practical recommendations based on evaluation findings for future programming.

1.4.2 Study sites and participants

The evaluation study team visited the two project districts of Lira and Dokolo in Lira and Kangai sub-counties respectively. Study participants were selected at national, district and sub-county levels. At the national level, study participants included, but not limited to; staff of

implementing agencies at Child Fund and TPO, while at the district level, study participants comprised of the district staff with a responsibility for children’s welfare such as the District Probation Officers, Community Development Officers, Child and Family Protection Unit of the Uganda Police, Chief Administrative Officers, staff from the Health Centers at the district level, political leaders including representatives of children and youths at the district council, and other relevant stakeholders such as Town clerks especially those who have worked with the project for the last 18 months. At the sub-county level, we held interviews and discussions with children in and out of school, clan leaders and elders, religious leaders, ACDOs at the sub-county, teachers and head teachers in selected schools, child protection committees, LC officials, and other key persons with relevant information for the study.

Study participants were purposively selected based on their relevancy to the evaluation and more particularly their level of involvement with the project. Table 1 below gives a summary of the participants in this evaluation. A list of participants is also attached in appendix iii.

Table 1: Summary of study participants

<i>Categories of respondents</i>	<i>In-depth interviews</i>	<i>Focus group discussion</i>
Project implementing unit at Child Fund, Kampala	1	
Project field staff in the selected project districts	2	
Children in school		5
Children out of school		2
Community based structures including groups of women and youths		4
District Probation and Social Welfare Officers	2	
District Community Development Officers, CDOs	2	
Child and Family Protection Units of the Police	3	
Town Clerk	1	
Local Council Officials	4	
Secondary School Teachers and Head teachers	6	
Primary School Teachers and Head teachers	5	
Child Protection Committee Members (CPCs)	3	
Clan Leaders and the Prime Minister Lango Cultural Foundation	4	
Religious Leaders	4	
Sub County Administration Officials (Sub-county Chiefs, CDAs, LCIII Chairpersons)	5	
Parish chiefs	2	
Total	43	11

1.4.4 Data collection techniques

Consonant with the baseline survey on child protection systems mapping in the project districts, this evaluation employed largely qualitative data collection methods as briefly described below.

In-depth and Key Informant interviews

Using unstructured interview guides, data were collected from the project implementing staff, stakeholders at the district and the community familiar with the project. Their views were critical in enabling the evaluation team to learn about good practices of the project; lessons

learnt, and contribute to generation of recommendations on improving the process of creating and strengthening linkages between formal and informal child protection systems.

Group/FGDs

A total of 11 group interviews or FGDs, with 8-12 participants per group, were conducted with target groups of selected project beneficiaries including community members/parents, children in and out of school. Recruitment of participants was purposive. Information collected during the FGDs included actual benefits accruing to target populations from the interventions/activities implemented under the project, as well as the limitations/challenges faced and key recommendations for future programing.

Debriefing workshop/meetings

We held a half-day workshop with stakeholders in Lira district. The purpose of the debrief was to share our preliminary findings from the project and collect more information and input into the draft report on contribution of the pilot project. It was organized as one of final phases of data collection. Participants included community and district stakeholders.

Review of secondary documents

A review of child protection systems literature was conducted. We also undertook a preliminary review of all project documents, to get more acquainted with the project outcomes, outputs and key project indicators. The preliminary review formed the basis up on which study tools and instruments were designed. During the process of analysis, key literature in the area of child protection both practice and academic were reviewed to beef up the analysis and conclusions.

1.4.5 Data Management

The information generated was analyzed using Content and Thematic Approaches. Tape recorded data were transcribed to form texts for each discussion. A review of all transcripts to delineate aspects directly relevant to the study objective was done. Preliminary analysis was done in the field to generate points of further discussion and interview with the stakeholders. An Analysis Grid was prepared for all the interviews/discussions conducted using the key quotations, insights, and explanations delineated from the transcripts. Transcribed data was stored in password secured computers to ensure confidentiality and anonymity of the respondents.

PART TWO: FINDINGS AND ANALYSIS

2.0 Introduction.

This section presents the key findings of the project. Findings are presented in relation to achievement of major project outputs, the changes from project implementation as well as design and management of the project. The section also discusses the promising practices elicited under this project.

2.1 Assessment of project outputs (see appendix ii for detailed assessment of specific activities under the project).

From our evaluation of the project components, objectives and activities, it is our well informed consideration that the project achieved its expressed and planned activities. The project was not only timely but also relevant and critical to the issues of systems strengthening for child protection aimed at addressing sexual violence against children in the project areas. Based on its expressed intentions as indicated in the project proposal, the project largely aimed at identifying and strengthening the existing formal and school and community based informal structures of child protection. After mapping the child protection structures, a pilot intervention was implemented intended to create and strengthen linkages between formal and informal child protection structures in the community. This was critical in creating important synergies for the project. Instead of importing systems from outside what exists in the communities, the project mapped the existing formal and informal systems and through trainings, radio talkshows and awareness campaigns brought the two systems into contact with one another. The use of mobile-phone technology ensured that community based structures were effectively connected to formal protection service providers such as police. This, added to the constant interaction between actors within the formal and informal systems of Child Protection (CP), is evidently “good practice. In our opinion, as Evaluation Team, the direct benefits to communities resulting from capacity building sessions/initiatives under the project, particularly the components of strengthening members of school clubs with life skills, involvement of actors in the formal system of CP and ensuring that focal point persons were identified in the community and provided with mobile phones to link the two systems constitutes one of the critical innovations for countrywide adoption.

2.2 Key Project Achievements

Strengthening linkages between the different actors at community level.

One of the objectives of the pilot project was to; *strengthen community and school-based approaches and create linkages with formal government policies and structures to sustainably protect children from sexual violence.* The project implemented a series of activities aimed at strengthening the interaction and linkages between the informal systems of care and support such as clan leaders, elders, and existing groups with formal structures such as police, PSWO and local council leaders. From the outset of the project implementation, there were deliberate efforts to ensure that the two systems collaborate. As such efforts to create linkages were visible through joint community dialogues sessions which were usually attended by actors from both formal and informal structures. These dialogue sessions were particularly useful for a number of reasons; first, they were mainly facilitated by the key players from the formal system mainly the police, the community development officers and PSWO. Discussions with the community members and several stakeholders indicate that these joint sessions presented an opportunity during which the roles of different duty bearers were not only clarified but emphasized so that there was clear understanding of who was involved in what. Secondly, the sessions were also critical in a sense that those who had questions

about any of the actors either in the formal and informal systems would have their concerns addressed spontaneously. Thirdly, the joint dialogue sessions also meant that the parties involved appreciated the roles of the different stakeholders;

The joint sessions were good because we would make sure that the police, the CDO, PSWO, Youth representatives, the clan leaders, the elders, teachers and head teachers were all involved...you would hear people say “you police are bad, whenever we bring offenders, you just release them”, the police officer would on the spot respond and explain things like bail, because people in the community would not understand what bail is or what the police is supposed to do...so these joint meetings helped in that
(Project Field Officer, Lira district)

Besides the use of joint dialogue sessions, the project piloted one of the unique approaches towards creating linkages between the systems in the pilot districts. The use of mobile phone technology where the selected focal persons were given mobile telephones meant that however far the actor was, it would be possible to get in touch and alert them about a particular case. Response would be faster and follow up also made easier.

There is harmony in the community. The gap which was there among the stakeholders is narrowed, and everything...i am not saying that everything is good, but the standard is fair. Now for us in the community we can access these people, the LCs, the PSWO, the police. Their phones are always open, we can contact them because we have their numbers. We were given phones where we can contact them on
(Women participant, FGD with members of Obanga Akica widows group, Anai sub-county)

Revamping the existing informal structures and strengthening their role in child protection.

There has been a general supposition that the government's emphasis on the rights of the child had affected the relevancy of the existing informal structures of support. Informal structures such as the clan leaders, the elders, and religious leaders had over the years become aloof to the efforts towards protection of children. Since the push for the recognition and protection of the rights of children, a move that was largely mooted by the formal actors, the informal structures took a back seat, possibly arguing that child protection was a responsibility of government. There is a general feeling among actors that this pushed many actors in the informal system to relegate their traditional roles of protecting children to government or formal structures of government. According to the baseline survey undertaken by Child Fund International, Uganda Office, Trans-cultural Psychosocial Organization and Child Protection in Crisis Network in the project districts in 2011, it was noted that some of the informal structures are harmful to the children.

*The traditional roles were dying out...because of the issue of rights of children. There was a general misunderstanding of these rights saying that government was spoiling them (children)...for example, the local people here would use the word **twero** to mean rights yet it actually means power...so they had understood it to mean giving power to children...and they were saying these are children of government, you don't touch them, you don't do anything*
(PSWO, Dokolo district local government)

From this evaluation, the evidence indicates that the pilot project served as a reminder of the relevance of these structures in addressing sexual violence against children. The project awakened the roles that the traditional structures have always played. Through training

sessions and dialogue meetings, the spirit of protecting children in communities by informal structures has been reawakened and efforts for collaboration with others strengthened.

The project has helped to revive and reawaken the work of the traditional structures...the community structures were now forgetting their work and their traditional roles...but the project reawakened this spirit (in-depth interview with the PSWO Dokolo district)

TPO has created awareness among people...people were asleep, they had forgotten their roles for protecting children...but now we have become active again, we talk about abuse in mosques and places of worship (Discussion with religious leader, Anai Parish)

...so the people in the community have been re-informed about their roles and are now becoming stronger and more involved in the protection of children against sexual violence (Discussion with the LCIII Chairman, Lira Sub-County)

...one of the best things that the project has brought on board is that the community members have become more involved in protecting children...you see the people in communities used to think that the responsibility of children is in the hands of government, that government should solve their problems...but parents are now taking responsibility of teaching their children, like in the past where children were taught by their parents at fire places (Project Officer, Child Fund Dokolo district)

Strengthening referral system for the survivors of sexual violence.

The parent's responsibility is the right of the child (LCIII Chairman, Lira Sub-county, Lira district)

As the LCIII chairman rightly stated in our opening discussion at his office in Lira Sub-county on 15th February, 2013, it is clear that the message about child protection has to proliferate all the structures. With the awareness that the traditional structures have a role to play, there is evidence that indicates that the community structures are beginning to realise and appreciate their roles as advocates for child protection in the community.

...parents and other members of the community were taught how to keep their children...during the meetings, I was one of the facilitators...the parents are found of sending the children during late hours to buy things...we advised them to always send their children with an elder..we generally taught them all the problems associated with abusing children (In-depth interview with the District Labour Officer, Lira District)

...through sensitisation, all people are now aware of the danger of child sexual abuse especially defilement (Participant, FGD with community members, Anai Parish, Lira sub-county, Lira district)

...we appreciate the skills of your organisation (TPO)...we find it very culturally acceptable, and it has been good to us because it reminded us of our responsibilities to protect our children...that we need to go back to the roots (Prime Minister Lango Cultural Foundation, Lira District)

Child Fund has given us the training, so they have given us knowledge whereby in case there is sexual violence against children, like touching a young girl's breasts, such a person is always followed with the law... (FGD with community members Ilong village, Dokolo district)

This awareness has been accompanied with the level of involvement of community in the referral process. Evidence from this evaluation indicate that bringing together the different actors involved in the continuum² of care for survivors of sexual violence is a critical step towards strengthening the support and referral systems. Given the evidence from literature pointing to the central roles of the family and community, it is only logical, therefore that any intervention to address sexual abuse has to involve the actors at this level. When actors at this level get strengthened and become not just aware but also responsive to the demands for protecting children, then referral and access to other services becomes faster and timely. From our discussions with stakeholders, the community structures are beginning to appreciate their role in this referral process.

A girl went to live with her mother at her new husband's place but unfortunately the mother passed on. The step-father turned her into his 'wife' and he repeatedly abused her sexually. At one point, he would get money from other men who would come and abuse this girl during the night. One concerned neighbor reported to the CSS member who referred the case to the LC1 and focal person who then forwarded it to the Police through the phone. Unfortunately the perpetrator escaped but the girl was rescued and taken to the health center for medical attention and she was found HIV negative. The group members traced for her relatives and she was handed over to an aunt after counseling. The aunt also promised to take her back to school....source: project report Lira Sub-County, for the year, 2012.

Through the provision of the *blue books*, *referral forms* where the focal persons who, from discussions also double as CPCs, have been using to record and refer, consistently, cases of abuse that take place in the community.

...if there is any case reported to me, I write it in this book...like rape, defilement, domestic violence, when Marion (TPO project officer) comes then she gets the information from this book and makes a report out of it (CPC/focal person, Anai Parish, Lira Sub-county, Lira district)

*...there are cases which can be handled at community level, but in case they can't they refer to us, the chairman writes a letter and they bring the case here...Child Fund gave the CPCs a book where they record the cases before they are referred here...Andrew (**Project Officer**) approached about designing the book, so I went to the community and trained them on how to record the cases in the book...and they have been doing really well (**In-charge, CFPU Dokolo District**)*

Whether this has lessened the cases that happen or increased execution of cases, discussions reveal that there is some degree of vigilance from all actors.

*...no police can sit on the case now...because the project has brought all actors on board...whenever a case, say of defilement, happens, all the different actors get involved (**In-depth interview with the Senior Community Development Officer, Lira District**)*

² The continuum of care for the survivors of sexual violence is in such a way that several actors are involved. It includes getting evidence from the crime scene up to the level where the offender is prosecuted. It involves several actors at different levels.

Initially, its like that LCs were reluctant to do their work...but now its like we are easing their work, because there were some things the LCs were supposed to do in this community like supervising these places where they are playing pool...the young boys come and play, now they we go there and see what is happening. So we are helping the LCs actually (FGD participants, Community Members, Anai Parish, Lira Sub-county, Lira District)

With the church leaders we have helped them alot because when we come and talk in the church and sensitise people, they really appreciate it especially we give them time, like when we have playeed drama or sang a song we give them time to ask questions and interact with them freely (FGD participants with the Obanga Akica Widows Group at Anai Parish).

Quality of school environment, and children's involvement in their own protection.

Studies³ on sexual violence against children have identified the school environment as one of the places in which sexual violence against children, especially girl children takes place. In a baseline study conducted by ACFODE (2009) in Pallisa and Kisoro districts in Uganda, it was noted that sexual harassment of girls by teachers betrays the very trust bestowed upon teachers by parents and imbues a sense of fear making it hard to report abuse. It was only logical that the project made attempts to strengthen school based structures. Through collaboration with school administration and teachers, this evaluation has found evidence that the school environment has been prepared to be responsive to child protection.

T.P.O has helped our club with music dance and drama...before TPO came, there were cases of boys touching girls without their consent...they have taught us to avoid walking at night, and also we can now report abuse like bad touches to senior woman teacher (Female participant, FGD with students at Bulluge Comprehensive High School)

When I asked where they report in case the senior woman teacher is not around, one of the students in this group mentioned that;

If the senior woman teacher is not around, then I report to the focal person (Female participant, FGD with club members, Bulluge Comprehensive High School)

These statements indicate that the students now aware of the available options where to report in case of abuse. But more importantly, the project has increased their knowledge about the dangers that the environment in which they live possess significant risk to their abuse;

... this project has created awareness about the dangers of sexual violence in schools...for example in this school we have registered achievements as a result of the project...there were cases where some of staff here were involved in linking students here to outside people for sex, but because of TPO's awareness we got them and were suspended (Head teacher, Bulluge Comprehensive High School, Lira sub-county, Lira District)

³ See ACFODE, 2009 Baseline Survey Report: *Sexual and Gender Based Violence in Uganda. Experiences of sexual violence among women and girls in Pallisa and Kisoro districts.*

We used to have a lot of harrassemnet like bad touches but now we nolonger have them because we have been sensitised...TPO has taught us the different forms of sexual abuse that is likely to take place at school and in the community...they have also taught us the places where sexual violence may take place like in dark corners, moving alone late at night (FGD participants, Bulluge Comprehensive High School, Lira District)

When I asked them to mention the different forms of sexual violence, the following were mentioned by students/pupils from all the schools visited where the project worked.

- *Defilement*
- *Rape*
- *Child kidnaping*
- *Early marriages*
- *Taking photographs of children when they are in transparent clothing*
- *Adults playing sex in front of children*
- *Pornography*
- *Bad touches*
- *Using bad language like saying that you are sexy*

Besides linking the schools to the neighboring environment structures such as the LCI officials, the pilot has also inculcated a sense of self-protection among children. It was noted that in Bulluge, the head teacher had his telephone number circulated to the community through the church leaders. As such whenever students escaped from school, the community around would ring the head teacher and the responsible students would be apprehended.

Our relationship with the community around has improved substantially...because if our students escape to the community around, these parents in the community around have our telephone contacts...which they got from the church...so they call us and inform us. For example there was an incident when 15 boys from our school escaped and went to Anai Primary school looking for girls, the community members called me and I told them to arrest them, when they arrested them they brought them here and I caned them...they (students) have not done it again (In-depth interview with the Head teacher, Bulluge Comprehensive Secondary School, Lira district)

Related to the above, children now understand their rights and their roles to their own protection. Through drama, poems and other child protection club activities, they have been largely engaged and challenged to take protection against abuse as their top priority.

The students in the club are involved in poems, music, dance and drama, debates about sexual violence. So now they know the different ways in which sexual violence takes place and how to avoid these things (Patron, Child Protection Club, Kangai Senior Secondary School, Dokolo district)

Child Fund has trained us on life skills, how we can protect ourselves from sexual abuse and how we can help our friends who didn't get the training (FGD with Pupils of Ilong Primary School, Kangai Sub-county, Dokolo district)

...we have learnt how to avoid early marriage because Child Fund has educated us about to avoid the dangers of early marriage...we also spread this knowledge through

drama and we also compose poems about sexual abuse of children...we now also know our responsibilities like helping parents with house work and also respecting our parents...(FGD, Child Rights Club, Kangai Secondary School, Dokolo district)

Based on stories and discussions with the children, it is evident that children are largely taking responsibility to ensure their own protection and the protection of fellow children.

December last year, a friend of mine who is repeating p.6 fell in love with a boy...the people in the village ashamed her in the trading center in front of everyone that she is a prostitute...by the time it happened I was not around but when I came back home my sister told me what had happened...so I went to her and advised her to ignore men and concentrate on her books, then later she can get a job and look after herself, make her own money...she is now back in P.6...I also advised her to join technical education in case she fails P.6 again (one of the participants, FGD with club members, Bulluge Comprehensive High School, Lira District)

Children's sense of their own protection also comes with increased awareness of the actors in the community. Our observation and interaction reveal that the project has *opened the eyes* of children about the available options/actors that they could run to for protection. They have become more aware about the existence of the CPCs, the clan leaders, elders and other key people like the LCI officials who are potentially critical for their protection. This awareness is an indication of the strength of this project.

Before TPO started sensitizing us, I used to think that clan leaders were only concerned with marriage issues like during the marriage ceremony...but after TPO came they told us that we can also report cases of abuse to them...that we can report to clan leaders any socially bad behaviour in our society. For the LCs I used to think they were only dealing with domestic violence cases like among adults...but after we were taught, I learnt that we can also report to the clan leaders and the LCs in case something is wrong in my life, they advised us to always report to them (Female Participant, FGD with club members, Bulluge Comprehensive High School, Lira District)

Discussions with other key stakeholders revealed that indeed the young people are looking up to the available structures for help in case of any abuses.

Success story:

"I used to touch girls badly especially at school because I did not know it was a form of sexual violence. I would touch their breasts, buttocks and around their waists and because of that all girls hated me including teachers. I would all the time be serving punishments but since this project came to our school and trained us on child sexual violence I stopped and changed. This helped me to improve on my academic performance because I can easily consult teachers now and even girls now days like me and I can discuss with them some hard topics" I was also able to bring hope and change in the life of two girls who were defiled by a certain marijuana taker. Our clan leader tried to keep quiet on this case but since I already had knowledge on dangers and referral pathways for child sexual violence, I reported the case straight to the police and that person who defiled those girls was imprisoned. One girl is 8 years and the other one 10 years. I conclude by saying a word of thanks to TPO Uganda. I am now against child sexual violence".

Source: Project Annual report, Summary of Activities/Achievements realized in 2012.

PART THREE: PROJECT DESIGN, LESSONS AND BEST PRACTICES.

3.0 Introduction

In planning, management and implementation of projects, it is important to consider critical decisions regarding project design. The manner in which the project is designed is one of the key factors that determine its success. In this pilot project, our evaluation of design concentrated on the relevancy and appropriateness. In this section we also examine project efficiency and explore issues of partnerships and network which the implementing organisations aimed at establishing and strengthening through the pilot project. We also explore the relevancy of the use of the mobile technology as a tool in ensuring coordination between the different structures or actors within both the formal and informal systems. The final part of the report discusses the key lessons, best practices and sustainability mechanisms.

3.1 Relevance and appropriateness of project design

Project relevance is an important measure of any project's successes. Relevance relates to the extent to which the project addresses the needs and concerns of the target groups or intended beneficiaries. The evidence from this evaluation indicates that the strength of this pilot project was its relevancy. Child sexual violence is a recognized problem in Uganda. The challenge however, appear to have always been the missing linkages between community and formal response.. Yet evidence indicates that both systems have got a role to play in addressing child sexual violence. As indicated in the project proposal document, the pilot project was, therefore, largely intended to create and strengthen linkages between existing formal and informal response mechanisms. But more importantly, the project was largely to strengthen the existing structures and address the missing gaps.

You see many of us had forgotten our roles...we had ignored our roles in protecting children thinking that the protection of children is the responsibility of the government (in-depth interview with the religious leader, Kangai Sub-county, Dokolo District)

3.1.1. Relevancy to the national processes on child protection

This pilot intervention fits well within the overall national processes and planning frameworks that have a bearing on child protection. Notable among these include the National Development Plan, the Child Protection and Recovery Strategy for Northern Uganda, NSSPI-II among others. In one of the comprehensive studies conducted by Yiga (2010), it was revealed that one of the critical issues affecting the development of an integrated child protection system in Uganda is the disconnect between the existing child protection sub-systems (child care/social protection, the law/ order and justice, the basic social services), the lack of effective coordination and governance mechanisms within the various sub-systems. His study recommended for strengthening the capacities and functionality of existing child protection structures and systems. Therefore this pilot project is not only relevant but also fits well within such critical efforts. This is what the pilot project sought to showcase. Again the choice of Lango region, a region whose child protection systems have been largely destroyed by a twenty year old war, characterized by biting poverty, yet whose cultural and traditional institution is one of the strongest in the country, meant that this pilot project to enhance child protection in an integrated model was a stride in the right path.

3.1.2 'Project objectives vis-à-vis needs of community

The pilot project prioritized two broad objectives based on linking and strengthening the actors involved in child protection. The first objective placed emphasis on mapping and describing the existing formal and informal child protection systems in the region, the second objective emphasized strengthening these structures and creating sustainable linkages between these systems. As already observed the region in which the pilot was implemented has largely been affected by the Lord's Resistance Army insurgency for over twenty years between the late 1980s up to late 2000s (up to 2007 to be precise). The war had its toll on the functioning of informal structures of child protection making them almost obsolete in protecting children. From this evaluation therefore, we contend that the project objectives were largely critical. The whole pilot project brings to the fore an important component and forgotten aspect of child protection, linking and strengthening communities and formal structures of child protection. The core innovation in this project was the use of the mobile telephone technology to link the community based support structures to the formal structures which increased reporting of cases of abuse and referrals.

3.1.3 Stakeholders participation

Through discussions with the beneficiaries of the project and other stakeholders, there is evidence that the pilot project's success was facilitated by its unique approach in the design and implementation of activities in which all the project stakeholders were largely immersed in the project from the initial stages of implementation. As already alluded to, one of the major strength of the project was use of existing structures within the formal and informal child protection system. Some of the actors involved were the PSWOs, CDOs, Police, District Administration such as Chief Administrative Officers, and community structures such as CPCs, clan leaders, elders, school clubs, teachers and head teachers, groups of youths and women in the community among others.

From the start, we were involved...we participated in and had a lot of consultation sessions. So right from the beginning during strategy meetings up to this moment we have been actively participating (Senior CDO, Lira District Local Government)

...I was involved from the very beginning when the project was starting and we would, from time to time be called on to take part in their activities including trainings, most of which I facilitated myself (PSWO, Dokolo district)

3.2. Project monitoring and evaluation framework

The project documents reviewed give a general description of the monitoring and evaluation framework/mechanisms with regard to how the data were to be collected for evaluation and monitoring. In order to effectively monitor activities and to identify potential problems in a timely manner, the field-based Project Officers were directly responsible for the implementation of, and reporting on, the project activities in their respective districts. The PLG Coordinator, from time to time, offered technical support to the field-based project staff to ensure effective monitoring and that lessons learnt are documented and widely disseminated to improve child protection programming. The project staff in the respective districts, in liaison with the selected focal persons in the community collected documented cases of abuse in the *blue books*. These cases/data were then incorporated in the quarterly and annual reports and shared with PLG coordinator in Kampala. This was done for all field activities. Through bi-annual project review meetings held with the project staff, community members and government officials from the target areas, there was increased emphasis on

taking stock of achievements, provide guidance and shared planning for the next half. This layered approach involving staff and systems at all levels helped to keep track of the project progress and in particular ensured that potential impediments to the project success were addressed as soon as they occurred.

Although the above approach was critical for tracking progress and identifying anomalies, a lot more still remained to give a full picture of the projects performance. In particular the indicators of success were not clear at the design of the project. What is mentioned in the project document is limited to the process of how monitoring will be done but not what kind of information will be useful to measure what achievements. For example, the project needed to have a clear project log frame or anything similar that would measure the indicators of success against baseline. Therefore the lack of clear baseline indicators proved a challenge. Even when this was a pilot, it would have been best practice to pilot how progress under a project of this nature would be tracked.

The above notwithstanding, the information generated sheds some light (though not fully) on the performance of the project with respect to specified output indicators.

3.3 Efficiency and value addition

Given the nature of the project, undertaking a cost-benefit analysis was not a feasible mode of assessing value for money. Our observations are therefore informed by the interactions we had with the project stakeholders. Our opinion, based on several discussions with the beneficiaries, the project management team shows that the pilot was a worthy venture. It was worthy not just in the sense it proved that the concept can work but also because the benefits were far and wide reaching.

The evaluation team would agree with the perspective of the implementers, and given the benefits of the project, that the interventions were worth the time, money and other critical inputs like human resources. In particular, the project was piloted in places which were notorious of abuse. In Anai parish for example, it was revealed that the parish had become widely known due to its abuse for children and women. For example, the focal persons who were given books to recode cases of abuse were not only documenting sexual violence against children but also other cases involving property grabbing, thefts and reporting these cases to police and other relevant authorities.

There is a big impact created by the project...many children used to drop out due to child labour because we have a lot of quarrying in the parish of Anai. But we have collaborated with the community, the LCs to stop sand quarrying and take their children to school and I have visited some of the schools around especially P2-P5 enrollment has increased (In-depth interview with the LCIII chairman, Lira Sub-county, Lira district)

We receive many cases and we document...we write all cases brought to us like defilement, rape, grabbing of property, wife beating, domestic violence...and then we forward to the relevant authorities like the police...(Interview with the Focal Person/CPC, Anai Parish Lira sub-county, Lira district)

The demand for and awareness about the existence of services for child protection have also increased beyond the communities where the project was implemented. The project has

therefore added value beyond the borders of the pilot. The pilot has indicated how powerful the radio as a means of creating awareness is in reaching out to other areas.

We are now known because of this pilot project...people used to hear our voice on radio as far as Amolatar and Boke, and they said we should go and sensitize them, but because we didn't have enough money for transport we couldn't...people from those far places call on radio asking about us because they heard our voices on radio (FGD with members of Obanfa Akica Widows group, Anai Parish, Lira Sub-county, Lira district)

...there is a time I received a phone call from Lira, at a radio station where I used to have talk shows on child abuse...so there is a child from Dokolo who went to that radio station that he was lost and wanted to go back home but didn't know how to get home...so because I used to hold talk shows sponsored by Child Fund, the radio station had my telephone contact and knew I was the PSWO of Dokolo...so they called me to pick the child, I picked him and took him back to Dokolo and resettled him (PSWO, Dokolo district)

The project has also brought respect among the key stakeholders, and it is this respect that is critical for the work of these actors to be successful.

TPO gave us T-shirts and now when we are in the community and people see us with these T-shirts, they respect us...because of this respect when we go to any home, we are also respected and what we do is highly respected which was not the case before TPO came (FGD with members of Obanga Akica Widows Group, Anai Parish, Lira District)

3.4. Lessons and good practices

- **Joint dialogue sessions:**

In our discussions with the key project stakeholders, it was revealed that the joint dialogue sessions were facilitated by key players from the district such as the PSWOs, CDOs, Police Officers among others.

I was always called to facilitate some of the sessions, which was empowering in the sense that you would feel part of the project, because we know the issues (Senior CDO, Lira District Local government)

I facilitated most of the joint training sessions; in schools and the community...it was an enriching experience, different from where NGOs just invite you to be a participant (PSWO, Dokolo district)

Some of the trainings we had were conducted by the PSWO at the district (FGD participants, Kangai Secondary School, Dokolo district)

We find the idea of joint sessions, facilitated by a member of an existing structures a good practice for two reasons; first, discussions with the community members and several stakeholders indicate that these joint sessions were important because the roles of different duty bearers were not only clarified but emphasized so that there was clear understanding of who was involved in what. Secondly, the sessions were also critical in a sense that those who had questions about any of the actors either in the formal and informal systems would have their concerns addressed spontaneously.

- ***Partnerships and creating linkages is critical for project sustainability:***

From the initial project conception, there was an attempt to engage partners. Child Fund and its implementing partner TPO ensured close collaboration in management and implementation of the pilot intervention. What is even more noteworthy is that the two partner organisations were already present in the pilot project districts. Therefore the success of this pilot project owes to the existence of structures, skills, knowledge shared between the two partner organisations. This also signals a fundamental shift in programming for child protection where organisations, to avoid duplication of programs and interventions, should not just work together but also partner to implement related programs. This is critical for increasing project relevance, acceptability and maximization of limited resources. The project was able to draw from the rich experience in child protection that each of these organisations have.

We worked very well, and we learnt a lot from each other especially during joint meetings we had with our partner, Child Fund which implemented this pilot in Dokolo district (Project Officer, TPO Lira district)

We shared a lot during implementation...we had meetings where we would share lessons and sometimes reporting would be done together (Project Officer, Child Fund Dokolo district)

- ***Use of existing systems:***

The ability of the project to utilize what was already there meant that the project was not necessarily reinventing the wheel. As the stakeholders were brought on board there was constant interaction and engagement at various levels. This meant that the actors were always aware of the project progress, which ensured their steady support to the project..

...you see the way the project was designed was very good, and the conduct of Andrew (project staff) was very good...he engaged us very well...everytime he would come and we sit down with him and discuss the work plan...he would call me, and say “turn to page so and so of the work plan, you see that is the activity we are implementing in this month and we have a meeting on monday”...so I would be constantly aware of the project...like now, you see you just came with no prior appointment of what to talk about but I can tell you about the project...on several occasions I would find Andrew with those CDO discussing what has been happening, which child has been abused, who should do what over what case...sometimes Adrew would even hold meetings on Saturdays...because in Kangai there is a market every Thursday..., to catch up the time (Acting Town Clerk, Dokolo Town Council, Dokolo District).

...I would hold meetings, support sessions, at least every month with the stakeholders to ensure that we discuss the challenges and devise mechanisms of addressing them...(Project Officer, TPO Lira district)

...I can tell you, Marion (project officer) was like a mother to the groups of women in that village...she would visit them regularly and they liked her a lot (LCIII Chairman, Lira Sub-county, Lira District)

- **Use of mobile phone technology as a way to quicken reporting of cases and referral.**

In using mobile phone technology, the pilot project proved worthwhile building on successes in using this technology to overcome barriers that are usually posed by both physical and

other artificial barriers between different structures of child protection. For example, the pilot project through the use of the mobile phone has proved that it is possible to creating linkages by overcoming not just long distance but also, barriers such as poor road network and often times inadequate financial resources, which make it hard for one to physically travel, say to report a case of abuse. The mobile technology has been a good practice for two reasons; first, it is a well-known technology; secondly it has ensured faster and timely response. This is particularly important given that one of the documented barriers to child protection in many communities has been long distance to service points like the health centers or police.

Whenever there is a case they always call me...they have my number and the CPC informs me regularly about what is happening...for sure the phones have been helping a lot (Discussion with Officer CFPU, Dokolo district)

...in every meeting we could give out our telephone numbers...we always flashed out the numbers of the Police so that they can call...the Child Fund phones have helped in connecting us. In fact I was planning to negotiate with UTL to see if we can get the phones...but I am still thinking about it (Ag. Town Clerk, Dokolo District).

People around have our telephone numbers and they call us whenever there is an issue concerning our children outside the school environment (Head Teacher, Bulluge Comprehensive High School, Lira District)

3.5. Sustainability mechanisms

In our evaluation of this pilot intervention we note that the project's portfolio of activities had in-built sustainability mechanisms. Notable among them include;

Working through existing government structures:

By jointly working with and through existing government departments such as CFPU of the police, the Probation and Social Welfare Office, the project activities were effectively embedded within the existing government programs. The project activities fit well in some of the interventions that have been undertaken by the departments of governments especially the Community Based service department which houses PSWO. There is a potential for continuity.

There is already a District Action Plan against Gender Based Violence in Dokolo district where some of these issues are already well integrated (Ag. Town Clerk, Dokolo District)

...CDOs are already trained in child protection so they will still continue doing the work wherever they go (PSWO, Dokolo district during a debriefing session)

- ***Awareness created will last***

One of the specific aims of the pilot intervention was to create awareness. As already alluded to, the impact of the training and awareness sessions is already evidenced in the increased community interest and active involvement in addressing child sexual abuse. The knowledge and skills acquired are also critical for sustainability of the project interventions. For example in schools, the club members mentioned how the project has influenced their understanding of child abuse issues just as was indicated among the community members. Therefore our observations indicate that even when the project structures are not in place, the skills and

knowledge acquired by the trained staff will continue to cause impact. For example responding to the how sustainable these interventions will, the LCIII chairman of Lira sub-county noted that;

In every session we had over the past 18 months, there are resolutions that we always made...the knowledge we acquired will always continue...the systems are there, they are not going anywhere even if a person is transferred, the system doesn't get transferred...for example the school clubs have been in existence before TPO and Child Fund started this project, so will they die because the project has ended?...

A similar observation was noted among the community members who also echoed the same opinion that the project's emphasis on awareness creation was a potential for sustainability of the interventions.

3.5.1 Challenges and opportunities for project sustainability

Sustaining the linkages created under the pilot is likely to pose serious challenges. Despite the potential inherent in the use of existing structures, the challenge from relying on such structures is that the project usually has no control over them. In the case of this pilot intervention, there were cases where the project stakeholders especially within the formal system were transferred leaving some void. This was noted in schools like, Anai primary school where almost six (6) teachers and head teacher who were directly involved in the implementation of the pilot project were transferred at the end of last year. Also the transfer of the Community Development Officer of Lira sub-county and the Officer In Charge at Anai Police post were noted as potential challenges. Closely related to the above, it was established that in some schools, most of the club members were in candidate classes and therefore left the schools after completion of their exams. In some schools like Bulluge, only 8 members had remained since most of the other members were in S.4 and left immediately after their UCE exams;

...it gives me a challenge because after training...like in Anai primary school, almost six teachers were transferred... the deputy head master gives me hard time when I go there...all this happened in the final quarter of the project so training more people would have meant looking for resources... (Project Officer, TPO Lira district)

Most of the members of the TPO club were in S.4 and they have since left. So the club will have to recruit new members (Head Teacher, Bulluge Comprehensive High School Lira district)

Also given that most government structures are constrained financially it was not surprising that this was highlighted as a potential challenge to sustainability.

...this year has been the worst for local governments, we have not received major releases for the most part of the year...but the thing about this project is that there will be ownership of the project activities because we have been involved from the very beginning...we facilitated some of the training sessions in the community (Ag. Town Clerk, Dokolo District)

During our interaction with the project stakeholders, it was visible that some tension exists between the different actors at different levels but more especially at the informal community level. During our discussions with the community members, the LCs are accused of asking for bribes from those who report to them cases derailing the handling of cases.

...there is a challenge with the LCs. In case of referral, they again ask for money and yet for us we do our work voluntarily...and yet there is a step we are supposed to follow but for them they want us to delay the case...even for domestic violence cases, often times they want something otherwise they delay the case (FGD participants, Obanga Akica Widows Group, Lira Sub-county, Lira district)

In an attempt to clarify our observations with regard to the fears and experiences of members of the obanga akica widows group, we talked to the PSWO of Dokolo who also confirmed these fears and potentially suggested that the project has tried to address some of these gaps, although the extent to which the attitude of the LCs has changed could not be easily verified.

...I think this has consistently come up because as you know the LCs are not paid a salary so they have always relied on the money they receive on settling some of these cases...

This could also signal a potential power struggle among the different actors. The potential of power struggles is also eminent especially where the formal structures such as the LCs feel their power is being threatened by say, the increased importance of the other structures like the CPCs. There is a potential that the LCs or any other structures for that matter may feel that their powers are being usurped.

Despite the challenges, there are potential sources of opportunities for potential of project sustainability.

Our evaluation has established, just as has been documented elsewhere⁴, that there is a thin line between formal and informal structures of care and support for children. There is overlap of responsibilities of the actors, which means that a community member who belongs to an informal community group may also be a parent and elder at the same time. The LCI official who, according to definition of systems of child protection belongs to a formal system may also be a parent and a member of a particular community group. This presents an opportunity in a sense that it shows how the two systems and actors in both formal and informal settings are already interconnected. It is this interconnectedness that is critical for the successful implementation of projects that rely on existing structures in the community;

We are members of the Obanga Akica widows group, but we are also parents, we have responsibility as parents to take care of our children (FGD participants Obanga Akica Widows group, Anai)

It is also notable from the evaluation that the project has worked closely with the existing government structures. As already observed, in districts like Dokolo, there are already initiatives to address sexual violence under the District Action Plan (DAP) Against Gender Based Violence, GBV. This means that the issues the project sought to address are not entirely new and if anything they are critical priorities to some of the districts.

...by the time this pilot started we already had a plan against gender violence called District Action Plan Against Gender Based Violence. So its something we have been trying to do as a district, but the project sort of energised us more (Ag. Town Clerk, Dokolo district during a half day debrief session)

⁴ Yiga, 2010; Assessment Report on Development of a National Child Protection System and Community Child Protection response in Uganda.

PART FOUR: LOOKING FORWARD: CONCLUSIONS AND RECOMMENDATIONS.

4.1 Introduction

In this section we present the key evaluation conclusions and make broad and specific recommendations.

4.2 Major conclusions from project evaluation

This evaluation has shown that it is possible to implement an innovative idea and achieve the desired impact. The findings from this evaluation indicate that attempts to create and harness linkages between formal and informal systems should move beyond rhetoric to ensuring that the two systems are linked. To achieve this, the project has piloted with a mobile phone technology to connect the relevant child protection systems. What is clear from this evaluation is that despite the potential weaknesses inherent in the use of this mobile technology, the idea remains novel and possesses potential for replication and scale up. The use of a mobile phone technology is simple and very familiar with many community members. We feel that this is an innovation that can go a long way to enhance child protection initiatives not only in Uganda but the region as a whole.

The evidence indicates that the pilot has broadly been a success in achieving the planned activities/interventions. This was facilitated by a clear design that allowed not just networking but strengthening the existing structures which clearly allowed the general involvement of other stakeholders. By working with the existing structures both formal and informal, it meant that the project was not reinventing the wheel.

Despite the significant changes and the impact created by the project in such a short time, there are concerns that the community was just beginning to feel the impact of the project. This is understandable given that the project was a pilot lasting only 18 months. From the evaluation, it is clear that some of the critical project benefits may be lost if the project interventions come to a total halt. For example there were already concerns over how the CPCs will continue working to maintain the phones given to them. Besides, most of the issues/problems that the project set out to achieve are still at large in the communities such as early marriages, sexual abuse/defilement, among others. Based on the challenges mentioned and a host of other project implementation issues, the following key suggestions and recommendations were made.

4.3 Key suggestions and recommendations

4.3.1 Broad suggestions.

The findings from this evaluation indicate that the project showcased the potential inherent in the use of the mobile telephone technology in creating and strengthening linkage between formal and informal child protection structures. Given that the project was a pilot and since the piloted idea was proven critical, our general recommendation is that the project is not only replicated but also scaled up. This is also partly because; most of the issues/problems that the project set out to achieve are still at large in the communities such as early marriages, sexual abuse/defilement, among others.

4.3.2 Specific recommendations for program learning purposes

- ***Streamlining the roles of different actors:***

We have noted from the pilot intervention that one of the critical challenges that could affect the project sustainability is the potential for power struggles which could be as a result of ambiguity of roles of different actors. Our informed observation is that whenever several actors are involved it is almost impossible to avoid clashes which could be heightened by role ambiguity. Although cases of power struggles were noted in the passing during discussions with the community stakeholders, our observations indicate that this is one of the critical concerns that deserve significant attention in the subsequent programming. Our specific recommendation therefore is that streamlining the roles of the different sectors should also be considered in the next phase of programming.

All stakeholders could be busy if there was a clearly streamlined structure of roles and responsibilities...so I suggest that the next phase should consider streamlining the roles of different actors (Ag. Town Clerk Dokolo district during a debriefing session)

- ***Lobby district administration on transfer of staff.***

We have noted constant transfer of staff in the formal sector as one of the potential challenges. Our informed suggestion is that there is need to lobby the relevant authorities in government to ensure minimal transfer of staff involved in these projects. Our discussions already reveal that this is possible with the Community Development Officers whose transfer is internally handled by the district. This would go a long way in ensuring that there is stability in program management.

For the teachers, their transfers are centrally handle, so it may be hard to do anything about their transfers but for the CDO, their transfers are directly under the docket of the district administration...so we can lobby that they are not constantly changed so the program can achieve some bit of stability (PSWO, Dokolo during a debriefing session)

- ***Continuously explore adoption of the mobile technology.***

Until this pilot intervention, there was no evidence to show how mobile technology as a solution to link communities to formal response mechanisms can be used to enhance reporting of cases and referrals. An attempt in 2005 when a Child Helpline was launched as a collaborative effort between the Government (MoGLSD) and three civil society organizations (UCRNN, ANPPCAN and Action for Children) was never evaluated to underscore the usefulness of telephone mobile technology in child protection. There are no concrete lessons to draw from this child helpline. This pilot has proven that the approach can be successful. Our specific recommendations with regard to the mobile phone technology are;

- a) We note that the idea of giving out free *pre-credited* telephone handsets to a few individuals has the potential to create dependency and the general thinking that it's only *these phones* that can be used to call in case of the need for reporting abuse cases.
- b) Child Fund and TPO should also consider lobbying and exploring opportunities for partnering with the existing telecommunication companies to take up the idea. This requires interesting the companies to take up the idea.
- c) As already noted, it is also important to interest the district administration to embrace this idea of using phone technology. In one of the discussions we had with the officials from Dokolo district, it was intimated that, as a result of this pilot interventions, the administration was mooting the idea of partnering with existing companies to provide a service similar to what the pilot intervention had introduced for the district. This is what the project needs to exploit to work with

the willing administration at the various districts to enhance and scale up this innovation.

As we have already pointed out, the mobile telephone technology is an innovation whose value cannot be underestimated. By continuously encouraging its usage for reporting case of abuse, is therefore critical for child protection interventions.

- ***Keep strengthening school clubs.***

This evaluation has indicated that despite the challenges inherent in the school rights clubs, they provide the best opportunities through which children can participate in their own protection against sexual violence. This is because learning and teaching about sexual violence is not yet well integrated in the school curriculum. Under normal circumstances this limits the ability of the school to effectively address sexual violence. Therefore the school clubs present an important structure through which children are given an opportunity to discuss, share and acquire life skills that would enable them handle child sexual abuse in homes and schools. The project's approach to strengthen them and link them to the wider network of actors is already seen as a good practice. Therefore, we recommend that future programs and projects should place more emphasis on making these structures even stronger. Specific recommendations on strengthening this include;

- a) Lobby the school administration wherever the program is working to ensure that the school based structures receive support from the school authorities. This could be in form of direct financial contribution to the activities of the club so that they are able to expand their activities.
- b) During our discussions with the club members and their patrons, there was an overwhelming desire to always have school visits and exchanges where pupils and students from different schools interact and share or even compete in drama, music and singing. Since this could also be an avenue through which the profile of the school could be raised, we suggest that the program makes necessary efforts to lobby the school administration to take up such activities.
- c) From the discussions, one of the challenges was that the school programs are usually not in tandem with the project activities. For this, we recommend that there is a clear integration of project activities in the school calendar. This could be achieved through lobbying.

- ***Encourage birth registration:***

The drive for birth registration is not necessarily new in child protection. But one of the challenges mentioned by the project stakeholders with whom we interacted indicate that often times the referral process can be complicated where there is no evidence of the child's date of birth. This is particularly critical given that in the absence of a birth certificate, the community members usually use the physical features of a child to argue that the child is old enough for marriage or above defilement. Yet most formal structures use age as a basis of evidence of abuse.

You see, because we don't usually know the dates when our girls are produced, we tend to rely on the physical body of the girl...for example when a girl starts menstruating then we know she has matured...so what happens that we look at this...but when defilement occurs and it is reported, sometimes the proof of age is based on the birth certificate which we don't have, so the authorities may also get

stuck (Religious leader during an FGD with community members, Anai parish, Lira Sub-county)

This contradiction complicates referral and may affect the relationship between the perception of formal and informal structures. Our recommendation therefore is that there is need to integrate birth registration in projects such as this one that aims at addressing sexual violence to enhance the referral system. This would be used as evidence when handling such cases but also help parents and guardians to understand the ages of their children to avoid selling them off into early marriage because of this ignorance.

- ***Strengthen the M&E framework.***

One of the challenges identified had to do with lack of a clear monitoring system in place for this pilot intervention in form of, say, a log frame where indicators of success would be measured. Our impression is that whereas the project had a system of meeting and sharing progress, and a clear reporting structure in which quarterly reports and annual reports were integrated in the design, we feel that the design would have benefited more in establishing a clear log frame to measure project success.

4.4. Conclusion

As envisioned at the onset of the project, the evaluation has provided evidence to show that there is a potential in which community child protection systems and referral networks can be connected and strengthened to address sexual violence against children. Evidence from this pilot intervention indicate that innovations such as strengthening school and community based structures, engaging children in their own protection, use of mobile telephone technology, strengthening the existing formal and informal structures are critical for a successful child protection system.

Appendix i: References

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Appendix ii: Summary of achievements (Outputs) of activities

Objectives	Activity	Project Targets (Where applicable)	Actual outputs (Where applicable)	Comments/ Remarks
Objective 1: To undertake a mapping of the child protection formal and informal systems in Lira and Dokolo Districts.				
	Train district and sub county stakeholders on child protection.	25 district and sub county officials trained on child protection	A training involving 25(14males,9 females) district, sub-county officials and cultural leaders on child protection referral and documentation was conducted	The training was successful conducted and participants came up with action plans like sensitizing parents by cultural leaders to improve the moral decay which contributes sexual immorality
	Train community members on child sexual violence, prevention, response, referral and documentation.	20members trained and functional in creating awareness on dangers of child sexual violence through peoms, drama, songs and messages on manila papers 20 group members reached in lira sub county, anai parish opionyoro village	12 interactive learning sessions and support session have been conducted and the group members are supporting survivors of child sexual violence and other violations through counselling, referral and conducting dialogue meeting to address child protection issues	Interactive learning methodology was adopted after the review meeting with TPO and Child fund
	Train school clubs, Patrons and school youth in child sexual violence	2 school communities able to identify, prevent, refer and respond to child sexual violence 80 members trained and functional	7 interactive learning sessions conducted 110 children and 4 teachers were trained on life skills and child sexual violence and were supported with case record and stationary to be able to identify, respond, refer and record cases of child sexual violence and other child abuse cases members trained and functional	All the club members are actively participating in the preventing and responding to child sexual violence in their particular schools For example in Anai p/s the club members identified 3 cases of forced marriage referred them the matron then lc1,headteacher who called for dialogue meeting with parents and clan leaders hence the girls are back in school ,joined club and encouraging other girls to be

				assertive and confident to resist and report those kind of abuses.
	<ul style="list-style-type: none"> Procure and distribute case record books/ registers to LCs and Focal Persons 	Distribute case record books to 4 focal point person and LCs and train on how to record cases of child sexual violence and other child protection cases	10 case record books were procured and distributed to 4 focal point persons, LCs leader 9, religious and 3 groups	Though the books were given there is need for continues support to the stake holders to record cases since its something new
	<ul style="list-style-type: none"> Print and distribute the mapping report 		A total of 25 bidden reports were given to 25 key stake holders of district officials, sub-county, cultural, schools, religious institution and community systems	.
	<ul style="list-style-type: none"> Participate in planned district and sub-county council meetings 		A total of 10 district and sub county council meetings were participated in by the project officer	We actively participated in district child protection cluster meeting, coordination meeting, preparatory meetings and contribution for celebration international days like women day and international day of African child.
Objective 2: To strengthen community and school-based approaches and create linkages with formal government policies and structures to sustainably protect children from sexual violence.				
	Dissemination of assessment findings to stake holders	disseminate the research findings to 30 stakeholders	A total of 25 stake holders reached during the dissemination and each stake holder was given a copy of research report	Inadequate funds to facilitate all the 30 participants The key stake holders at district and sub county were 25
	Develop jingles and carry out radio talk shows to raise community awareness on child sexual violence		4 radio talk shows were facilitated by CFPU, CDO, Probation, gender officers from Dokolo and lira districts on radio rhino fm	Cases have been reported to different stake holders on radio station and are being followed up. The audience always make calls to ask questions, get clarifications and

			2Jingles on child rights and responsibilities and child sexual violence were developed and already running on radio station.	appreciation they requested for more time
	<ul style="list-style-type: none"> Establish talking compounds in the targeted schools1. 	Establish talking compound established in two schools		Talking compound not yet established
	Raise awareness on child sexual violence through drama by youth groups, mothers' union and school clubs	communities able to identify, prevent, refer and respond to child sexual violence	Awareness session were conducted by widows group to raise awareness on dangers of child sexual violence and other child protection which attracted	
	Community conversations and meetings facilitated by district officials and role models on child sexual violence, prevention, response, referral mechanism and documentations.	12 community conversation conducted	10 community conversation conducted attracting a Total of 280 (141af, 23cf, 96am, 20 cm) participants were reached and community child protection concerns were identified together with response and preventive mechanism.	
	<ul style="list-style-type: none"> School-based meetings to raise awareness on child sexual violence, preventive mechanism and referrals Raise awareness of school support staff on child sexual violence 	2 school communities able to identify, prevent, refer and respond to child sexual violence 80 members trained and functional	3 school based meetings were conducted in bulluge and anai p/s to raise awareness on child sexual violence a total of 108 was reached comprising of teachers, support staff, pupils and school management committees and pta	
	Project review meeting	3 project review meeting conducted		

Dokolo district activity summary			
Activity	Project Targets	Actual outputs	Comments/ Remarks
<i>Objective 1: To undertake a mapping of the child protection formal and informal systems in Lira and Dokolo Districts.</i>			
Community mapping	The ultimate goal of the study to generate baseline information on key informal and formal child protection actors in Lira and Dokolo districts, their roles, and interactions within a child protection system and systemic capacity gaps.	One community mapping exercise was conducted to identify formal and informal child protection systems that exist in place which are significant in curbing child sexual violence. The exercise took place from July and ended in August. The whole process was manned by a consultant from Columbian University who trained, supervised data collection, analysis and dissemination to strategic stakeholders in both districts of Lira and Dokolo. Data collection was done in the three districts of Lira, Dokolo and Gulu and agencies that pioneered the exercise were Child Fund, TPO and Health Alert.	Data analysed portrayed clearly the child protection systems that are in place i.e. both formal and informal that play a major role in child protection.
Dissemination of assessment finding to stakeholders.	Hold one dissemination meeting involving 20 participants drawn from district, sub county and project staff.	<p>Preliminary report was disseminated to stakeholders in Lira and it took place at Education Boardroom Dokolo districts by consultant who was fully charged with mapping exercise report. However, the report was not fully comprehensive because some parts were left out and not included in the report. The data was forwarded to Eddy who is a lecture at Makerere University to analyse the data and it was successfully completed</p> <p>In addition, mapping report was to act as roadmap for implementing objective two of the project.</p> <p>On 2/04/2012, dissemination of final report on mapping exercise to district and Sub County stakeholders was achieved. The dissemination was presented by Area Manager of Lango Area. The dissemination took place at education board room. The participants were Acting CAO, PWO, DEO, CDO, Parish chiefs from Kangai sub county, OC CFPU, OC</p>	The exercise was successfully accomplished because the targeted participants turned up for the dissemination of the report at Dokolo Education Boardroom.

			<p>Kangai, Patrons from Ilong PS and Kangai SS, PEC Member, Drama group, Parish Executive Member, Church Leaders. A total of 19 (6f, 13male,) attended the workshop.</p> <p>Areas presented by area manger included; introduction of the study, objective of the study, key research questions, methodology used during the study, findings and recommendations. The recommendations that were highlighted in the study include joint community conversations involving children, clan leader, police, LCs, CPCs children and parents. These recommendations should be put into practice in order to end child sexual violence in Dokolo district.</p>	
	<p>Capacity building of stakeholders</p>	<p>Organised three trainings to district, teachers and sub county stakeholders on child protection, education ordinance and teacher code of conduct and training on how to interpret relevant laws, Acts on children respectively.</p>	<p>PLG organised training on child protection for district and sub county officials who are directly linked in child protection. This was one of the areas that were identified by coordinators for child fund and TPO on visiting and interacting with district and sub county officials for both Lira and Dokolo districts. The training targeted CDOs, Parish chiefs, Sub County chief, chairperson of Kangai sub county, DEO, religious leader. Technical coordinator for PLG also attended the training by supplementing on the presentation made by the district facilitators. The training took place at Education board room and a total of 24 (17male, 07female) attended the workshop. Probation and Acting Deputy CAO facilitated the training while PLG coordinator and project officer supplemented training sessions. The topic handled included; referral and documentation, guiding principles in child protection, ring in child protection, children rights and responsibilities, local, national and international laws in the protection of children, the difference between child sexual violence and gender</p>	<p>PLG officer has started to train community stakeholders with ultimate intention to build their capacity on child protection, train teachers on education ordinance developed by the district coupled by teacher's code of conduct and train other actors on how to use and interpret children's Act and relevant laws on child protection.</p>

			based violence. The participants also came out with action plan that will guide them during implementation of agreed activities.	
Training of community members on child sexual violence.	Hold one training of informal groups on child protection, documentation, referrals.	On 14 th and 15 th May 2012 PLG Officer together with PWO and CA conducted child protection training to LCs, crime preventers, youth groups. Training content included documentation, referral path ways, rings of responsibilities, relevant laws and policies in child protection, guiding principles in child protection, children rights and responsibilities. Training was participatory. The training took place at Kangai sub county and a total of 25 (6f, 19m) attended the training.	The number of child monitors trained expanded as a measure to address both pupil and teachers turn over. In case of this scenario, the project would not be adversely affected.	
Training of school clubs and youth groups on child sexual violence.	Train two school clubs and youth group on child sexual violence.	Young Talk Club of Ilong primary school have been trained on child rights and responsibilities, recognising child abuse, child sexual violence, rings and responsibilities of different stakeholders. In addition, members of the clubs came up with action points as; conducting sensitization at school level on child sexual violence, identify children who are abused at school level and report to relevant authorities.	Training of PIACY club members Kangai SS and Youth group has been planned and awaits transfer of funds.	
School-based meetings to raise awareness on child sexual violence.	To hold 14 schools based meetings facilitated by stakeholders.	This has not yet been carried out because we are to train the members first before actively engaging them on meetings and conversations.	Mobilization is going on to start school-based meetings.	
Community meetings to identify issues of child sexual violence.	To conduct 17 community meetings in form of dialogue, dialogue and 17 sensitizations.	From July 2011 to June 2012 a number of community meetings have taken place in form of community dialogue, conversation and sensitization with actors that are involved in child protection or ending child sexual violence in Kangai, Dokolo district. So far we have achieved seven community meetings. These included; Child Protection Committee members, Crime preventers, parish chiefs, Local council's members, elders, parents. Majorly topics covered were diverse in	Community meetings are going on and are mostly facilitated by district officials.	

			nature. The topics handled are; defining child sexual violence, causes of child sexual violence, how to curb child sexual violence, roles of different stakeholders in stopping child sexual violence, referral pathways, documentations. Most of the meetings were facilitated by district officials because they are technical persons in the field of child protection while one community sensitization was conducted by drama group.	
Radio talk show to raise awareness on child sexual violence.	To conduct 8 talk shows facilitated by district, sub county and other stakeholders who are actors in child protection systems, 338 radio spot messages on child sexual violence.		Together with TPO we have conducted two talk shows targeting listeners from both Lira and Dokolo districts. Project Officers opened up radio talk show by introducing the PLG project to the listeners. This took place in Rhino Radio station. We are cost sharing radio programme this to reduce the cost of running the programme and secondly, currently there is no radio station in Dokolo district. TPO and Child Fund have had the first radio talk show on 24 th May 2012. TPO invited OC CFPU while Child Fund invited Probation and Welfare Officer respectively. Areas that were covered included; child rights in relation to responsibilities, children rights and human rights, legal instruments regarding child protection, principles of child protection, and custodian of children rights. Together with Rhino radio station; we have developed radio spot messages to be run at a convenience time agreed up with radio station. Radio talk show is scheduled to take place on every Thursday. Most of the days are busy and that is why we have selected Thursday which is not congested.	
PLG coordination meetings to promote learning.			On 24 th May 2012, PLG participated in a joint review meeting which was organised by Child Fund, LACCODEF and Dokolo district Local Government. The meeting took place at Dokolo Parish Hall and a total of 89 (19f, 70m) attended the meeting. PLG made financial contribution of one million and eight hundred	

		<p>thousand shillings only to make the meeting a success. PLG Project officer made a presentation stipulating the successes registered by PLG since its inception up to date and the challenges met during the course of implementation and what lies ahead. Achievements registered included; mapping exercise report have come out and dissemination to significant district and sub county stakeholders, informal community groups have been identified, school clubs have been identified, community conversations have been conducted , record books have been procured, district and sub county stakeholders have been trained on child protection. In addition, GBV and LACCODEF too made their presentations on what have been achieved and currently what they are doing to help reduce and support victims of GBV.</p> <p>I attended a meeting organised by Uganda Child Rights NGO Network. The meeting was organised to give feedback on referral mechanisms initiated by Uganda Child Rights NGO Network and implemented by districts through CDOs based at the sub county level. The organization has a fee toll line which is used to answer questions related to child abuse. The facilitated (Program Officer) said they are soon changing the toll free line which will be managed by Uganda Communication Commission. There are staff that are a singled to answer questions from the public and somehow each ethnic language is catered for since they appreciate that there are some people who cannot speech English except their native language. Due to large area of coverage, they will answer and direct clients to respective officers at the district or sub county level who will help to address their problems. In the meeting the followings were also discussed;</p>	
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		strengthening referral at the grass root level, sharing of experience on case handling and services offered by different organisations. On 20 th June 2012, Dokolo district commemorated African Child Day at Anwecebange Primary school. The participants were drawn from primary schools, district staff. PLG supported the project by contributing 1,319,000= for training disable children who performed on the day of African Child.	
Awareness raising by school clubs and youth group.	To conduct 14 sensitizations by school and youth groups.	Two sensitizations have been conducted by youth groups in Ilong Village on the dangers of child sexual violence on the growth and development of a child.	Youth group are active members in sensitization community members. During the course of training they are normally guided on how to compose drama, poems that suit the project goal and objectives.
Mobile phone set	5 hand set of phone to be distributed to focal point persons to facilitate referral of child sexual violence.	Mobile phone set has not yet been employed since the start of the project. Airtel was contacted to provide the service and they accepted to do so. However, contact persons at community level have been identified to be in charge of the phones the only pending issue is delivering of hand set to kick-start the process of using phone technology.	Handsets should be purchased and distributed to focal persons so that we have ample time to assess its significant impact on strengthening referral network.
Mobile Phone service fees.		No service fees were subscribed because we have not implemented any activity concerning hand set.	
Project review meeting	To hold three coordination meetings between implementing partners.	So far child fund and TPO have held two joint coordination meetings to assess achievements realised and challenges encountered during the process of implementation. This has made implementing partners to find ways of strengthening and build on the achievements while coming up with way forwards in dealing with challenges. The two coordination meetings took place at Child Fund Kampala National Office	Project reviews are important aspect in project implementation because it makes staff to identify challenges and possible solutions to handle the challenges so that project goal and objectives can be realized.

Appendix ii: List of study participants

Name	Position	Organisation
Timothy Opobo	PLG Coordinator	Child Fund Uganda, Kampala
<i>Lira district</i>		
Andrew Ogwang	Project officer	Child fund-Dokolo
Marion Nanfuna	Project officer	T.P.O –Lira District
Okello Tom Richard	Senior Labour Officer	Lira District
Jolly Acene	Senior community development officer.	Lira District
Otim Joseph	Assistant Inspector of the Police	Lira District
Acela James	LCIII Chairman	Lira Sub county
Okany George	Sub county chief/ Parish Chief. Deputy	Anai Parish/ Lira District.
Daniela Juliet Tino	Matron of GEM Club	Anai Primary School, Lira district
Girls Education movement club	22 club members	Anai primary school. Lira District
Obanga Akica Widows Group	10 widow group members	Widows group- Lira district
Elders, LCI, Youth, Mothers Union, focal person, clan leaders	Informal structures	Anai community- Lira district
Grace Peter Deng	Focal point person	Opio Nyoro Village- Lira district
Music Dance and Drama club Members	8 club Members. Girls and boys	Bullunge comprehensive senior secondary school. Lira Disrict
Atala Philip	Headmaster	Bullenge Comprehesive High School, Lira District
Toolit Ensio	Child protection Unit Officer	Lira district
Nyakato Jackie	Patron of Music Dance and Drama Bulluge Comprehensive Club	Lira District
Colonel Retired Tonny Ottowa	Prime Minster cultural foundation-Lango sub region	Lira District
<i>Dokolo District</i>		
Apollo Margret	Inspector of the Police/ child Protection Unit	Dokolo District
Child Protection Club-Kangai senior secondary	12 club members- boys.	Kangai sss- Dokolo District
Child protection club. Kangai SSS	10 club members. Girls	Kangai SSS- Dokolo District
Community members and parents, elders ,clan	18 members-	Kangai- Dokolo District at Adita social center

leaders chairperson CPC'S Parish chief, religious leaders, VHT, Chairman GBV AND focal point person		
Acting patron/senior woman teacher	12 club members. Boys and girls	Olong Primary school
CPC, clan leader, Religious leader and elder	4 community members	Kangai community leaders- Dokolo diistrict
Akello Pascquine	Community Development officer	Local Governmment –Dokolo district
Mwima Rebbeca	Acting Town Clerk	Dokolo Town council
Ocaa Jackson	Probation officer	Dokolo District

Tools used during the evaluation

a) INTERVIEW GUIDE FOR SENIOR MANAGEMENT STAFF Child Fund/TPO Uganda.

1. Describe your experience regarding project implementation (Was the project in line with priorities of targeted communities)
2. Probing questions: What were the main constraints in the implementation of the project activities? How were the constraints handled and addressed?

Relevance of the project

3. How appropriate was the project to the situation in the districts/region?
4. How significant and worthwhile was the project. Did you do the right things?

Effectiveness

5. To what extent do you think the project objectives have been achieved? Have the planned outputs led to the achievement of the outcomes?
6. What outcomes, both negative and positive have you realized as a result of implementing the project? (Probe for both negative and positive)

Efficiency

7. Have the project outputs been achieved at a reasonable cost? Has the project been cost effective or would other approaches have led to achievement of the same results at more reasonable costs?

Sustainability

8. How sustainable is the project. (Probe for the existence sustainability strategies, how effective they are to the project)
- What lessons do you draw from participating or implementing the project?

Cross cutting issues

9. What is the quality of partnerships established by Child Fund with government and CSOs in the region?
- To what extent has the project contributed to a reduction in children's vulnerability in the region especially with regard to child sexual abuse.
- Are partners equipped to understand and address the issues of child protection?

Way forward

12. What are the good practices that you would consider replicating?
13. Which other issues would you consider redesigning in case of a chance to scale up intervention?

b). In depth interview guide for Project Management team and Field Staff in Lira and Dokolo

1. At what stage(s) have you been involved in during the design and implementation of the project?
2. Can you please describe your roles and responsibilities during your involvement in the Project?
3. What do you consider to be the main project achievements in relation to the set objectives?
4. What partners (CBOs, NGOs, etc) has the project worked with? (probe: name of partner agencies,
5. What activities have each of the partner agencies/organizations been involved in since the inception of the project?
6. In your opinion, how have the beneficiaries benefited from the project?
7. How will the project activities continue in the community when the project comes to an end? (probe: systems put in place, community structures, partners' roles, etc)
8. Given the way the project was designed, what lessons and best practices can be derived for future similar or related projects?
9. What lessons and best practices can be derived from the way the project was implemented?
10. What challenges did you experience in the course of implementing the project? How were these challenges addressed?
11. What are your recommendations in designing and implementing similar projects in the future?

c). FGD Guide for other community members (Parents and other community members)

General issues

1. What are the main factors that increase children's vulnerability in this community?
2. How are you involved in the protection of children's rights?
3. What are some of the activities that have been implemented in the community by Child Fund?

Existence of community child protection systems

4. What are some of the child protection structures in this community (**Probe for; child committees, clan leaders,**)? How have these structures benefited from the support from Child Fund? (**Probe for capacity building/training sessions for members**)
5. How has Child Fund helped strengthened the capacity of these structures in protection of children from sexual violence/abuse in this community?
6. What are some of the services available to abused children in this community? **Probe for:** access to legal, medical and psychosocial support services. What are some of the main challenges children face in accessing these services?
7. Who provides these services?
8. How is the community involved in the rehabilitation of children affected by sexual violence? Ask for some of the initiatives that the community members have undertaken to protect children in this category, e.g being vigilant against abuse, reporting of cases to police etc...

9. How is the community involved in supporting other structures of government and non-government actors involved in addressing child sexual abuse (ask for **reporting of cases to police, PSWO at the district, giving information on abused children etc**)...
10. How has Child Fund supported such initiatives?—**providing mobile phones, setting channels of communication with the police etc**
11. What challenges may hinder such initiatives? And how can they be addressed?

Access to quality education

1. How has Child Fund helped to increase access to services for children sexually abused in this community? (**radio talk shows, supporting drama groups, activities for the youths etc**)
2. How do you assess the relevance of Child Fund activities in this community?

Sustainability

1. What are some of the arrangements put in place to sustain Child Fund activities in this community?
2. What suggestions do you give to Child Fund to improve the linkages between community based structures and formal structures of protection against child sexual abuse in this community?

d). Interview Guide for: (District probation and social welfare officer, Teachers, head-teachers, Police officers etc)

1. Are you aware of Child Fund Linking Project and its activities implemented in the district? (*Probe: when did it start, areas where it operates, etc*)
2. What are the different activities undertaken by this project in the district?
3. How have you been particularly involved in project activities since the project started? (*Probe: consultative meetings during design, staff input, child protection structures, etc*)
4. What achievements have been registered by the project against what it was set out to do? (*probe: achievements in activities implemented, service access and capacity building*)
5. What change is observable in the community lives as a result of the project activities? (*Probe: district level, community level, Parish level and individual level*); *probe issues of access to quality education, retention etc.*
6. How were the community members involved in the design and implementation of project activities? (*probe: mobilisation*)
7. In the course of implementing the project activities, what went well which could be taken on in future projects? *Probe on the activities undertaken.*
8. What is your experience working/cooperating/communicating with the project? What were the advantages? What were the lessons learned from this experience?
9. Where there any challenges or barriers? If so, were there any steps taken to resolve them and move forward successfully?

10. What are you currently doing to ensure that as the project comes to an end its activities can be sustained?
11. In your expert opinion, what are the main successes or best practices?
12. What lessons can be learnt from the project, how it was implemented, and the way it was designed? Etc
13. What else would your recommendations be in implementation of similar or related projects in future?

e). FGD Guide for the children (club members/beneficiaries of the project)

1. Awareness and understanding of children's rights

- a. What do you understand by children's rights?
- b. Please mention some of the children's rights that you know.
- c. How did you learn about these rights? (**Probe for police, Child Fund staff, parents, teachers, radio programs etc**)
- d. What are children's responsibilities in the protection of these rights?
- e. How are your rights abused in this community? **probe for sexual abuse/violence...main offenders**

Access to protection and care services

2. Availability of child protection services.

- a. What are some of the services available to sexually abused children in this community? (**Probe for access to legal services, medical, counseling services etc**)
- b. Initiatives in the community to assist in the rehabilitation of children affected by sexual violence? Who supports these initiatives (Child Fund, Gov't)
- c. Where do you report in case of abuse?
- d. What has Child Fund done to help you with issues of sexual abuse?

3. Facilities to make education for children

- a. Has anybody ever talked to you about the ways to avoid sexual related abuses mounted against children? Who and what did they tell you about sexual abuse? (**Role models**)
- b. What are some of the services that Child Fund has provided to make the school environment attractive for you? (**Probe for existence of play, sports and recreational facilities**)
- c. What are the reasons why children dropout of school in this community? (**probe for cases of sexual abuse/violence against children**)
- d. Do you know of other children who are not in school? What are the reasons why they are not in school?
- e. How can they be assisted to go to school?

4. Children's participation in monitoring and influencing the implementation of policies to address child sexual abuse in the district.

- a. Ask for children's participation in activities such as; Children's parliament, inter and intra school games and academic competitions, school open days, sports days in the schools etc
- b. How are you involved in designing policies, and activities that are designed to address child sexual abuse in the district? ...**probe for the involvement of children in drama, debates started by the district etc**
- c. How has involvement in such activities helped you in understanding abuse against you and other children in the community?
- d. How has Child Fund supported initiatives by children in this community?