Enhancing Community-based Care and Support Systems for Children and Youth Living with HIV/AIDS

Findings from Final Evaluation
Kenya, Uganda and Zambia

Australian Partnerships with African Communities (APAC)

May 2009
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ACRONYMS

AAC   Area Advisory Council
AIDS  Acquired Immune-deficiency Syndrome
AMREF African Medical and Research Foundation
ANNPCAN  African Network for the Prevention and Protection against Child Abuse and Neglect
APAC  Australian Partnerships with African Communities Program
ART / ARV  Anti-retroviral Therapy
CACC  Constituency AIDS Coordinating Committee (Kenya)
CBO  Community-based Organization
CCF  Christian Children’s Fund
COVCC  Community Orphans and Vulnerable Children’s Committee
DHS  Demographic Health Survey
DOVCC  District Orphans and Vulnerable Children’s Committee
ECD  Early Childhood Development
FBO  Faith-based Organization
HIV  Human Immuno-deficiency Virus
JoL  Journey of Life Psycho Social Support Tool
KAP  Knowledge, Attitude and Practice
MOE  Ministry of Education
MOH  Ministry of Health
NAC  National HIV/AIDS/STI/TB Council
NGO  Non-government Organization
NPA  National Plan of Action for Orphans and Vulnerable Children
OVCC  Orphans and Vulnerable Children
PEPFAR  President’s Emergency Plan for AIDS Relief (US)
PLWHA  People Living with HIV/AIDS
PSS  Psychosocial Support
RAPIDS  Reaching HIV/AIDS People with Integrated Development Support
REPSSI  Regional Psychosocial Support Initiative for Children Affected by AIDS
TOT  Trainers of Trainers
UNICEF  United Nations Children’s Fund
VCT  Voluntary Counseling and Testing
WFP  World Food Program
EXECUTIVE SUMMARY

The Australian Partnerships with African Communities (APAC) Program is a five-year agreement between the Australian Agency for International Development (AusAID) and Australian non-governmental organizations (NGOs) to contribute to poverty reduction and achievement of sustainable development in targeted countries in southern and eastern Africa through community-based program approaches. The ChildFund Australia/APAC Program, Enhancing Community-Based Care and Support for Children and Youth Living with HIV and AIDS runs from July 2004 – June 2009, with a possible one year extension. The program is being implemented in eight target districts in Kenya, Uganda and Zambia. ChildFund Australia is working in partnership with its local partners, Christian Children’s Fund (CCF) of Kenya, Uganda and Zambia to deliver the program in each country. The sub-program objectives are:

**Sub Program 1.** HIV affected and other vulnerable children and youth living in an appropriate care giving environment in their communities by end of August 2007 in selected areas in three target districts in Kenya, three target districts in Uganda and two target districts in Zambia.

**Sub Program 2.** Best practices in psychosocial care and support incorporated and featuring as a critical component of programs that target HIV affected and other vulnerable children and youth as a result of strategic partnerships and collaborations in 8 districts in the three countries and regionally in eastern and southern Africa.

**Sub-Program 3.** Voices, interests and needs of HIV-affected and other vulnerable children and youth are included in the development, implementation, and monitoring of national and local level government policies and programs.

A quantitative household survey was undertaken at baseline, midterm and in March this year as a final evaluation. This qualitative assessment, contributing to the final evaluation, was undertaken by an external consultant based in Namibia during March and April 2009 and included field visits to the three countries from March 23 – April 5 2009, with visits to 40 organizations, and discussions with over 400 individuals representing the program direct beneficiaries: children/youth, caregivers, teachers, district and community representatives, as well as CCF staff. The findings of the qualitative report supported the findings of the Final Household Survey report and focus on the elements of the program design and methodology that may have contributed to the improvements and achievements found in both studies.

1. FINDINGS

The findings are discussed under the six APAC thematic areas, and lessons learned are outlined according to dimensions of quality.

1. 1 Program Approach:

The ChildFund/APAC program approach focused on one sector – health/communicable disease – across three countries: Kenya, Uganda and Zambia, in eight districts. The program works through one prime partner in each country, namely the national Christian Children’s Fund (CCF) national offices in Kenya, Uganda and Zambia. The approach has a strong child participation element that infuses the different program activities. A very robust monitoring and evaluation framework, including baseline, midterm and final quantitative surveys, on-going KAP assessments, quarterly progress reports, a midterm qualitative assessment, and livelihood tracking tools had been put in place.
To reach its objectives the ChildFund/ APAC program used a variety of methods:

- Training on psycho-social support using a variety of tools including REPSSI Journey of Life material
- Training of trainers (ToTs) to cascade the training
- Facilitating the work of the trainers and other forms of technical assistance
- Identifying model institutions, especially schools, from which others could learn
- Organizing exchange visits
- Encouraging the formation of networks to ease referrals
- Providing support supervision to beneficiary groups in partnership with staff at district and community levels
- Applying consistent messaging to all stakeholders in a district and community
- Scaling up the activities through replication with partners

An impressive number (over 1200) of community groups and institutions, – ranging from children’s committees and youth groups, through caregivers’ groups and teachers, to district and community level committees - has received training in psycho-social support, children’s rights, resource mobilization, monitoring and evaluation, HIV and AIDS prevention, and advocacy. Over 11,000 individuals have been assisted to fulfill their role as parents or guardians, as teachers, as community leaders, and as government officials. Adults and youth have been assisted with economic strengthening opportunities including livelihood and vocational training and materials for income generating. This narrow, but deep, approach of working in limited communities and districts but with many partners has two potential benefits – the creation of an enabling environment and the possibility of replicating good practices through quality role models.

1.2 Australian NGO Value Added

CCF Program Managers in all three countries expressed an appreciation of the partnership with ChildFund Australia. According to national Program Managers and OVC Coordinators, the most valuable contributions from ChildFund/ APAC were:

- Establishing the partnerships with REPSSI and with the CCF Africa Regional Office for technical assistance in the livelihood support sector;
- Helping with overall coordination and program standardization across the 3 implementing countries;
- Providing a regional outlook, through increased partnerships;
- Facilitating cross country learning and sharing;
- Providing a smooth flow of resources from AusAID to CCF national offices; and
- The development and implementation of a functional Monitoring and Evaluation system—particularly the household surveys and administration of the KAP tools.

1.3 Benefits to the Poor:

The qualitative evaluation confirmed the findings of the Final Household Survey report that more caregivers are receiving assistance towards child care and support; have benefited from income generation training; and are providing good quality care to the children. The program has raised awareness of the social, emotional and physical developmental needs of orphans and vulnerable children, and indeed of all children in the target districts in the three countries. Important changes in the community reported consistently by caregivers, children and young people during the qualitative evaluation include:
<table>
<thead>
<tr>
<th>Caregivers Report:</th>
<th>Children Report:</th>
<th>Youth Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>More reporting of child abuse</td>
<td>Early pregnancy has decreased “I have focus and direction”</td>
<td>Greater awareness and reporting of child abuse</td>
</tr>
<tr>
<td>Greater discipline and improved behaviour in children</td>
<td>They know how to behave</td>
<td>Young people act as role models to others</td>
</tr>
<tr>
<td>Fewer school drop outs &amp; better educational performance</td>
<td>Children have come back to school</td>
<td>Orphans and vulnerable children being able to attend school</td>
</tr>
<tr>
<td>Improved family relationships</td>
<td>They know themselves and can overcome obstacles</td>
<td>Ability to support their own children if they were already parents, their siblings, and their parents or guardians</td>
</tr>
<tr>
<td>Children more communicative</td>
<td>They know their rights and speak out</td>
<td>Children speak out</td>
</tr>
<tr>
<td>Improved health for children</td>
<td>Their health has improved due to the gardens and the health club</td>
<td>Less drinking and alcohol and substance abuse</td>
</tr>
<tr>
<td>Less stigma in community and more care</td>
<td>They care for others and respect each other and don’t discriminate</td>
<td>Greater acceptance and openness about positive HIV status</td>
</tr>
<tr>
<td>Improved self esteem/respect from community</td>
<td>They have respect from the community</td>
<td>Improved self esteem and respect from the community since they were gainfully employed.</td>
</tr>
<tr>
<td>Financial improvements at household level</td>
<td>They have new skills in agriculture and advocacy from the clubs</td>
<td>Ability to earn some income from their trade.</td>
</tr>
<tr>
<td>More people know HIV status</td>
<td></td>
<td>Increase in people going for VCT</td>
</tr>
<tr>
<td>More people directly involved with the program writing wills and preparing memory books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.4 Capacity Development:*

*District and Community Level Coordinating Committees*

The program has built the capacity of district and local level committees to coordinate the planning and budgeting processes for and monitor OVC activities in their area of operation. It has also worked with schools and youth groups building their capacity to address their own needs and the needs of orphans and vulnerable children in their communities. In total the ChildFund/APAC program estimates having trained 7825 adults and 3294 children and youth, a total of 11,119 people.

The work with the District and Community coordinating committees has helped to create an enabling environment for orphaned and vulnerable children. The two levels of committees reported a number of achievements, including the following, which are expressed as percentages of responses:
These successes were attributed to the training they had received from ChildFund/APAC program; from their members’ commitment to children; from the practice of joint planning, budgeting and reporting; and from the facilitation of CCF. The ChildFund/APAC program enabled government departments to reach communities with extension and protection services, among which are: the police with child protection messages; veterinary services with information on livestock; agriculture officers with new farming techniques.

**Schools and Youth Groups**

The five schools visited during the evaluation exercise seemed to be havens of order, cleanliness, positive discipline, productivity, recreation, and emotional support. Children spoke out freely both in small groups and in larger meetings. In all the schools there was strong evidence of child participation— inclusion of children living with HIV and AIDS, inclusion of children with disabilities, and inclusion of children from different language groups in all matters affecting them. The schools reported that they had managed to bring drop outs back to school; help vulnerable children stay in school by providing some food support, school costs, stationery, female sanitary items, and uniforms; and decrease the number of teenage pregnancies. With assistance from the ChildFund/APAC program, the schools have i) set up counseling desks for children ii) established a number of clubs including crime prevention, agriculture and gardening, music, dance and drama, child rights clubs, health clubs, child protection iii) now hold weekly assemblies where children’s concerns are addressed iv) created a child-friendly environment through painting child protection and other educative messages around the school.

The ChildFund/APAC approach of addressing the needs of the youth for training, vocational support, learning opportunities, and behavior change while encouraging them to become activists for orphans and vulnerable children has been constructive. The young people reported a change was in the quality of their relationships with each other, with teachers, and with other community leaders and members. In the recent KAP survey there was a percentage increase in Zambia of youth who had has discussions with government officials or community leaders. Youth leaders in Kenya and Uganda also reported increased ability to engage with policy and decision makers. (APAC KAP summary report 2008/2009). The two youth groups visited as part of the qualitative evaluation demonstrated a strong sense of purpose and commitment to helping both their peers and vulnerable children mainly through provision of basic counseling, information and education on a range areas affecting them.
1.5 Policy Engagement
All the District and Community committees have some youth or children representation, although the degree of engagement with the children differed from place to place.

These committees have managed to:

- Ensure policy implementation (Early Childhood Development (ECD) policy, child welfare policies, and youth policies) by including issues related to orphans and vulnerable children in district and local plans;
- Determine participation in cash transfer systems currently being piloted in two of the countries;
- Advocate for and receive government funds for building or equipping youth resource centres;
- Establish child protection units (children’s desks) within the police departments;
- Advocate for increased vocational training opportunities;
- Budget funds for ECD;
- Enforce bar licensing; and
- Establish by-laws on early marriages.

These actions have positive implications for children. In the Final Household Survey Report (2009) and in the qualitative evaluation, children report an increase in trust of their local leaders. In the qualitative evaluation children reported that they have increased trust in their local leaders, are able to approach the COVCC with problems they might have, and have been given opportunities to express their own advocacy issues including protection from child abuse and early marriage.

1.6 Development of Educational and Public Information Resources: how best practice knowledge is generated and shared

Replication has taken place in at least four areas:

- Regionally through sharing practices at conferences and seminars
- Within government through participation in relevant and strategic national fora and through the scaling up of DOVCC training and the use of PSS monitoring in schools;
- Within CCF country programs that have assimilated and used many of the ChildFund/APAC constructs especially in the new CCF Community-wide Program Methodology (known as Bright Futures), the PEPFAR funded program ‘Weaving the Safety Net’ being implemented by CCF Kenya, and in all programs that use the M and E tools developed by the ChildFund/APAC program
- Within local NGOs and CBOs who have been trained as trainers and facilitated to carry on ChildFund/APAC work in different districts and with different groups in the same districts.

This has been assisted by the development and provision of appropriate resources such as the REPSSI Journey of Life material, the training manuals for DOVCC, monitoring tools for PSS, and information and education materials such as posters and leaflets with child protection and HIV/AIDS messages. Introducing different groups to the concepts of psycho-social support, sensitizing communities to how children perceive and experience their lives, and encouraging greater attention to listening to children and youth are all transferable activities which have relevance to a wide variety of sectors including education, health, legislation and livelihoods. Many of the tools —
such as the Hero Book, the Memory Book, the Tree of Life, and Body Mapping have been enthusiastically adopted by different organizations and used extensively.

2. LESSONS LEARNED

2.1 Access and Coverage
- ChildFund’s program approach of providing services and opportunities in an HIV-sensitive but not HIV-targeted manner to vulnerable children and youth program helped to promote and strengthen overall APAC program ownership and buy-in among the target communities.

2.2 Effectiveness
- Full involvement of community leaders (traditional, political religious and administrative) helps to increase ownership of programs, enhance community participation, promote replication, scale-up and to bring about the desired change.

2.3 Technical Performance
- The quality of the initial training in Psychosocial Support was critical in “selling” the concept of psycho-social support among the different OVC stakeholders. The training was individually transformative and thus had huge subsequent impact on caregivers, teachers, peer educators, community leaders and policy makers.
- The ChildFund approach of working to reach the child through as many different angles as possible resulted in improved awareness of the needs of OVC within the “care environment” although it demands a wide array of skills and expertise ranging from youth work, to economic empowerment activities, micro finances, through counseling for children, advocacy and education, to name a few.
- A functional and robust Monitoring and Evaluation systems (which included a base-line, midterm and final household survey and regular KAP surveys) was key to the good performance of the APAC program. The quality of the monitoring and documentation system used had particular relevance in the current global context where little post-intervention data is collected from programs focusing on the health and welfare of orphans and vulnerable children (JLICA, p.30).

2.4 Efficiency
- Small inputs provided to motivated individuals and committees can result in significant action. However, issues of program sustainability have to be kept in perspective.

2.5 Continuity
- Referrals and continuity of care can be enhanced and made more probable when all the stakeholders in a community receive similar and consistent messages.
- Understanding the links between prevention, testing, treatment, and care continues to be critical in ensuring an appropriate care giving environment for vulnerable children and youth.

2.6 Relevance and Appropriateness: gender, age and operating environment
- Gender issues, if not specifically addressed, may end up not being addressed. Mainstreaming of gender is not always enough, especially where levels of gender awareness and sensitivity may be low. A more systematic approach to exploring how gender perception affects the care for vulnerable children may have revealed interesting windows of opportunity for intervention and engagement.
As with gender, it cannot be assumed that a program will address different age groups unless this is specified. This is particularly true with the harder to reach age group of pre-school aged children 0 – 6. In general pre-school age children and infants are likely to be neglected in national plans of action on orphans and vulnerable children (Bernard van Leer). The psycho-social needs of younger children require special attention. The APAC program addressed the needs of this particular group by equipping the ECD facilitators with basic PSS skills through training and mentoring. Another harder to reach group – the elderly caregivers – were targeted by the program. All caregiver groups had information on how they assisted elderly caregivers. The traditions of the society encouraged targeting widows and elderly for compassionate care.

2.7 Participation

Promoting participation:
- Programs that have an immediate impact on the individuals concerned have a better chance of engendering ownership.

Involving leaders
- Programs benefit from the engagement of a wide array of leaders – political, traditional, religious. It is unwise to assume that power and decision making lie in only one sphere.

Power of child participation:
- Creating openings for adults and policy makers to hear the authentic voices of children, gives impetus and commitment to action.

Managing and Maintaining Volunteers:
- Volunteers are not a homogenous group and different management and mobilization strategies are needed for the different cadres, but in all cases recognition and respect are highly valued.

2.9 Sustainability

- Small early gains are important to encourage and maintain commitment to program activities.
- Creating and supporting institutional frameworks for action, such as the District and Community level coordinating committees, cannot guarantee sustainability of initiatives but does offer a promising practice for continued support of orphans and vulnerable children and their families.
- Personal attitude change combined with sufficient training and an official mandate promotes sustainability and action.
- Caregiver groups and youth groups have huge potential for building social capital and social networks and can serve as a springboard for skills and community development.

3. FUTURE OPPORTUNITIES

In the final extension year, Child/Fund/APAC should concentrate on documenting and packaging its approaches and materials so that they can be easily replicated by both CCF country programs and others. This process could be enhanced by some specific national level workshops involving the other significant providers of services for orphans and vulnerable children in the three countries.

With its holistic understanding of psycho-social support and experiences in school-based support, economic strengthening, social mobilization and policy engagement, the program should make an extra effort to engage with national level on such emerging issues as the development of quality standards and the defining of services.
SECTION 1: BACKGROUND AND INTRODUCTION

1.1 BACKGROUND:

The Australian Partnerships with African Communities (APAC) Program is a five year agreement between the Australian Agency for International Development (AusAID) and Australian non-governmental organizations (NGOs) to contribute to poverty reduction and achievement of sustainable development in targeted countries in southern and eastern Africa through community-based program approaches. The ChildFund Australia/APAC Program, Enhancing Community-Based Care and Support for Children and Youth Living with HIV and AIDS runs from July 2004 – June 2009, with a possible one year extension. The ChildFund /APAC program is being implemented in eight target districts in Kenya, Uganda and Zambia. ChildFund Australia is working in partnership with its local partners, Christian Children’s Fund (CCF) of Kenya, Uganda and Zambia to deliver the program in each country.

The purpose of the program is that the psychosocial needs of HIV affected orphans and other vulnerable children and youth are adequately met within their own communities by July 2009 in selected areas in three target districts in Kenya, three target districts in Uganda and two target districts in Zambia. The program has three sub-programs. The objectives for these are:

**Sub Program 1.** HIV affected and other vulnerable children and youth living in an appropriate care giving environment in their communities by end of August 2007 in selected areas in three target districts in Kenya, three target districts in Uganda and two target districts in Zambia.

**Sub Program 2.** Best practices in psychosocial care and support incorporated and featuring as a critical component of programs that target HIV affected and other vulnerable children and youth as a result of strategic partnerships and collaborations in 8 districts in the three countries and regionally in eastern and southern Africa.

**Sub-Program 3.** Voices, interests and needs of HIV-affected and other vulnerable children and youth are included in the development, implementation, and monitoring of national and local level government policies and programs.

The final review of this program consists of a quantitative household survey conducted across the program target areas, building on baseline and mid-term review exercises, and a qualitative final evaluation report assessing the extent to which the planned purpose of the program has been realized. The qualitative evaluation took place in March and April 2009, with field work in three countries between March 22 – April 4 2009. A draft report was presented and discussed at a regional workshop for implementing teams from CCF Kenya, Uganda and Zambia and other relevant staff from ChildFund Australia.

1.2 KEY CHANGES IN CONTEXT AND OPERATING ENVIRONMENT

Significant new resources for orphans and vulnerable children programming have become available since the inception of the ChildFund/ APAC program. PEPFAR/US stipulates that 10% of its budget for HIV and AIDS work should be allocated to orphans and vulnerable children (OVC) programming in focus countries. The Global Fund has also put more resources into OVC work. Social protection through cash transfers has gained momentum with pilots being undertaken in
Kenya and Zambia. All three countries involved in the program have started new funds to support youth and community livelihoods and income generating strategies.

Improved access to ARV means that parents can live longer and stay healthy and strong. Despite these positive developments, many of the indicators for child development remain cause for concern, especially increased child mortality, low secondary school enrollment, and high levels of poverty. During the evaluation, communities reported increasing numbers of vulnerable children – ironically in many cases this was attributed to the perceived empowerment of groups to cope with vulnerable children, resulting in more vulnerable children being brought to their attention.

Table 1: Key indicators per country in 2008. (State of the World's Children, 2008)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Kenya</th>
<th>Uganda</th>
<th>Zambia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>36,553,000</td>
<td>29,899,000</td>
<td>11,696,000</td>
</tr>
<tr>
<td>Under 5 mortality Per 1000 -2006</td>
<td>121 (trend up)</td>
<td>134 (trend down)</td>
<td>182 (trend up)</td>
</tr>
<tr>
<td>HIV Prevalence</td>
<td>6.1 (down from 2006)</td>
<td>6.7 (up from 2006)</td>
<td>17 (stable)</td>
</tr>
<tr>
<td>Children living with HIV - estimates</td>
<td>150,000</td>
<td>110,000</td>
<td>130,000</td>
</tr>
<tr>
<td>No of orphans-estimates</td>
<td>2,300,000</td>
<td>2,300,000</td>
<td>1,200,000</td>
</tr>
<tr>
<td>Fertility Rate (2006)</td>
<td>5.0 (same)</td>
<td>6.6 (trend down)</td>
<td>5.3 (trend down)</td>
</tr>
<tr>
<td>Orphan school attendance ratio</td>
<td>95%</td>
<td>94%</td>
<td>103%</td>
</tr>
<tr>
<td>School enrollment</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Primary school enrollment – net/gross</td>
<td>78/114</td>
<td>79/110</td>
<td>-/119</td>
</tr>
<tr>
<td>Secondary school enrollment rate (net/gross)</td>
<td>42/50</td>
<td>42/48</td>
<td>16/21</td>
</tr>
</tbody>
</table>

*net enrollment is number of children enrolled who are of official school age expressed as % of the total number of children of that official age. Gross enrollment is the number of children enrolled regardless of age, expressed as a % of the total number of children of the official age for enrollment.

** orphan attendance is % of children who have lost both parents who are currently attending school as a % of non-orphaned children attending school.

Population growth in all three countries and political changes, have led to increasing numbers of districts and in some cases new ministries being created. This, together with constant transfers of officials between districts, has meant that key stakeholders and trainers leave the project areas, creating capacity gaps. Kenya is still recovering from the uncertainty and disillusionment brought on by post-election violence; Uganda is anticipating increased stability and the end to the conflict in the North led by the Lord’s Resistance Army; and Zambia is preparing for possible economic hardship with the decline in global demand for mineral resources.
Section 2: Methodology

A participatory evaluation methodology was used. This involved engaging the different stakeholders in reflecting upon the program, its achievements, their respective roles, and the various challenges and opportunities for their organization and for the whole program given the country context. The evaluation was qualitative in nature, using in-depth guided interviews with key individuals and groups of stakeholders as well as nonparticipant observations. The qualitative evaluation targeted individuals and groups that were direct beneficiaries of the ChildFund/APAC Program. This is in contrast to the Household Survey which used a random sample from districts where ChildFund/APAC had operated, but did not distinguish direct and indirect beneficiaries. The evaluation formulates lessons learned and makes recommendations for the extension year. The qualitative evaluation was based on:

- A desk review of existing documents including the original program design and proposal, the KAP tools, baseline and midterm evaluations, and quarterly country and annual program reports.
- Development of an approach and tools for the qualitative evaluation in consultation with ChildFund’s International Program Manager and the external peer reviewer.
- Telephonic interviews with the ChildFund Regional Coordinator and the three CCF National OVC Program Coordinators and Program Managers in the three countries.
- Field visits to two out of the three districts in Uganda and Kenya and both districts in Zambia. A translator was used with children and caregiver and community committee groups. In all cases children were briefed as to the purpose of the meeting and they and the participating organizations gave assurance of informed consent. The field visits included interviews with a purposeful sample of:
  - Children’s Committees and Children’s Clubs
  - Youth groups/peer educators
  - Caregiver groups
  - Livelihood/vocational trainees
  - Teachers and Head teachers
  - CBOs/NGOs
  - Community and District Officials: committee groups members including health workers, government officials, faith-based organizations, policemen, traditional leaders etc
  - Ministry representatives as appropriate
  - Key program staff (National Coordinators, Program Managers and District Coordinators in all three countries)

In total 421 people from 40 different groups participated in the review as captured in the table below.
Table 2: Evaluation Interviews

<table>
<thead>
<tr>
<th>Type of Organizations</th>
<th># of organizations</th>
<th># of individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>District level OVC Coordinating Committee:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: Jinja and Sironko</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Kenya: Kisumu East and Rachuonyo</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Zambia: Chongwe and Kafue</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Community level OVC Coordinating Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: Mafubira, Buyobo</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Kenya: East Kolwa</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Zambia: Chitemalesa</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Schools: teachers and head teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: Nakanyonyi Primary School, Bugunzu Primary School</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Kenya: Rambula Prim School, Osiri Primary School</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Zambia: Nakatete Basic School</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Children (school clubs; peer educators; children’s committees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: Nakanyonyi Primary School</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Kenya: Rambula Primary School, Osiri Primary School</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Zambia: Nakatete Basic School and 2 Children’s Committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth groups and livelihood groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: Mafubira Hairdressers, hairdressers in Buyobo</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Kenya: Vocational trainees, Riwo Youth group</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Zambia: Mutamino and Kafue Youth Carpentry and Tailoring Cooperative (KYCP)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Caregiver groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: Zinunula Caregiver Group; Bukhalu Kholela Atwela</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Kenya: Customer Onge Nyiego; Okore Ogonda jirani,</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Zambia: Cholwe Women’s Club; Women on the Move</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>CCF Country teams; Uganda, Kenya, Zambia</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ChildFund Australia</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Local NGOs/CBOs and Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uganda: ANPPCAN</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Kenya: Oyugis Integrated Project</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Zambia: Kafue Community Stop HIV/AIDS Initiative (KACOSHA)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>NGO, Africare, Global AIDS Africa Foundation (GAAF), Ministry of Youth, Sport and Child Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40 groups</strong></td>
<td><strong>215</strong></td>
</tr>
</tbody>
</table>

Since the quantitative household survey and six monthly KAP surveys capture data on the key program indicators, the qualitative evaluation paid particular attention to how the outcomes have been achieved; the main challenges faced by the program; and how these challenges were addressed.

Using a matrix of the key APAC themes and the ChildFund/APAC strategies, key questions were developed. In further consultation with the external peer reviewer and ChildFund’s International
Program Manager, the consultant refined these questions into semi-structured questionnaires for each respondent category group listed above. The information was then triangulated. Overall the tools captured:

- Level and type of interaction with the ChildFund/APAC program
- Level of satisfaction with what has been done.
- Identification of most important contribution from the program and most important intervention.
- Identification of the most important changes in individuals, groups, and communities as a result of the program intervention.
- Identification of the main challenges faced in meeting objectives and plans and in getting results.
- Understanding of different needs of boys and girls
- Level of engagement in planning and policy development
- Perceived capacity to continue to offer services
- Recommendations to such a program in the future.

The evaluation used the dimensions of quality below to assist in the analysis of the program outputs and the key lessons learned.

Table 3: Dimensions of Quality

<table>
<thead>
<tr>
<th>Dimensions of Quality</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and Coverage</td>
<td>The lack of geographic, economic, social, cultural, organizational, or</td>
</tr>
<tr>
<td></td>
<td>linguistic barriers to services</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>The degree to which desired results or outcomes are achieved</td>
</tr>
<tr>
<td>Technical performance</td>
<td>The degree to which tasks are carried out in accord with program standards, local knowledge and current professional practice</td>
</tr>
<tr>
<td>Efficiency</td>
<td>The extent to which resources needed to achieve the desired results are minimized and the reach and impact of programs are maximized</td>
</tr>
<tr>
<td>Continuity</td>
<td>The delivery of ongoing and consistent care as needed, including timely referrals and effective communication among providers</td>
</tr>
<tr>
<td>Compassionate relations</td>
<td>The establishment of trust, respect, confidentiality, and responsiveness</td>
</tr>
<tr>
<td>Relevance and Appropriateness</td>
<td>The adaptation of services and overall care to needs or circumstances based on gender, age, disability, operating context, culture, participation</td>
</tr>
<tr>
<td>Participation</td>
<td>The participation of caregivers, communities, and children in the design and delivery of services and in decision-making regarding their care.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>The degree to which the service is designed so that it can be maintained at the district and community level, in terms of direction and management as well as procuring resources, in the foreseeable future</td>
</tr>
</tbody>
</table>


These dimensions of quality are being used by the relevant ministries in a number of African countries (Tanzania, Namibia, Ethiopia, Zimbabwe, Malawi and now Kenya) as part of a process in developing service standards for the care of orphans and vulnerable children.

The rest of the report is divided into findings on achievements and impact based on the APAC themes, lessons learned from the program of relevance to similar programs in the future, and future opportunities to address any gaps and to ensure a smooth transition during the transition year.
Section 3: Findings on Achievements and Impact

This section is divided into the six key APAC areas: Program Approach; Benefits to the Poor; Capacity Building – individual, community and organizational; Development of educational and public information resources; Policy Engagement and government collaboration; Australian NGO Value Added. These are considered in relationship to the three ChildFund/APAC sub-programs and overall purpose:

Figure 1: APAC Themes correlated to Sub-Programs

3.1 PROGRAM APPROACH: how the program is organized as a whole and methods

3.1.1 Approach

According to AusAID guidelines the program approach should show:

- Coherence across countries and activities, but with sufficient flexibility and contextualization
- A plan to grow the program according to experiences garnered over the years, incorporating lessons learned and promising practice
- Use of partnerships and networks,

The ChildFund/APAC program approach is one of working in one sector – health/communicable disease – across three countries: Kenya, Uganda and Zambia, in eight districts. The program has
three sub-programs. In all three countries all sub-programs are operational with some variations in
the activities depending on the context. The program works through one prime partner in each
country, namely the national Christian Children’s Fund (CCF) organization. The capacity of each
CCF office was assessed in each country and training designed to address any gaps.

The program approach uses partnerships – first and foremost with the national CCF organizations,
but also with other key partners, including for example the regional NGO REPSSI. The program
sought to build on existing structures, experiences and successes. There are multiple sub-partners
within each country ranging from youth groups to schools and district committees. The program
approach is to have one common purpose, and common sub-purposes, but to work at different
levels and in different countries.

The program has not focused on the number of children reached, but instead on district and
community structures and local schools, caregiver, youth and livelihood groups. The groups were all
able to enumerate how many children they had helped. In many instances, small community groups,
such as women’s groups or youth groups, were able to reach approximately as many children as they
had members. This may be a useful yardstick for future programming.

The program has made effective use of the regional aspect of the program design for cost-effective
learning and sharing across the region; including the employment of a regional staff person. This
regional coordinator role is responsible for the day-to-day technical management of the program and
country oversight working in close collaboration with the International Program Manager at head
quarter level who provides overall leadership to the program.

The approach further has a strong child participation element that infuses the different program
activities. This program has included a very strong monitoring and evaluation framework, including
baseline, midterm and final quantitative surveys, on-going KAP assessments, midterm and final
qualitative assessments, livelihood tracking tools, and regular ChildFund Australia and AusAID
monitoring visits.

3.1.2 Methods used to achieve objectives

To reach its sub-program objectives the ChildFund/APAC program used a variety of methods:

• Training in a number of areas, starting with an introduction to psycho-social support
• Training of trainers to cascade the training
• Facilitating the work of the trainers and other technical assistance
• Identifying model institutions, especially schools to ease learning and replication
• Organizing exchange visits
• Encouraging the formation of networks
• Providing supportive supervision with staff at district and community level
• Applying consistent messaging
• Scaling up the activities through replication with partners

An impressive number of community groups and institutions, over 1300 – ranging from children’s
committees and youth groups, through caregivers’ groups and teachers, to district and community
level committees, has received training in psycho-social support, children’s rights, resource
mobilization, monitoring and evaluation, HIV and AIDS prevention, and advocacy. Over 11,000
individuals have been assisted to fulfill their role as parents or guardians, as teachers, as community
leaders, and as government officials. Adults and youth have been assisted with economic strengthening opportunities including vocational training and materials for income generating.

The following table summarizes the numbers reached.

<table>
<thead>
<tr>
<th>Beneficiary Group</th>
<th>Kenya</th>
<th>Uganda</th>
<th>Zambia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOVCCs/AACs</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Divisional AAC</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>5</td>
</tr>
<tr>
<td>COVCCs/Locational</td>
<td>28</td>
<td>6</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Schools</td>
<td>128</td>
<td>56</td>
<td>33</td>
<td>217</td>
</tr>
<tr>
<td>Livelihood Groups</td>
<td>61</td>
<td>64</td>
<td>72</td>
<td>197</td>
</tr>
<tr>
<td>Other Caregiver groups &amp; support groups</td>
<td>131</td>
<td>64</td>
<td>41</td>
<td>236</td>
</tr>
<tr>
<td>Youth vocational groups</td>
<td>Individuals</td>
<td>28</td>
<td>48</td>
<td>76</td>
</tr>
<tr>
<td>Youth peer educator &amp; recreation groups</td>
<td>170</td>
<td>49</td>
<td>63</td>
<td>282</td>
</tr>
<tr>
<td>Children’s Groups</td>
<td>19</td>
<td>90</td>
<td>89</td>
<td>198</td>
</tr>
<tr>
<td>Scale up partners (NGOs/CBOS)</td>
<td>54</td>
<td>20</td>
<td>29</td>
<td>103</td>
</tr>
<tr>
<td><strong>Total # of groups</strong></td>
<td><strong>599</strong></td>
<td><strong>380</strong></td>
<td><strong>390</strong></td>
<td><strong>1369</strong></td>
</tr>
</tbody>
</table>

This training, beginning with a REPSSI introduction to psycho-social support, followed by the Journey of Life community mobilization tool on orphans and vulnerable children, has made an impression on the communities. The qualitative study found, as did the Journey of Life evaluation conducted by REPSSI in 2007 that communities have:

“been transformed by Journey of Life. As a result, the material needs of OVC are better met, and more children are in education; parents are changing their role as parents, and family communication has improved; children know their rights and are empowered to be more involved in decision-making and community development; and the different structures and institutions within the community have begun a new era of cooperation and collaboration. The changes are almost too many to mention; this is truly a community gripped by Journey of Life and high on the progress they are making.” (Journey of Life Assessment, 2007, p.15)

The Journey of Life training assists individuals and groups to consider their responsibilities as parents and community members. The approaches are personalized and require reflection and application. This led to many respondents speaking about their changed and improved relationships – with husbands, with children, with other community members.

Those trained become trainers of others: District officials train community level representatives; teachers train others in their school; NGO representatives train their staff and other CBOs. This approach has helped disseminate the messages to a wider audience. The training and outreach is facilitated by ChildFund/APAC through the provision of materials, transport, and other training costs. The presence of CCF staff at District and community level has meant that on-going supportive supervision can be provided. Many respondents commented that CCF was “always around to help us.” The program encouraged networks for mutual support as well as for potential resource mobilization. Working with coordinating committees at District and Community level, the
program has encouraged networks between government departments, amongst non-governmental partners, and with other development agencies.

Certain institutions, schools and districts and community committees in particular, have become models and centres of excellence. As models they receive visits which encourage learning exchange to improve practice and maintain the quality of their work. The school head at a primary school in Kenya for example, believes that model schools can be used to “share the powerful tools of gardens, suggestions boxes, and resource mobilization.” This same school has gone from being the lowest performer in the education zone, to the second highest in three years, with the motto, “Together we succeed.”

The program further extends its reach through identifying potential partners who can scale up and replicate the work in other localities or with other groups. A number of international NGOs, including Africare and Project Concern International, and local NGOs and CBOs have taken on aspects of the ChildFund/APAC program approach.

These approaches and methods are elaborated in the sections below.

3.2 ANGO VALUE ADDED: how the participation of ChildFund Australia makes a positive difference in the program.

3.2.1 Achievements and Impact
ChildFund/APAC works through Christian Children Fund (CCF) Country programs. In this way the program is able both to benefit from existing CCF structures and technical expertise, and to provide new expertise and experience and innovative ways of operating. This is done through the International Program Manager based in Sydney and the Regional Program Coordinator based in Uganda. Quality assurance is provided through on-going monitoring and technical support.

CCF Program Managers in all three countries expressed an appreciation of the partnership with ChildFund/APAC. According to national program managers and OVC Coordinators the most valuable contributions from ChildFund/APAC were:

- Establishing the partnerships with REPSSI and with the Africa Regional CCF Office for TA in livelihoods
- Helping overall coordination and standardization throughout 3 countries
- Providing a regional outlook
- Facilitating cross country learning and sharing
- Providing a smooth flow of resources from AusAID
- The development and use of monitoring tools – particularly the household survey and KAP tools

The partnership with REPSSI has been highly constructive, and Program Managers across the three Program countries expressed appreciation to ChildFund/APAC for establishing that link. The REPSSI PSS materials had already been adapted to different countries. A recent review of the REPSSI materials, found, as did this evaluation, that communities exposed to Journey of Life material were able to engage with children in a gentler manner, address child abuse, and experience and foster improved family communication. In Zambia, CCF Zambia is the lead REPSSI organization. REPSSI is continually up-dating their material and adding new material – for example a
recent tool for integrating psycho-social support into Home Based Care which is being used in Zambia. The five day workshop on Introduction to PSS, combined with the Journey of Life from REPSSI used by the ChildFund/APAC program provided an excellent foundation for the work of the program.

All staff expressed an appreciation for the cross-country learning that the program facilitated. A number of examples were given of how good practices were shared at the bi-annual meetings and later adapted in different countries. Exchange visits between countries and within countries is an important training component of the project. At the most recent experience sharing workshop for example the HEART life skills tools used in Zambia were brought to be disseminated to others. At the same time the ChildFund/APAC program did not demand too much standardization, and enabled countries to build on their different strengths and adapt to their own context. Kenya for example found it better to offer vocational training to individual young people, identified by various local organizations and groups, rather than to group the young people together.

3.2.2 Challenges

The monitoring of the program has been extremely beneficial. The findings of the household survey at midterm both motivated and challenged the program. The KAP surveys have provided extremely valuable insights and information into the changes within the communities and stakeholders. The livelihoods tracking tools also provided a wealth of information on changes in individual incomes and assets resulting from vocational trading or income generating activities. The analysis of the data has been used as a management tool, and the program has been very responsive to the findings from AusAid monitoring visits and the KAP surveys and other data collection tools.

The monitoring tools are fairly intensive exercises and conducted reasonably frequently. It is not clear that such a lot of data collection was needed at such frequent intervals. As some staff reported, there is hardly likely to be a change in policy engagement within six months. In addition, there were some questions about the value of tracking vocational trainees for more than one year, given the difficulty of finding some of the young people.

3.3 BENEFITS TO THE POOR: how a program ensures that poor people’s lives in resource poor settings are improved as a result of the program

Sub Program 1. HIV affected and other vulnerable children and youth living in an appropriate care giving environment in their communities by end of August 2007 in selected areas in three target districts in Kenya, three target districts in Uganda and two target districts in Zambia.

3.3.1 Achievements and Impact

Summary

This sub-section considers the impact for three groups of people: children, caregivers and young people. ChildFund/APAC program targeted a particular sub-set of the poor - orphans and other vulnerable children and youth and their families. ChildFund/APAC worked in settings with high HIV prevalence rate, high percentages of people living in poverty, and high rates of orphan hood with the subsequent pressures on the extended family. The impact of HIV in southern and eastern Africa means that child and maternal mortality are increasing, life expectancy is decreasing, health costs are increasing, while household incomes are decreasing. The ChildFund/APAC program was
designed ultimately to benefit children who are negatively affected by this situation – emotionally, physically, socially and psychologically, while directly addressing the different caregivers and duty bearers for children. The planned benefits included skills, knowledge, attitudes, practices, partnerships and opportunities that result in improved psycho-social support within communities for vulnerable children. ChildFund/APAC used a broad definition of psychosocial support including social and psychological dimensions as well as basic physical needs as a prerequisite with the overall benefit to children being “meaningful and rewarding relationships with a caring adult and opportunities for educational and social development.” The training offered to individuals seems to have had a transformative affect, changing relationships between children and adults at the home and community level. These findings are discussed in more detail below.

Children

According to the final Household Survey the ChildFund/APAC program has had significant impact. That survey reveals a (n):

- Decrease in children reporting that no-one offered counseling from 60 – 12 %
- Increase in children and youth who almost always have an adult who provides advice from 32% to 47 %
- Increase in those who almost always have an adult who provides comfort when sick or sad 35% – 58%
- Increase in children who report having four basic supplies – (see below).

A girl’s story: The chairperson of Children’s Rights Committee in Zambia, a teenage girl, tells the story of how she was molested in the village by an older man, managed to protect herself and subsequently reported the man to the authorities. He received a reprimand and later apologized to her. She used her own story to encourage other girls in the club and elsewhere to know their rights, reject unwanted advances, and report cases of abuse. This experience, told with such personal conviction, carried a powerful advocacy message.

<table>
<thead>
<tr>
<th>Items</th>
<th>Base line</th>
<th>Mid term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessions: mattress</td>
<td>17.4%</td>
<td>30.5%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Possessions: blanket</td>
<td>51.9%</td>
<td>67.1%</td>
<td>81.4%</td>
</tr>
<tr>
<td>Possessions: Shoes</td>
<td>25.4%</td>
<td>44.1%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Possessions: spare clothes</td>
<td>60.7%</td>
<td>76.4%</td>
<td>81.5%</td>
</tr>
</tbody>
</table>

During the qualitative evaluation, discussions were held with children in schools, who were representatives of different clubs – such as gardening club; health club; children’s rights club. In Zambia discussions were also held with three community level children’s rights committees. At every school and in every youth group, children identified the major changes in themselves and their community. The following frequency table reflects the input from five groups of children.
Table 6: Reported Changes for Children

<table>
<thead>
<tr>
<th>What is an important change that has occurred for you?</th>
<th>N = 5 groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have new skills from the school clubs</td>
<td>5</td>
</tr>
<tr>
<td>I care for others and we respect each other and don't discriminate</td>
<td>5</td>
</tr>
<tr>
<td>I know my rights and speak out</td>
<td>4</td>
</tr>
<tr>
<td>I know how to behave and I have direction and discipline</td>
<td>4</td>
</tr>
<tr>
<td>I have respect from the community</td>
<td>3</td>
</tr>
<tr>
<td>I know myself and can overcome obstacles</td>
<td>3</td>
</tr>
<tr>
<td>Our health has improved</td>
<td>3</td>
</tr>
<tr>
<td>Children have come back to school</td>
<td>3</td>
</tr>
<tr>
<td>Early pregnancy has decreased</td>
<td>2</td>
</tr>
</tbody>
</table>

In all cases the children appeared confident, articulate, and comfortable sharing information. Individuals provided testimonies of how they had guided other children to support services – either a teacher or a counselor, or a police person. In every group children displayed knowledge of their rights, especially with regard to the right to protection from physical abuse, from early marriage, and from sexual advances. The children who participated in school gardening were proud of their harvest and of their ability to offer food to others and share their new knowledge on farming with their family members. Children in the Health Clubs were proud of their knowledge about sanitation and disease prevention, including HIV and malaria.

Caregivers:
The majority of the caregiver groups with which ChildFund/APAC worked existed previously as CCF project coordinating committees or other existing caregiver groups. Thus ChildFund/APAC worked with existing structures when targeting caregivers. The groups visited were a mix of men and women, and of younger and older caregivers. In every group, a number of caregivers were identified as grandmothers, and in every group the difficulties faced by elderly caregivers were acknowledged and prioritized. Elderly caregivers are often caring for large numbers of children and struggle to give adequate adult supervision, to look after infants, and to meet children’s basic needs of food, shelter and clothing.

The APAC Final Household Survey Report found:
- An increase in guardians that received training in child care: 71% reported having received help compared to 88% having not received help at baseline.
- Improved knowledge on ability to discipline, to encourage, and to care for sick children.
- Improvement in attitude of other people: 69% have improved compared to only 30% at baseline.

Similarly important changes in the community reported by caregivers during the qualitative evaluation include:
- More reporting of child abuse
- Greater discipline and improved behavior of children
- Fewer school drop outs & better performance
- Improved family relationships
- Children more communicative
- Children back in school
• Improved health for children
• Less stigma in community and more care
• More people writing wills and having memory books
• Financial improvements at household level
• More people know HIV status
• Improved self esteem/respect from community

These positive changes were attributed by the caregivers to improved incomes through income generating activities and relevant technical assistance; linkages with internal savings and lending groups and some micro-financing; the process of writing memory books or Body Maps; the Journey of Life course; improved understanding of PSS; parenting training; and a more enabling environment in the community.

The ChildFund/APAC approach of supporting the group to develop a range of capacities was highly appreciated. This included training in vocational skills such as gardening, modern farming methods, and animal husbandry, with a corresponding training in community approaches to psycho-social support through the Journey of Life workshop. Both of these approaches were further supplemented with technical assistance and support from the local government and traditional authorities. Livelihoods support from CF/APAC was two-fold – material support and technical support. Caregivers appreciated both aspects. According to the KAP surveys, income was consistently used for expenses related to food, health and education for the children, with shelter and clothing also frequently mentioned. These were also mentioned in the interviews. A number of groups singled out the networks of NGOs, local leaders, and other agencies created through the ChildFund/APAC program as a key ingredient in the success of the work. Many groups had been able to access additional support from other partners, for example the Heifer Project, local government funds, or other agencies, and cited the training in proposal development and resource mobilization as beneficial in that regard. Some families were benefitting from the cash transfers being piloted in their districts.

**Zinunula Caregiver Group, Uganda**

Zinunula Group started in 2002 with thirteen members as part of CCF. Now with 25 members, the objectives of the group are to:
- To improve the economic well being of the families
- To advocate for orphans and vulnerable children and give them support where needed
- To improve the health status of the families
- To promote the spirit of working together amongst members and their children.

The group has received training in nutrition, modern farming methods, HIV and AIDS, malaria control, family planning, children’s rights and child abuse, and will making and memory books. The group reports improvement in children’s health, improved family incomes, reduction in child abuse, and greater evidence of parental love. The group had tracked its own progress and noted that all members and 50% of the people in the village have wills; and 80% know how to prevent HIV/AIDS, and that death rates of children have decreased to 5%.

“Now everyone is aware of abuse or neglect and cases come to the sub-office.” (chairperson)

Caregiver groups were generally able to support an equal number of children. So for example, a caregiver group of 25 reported supporting 30 vulnerable children, those living with them and some
from the wider community, with food, school expenses, and counseling. Another group in Kenya with 26 members supports 39 children with school fees, uniforms and medical expenses.

“Now every child will know where they come from.” (Caregiver in Zambia)
“There is increased parent to child communication and self awareness among us and hence improved child care.” (Women’s group member, Kafue, Zambia)
“Our family was united in making a will” (caregiver in Bukhaku Sub-county, Uganda)

Youth:
During the evaluation the consultant met with four groups of youth who had received support as individuals to attend vocational training – either informally with local artisans or formally at training institutions. The twenty youth who had received assistance with vocational training reported that:

- They were all, except one individual, making some money from their trade.
- They used their income to support their own children if they were already parents and their siblings and their parents or guardians.
- They had received business training on customer care and budgeting as well as start up equipment after the vocational training.
- They had experienced improved self esteem and respect from the community since they were gainfully employed.

The program allocated training assistance based on i) vulnerability of individual and family ii) funds available ii) the match between the school qualifications of the applicant and the criteria for the training iii) the interest of the applicant. In some cases individuals could not attend a training institution as their school leaving qualifications were too low to meet the minimum requirements for enrolment at an institution, while in others because ChildFund/APAC wanted to spread the benefits to as many young people as possible and thus chose the less expensive alternative – non formal training. Many of those who were trained by artisans were assisted in getting certified by taking a trade test.

The young people reported that the provision of a start-up package, an operating venue such as one negotiated with District institutions, on-going supportive supervision and guidance were very much appreciated and critical to their success.

“The activities we do have enabled us to get money to help our old parents and even to cater for ourselves instead of depending on them. Wherever we are operating we are seen as ladies of respect.” (young female hairdresser in Uganda)

3.3.2 Challenges

Gender
Child abuse, gender based violence, and teenage pregnancies remain huge concerns in all the communities. During the course of the consultancy, in every country, every day, the newspapers carried reports of child rape, incest, and abuse of the girl-child. Despite the progress made in addressing child abuse, it remains a concern. Given this, perhaps more should have been done with regard to gender issues. An inside-out approach which begins with exploring the attitudes and practices of staff, empowering them to move outwards towards the community could have been
helpful. During the evaluation a number of gender issues emerged which may have impacted on the program and could have been explored in more depth. These include:

- Gender stereotyping in vocational training choices—despite efforts by the staff to encourage either gender to undertake training in trade areas traditionally known for a certain specific gender, the majority of trainees made traditional choices. A deeper discussion with the participants about gender roles may have been helpful.
- Stereotypes about volunteerism by some youth “girls cannot volunteer because they have many needs which they must try to meet, while men are more hard core and can take the pressure.”
- Characterization of teenage pregnancy as a female problem: “mothers must speak to their girls” while no mention is made of male involvement in teenage pregnancy.
- Young men feeling disenfranchised: “Everything is for women and girls these days and nothing for youth.”
- Issue of succession planning and property—different traditional practices with regard to ownership of property by women and inheritance, for example the traditional practice in some communities that only an eldest son would inherit land. It is possible that more discussions with communities on traditional gender-based practices could have yielded some more insights into any residual reluctance to write wills.

Gender constructs underlie many of the issues facing vulnerable families and children and the program design addressed issues that might affect participation of women and girls, boys and girls. The program has looked at very specific gender challenges such as early marriage and transactional sex. It considered the gender dimensions of livelihoods support for male and female caregivers and vulnerable youth; and the gender dimension of HIV risk and information requirements. However, given the focus of the program on child care and child rearing, with its many gender dimensions of caring and socializing, the program could have benefited from a more concrete gender focus.

Maximizing Vocational training
There was some evidence that individuals who had received formal training and were certified were able to employ others in their community, thus spreading the benefits of their training. It could be argued that the individual and the community would benefit more if fewer individuals acquired greater skills, enabling them to expand their business and train more. An example was given of the hairdresser in Kenya who had received formal training and now was employing two additional vulnerable youth. Not all the trainees had received recognized certification. This was highly desired by all participants and considered an important way to get ahead.

Market competition
In one instance during the study where a caregiver group who had benefited from the purchase of a grinding machine for income generating reported lower income due to the existence of more grinding machines in the vicinity. Likewise competition among hairdressers seemed quite intense, with hairdressers reporting long periods when business was slow. Although the program undertook some careful market analysis and made attempt to bring a balance between traditional and non-traditional trades, the options for traditional vocational training still remained dominant. Future programs need to expand, where possible, beyond the usual trades of catering, hairdressing and carpentry.
Limited discussion on traditional practices

Some elderly caregivers, when questioned, expressed some regret at the passing of certain positive traditional practices. One group in Uganda identified a number of positive child rearing practices from the past including:

- storytelling
- community responsibility: a child belonged to the whole community and everyone had the right to discipline.
- eating together in the evening which provided a chance to share stories and lessons with the children.
- aunts’ giving advice to girls on preparing for marriage.

The elderly caregivers thought that these good practices were disappearing resulting in discipline and behavior problems. Such traditional practices can form a rich bed for improved child rearing. Likewise, traditional inheritance practices could be explored for some positive elements that could be harnessed for the current realities. Too often traditional practices are assumed always to be totally negative, without a nuanced discussion on what can be retained and adapted for the benefit of families and children. This is also an area for serious consideration by the future ChildFund programs.

3.4 CAPACITY BUILDING: how local people and organizations are assisted with resources, skills and knowledge and attitudes to undertake their own development

Sub Program 2. Best practices in psychosocial care and support incorporated and featuring as a critical component of programs that target HIV affected and other vulnerable children and youth as a result of strategic partnerships and collaborations in eight districts in the three countries and regionally in eastern and southern Africa

3.4.1 Achievements and Impact

This sub-section considers capacity development of district and community coordinating committees for orphans and vulnerable children (DOVCC and COVCC); schools; and youth groups. In the APAC Program Design Guidelines, capacity is defined as the ability of individuals, organisations and societies to perform functions, to solve problems and to set and achieve their own objectives. It is not solely a matter of skills and competency, but also the organisational structures, systems, procedures, policies and the collective capability of the staff. The AusAID guidelines emphasize three components: capacity assessments, development and implementation of a strategy in response to the assessment, and monitoring of progress.

In the ChildFund/APAC program capacity development has underpinned most of the work. Capacity development has targeted different stakeholders, at different levels: from the household to the community to the district, including children, caregivers, teachers, peer educators, youth, and community and district committee members and the associated organizations – clubs, schools, committees, CBOs etc. The strategy has been to offer training, on-going supportive supervision, exchanges, some material support and linkages to other resources to these groups, enabling them both to carry out their own work and to train others.
In total the ChildFund/APAC estimates having trained 7825 adults and 3294 children and youth, a total of 11,119 people. It is further estimated that the total number of people trained by TOTs across the three countries amounts to close to 12,500.

<table>
<thead>
<tr>
<th>County</th>
<th>Teachers</th>
<th>TOTs including: DOVCC, COVCC, Others</th>
<th>Peer Educators: youth and children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zambia</td>
<td>609</td>
<td>4,276</td>
<td>986</td>
</tr>
<tr>
<td>Kenya</td>
<td>350</td>
<td>1,692</td>
<td>1,180</td>
</tr>
<tr>
<td>Uganda</td>
<td>163</td>
<td>735</td>
<td>1,128</td>
</tr>
<tr>
<td>Total</td>
<td>1,122</td>
<td>6,703</td>
<td>3,294</td>
</tr>
</tbody>
</table>

**District and Community Committees**

In total the ChildFund/APAC has worked with eight District OVC Coordinating committees: three in Kenya; three in Uganda; and two in Zambia. District level and Community level Orphans and Vulnerable Children Committees are government mandated committees tasked with coordinating and ensuring proper planning, budgeting and implementation of action for orphans and vulnerable children; for monitoring these activities including data collection; for promoting compliance with national plans of action and national policies; and for supporting lower level committees and replicating good practices. These committees consist of representatives from government departments including education, health, police, child affairs, gender, planning, and agriculture; from political appointees; and from civil society, including caregiver groups.

The Final Household Survey report a significant increase in the trust in local leaders, and dramatic increase in support provided to vulnerable children and youth by police and by NGO/CBO staff (p. 23). The qualitative assessment finds it plausible that the work of ChildFund/APAC in the target Districts and localities contributed to this finding. Although mandated by government, in many instances these committees were not functioning in 2004 or 2005 when ChildFund/APAC began working. All 6 district committees and 4 sub-district committees interviewed during the evaluation recognized ChildFund/APAC's role in getting them operational. The work of ChildFund/APAC with district officials was used as a model for the scaling up of such approaches in Uganda when the PEPFAR funded USAID CORE Initiative and Ministry of Gender Labor and Social Development scaled up the practice from the three APAC program districts to all the districts in the country. In Kenya the responsible ministry now has a training manual for Area Committees to which CCF Kenya contributed. The committees provided evidence of their increased capacity in their lists of activities and achievements as shown below.

**Table 8: Frequently mentioned achievements:**

<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>District level N = 6</th>
<th>Local Level N = 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting data – identifying OVC- and monitoring</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mainstreaming OVC into sectoral plans</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Training of others /Strengthening lower level organizations</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Improved understanding of OVC in community</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Greater child participation</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Successful staging of national days for Children (e.g. Day of the African child) (local days)</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>
Greater coordination for implementation of services-clubs, livelihoods, micro-finances, schools groups, resource centre - 5 3
Implementation of cash transfer 2 1
Networking with NGOs and with departments – less duplication 5 4
Mobilizing others (for VCT; for caring; for pediatric HIV; for memory books and wills) 2 3
Advocated for services (food; protection of inheritance) 3 2
Mobilized additional resources for mosquito nets; for feeding, for construction for youth vocational training) etc. 4 2
Controlled mushrooming of children’s homes 1 ---

Figure 2: The primary achievements expressed as percentages of responses

These successes were attributed to the training they had received from ChildFund/APAC; from their members’ commitment to children; from the practice of jointly planning, budgeting and reporting; and from the facilitation provided by the program. The ChildFund/APAC program enabled government departments to reach communities with extension and protection services: the police with child protection messages; veterinary services with livestock health; agriculture officers with new farming techniques. This was a highly valued contribution, which benefited schools, caregiver groups, and youth groups.

Less duplication and enhanced coordination of projects at District and local level was attributed to the wide representation on the committee and the development of OVC service provider directories for the districts or locations. The enhanced profile of the committees also meant that new partners coming into the district were more likely to approach the committees with their plans. The committees had been trained on resource mobilization. In Uganda and Kenya, Districts have applied successfully for funds for the program activities and have brought together stakeholders such as World Vision and UNICEF to contribute resources. In Zambia DOVCCs have also successfully sourced funding for different activities and local groups. In Kenya the DOVCC structures have been instrumental in guiding the cash transfer programs. The program does not fully fund the DOVCC or AAC meetings and this augurs well for sustainability of these structures.
Youth Groups and Children’s Committees
The capacity of youth and children’s groups has also been developed. The consultant met with two youth groups (Kenya and Zambia) and two Children’s Committees (Zambia) who had received training and support from ChildFund/APAC inter alia on HIV and AIDS, PSS, resource mobilization, organizational development and conflict resolution. No one reported having had any gender training. These groups in turn were able to reach out to others. Members of every youth group and children’s group mentioned the importance of personal change.

District and Community OVC Committees in Chongwe, Zambia
The District Committee was formed in 2004 with ChildFund/APAC support. It has seventeen members representing local NGOs, FBOs, district administration, seven government departments, youth, and international NGO partners, including CCF Zambia. The committee has a very clear sense of its purpose in coordinating activities and allocating resources for OVC and youth. This includes identifying vulnerable children and families, conducting awareness campaigns, advocating for children’s rights, collecting data, monitoring activities, and reporting to the District AIDS Task Force and the District Development Committees. The committee has established community OVC Committees and each member has a COVCC to parent and mentor. The Committee has youth and child representation. Following their training in PSS and child counseling, Journey of Life, resource mobilization, memory work, advocacy, and monitoring and evaluation, they report a number of achievements: improved knowledge of child care in the communities, improved flow of information between communities and district, decrease in stigma evidenced by the growth in support groups for people living with HIV and AIDS (including one within the Police Service) from 5 to 32; the abolition of early marriages by the traditional leaders, construction of a school, the establishment of a youth resource centre, the registration of 412 youth and women’s groups with the Council.

These successes were mirrored in discussions with the Chitemalesa Community OVC Committee in the same District, one of the 12 COVCCs established by the District (7 of which are supported by ChildFund/APAC). This community committee reported an increase in voluntary counseling and testing for HIV, up from 240 people in 2006 to 472 people in 2007 and the establishment of two support groups. They also report on a decrease in early marriages from 6 cases in 2005, to 3 cases in 2007, to no cases in 2008. The committee reported that parents are sending children to schools and that young people have been sensitized to the risks of HIV and alcohol abuse. Six caregiver groups, 120 individuals, and 320 young people have been helped through income generating opportunities. These successes were attributed firstly to the Journey of Life training.

“Journey of Life opened our eyes to many things such as property grabbing. It motivated us.” Success was also due to the sharing of responsibilities in that each member monitors and reports back on different groups and activities. The close cooperation with their DOVCC and with their headman were also mentioned as key ingredients for success.

“Our children have changed. They are now responsible children.” (Female member) “Children know their rights” (female child representative).
The second most frequently reported change was in the quality of their relationships with each other, with teachers, and with other community leaders and members. In the recent KAP survey there was a percentage increase in Zambia of youth who had had discussions with government officials or community leaders. Youth leaders in Kenya and Uganda also reported increased ability to engage with policy and decision makers (KAP 2008/2009 summary). According to the young people visited in two youth groups, their work has resulted inter alia in:

- Less drinking and alcohol and substance abuse
- Increase in people going for VCT
- Establishment of a VCT clinic (Zambia)
- A neighborhood watch for child abuse
- Regulations for operating times of bars
- Orphans and vulnerable children being able to attend school

The groups credit their success to:

- Leaders who are good role models
- Good training and useful tools (Tree of Life, HEART Life-Skills Tool)
- Support from partners through equipment, use of facilities, and the supportive supervision from CCF.

Over the years with the program, the youth groups received training from CF/APAC in PSS; resource mobilization, business management, advocacy, children’s rights, counseling, HIV and AIDS, and child participation. The youth groups serve as advocates for both behavior change in youth and improved care for orphans and vulnerable children in their communities.

The ChildFund/APAC approach of addressing the needs of the youth for training, vocational support, learning opportunities, and behavior change while encouraging them to become activists for orphans and vulnerable children has been constructive. The two youth groups visited as part of the qualitative evaluation demonstrated a strong sense of purpose and commitment to helping both their peers and vulnerable children. Young people can thrive when directed by a purpose and provided with the necessary tools to achieve it.
The Riwa Youth Group in Kenya began as a church youth group in 1993 with the aim of addressing HIV and AIDS through drama. It became affiliated with the CF/APAC program in 2006. Their membership now includes auditors and lecturers as well as mechanics, hairdressers and unemployed youth. The group received training in a wide array of skills both psycho-social and business, including proposal writing, business management and counseling and peer education. The group supports children and caregivers in the community. The group generates income through lending out chairs and keeping poultry. The income is then used to help children attend school. The group has supported 40 children in primary school and 26 in secondary school. The children are further supported with counseling and workshops to build self-esteem and life skills. They have started a local Children’s Committee to advocate for child rights. The Riwa Youth Group also runs Saturday morning session with adolescents to give information on sexual and reproductive health and HIV and AIDS. The group has received support from other sources including the National AIDS Council which gave them KS 750,000 to buy school supplies and PACT/Kenya which gave KS70,000 for vocational training activities. They have applied to the Youth Development Fund. This group demonstrated the positive role that youth can play in supporting each other and orphans and vulnerable children. “We have to be role models now for the younger children.” The group identified the enabling environment as crucial to the success of their work. “Our work is easy because the teachers have also been trained.” “We can refer children to the police and the child department and the provincial area chief.”

Schools

According to the Final Evaluation Survey Report, teachers are the predominate source of counseling and support and information on HIV and AIDS for orphans and vulnerable children, reaching a large majority of the children surveyed. The five schools visited during the evaluation seemed to be havens of order, cleanliness, positive discipline, productivity, recreation, and emotional support. Children spoke out freely both in small groups and in larger meetings. In all the schools there was evidence of participation and involvement – inclusion of children living with HIV and AIDS, inclusion of children with disabilities, and inclusion of children from different language groups. At one school this diversity was celebrated through drama. The schools also evidenced positive teacher-pupil interaction with both teachers and pupils enjoying and participating in presentations. Teachers and pupils spoke of improved discipline at the schools and improved understanding. The head teacher and counseling teachers understood psycho-social support to be about providing an enabling, supportive and protective environment to children, as well as about individual counseling. The schools had all identified vulnerable children in their schools, and were able to assist them and others by making the whole school more child-friendly. The schools reported that they had managed to:

- bring drop outs back to school
- help vulnerable children stay in school by providing some food support, school costs, stationery, female sanitary items, and uniforms
- reduce the number of teenage pregnancies. One school mentioned having had 7 drop outs due to pregnancy three years ago, and none this year.
Nakanyonyi Primary School, Uganda
Through the support of ChildFund/APAC, three teachers from Nakanyonyi received week long training in PSS in 2005. They in turn trained the other staff members on various issues related to psychosocial support for orphans and vulnerable children in their school. The teachers identified 1000 vulnerable children in their school and 450 orphans in a school of 2000 pupils. The school offers psycho-social support through a range of activities including:

a. clubs (child rights; arts and crafts; drama and music; sanitation; HIV post testing);

b. improved facilities (pit latrines; water harvesting tanks; model garden with equipment and seeds; painting of messages on the walls);

c. weekly school assemblies with messages on HIV and AIDS, discipline at home and child responsibility provided by the child protection organization ANPPCAN;

d. a counseling desk.

The principal reports that the school is well known now in the District for its child-friendly atmosphere and its academic performance. This atmosphere contributed to a reduction in stigma and discrimination such that a child was able to share his HIV status with others and now encourages other pupils to go for testing.

In each district ChildFund/APAC has a number of model schools which have received additional support over and above the training of teachers. At the beginning of the project ChildFund/APAC mapped schools in each district and decided how many to target as model schools to serve as learning centres for others.

These schools have been assisted with gardening equipment and supplies, water tanks, club materials and other materials to the value of Australian $1400-7000 per school. In addition ChildFund/APAC assisted in getting technical assistance from agricultural extension workers and child protection units into the school for talks. The schools have been able to access other resources from the government HIV programs, from parents, and from other development partners.

When asked how they had transformed their schools, teachers and head teachers listed the following:

- Expressing love and care to the children
- Using suggestions boxes to hear from the children and addressing concerns at weekly assemblies
- Holding assemblies where children’s concerns are addressed and they give their views
- Starting clubs such as PSS/crime prevention/gardening/music dance and drama/child protection etc.
- Having a counseling desk where up to 20 children are seen a week.
- Exchange visits between teachers and children from other schools

3.4.2 Challenges

Use of TOTs
The training of trainers (TOT) targeted different communities’ and governments’ and organizations’ representatives. The trainers included CBO and NGO members, government officials, teachers, and youth. The training however, did not always cascade down as intended, especially with officials. The information and skills often remained with one individual. The officials did not automatically have
the platform and resources to give additional training to others; nor did they necessarily have the authority to do so. The same applied to teachers. The transfer of staff within government from one District to another was another challenge. The TOTs were often moved to another district and planned trainings could not be held. For this reason the program changed its strategy and started addressing and targeting head teachers and education officials as well. In other instances the trainers were unemployed people, who found it difficult to afford to undertake volunteer work on an on-going basis.

Inconsistent use of formal capacity assessments

Formal, written capacity self-assessments were not undertaken or used in a consistent manner with all the district or community committees, or with schools or youth groups. The capacity assessments that were done were either not in evidence within the local partner organizations – such as schools or District Committees - or were more informal in nature. Such a capacity assessment would have enabled the committees to do a self-assessment and to see progress in areas such as governance and leadership; planning and management; human resources, networking and partnerships; infrastructure; finances. It would also provide a built in negotiated exit strategy for ChildFund/APAC.

Future ChildFund/APAC programs could benefit from having a clearer and shared road map with all partners delineating the process of capacity development including a self-assessment, monitoring of progress and an exit point. The issue of capacity building should be measured with on-going use of self-assessment tools. These include i) what capacities are being targeted ii) steps to be taken to achieve them, and iii) indicators for knowing when they are achieved These could be developed in conjunction with and shared with the community or groups engaged so that everyone has a common understanding of the capacity development process, and the exit point.

Access to other Resources and Networks

A crucial aspect of capacity development is the ability to access technical and financial support. All the groups had been able to access some additional support, and in some cases even small groups were able to access government funds, assistance from other donor partners, and community resources. The resource envelope remains small when compared to the demand for services. In Uganda the scrapping of local government tax has meant fewer funds available from the government for the districts. Some resource mapping was done in all three countries, usually at the District level, and in Kenya a mapping of physical resources was done at the location level. The CCF country teams believe that the mapping could be strengthened to reach the local community levels. Mapping tools, which are fun, visual and participatory, could be used with local committees and schools to assist in future resource mobilization and networks.

Increased demand for services

Many groups expressed that the increasing demand for their services was a challenge. This increase in demand was attributed on the one hand to their improved capacity to deliver services and on the other by the increasing poverty in communities. In the schools visited during the qualitative evaluation over 50% of pupils, and sometimes as many as 72 %, were considered to be orphaned or vulnerable, resulting in a high demand for services such as feeding and counseling.

“We have become so well known in the community such that there is a high demand for our services, but we can’t manage to meet this due to limited resources.” (Women’s group, Zambia)
3.5 POLICY ENGAGEMENT: how the skills and partnerships and networks that promote policy implementation are established or improved

Sub-Program 3. Voices, interests and needs of HIV-affected and other vulnerable children and youth are included in the development, implementation, and monitoring of national and local level government policies and programs

3.5.1 Achievements and Impact

One particular capacity that is highlighted within APAC is that of policy development and policy implementation aimed at an appropriate level. Policy engagement assumes a degree of networking, participation and collaboration with the appropriate bodies. The capacity development of the DOVCC and COVCC described above has resulted in significant increase in coordination and networking at local and district level, and some policy development at those levels. All District level committees report that development partners now confer with them before commencing activities. In Zambia the Districts report contributing to HIV/AIDS strategic plans for the National AIDS Council and in Uganda the District Committee reported mainstreaming OVC issue into sectoral plans. The Rachuonyo District in Kenya reported coordinating with Provincial government to for a budget to support its action plan.

ChildFund/APAC focuses on district and community level coordinating committees for orphans and vulnerable children. In particular, it considers not only how these bodies can facilitate and implement child and family friendly policies, but how children’s and young people’s voices can be taken into consideration. ChildFund/APAC has worked on policy engagement at different levels – training on advocacy skills; empowering children and youth to speak up for themselves; assisting officials to look at their planning and monitoring in terms of the needs of vulnerable children affected by HIV and AIDS. The DOVCCs and COVCCs provide for implementation through strong collaboration and links with relevant government line ministry representatives at the local and district level and civil society organizations. Part of the program’s policy engagement strategy has been the identification of key local issues demanding advocacy, such as addressing early marriage and child abuse, retention in school; and school feeding.

All the District and Community committees have some youth or children representation, although the degree of engagement with the children differed from place to place.

These committees have managed to:

- Ensure policy implementation (ECD policy, child welfare policies, and youth policies) by including issues related to orphans and vulnerable children in district and local plans.
- Determine participation in cash transfer systems currently being piloted in two of the countries;
- Advocate for and receive government funds for building or equipping youth resource centres
- Establish child protection units (children’s desks) within the police departments
- Advocate for increased vocational training opportunities
- Budget funds for ECD
- Enforce bar licensing
- Establish by-laws on early marriages
These actions have positive implications for children. In the Final Household Survey Report (2009) and in the qualitative evaluation, children report an increase in trust of their local leaders. In the qualitative evaluation children have reported that they have increased trust in their local leaders, are able to approach the COVCC with problems they might have, and have been given opportunities to express their own advocacy issues including protection from child abuse and early marriage.

The achievements of the District and Local committees have been facilitated by the existence of national policies providing a supportive framework for the work.

Table 9: Existing Policies

<table>
<thead>
<tr>
<th></th>
<th>NPA on OVC</th>
<th>OVC Policy</th>
<th>Up-dated Children’s Act</th>
<th>Quality Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>√</td>
<td>Not yet</td>
<td>√</td>
<td>√ (under development)</td>
</tr>
<tr>
<td>Uganda</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Zambia</td>
<td>√</td>
<td>√ (all children)</td>
<td>√</td>
<td>√ (under development)</td>
</tr>
</tbody>
</table>

3.5.2 Challenges

Networking
The positioning of orphans and vulnerable children in a particular lead ministry vary from country to country. The needs of orphans and vulnerable children fall across many Ministries, including Health, education, Child Welfare, and Justice to name a few. Creating policies and programs in such a multi-sectoral environment demands a high level of coordination and management; which was found to be lacking across the three countries.

The links between national and district level coordination committees also vary from country to country. In some countries District coordinating committees may report to the National AIDS Committee or to the Technical Working Group on Orphans and Vulnerable Children. In some cases the District Committee may have no clear reporting lines or channels of information. In Zambia and Uganda where the ChildFund/APAC office is located in the capital city, there are greater possibilities for national level networking – for example participating in the technical working groups on orphans and vulnerable children and on other ad hoc committees. In Kenya, this seemed to be more of a challenge, although the ChildFund/APAC staff in Kenya had received training in the development of quality standards as part of a national initiative.

These are all elements outside the control of the ChildFund/APAC program. As one CCF staff member reported, policy development often depends on the sense of efficacy of a district committee which in turn depends on many of the issues cited above.

3.6 DEVELOPMENT OF EDUCATIONAL AND PUBLIC INFORMATION RESOURCES: how best practice knowledge is generated and shared

Sub-program 2: Best practices in psychosocial care and support incorporated and featuring as a critical component of programs that target HIV affected and other vulnerable children and youth as a result of strategic partnerships and collaborations in 8 districts in the three countries and regionally in eastern and southern Africa.
3.6.1 Achievements and Impact
The ChildFund/APAC program planned firstly to build upon the experiences and networks of others, and then to make use of these and its own experiences during Phase 2 of the program for sharing new promising practices. Mentoring, study visits, exchanges, and provision of equipment and material were envisioned as possible strategies to assist with replication.

The ChildFund/APAC program established a relationship with REPSSI – and used their materials, some of which have been adapted for different sub-regions. This partnership proved extremely valuable, and has allowed other organizations to replicate the approach of ChildFund/APAC. Introducing different groups to the concepts of psycho-social support, sensitizing communities to how children perceive and experience their lives, and encouraging greater attention to listening to children and youth are all transferable activities which have relevance to a wide variety of sectors including education, health, legislation and livelihoods. Many of the tools – such as the Hero Book, the Memory Book, the Tree of Life, and Body Mapping have been enthusiastically adopted by different organizations and used extensively.

Replication has taken place in at least four areas:
- Regionally through sharing practices at conferences and seminars such as the OVC Conference held in Zambia in 2008 with 57 participants from six 6 African countries.
- Within government through the scaling up of DOVCC training and the use of PSS monitoring in schools
- Within CCF country programs that have assimilated and used many of the ChildFund/APAC constructs especially in the new CCF Community-wide Program Methodology (known as Bright Futures), the PEPFAR funded program ‘Weaving the Safety Net’ being implemented by CCF Kenya, and in all programs that use the M and E tools developed by the ChildFund/APAC program
- Within local NGOs and CBOs who have been trained as trainers and facilitated to carry on ChildFund/APAC work in different districts and with different groups in the same districts.

The training of DOVCCs (AACs in Kenya) has also been documented and shared. In Uganda the Ministry of Gender, Labour and Social Development, through its partnership with the USAID/CORE Initiative has scaled up this training to many more districts, building on and refining the materials first used by ChildFund/APAC. In Kenya the government with support of UNICEF has produced a training manual and guidelines for AACs which can be used by all partners who deliver training. ChildFund/APAC contributed to the development of this manual. In Zambia some of ChildFund/APAC’s work using Journey of Life has been documented in the REPSSI Journey of Life Assessment, 2007.

In schools, the approach used by ChildFund/APAC has also been accepted and in some cases incorporated by others. CCF Kenya, CCF Uganda, and CCF Zambia have contributed to the Ministry of Educations’ monitoring tools through the addition of PSS indicators. In Uganda, the Directorate of Education is supporting the replication of the ChildFund/APAC school support model across schools in the three target districts.
The Catholic Oyugis Integrated Project in Kenya already reaches 2000 orphans and 500 widows. It has 96 small Christian community groups with which it could work. The Brother in charge of Social Department attended a ChildFund/APAC introduction to PSS and reported that he gained an understanding on how to give children an opportunity to express themselves, and subsequently organized for ChildFund/APAC to train all of his staff, who in turn will now train teachers in schools in a locality outside of the CCF/Kenya current area of operation. “We now know how to have an interaction with children instead of just giving them school uniforms.” (Oyugis Integrated Project, Kenya).

3.6.2 Challenges

Engaging local NGOs and CBOs

In order to replicate its most promising practices, ChildFund/APAC program, worked through local NGOs and CBOs in both a formal and an informal manner. The training that NGO and CBO members of DOVCCs and COVCCs receive influences their approaches and work with orphans and vulnerable children and their families. A more formal approach includes some joint planning and resource sharing. At this point ChildFund/APAC needs to review its plans with the identified scale up partners and ensure the partners have the time and resources and capacity to implement the proposed activities. There is a lot of enthusiasm and appreciation from the NGOs and CBOs, but the road map for rolling out some of the approaches is still unclear. ChildFund should further consider developing an easily accessible package of training materials and approaches to support this replication and dissemination of promising practices to local NGOs and CBOs.
Section 4: Reflections and Lessons learned

HIV and AIDS has brought new challenges to development, including increasing poverty, that put strain on traditional coping mechanisms such as the extended family, and increased demand on social services. In such a context it is more important than ever to follow accepted good development practice in the field. In this regard, many of the lessons learned from this program, are standard, but need to be emphasized when emergency and crisis responses combined with vast sums of money to HIV can override what years of development have shown. In other words, these lessons are not new, but were repeatedly mentioned by respondents in the evaluation, and thus are reproduced here, as evidence of their on-going importance. The lessons learned are organized according to the primary dimensions of quality (see page 9) which they address.

4.1 ACCESS AND COVERAGE:

- ChildFund’s program approach of providing services and opportunities in an HIV-sensitive but not HIV-targeted manner to vulnerable children and youth program helped to promote and strengthen overall APAC program ownership and buy-in among the target communities.

“...The best available evidence shows that in settings of widespread destitution, when large reliable data sets are used differences between orphans and non-orphans do not emerge or are very small compared to the deprivation, suffering and vulnerability that all children confront.” (Home Truths, Joint Learning Initiative on Children and HIV/AIDS, 2009, p.15)

- Working in a limited area - sub-localities within specific districts – and saturating those localities with similar training and consistent messages for different stakeholders from children, through caregivers, to teachers and government officials created a truly enabling environment for working with vulnerable children.

The program chose to work in a limited number of districts and localities, but to work with a wide variety of stakeholders and service providers in those districts. For example in one District in Uganda with 11 sub-counties, ChildFund/APAC worked with only one sub-county COVCC. In a similar way, three schools out of 15 were given additional resources and support, while all 15 benefited from training of teachers. This narrow, but deep, approach has two potential benefits – the creation of an enabling environment and the possibility of replicating good practices through quality role models.

“We can take the children back to school because the teacher has also been trained in child rights.” (Youth group member in Riwa)

“If I have a problem I can go to any COVCC member including to the police” (Children’s Committee member in Chongwe)

4.2 EFFECTIVENESS:

- Full involvement of community leaders (traditional, political religious and administrative) helps to increase ownership of programs, enhance community participation, promote replication, scale-up and to bring about the desired change.
During the evaluation, discussions with different participants focused on how they had achieved their successes and if they would be able to continue operating once the ChildFund/APAC program ended. In all cases District and local committees expressed confidence in their ability to continue with the work for orphans and vulnerable children. Four district committees rated themselves as very able to continue with the activities while two rated themselves as reasonably able to continue. Groups (DOVCC and COVCC, schools and caregiver groups) were asked what had assisted in their becoming strong, active and effective groups able to advocate for children and coordinate or implement programs. The consensus was that the following ingredients or elements contribute to and indeed were essential for a group and a program to be effective:

- Good representation – This means that everyone who could contribute to the program is represented on the committee. The DOVCCs and COVCCs were good illustrations of this, including technical and political people, as well as youth, civil society and traditional authorities.

- Teamwork and Accountability – promoted through regular meetings and reporting structure. District OVC Committees were mandated by policy and were an officially recognized structure. In two countries the committees reported up to other committees such as to the development committee or the HIV and AIDS Coordinating committee. Where committees were linked to other bodies through a reporting system, and when committees required reports from their members there was a stronger sense of responsibility. Regular meetings were also said to contribute to this.

- Technical Assistance and Facilitation – training and small inputs to facilitate meetings and outreach

- On-going help to monitor and to give supportive supervision – the presence of ChildFund/APAC staff in the districts and localities was cited as a positive factor encouraging committees in their work. The fact that the training was backed-up with supervision was strongly felt to be an important positive factor.

- Access to resources to undertake activities. The wherewithal to undertake planned actions was an important ingredient in engendering a sense of efficacy among groups. ChildFund/APAC provided gardening implements to schools, equipment to livelihoods groups, and petrol to government technical advisors to conduct outreach activities, stationery and lunches for meetings. Such small inputs make a difference beyond their actual monetary value.

- Acknowledgement of the problem – awareness raising among the groups was an important contributory factor, helping members to understand the importance for children.

4.3 TECHNICAL PERFORMANCE:

- The quality of the initial training in Psychosocial Support was critical in “selling” the concept of psycho-social support among the different OVC stakeholders. The training was individually transformative and thus had huge subsequent impact on caregivers, teachers, peer educators, community leaders and policy makers.

- The ChildFund approach of working to reach the child through as many different angles as possible resulted in improved awareness of the needs of OVC within the “care environment”
although it demands a wide array of skills and expertise ranging from youth work, to economic empowerment activities, micro finances, through counseling for children, advocacy and education, to name a few. The project addressed this in part through outsourcing technical services to local partners.

- A functional and robust Monitoring and Evaluation systems (which included a base-line, midterm and final household survey and regular KAP surveys) was key to the good performance of the APAC program. The quality of the monitoring and documentation system used had particular relevance in the current global context where little post-intervention data is collected from programs focusing on the health and welfare of orphans and vulnerable children (JLICA, p.30).

4.4 EFFICIENCY

- Small inputs provided to motivated individuals and committees can result in significant action.

The program has illustrated that training complemented by linkages is highly valued by local groups, even when material provision had been the norm and expectation. Groups expressed appreciation for the “facilitation” of technical assistance provided by the program. This facilitation generally meant providing transport or covering other costs associated with a department official providing training to local communities. This seems cost effective, as the under-utilized potentials of district and local expertise was tapped with minimal costs. Agricultural extension workers, veterinary services and child protection services were among the examples given of technical assistance that had been so facilitated using existing paid personnel. The program was able to do a lot with support to existing personnel in cash strapped district governments. The financial support needed to continue these activities should ideally come from district or national government. It is not clear given the financial situation of all three countries that this will be possible, but at the very least some good practices have been established and some skills developed in community members – all of which should be sustainable.

Even in resource poor settings some degree of cost sharing can be utilized. When faced with high demand, ChildFund/APAC found innovative and efficient ways to spread program benefits. For example the costs of vocational training for youth were shared with caregivers. ChildFund/APAC paid the local artisan a fee for apprenticing a young person, and the care givers covered transport costs. In other instances the ChildFund/APAC program assisted with support to youth resource centers, while others provided equipment such as computers.

4.5 CONTINUITY

- Referrals and continuity of care can be enhanced and made more probable when all the stakeholders in a community receive similar and consistent messages.

Working with District and Community Committees, while at the same time working in schools and with children, youth and caregiver groups, meant that referrals were more likely to meet with a successful response. Two examples cited include a school in Kenya that found places for the children referred by youth group, and police in Zambia that followed up on cases of abuse that were reported. This is no small achievement, as many projects for orphans and vulnerable children report that having effective referrals systems is their biggest challenge.
Understanding the links between prevention, testing, treatment, and care continues to be critical in ensuring an appropriate care giving environment for vulnerable children and youth.

One scale up partner in Kafue district in Zambia successfully addressed the need for treatment, by advocating for an ART clinic at the local health clinic. Another women’s group in the same district uses its funds to feed 15 children in the neighborhood who are on ART. Due to the supportive environment in the school, a pupil in Uganda was able to be open about his HIV status resulting in greater advocacy for HIV testing at the school. Members of a vocational training group in Zambia reflected on how their training had kept them busy and away from risky behavior. They spread the message to other youth: “Busy is better than Risky”. These small vignettes highlight how a supportive care environment has positive spin offs for prevention.

4.6 COMPASSIONATE RELATIONSHIPS

- The ChildFund/APAC program was premised on the importance of compassionate relationships between caregivers and children. This turned out to be a very solid premise which permeated the program. Compassionate relationships within a project entail the establishment of trust, respect, confidentiality, and responsiveness. These were developed at different levels within the Child Fund/APAC project. A District Committee reported on the trust between members. A caregiver group described improved relationships among group members and a decrease in fighting between members. Teachers at all the schools visited mentioned an increase in their patience with and care for the children.

4.7 RELEVANCE AND APPROPRIATENESS: gender, age and operating environment

4.7.1 Gender

- Gender issues, if not specifically addressed, may end up not being addressed. Mainstreaming of gender is not always enough, especially where levels of gender awareness and sensitivity may be low. A more systematic approach to exploring how gender perception affects the care for vulnerable children may have revealed interesting windows of opportunity for intervention and engagement.

Gender issues are not far below the surface for many groups - teachers, pupils, young people, and caregivers – and space needs to be created for these to be discussed in a safe and supportive environment and in a developmental way. Much as psycho-social support was introduced through personal reflection, gender needed an inside-out approach, starting with individual attitudes and beliefs and moving into community responses. An intentional and formal gender orientation should be included much as psycho-social support was introduced. This may have empowered communities to challenge some of the preconceived views concerning child care, livelihoods, volunteerism, and family life. Engender Health in South Africa has developed some community tools to help groups explore their own gender dynamics. More progress can be made when gender awareness is given explicit focus and priority.

4.7.2 Age

- As with gender, it cannot be assumed that a program will address different age groups unless this is specified. This is particularly true with the harder to reach age group of pre-school aged children 0 – 6. In general pre-school age children and infants are likely to be neglected in national plans of action on orphans and vulnerable children (Bernard van Leer). The
psycho-social needs of younger children require special attention. Another harder to reach group – the elderly caregivers – were targeted by the program. All caregiver groups had information on how they assisted elderly caregivers. The traditions of the society encouraged targeting widows and elderly for compassionate care.

The ChildFund/APAC program focused primarily on targeting school aged children and out of school youth. ECD was not given a focus in the program design, although later into the program, it was recognised that it was important to consider this category of children as they have particular social and emotional needs. The APAC program thus organised and conducted PSS training for ECD facilitators. The parenting skills’ training for caregivers also has relevance to younger children in the family. In addition the country CCF programs could integrate ChildFund/APAC approaches into their own ECD work. This happened in Kenya with links through the Bernard van Leer Foundation funded work. Since in many countries CCF has a long history of supporting early childhood centers, this seems to have been an under-utilized opportunity to assess and reach greater numbers of infants and young children.

4.7.3 Operating Environment:

- Few programs are able to identify and highlight positive traditional practices, focusing instead on the negative; this may result in lost opportunities.

The program was well suited to the operating environment – one of widespread HIV, high numbers of orphans and vulnerable children, increasing poverty, child mortality, and low secondary school enrollment. Although the program did build on the existing structures of CCF and its affiliates, there was less evidence of an effort to identify traditional practices that may have offered a starting point for discussions on inheritance, child guardianship, safe sexual practices and other relevant issues. A children’s group in Zambia mentioned certain initiation rites for girls; a Roman Catholic brother in Kenya discussed how a local board games could offer opportunities to meet with men; elderly caregivers in Uganda spoke of the potential of storytelling to form character and good behavior in children. Such opportunities could be more fully explored and utilized as venues for psycho-social support and sexual and reproductive health messages.

- The increase in the numbers of children’s homes and institutional care for orphans and vulnerable children, often facilitated by outside funding, remains a challenge to programs supporting orphans and vulnerable children.

In many of the districts where ChildFund/APAC operates there are increasing numbers of Children’s Homes. In one district there are more than nine. Some of the groups provide training to the care providers or activities for some of the children, but there is little advocacy around the developmental problems associated with institutionalization, especially for younger children. CCF has a proud history of promoting family care over institutional care. Faced with the increase in orphanages due to HIV and misguided donor support, ChildFund/APAC is well positioned to sensitize communities, government and development partners on the risks associated with institutionalization and to promote more sustainable and developmentally sound alternatives. The consultant heard that elderly caregivers struggle to care for infants and thus place them in children’s homes, while this is the very last age-group which should be institutionalized. This program provides a significant platform for validating family and community care and specifying the dangers that institutionalisation can present to a child’s development.
4. 8: PARTICIPATION

4.8.1 Promoting participation:

- Programs that have an immediate impact on the individuals concerned have a better chance of engendering ownership.

The REPSSI material makes an impact on individuals, such as TOTs and committee members. Individuals who have undergone the REPSSI Journey of Life training with ChildFund/APAC express how it has had a benefit in their own lives as parents, as spouses, and as community members. Like other programs that take an inside-out approach, starting with personal transformation, the REPSSI materials seem to have that affect on participants, deepening their sense of personal responsibility for the welfare of children in their communities. “I gained a lot as a parent and on how to relate to my children and my wife. I take my children seriously now and am more patient. We all have a better relationship” (NGO coordinator in Zambia).

The training seems to have potential to transform familial relationships – parents appreciate the greater discipline they see in their children and children appreciate the increased love and guidance they receive.

4.8.2 Involving leaders

- Programs benefit from the engagement of a wide array of leaders – political, traditional, and religious. It is unwise to assume that power and decision making lie in only one sphere.

The program found early on, through their KAP surveys, that activities would stumble and stagnate if local leaders were not included. In some cases this meant training the school head so that the trained teachers could offer the counseling and other changes recommended; in other cases this meant addressing the chiefs as well as the head men and women. The chair of the District or Community committee is also a key person. Involving political leaders and other community leaders proved critical according to all the community committees and five of the six district or area committees in the three countries.

4.8.3 Power of child participation:

- Creating openings for adults and policy makers to hear the authentic voices of children gives impetus and commitment to action.

ChildFund/APAC’s focus on amplifying the voices of children to engage with policy makers proved well-placed. Hearing from those closest to the problem or most affected by an issue is always powerful, and when those are children who are often considered passive recipients not initiators the impact can be electrifying.

The evaluation saw numerous examples of how child participation was encouraged in many settings. In a school in Kenya a simple suggestion box provided ample opportunities for teachers and others to address the concerns of children on issues related to HIV and peer pressure for example. “Is HIV a curse from God?” (child in Kenya school). In Uganda at a caregiver group meeting, adults and children participated side by side in a drama about inheritance and will writing which clearly impressed the audience; in Zambia children and youth had made presentations at national forums and to traditional leaders resulting in a ban on early marriage and the restricting of local bars.
4.8.4: Managing and Maintaining Volunteers:

- Volunteers are not a homogenous group and different management and mobilization strategies are needed for the different cadres, but in all cases recognition and respect are highly valued.

The program’s volunteers are a diverse group. Caregiver groups do volunteer work – visiting other homes, collecting information about children in need, raising money to support particularly needy children. Youth groups often undertake many of the same functions, and in addition provide information on life skills and HIV and AIDS. Community volunteers train others in PSS and children’s rights.

Young people see volunteering as a way of gaining acceptance and respect in the community and a possible means of getting ahead. They are willing to volunteer, but may move on. Older volunteers are more likely to remain in the community, but are also more likely to have additional responsibilities which make intensive volunteering difficult. Older volunteers expressed appreciation for the recognition from their community which they received, and the possibility of training.

Volunteer management must be sensitive to these different motives for volunteering and to the different pressures volunteering places on people according to age and situation. Volunteers require some incentives, not necessarily financial, in order for them to sustain their commitment and activities. The cost of such incentives need not make a program unsustainable, while the reliance on over-burdened and unmotivated volunteers might.

4.9 SUSTAINABILITY

- Small early gains are important to encourage and maintain commitment to program activities.

Some quick initial successes served to motivate members to continue with their efforts. These successes might be at an individual or community level. The benefits that the ChildFund/APAC program was able to bring to localities and institutions assisted further with motivating committee action and participation. For example the provision of paints and water tanks to schools, though not central to the program, contributed to the overall positive environment within the school.

- Creating and supporting institutional frameworks for action, such as the District and Community level coordinating committees, cannot guarantee sustainability of initiatives but does offer a promising practice for continued support of orphans and vulnerable children and their families.

- Personal attitude change combined with sufficient training and an official mandate promotes sustainability and action.

- Caregiver groups and youth groups have huge potential for building social capital and social networks and can serve as a springboard for skills and community development.

Official reporting structures and official mandates are needed to ensure sustainability. Committees require the motivation of government or other official links to become fully independent and
operational. In Zambia and Uganda the DOVCC report regularly to their superiors: either the AIDS Task Forces or Provincial level OVC Committees. This official oversight appears to boost their productivity and sense of personal responsibility. The groups expressed ability to continue with activities, but thought their contributions could be increased with additional material support and refresher training.

Financial resources will continue to be needed to sustain the level of activities of the Committees and schools, such as training workshops and technical visits; however, many of the changes in attitude and practice brought about by the project – such as increased child participation; a gentler approach to child rearing; more child-friendly school policies (feeding, sanitary products, counseling desks) are probably well enough established to continue without further intervention.
Section 5: Future Opportunities

This section outlines some opportunities for replication and for capacity development, with special reference to the extension year starting in July 2009.

➢ As stated previously, the ChildFund/APAC program has approached psycho-social support in a particularly innovative manner, starting with personal training of participants on psycho-social support that affects them as individuals, as family members, and as community members. In addition the ChildFund/APAC conception of psycho-social support was broad, allowing for a holistic approach to the needs of vulnerable families and children.

Other programs, and indeed even some government policies, have a narrower less comprehensive and holistic, conception of psycho-social support. In some instances it is considered as quite separate from economic empowerment, education and health for example. ChildFund/APAC should use its standing in and understanding of this field to try to influence the whole sector. The program has already engaged at national level through technical working groups and task forces on orphans and vulnerable children as well as in other NGO consortiums such as CORE Initiative in Uganda and RAPIDS in Zambia.

➢ With the ChildFund/APAC experience in mobilizing communities around a holistic approach to psycho-social support, the program should strive to engage even more with initiatives around quality standards and policies. In Zambia the process of quality standards is underway and Kenya reports that there is already a policy in place for six core services for vulnerable children. This is a critical time for ChildFund/APAC to share what it has learned about integrating psycho-social support so it is not a stand- alone service such as counseling, but is an integral part of family, school, and community life.

➢ ChildFund/APAC should consider holding national level workshops to share experience on integrating PSS, on building local authority capacity, and on school-based approaches. In all three countries there are a number of other agencies doing similar work, and ChildFund/APAC could use such an opportunity to profile their work in this field. ChildFund/APAC should also continue with its exchanges – nationally and internationally.

➢ Children often struggle to attend school regularly due to poverty-related issues such as lack of sanitary or educational supplies, lack of food, lack of extra fees, and lack of uniforms. Some schools had created strong networks of supporters, including CCF, to assist them in responding to these challenges. ChildFund/APAC’s experience in building schools’ capacity to map and access local resources should be replicated in all the schools under its auspice. Schools can be centers of support which have links with other support providers, such as churches, local philanthropists, and government services. Such a mapping exercise can be a powerful tool in creating circles of support for vulnerable children.

➢ In the final extension year of the program, more attention can be given to developing tools and materials that will help NGO and CBO partners, and District and Locality Committees, to continue with the work. This may involve the identification, acquisition and dissemination of training materials from REPSSI and others, the development of ChildFund/APAC own resources into a training package, and some final re-fresher training. All participants in the evaluation expressed an interest in refresher training.
ChildFund/APAC has of yet not packaged all its materials in accessible and popularized formats detailing lessons learned, promising practices, and successful methods from the program. All three countries have the REPSSI training material and business training manuals, and Zambia has an Advocacy Training Manual. Likewise all the countries have written case studies on their work with District and local committees. These could all be compiled and produced in an easy-to-access format. Such a “package” is planned and will be important as the program develops its exit strategy. It could be offered to other organizations to scale up the program in other districts and constituencies.

- The approach of ChildFund/APAC, in particular an inside-out approach that begins with individual attitudes and practices, a holistic approach that covers emotional and physical needs, and a dense approach that works with a wide array of stakeholders simultaneously, has relevance for other interventions, particularly HIV prevention and care. Just as PSS has been explained and understood in a holistic manner – and addressed through a range of activities including recreation opportunities, counseling, livelihoods, and protection services - prevention could be addressed in a similar holistic manner looking at access to testing and treatment, life skills, opportunities for recreation and livelihoods etc. While in many instances this is already being done, ChildFund/APAC is not marketing its approach in prevention to the same degree as it does its work on PSS. The increase in voluntary counseling and testing documented by Districts and communities, and the increase in support groups similarly documented should be used to further this agenda.

- Social protection programs – including cash transfers to families, universal primary education, health care, early childhood development, and school feeding – are increasingly seen as critical in addressing the impact of HIV as well as poverty (JLICA, p. 37). While cash transfers are being piloted in Kenya and Zambia, some of the other social protection mechanisms that can support families’ ability to care for children are getting less attention – for example school feeding and early childhood development. As long as such interventions are seen as added extras and not central to social protection, they will not be given the profile required for concerted national action. ChildFund/APAC has experience on working on both of these to a greater or less extent and could profile the effects of that work on families caring for orphans and vulnerable children.

**CONCLUSION**

The ChildFund/APAC program was a pioneer in some of its work with District and Local Committees. This work is now being replicated by others through national initiatives. The approach of the program – working at many different levels and with a variety of stakeholders in a few districts and localities has shown benefits for orphans and vulnerable children, as evidenced both in the Final Household Survey Report and this qualitative assessment. The quality of the training provided and the on-going support and facilitation afforded to different stakeholders and groups by CCF country program staff was certainly instrumental in the documented successes of the program.
Appendix 1: Terms of Reference

Terms of Reference for Consultancy
Final Evaluation of the ChildFund Australia
Australian Partnerships with
African Communities Program (APAC)

Background
This Terms of Reference focuses on the qualitative component of the final evaluation of the ChildFund Australia APAC Program. A separate quantitative household survey exercise is being conducted across the program target areas, building on baseline and mid-term review exercises. The findings from the quantitative survey will feed into the qualitative component of the evaluation. The lead consultant conducting the analysis of the quantitative data will act as a peer reviewer for the qualitative evaluation exercise.

The APAC Program is a five year program between the Australian Agency for International Development (AusAID) and Australian NGOs to contribute to poverty reduction and achievement of sustainable development in targeted countries in southern and eastern Africa through community-based program approaches. The program commenced in July 2004 and is scheduled to end in June 2009.

The overall purpose of the ChildFund Australia APAC program is to improve psychosocial wellbeing among children and youth living with HIV and AIDS by strengthening community-based support systems. The ChildFund Australia APAC program is being implemented in eight target districts in Kenya, Uganda and Zambia. ChildFund Australia is working in partnership with its local partners, Christian Children’s Fund (CCF) of Kenya, Uganda and Zambia to deliver the program in each country.

In Kenya, the program is being implemented in the districts of Kisumu, Siaya and Rachuonyo (Nyanza Province, Western Kenya); in Uganda in the districts of Sironko (Eastern Region), Busia and Jinja (Mid-Eastern Region); and in Zambia in the districts of Kafue and Chongwe (Lusaka Province).

ChildFund Australia has a Regional Program Coordinator based in Uganda (hosted by CCF Uganda) who is responsible for the day-to-day coordination of the program and an International Program Manager based in Sydney who is responsible for overall management of the program. The total budget for the ChildFund Australia APAC program is AUD 8,013,200 over five years.

Objectives and Scope of the Evaluation
The overall objective of this evaluation is to assess the extent to which the planned purpose of the ChildFund Australia APAC program has been realised. The evaluation should focus on the IMPACT and OUTCOME level of the program, and address the following issues:

- **Effectiveness**: The extent to which the program objectives were achieved, or are expected to be achieved, taking into account their relative importance.
- **Efficiency**: A measure of how economically resources/inputs (funds, expertise, time, etc.) have been converted to results.

- **Relevance**: The extent to which the objectives of the program have remained consistent with beneficiaries’ requirements, country needs, global priorities and partners’ and donors’ policies, ie to the operating context.

- **Impact**: Positive and negative, primary and secondary long-term effects produced by the program, directly or indirectly, intended or unintended.

- **Sustainability**: The continuation of benefits from the program after completion of the program. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time.

An evaluation report will be the principal output of the evaluation. The report should concisely present findings with reference to the **APAC program themes**:

- Benefits for the poor
- Program approach
- Capacity building – individual, community and organisational levels
- Policy engagement and governmental collaboration
- ANGO value-adding and inputs to program quality
- Development of educational and public information resources

The report should also present findings with reference to **cross-cutting issues**, particularly gender. The report should include an extensive **lessons learned** section explaining the reasons for successes or otherwise in relation to the initial problem analysis and program objectives.

The evaluation will include the following:

- Desk review and analysis of program documentation and other relevant materials such as policy documents and country level strategy documents
- Interviews with country level implementation teams and relevant ChildFund Australia staff members (Regional Coordinator and International Program Manager)
- Interviews and discussions with program beneficiaries, government officials and other relevant stakeholders
- Preparation of a report which addresses the objectives of the evaluation
- Presentation and discussion of the findings to a regional workshop for implementation teams and other relevant staff from ChildFund Australia and CCF
- Submission of a final evaluation report, reflecting comments and feedback received from selected ChildFund Australia and CCF staff and feedback and discussion at the regional workshop

**Key Program Documentation for Desk Review and Analysis**:

- Program design documents (proposal, logframe, m&e framework, sustainability analysis, risk management framework, budget etc)
- Quarterly narrative and financial reports per country per year
- Consolidated program level annual narrative and financial reports per year
- Feedback from AusAID on annual reports and plans
- Baseline survey and mid-term review reports
- KAP data – collected from six categories of primary beneficiaries twice per year (two times per category group per year) Primary beneficiary groups are: district officials; relevant CBOs/NGOs
in target areas; teachers; community volunteers; caregivers; and youth leaders/peer educators. This data has been consolidated by ChildFund Australia annually:

- Consolidated training data per country per year – detailing various trainings conducted and target groups per country
- Livelihood tracking data – tool introduced in year 3 of the program to track benefits of livelihood support provided to selected caregiver groups and vocational training provided to selected youth
- ChildFund Australia and AusAID field monitoring reports
- Reports from lessons learned workshops conducted by AusAID in year 4
- Reports from annual learning exchanges held by ChildFund Australia
- Report from regional OVC conference held in year 4

**Timetable and Key Events/Activities**

The consultancy will commence in February and be completed in May 2009. A detailed workplan and schedule will be agreed by the parties at the commencement of the consultancy.

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<tr>
<th>Indicative Timeframe</th>
<th>Event/Activity</th>
<th>Days</th>
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<tr>
<td>January-February 2009</td>
<td>Contract negotiated and signed</td>
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<tr>
<td>February 16 2009</td>
<td>ChildFund Australia provides to Consultant relevant program documentation for desk review</td>
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<tr>
<td>February 18 2009</td>
<td>Detailed work schedule finalized</td>
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<td>March 3 2009</td>
<td>Desk review of key program documentation and other relevant materials completed; first draft of evaluation tools and methodology for qualitative analysis shared with peer reviewer for feedback</td>
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<td>March 7 2009</td>
<td>Feedback on methodology and draft tools provided by peer reviewer</td>
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<tr>
<td>March 7-18 2009</td>
<td>Finalise methodology and tools (continue desk review)</td>
<td>4</td>
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<tr>
<td>March 18 – April 4 2009</td>
<td>Field work conducted in the three program countries (approx 14 days during this period – final schedule to be agreed by both parties) Interviews conducted with relevant ChildFund Australia and CCF staff</td>
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<td>April 20 2009</td>
<td>Draft report submitted to ChildFund Australia and shared with peer reviewer</td>
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<td>Week of April 27, 09</td>
<td>Feedback on draft report provided by peer reviewer Draft quantitative report shared – peer review</td>
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<td>Week of May 4 2009</td>
<td>Presentation of key findings to Regional Workshop</td>
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<td>May 4-21 2009</td>
<td>Revision of report based on feedback provided by peer reviewer and other relevant stakeholders</td>
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<td>21 May 2009</td>
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Appendix 2: List of People Contacted

ChildFund Australia

Veronica Bell
Evas Kasiime
Rouena Clemente

International Program Manager
Regional Program Coordinator
Program Manager

Uganda

CF Staff

James Pimundu Muwanga
Mary Tushabe
Kenneth Massa
Sarah Namutosi

CCF Uganda Program Director
CCF/APAC Country Coordinator
CCF/APAC District Coordinator
CCF/APAC Sub county Coordinator

Jinja District, DOVCC

Name
Gumula Elizabeth
Opio Ouma
Patrick Balikwowa
Ddibya Alex D.K.
Ibumba Abdalah
Jimmy Obbo Irms
Mbulate Betty
Alice Kafuko
Agnes Nabawanga
Mufumbiro Paul
Ochieng John Paul
Buyinza Sula
Rwanguha Benon

Position/Department
Program Manager CRO-Jinja
Senior Probation Officer J.L.G.
Upacled-Jinja
Senior Labour Officer .Asst.Finance
ANPPCAN- Jinja
Child & family Protection Police officer
District Inspector of schools
Mama Jane Children's Orphanage
Agricultural Officer /Production Sector
Social worker
Population Officer
DCDO –

Nakanyonyi Primary School

Name
Mwasc, James Harny
Nandhugu Ruth
Sabao Grace
Wakida Margaret
Kwagala Olivia
Musenze George
Nanjije Prossy

Position
Head Teacher
Teacher for children’s rights club
Teacher
Children rights group.
Senior Women Teacher
Senior Man Teacher
Head child rights club

Mafubira S/C – COVCC

Name
Tatwale Charles
Waiswa Stephan

Position
Youth Councilor
Sub-county OVC Co-coordinator
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okecho Dorothy</td>
<td>Representative of caregivers</td>
</tr>
<tr>
<td>Mutesi Rose</td>
<td>Chairperson Wanyange CCF community</td>
</tr>
<tr>
<td>Funga Moses</td>
<td>Health Assistant</td>
</tr>
<tr>
<td>Cyprian Kujuna</td>
<td>CDO</td>
</tr>
<tr>
<td>Wansagi Charles</td>
<td>Parish chief</td>
</tr>
<tr>
<td>Magembe Badilu</td>
<td>C/man LC3 Mafubira</td>
</tr>
<tr>
<td>Nsubuga Latif</td>
<td>O/C Police Station Mafubira S/Country</td>
</tr>
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</table>

**Sironko District OVC Committee**

**25 March 2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamuli Boaz</td>
<td>District Inspector of schools</td>
</tr>
<tr>
<td>Murana Justin</td>
<td>District Planner / Sironko</td>
</tr>
<tr>
<td>Ojambo Joseph Neyinda</td>
<td>District Community Dev. Officer</td>
</tr>
<tr>
<td>Gimei Charles</td>
<td>Senior Education Officer</td>
</tr>
<tr>
<td>Kizubo Robert</td>
<td>Vice chairperson Sironko</td>
</tr>
<tr>
<td>Kayogera Fred</td>
<td>C.H.O. Sironko</td>
</tr>
<tr>
<td>Dr. Okori P. Charles</td>
<td>District Production Officer</td>
</tr>
<tr>
<td>Muduku Charles</td>
<td>District Health Educator</td>
</tr>
<tr>
<td>Mayeku Geoffrey</td>
<td>Asst. CAO</td>
</tr>
<tr>
<td>Rachel Nandelenga</td>
<td>CDO Disability</td>
</tr>
<tr>
<td>Akrutu Grace Stella</td>
<td>Assistant District Health Officer</td>
</tr>
<tr>
<td>Nabukwasi Florence</td>
<td>Gender Officer</td>
</tr>
<tr>
<td>Ocen Hudson</td>
<td>SP District Police Commander</td>
</tr>
<tr>
<td>Wolimbwa Robert</td>
<td>Chief internal auditor</td>
</tr>
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</table>

**Buyobo Sub-county COVCC Meeting**

**26 March 2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wetaka Allen</td>
<td>CDO</td>
</tr>
<tr>
<td>Muyonga Kenneth</td>
<td>Secretary production</td>
</tr>
<tr>
<td>Wamanga Peter</td>
<td>CDO</td>
</tr>
<tr>
<td>Wesamoyo Akazia</td>
<td>CDO</td>
</tr>
<tr>
<td>Rose wettaka</td>
<td>Secretary Children affairs</td>
</tr>
<tr>
<td>Nachweza Herbert</td>
<td>Chairperson COVCC</td>
</tr>
<tr>
<td>Magomu Tom</td>
<td>Secretary Education</td>
</tr>
<tr>
<td>Mazereri Felix</td>
<td>Parish chief Buyobo</td>
</tr>
</tbody>
</table>

**Kenya**

**Child Fund Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernard Ochieng</td>
<td>CCF/Kenya Regional Manager</td>
</tr>
<tr>
<td>Erick Moth</td>
<td>APAC Project Manager</td>
</tr>
<tr>
<td>Dan Okeyo</td>
<td>APAC District Coordinator</td>
</tr>
<tr>
<td>Samuel Odondi</td>
<td>APAC District Coordinator</td>
</tr>
<tr>
<td>Edith Apiyo</td>
<td>APAC District Coordinator</td>
</tr>
</tbody>
</table>
### Kisumu East District AAC  27 March 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siaya District Youth Livelihoods Group  27 March 2009</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seline Adhiambo</td>
<td>Hair Dressing</td>
<td>2006</td>
</tr>
<tr>
<td>Victoria Akinyi</td>
<td>Dress Making</td>
<td>2006/07</td>
</tr>
<tr>
<td>Anne Awuor</td>
<td>Dress Making</td>
<td>2006/07</td>
</tr>
<tr>
<td>Irene Adhiambo</td>
<td>Dress Making</td>
<td>2006/07</td>
</tr>
<tr>
<td>Erick Omondi</td>
<td>Mechanic</td>
<td>2007</td>
</tr>
<tr>
<td>Meshack Otieno</td>
<td>Welding</td>
<td>2006</td>
</tr>
<tr>
<td>Felix Owuor</td>
<td>Carpentry</td>
<td>2006</td>
</tr>
<tr>
<td>Beatrice A. Sidondo</td>
<td>Hair Dressing</td>
<td>2006</td>
</tr>
<tr>
<td>Erick Otieno Ochieng</td>
<td>Carpentry</td>
<td>2005/06</td>
</tr>
<tr>
<td>Edwin Ngesa</td>
<td>Carpentry</td>
<td>2006</td>
</tr>
<tr>
<td>Oliver Otieno Oluoch</td>
<td>Tailoring</td>
<td>2006</td>
</tr>
<tr>
<td>Collins Onyango Odongo</td>
<td>Tailoring</td>
<td>2006</td>
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### Rambula Primary School, Ugunja Division Siaya District   27 March 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnabas Odhiambo</td>
<td>Head teacher</td>
</tr>
<tr>
<td>Humphrey O. Oheno</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mavrice O.Okola</td>
<td>Teacher</td>
</tr>
<tr>
<td>Gerald Ndeke</td>
<td>Teacher</td>
</tr>
<tr>
<td>Omamo George</td>
<td>Senior Teacher</td>
</tr>
<tr>
<td>Omondi Akomo George</td>
<td>Assistant Teacher</td>
</tr>
<tr>
<td>Margaret Awuor Juma</td>
<td>Assistant Teacher</td>
</tr>
</tbody>
</table>

### Customer Onge Nyiego Women Group, Caregiver Livelihoods Group, Siaya 28 March 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caren Omondi</td>
<td>Group Secretary</td>
</tr>
<tr>
<td>Joyce Olando</td>
<td>Member</td>
</tr>
<tr>
<td>Mon Gunda Oluocho</td>
<td>Member</td>
</tr>
<tr>
<td>Angeline Odera</td>
<td>Member</td>
</tr>
<tr>
<td>Jackline Aoko</td>
<td>Member</td>
</tr>
<tr>
<td>Patricia Oguso</td>
<td>Member</td>
</tr>
<tr>
<td>Seline Ouma</td>
<td>Member</td>
</tr>
<tr>
<td>Celestine Otieno</td>
<td>Member</td>
</tr>
<tr>
<td>Consolata Oduor</td>
<td>Member</td>
</tr>
<tr>
<td>Clementina Obiero</td>
<td>Member</td>
</tr>
<tr>
<td>Teresa Awino</td>
<td>Member</td>
</tr>
<tr>
<td>Cecilia Siganda</td>
<td>Member</td>
</tr>
<tr>
<td>Rose Opondo</td>
<td>Member</td>
</tr>
<tr>
<td>Consolata Wasonga</td>
<td>Member</td>
</tr>
</tbody>
</table>
Consolata Odongo                          Member
Mary Opondo                                Member
Milicent Oloo                               Group Chairperson
Jenipher Odhiambo                          Member
Peter Odera                                Member
Francis Nyaithe                            Area Asst Chief
Filista Nyagoe                             Group beneficiary
Christine Oduny                            Group beneficiary

Kisumu
District AAC                               27 March 2009

Name                                       Position
Turfosa Shunza                              Social Worker
Vincent Onyango                            Civil Registrar
Juliana Amayo                              Social Worker
Anastasia Juma                             Director OLPS
Alice M. Wakoli                            Public Health Officer
Metabel Owiyo                              M.C.IC (MEO)
Patrick Ochieng                            MCK (children & youth)
Sarah Malicha                              Police Officer
Peter C. Ogoti                             Children Officer
Apollo Adhiambo                            DSDO's Office
Lynett Odida                               District Youth Officer
Keya O. Mark                               Children’s Officer
Wycliffe Ouma                              KAARC Coordinator
Evans Gwela                                DDO

East Kolwa, AAC                            30 March

Name                                       Position
Jenipher Kosome                            Chairperson AAC Chief
Harricane Ochieng                          AAC Member
Tobias Ochola Ochiel                       Church representative
Joshua Owuoro                              Community representative
William Guti                               Village Elder
Alex O. Aloo                               Asst Chief
Barnabas Matengo                          Village Elder
Elizabeth Awili                            CBO representative
Benter Onyango                             Community Rep.
Elly W. Onyando                            AAC community Rep.
Benard Obuya                               AAC Member
Caleb M. Osore                             Asst. Chief/O.P/
Manase Ouma Oukoh                         Translator
Palviola A. Odhiambo                       Community Development Assistant

Riwo Youth group, Kisumu District
### Osiri Primary School, Kisumu Municipality 30 March 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>David O. Anduro</td>
<td>Secretary</td>
</tr>
<tr>
<td>Odongo Kennedy</td>
<td>Member</td>
</tr>
<tr>
<td>George Ouma</td>
<td>Member</td>
</tr>
<tr>
<td>Eunice A. Hamisi</td>
<td>Member</td>
</tr>
<tr>
<td>Job Andare</td>
<td>Member</td>
</tr>
<tr>
<td>Kevin Ambajo</td>
<td>Member</td>
</tr>
<tr>
<td>Fredrick Onyango</td>
<td>Member</td>
</tr>
</tbody>
</table>

### Rachuonyo District, AAC 31 March 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beatrice Akinyi Omoga</td>
<td>Patron H/Club</td>
</tr>
<tr>
<td>Christine Sarah Oderah</td>
<td>Ass.Patron Girl Child Education</td>
</tr>
<tr>
<td>Grace Achieng Bondo</td>
<td>Charge Girl Child Education</td>
</tr>
<tr>
<td>Okongo Stephen</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>David O. Alila</td>
<td>DH Teacher</td>
</tr>
<tr>
<td>David Otieno Aguk</td>
<td>Asst. Patrol H/Club</td>
</tr>
</tbody>
</table>

### Zambia

**Child Fund Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doras Chirwa</td>
<td>CCF Zambia Program Manager</td>
</tr>
<tr>
<td>Abigail Musonda</td>
<td>CCF/APAC National Coordinator</td>
</tr>
<tr>
<td>Wilbroad Kampilowa</td>
<td>CCF/APAC District Coordinator-Chongwe.</td>
</tr>
<tr>
<td>Linda Simuyuni</td>
<td>CCF/APAC District Coordinator-Kafue</td>
</tr>
<tr>
<td>Cecilia Lupungu</td>
<td>CCF/APAC Project Officer-Kafue Central</td>
</tr>
<tr>
<td>Tandwa Syakayuwa</td>
<td>CCF/APAC Project Officer-Mutamino</td>
</tr>
</tbody>
</table>

### Nakatete Basic School Kafue District 3 April

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
</table>

---
Alice Mucheme  
Tyson Mupotola  
Sarah Mutale  
Namuswa N. Shompa  
Nkole Harry  
Mpeseni Mpeseni  
Mavis M. Kamocha  
Coreen M. Machila  
Michael Nyondo  
Hildah S. Shachala  
Theresa N. Phiri  

**Head Teacher**

**Patron : Children’s Committee**

**Teacher**

**Teacher**

**Teacher**

**Teacher**

**Teacher**

**Teacher**

**Teacher**

**Guidance Teacher**

---

**KACOSHAI**

**Name** | **Position**
--- | ---
Angela Nchunka | Member
Patricia Kwiimba | Secretary
Joel Silwimba | Youth
Christine Chanda Sokoni |  

**Chongwe District OVC Committee**

**Name** | **Position**
--- | ---
Nyirenda Simon | (HBC) DOVCC member
Sharlon Daka | (Police) DOVCC member
Felix M. Kalyongo | Global AIDS Africa Foundation (GAAF) DOVCC member
Chibutu Sabita | Youth DOVCC member
Mukanga Nyirenda | Social Welfare DOVCC Chairperson
Dennis Mbita Mwimanzu | Agriculture V. Secretary
Nomsisi Wonani Kakubo | Social Welfare member
Mastard Nyirenda | Youth DOVCC member
Petronellah C.C. Kaparamoto | Treasurer (Comm. Schools)

---

**Kafue District DOVCC**

**Name** | **Position**
--- | ---
Donald Sinkala | KDYRC Chairperson
Auxiria Mwanza | KDYRC Vice Chairperson
Yvonne Zulu | ZANIS
Wilson Chilembo | MACO member
Selina Mulonga | ZAPD member
Mercy Muyenga Daka | Com. Dev. member
Mwangala N. Kalila | Social Welfare /DOVCC Secretary
Linda L.H. Simuyuni | CCF/APAC
Mangani Basil | ZACALD member
R.M. Hankede | KDHMT member

---

3 April 2009
Chitemalesa, COVCC

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mildred Zulu</td>
<td>Member</td>
</tr>
<tr>
<td>Mary Hura</td>
<td>Member</td>
</tr>
<tr>
<td>Pauline Tembo</td>
<td>Children right Committee</td>
</tr>
<tr>
<td>Caesar Kanama</td>
<td>Children right committee</td>
</tr>
<tr>
<td>Edward Kadozola</td>
<td>Vice Treasurer COVCC</td>
</tr>
<tr>
<td>Leonard Kanama</td>
<td>Vice Chairperson COVCC</td>
</tr>
<tr>
<td>Collins Mululi</td>
<td>Youth Secretary</td>
</tr>
<tr>
<td>Kenneth Zulu</td>
<td>COVCC Chairperson</td>
</tr>
<tr>
<td>Wilson Kashontu</td>
<td>Chitemalesa Project Chairperson</td>
</tr>
<tr>
<td>Brighton Pongolani</td>
<td>Zonal Headman</td>
</tr>
<tr>
<td>Piyano Museba</td>
<td>Senior Headman</td>
</tr>
<tr>
<td>Lizzy Bwalya</td>
<td>Treasurer COVCC</td>
</tr>
<tr>
<td>Gertrude Daka</td>
<td>Secretary COVCC</td>
</tr>
<tr>
<td>Rhoda Kakubo</td>
<td>Headwoman</td>
</tr>
</tbody>
</table>

Mutamino Peer Educators

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail Musonda</td>
<td>OVC National Coordinator</td>
</tr>
<tr>
<td>Petland Mwansa</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Cabin Sianyang</td>
<td>Peer Educator/youth coordinator</td>
</tr>
<tr>
<td>Precious Nedziwe</td>
<td>Peer Educator/youth chairperson</td>
</tr>
<tr>
<td>Davis Malala</td>
<td>Peer Educator secretary</td>
</tr>
<tr>
<td>Luwiza Phiri</td>
<td>Peer Educator</td>
</tr>
<tr>
<td>Mumba Michael</td>
<td>Peer Educator/Vice Chair COVCC</td>
</tr>
<tr>
<td>Bridget Kalenga</td>
<td>Peer Educator</td>
</tr>
<tr>
<td>Linda Sianyang</td>
<td>Peer Educator</td>
</tr>
<tr>
<td>Mbulo Peter</td>
<td>Peer Educator</td>
</tr>
<tr>
<td>Jackson Phiri</td>
<td>Peer Educator</td>
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</tbody>
</table>

Cholwe Women Caregiver Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Phiri</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Agnes Phiri</td>
<td>Member</td>
</tr>
<tr>
<td>Susan Mundandwe</td>
<td>Secretary</td>
</tr>
<tr>
<td>Rosemary Nyangu</td>
<td>Member</td>
</tr>
<tr>
<td>Monica Chasha</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Margaret Chinkubala</td>
<td>Vice Chairperson</td>
</tr>
<tr>
<td>Noriah Mununka</td>
<td>Member</td>
</tr>
<tr>
<td>Julia Kapepa</td>
<td>Member</td>
</tr>
<tr>
<td>Ruth Tembo</td>
<td>Member</td>
</tr>
<tr>
<td>Paulina Kaliviti</td>
<td>Member</td>
</tr>
<tr>
<td>Machona Matambo</td>
<td>Member</td>
</tr>
</tbody>
</table>
Loveness Mutama  
Publicity Secretary

**Women on the Move Caregiver Group**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Banda</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Dorcas Chama</td>
<td>Trustee</td>
</tr>
<tr>
<td>Lucy Kasono</td>
<td>Vice Chairperson</td>
</tr>
<tr>
<td>Kelly Phiri</td>
<td>Member</td>
</tr>
<tr>
<td>Hellen Chilufya</td>
<td>Secretary</td>
</tr>
<tr>
<td>Ruth Mumba</td>
<td>Member</td>
</tr>
<tr>
<td>Marjory Kalunga</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Vivien Chimponda</td>
<td>Literacy Teacher-Member</td>
</tr>
<tr>
<td>Mary Mubanga</td>
<td>Member</td>
</tr>
<tr>
<td>Elizabeth Musonda</td>
<td>Member</td>
</tr>
<tr>
<td>Diana Mumba</td>
<td>Member</td>
</tr>
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</table>

**Kafue Youth Carpentry Vocational Group**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tendai Siazemba</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Tanazio Phiri</td>
<td>Member</td>
</tr>
<tr>
<td>Moddy Banda</td>
<td>Member</td>
</tr>
<tr>
<td>Lucky Sililo</td>
<td>Secretary</td>
</tr>
<tr>
<td>Kafwimbi Kapembwa</td>
<td>Member</td>
</tr>
<tr>
<td>Archiver Manyando</td>
<td>Trainee</td>
</tr>
</tbody>
</table>

**Government**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Banda</td>
<td>Ministry of Youth Sport and Child Welfare</td>
</tr>
</tbody>
</table>
Appendix 3: Documents Consulted

ChildFund/APAC Program Documents:

- Program design documents (proposal, logframe, M&E framework, sustainability analysis, risk management framework, budget etc)
- Quarterly narrative and financial reports per country per year
- Consolidated program level annual narrative and financial reports per year
- Feedback from AusAID on annual reports and plans
- Baseline survey and mid-term review reports
- Draft Final Evaluation Survey Report, 2009
- KAP data – collected from six categories of primary beneficiaries twice per year (two times per category group per year) Primary beneficiary groups are: district officials; relevant CBOs/NGOs in target areas; teachers; community volunteers; caregivers; and youth leaders/peer educators. This data has been consolidated by ChildFund Australia annually
- Livelihood tracking data – tool introduced in year 3 of the program to track benefits of livelihood support provided to selected caregiver groups and vocational training provided to selected youth
- ChildFund Australia and AusAID field monitoring reports
- Reports from lessons learned workshops conducted by AusAID in year 4
- Reports from annual learning exchanges held by ChildFund Australia
- Report from regional OVC conference held in year 4


REPSSI, Journey of Life Assessment: Final Report, July 207