



# Endline Evaluation of the Tuchanuke Online Child Protection Project in Kiambu and Nairobi Counties

**June 2022**

## LIST OF ACRONYMS AND ABBREVIATIONS

AAC:	Area Advocacy Council
AOSF	Africa Online Safety Fund
BCC:	Behavior Change Communication
CHV	Community Health Volunteers
CCPV	Community Child Protection Volunteers
CP&A	Child Protection and Advocacy Manager
CPV	Child Protection Volunteers
CRP:	Community Resource Persons
CSO:	Civil Society Organizations
DAC	Development Assistance Committee
DCI	Directorate of Criminal Investigations
DCS	Directorate of Children Services
DPP	Department of Public Prosecutions
FGD:	Focus Group Discussion
KABP:	Knowledge, Behavior, Attitude and Practices
ICT	Information Communication Technologies
IEC	Information Education Communication
KII:	Key Informant Interview
LISP	Lifeskills Promoters
M&E:	Monitoring and Evaluation
NGOs	Non-Governmental Organizations
OECD:	Organization for Economic Co-operation and Development
OSEAC:	Online Sexual Exploitation and Abuse of Children
RA:	Research Assistant
Safe CLICS	Safe Community Linkages for Internet Child Safety
SEC:	Sexual Exploitation of Children
SPSS:	Statistical Package for Social Sciences

TdH-NL	Terre Des Hommes Netherlands
ToT	Trainer of Trainers
ToR:	Terms of Reference
TWG	Technical Working Group
USG	United States Government

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## **EXECUTIVE SUMMARY**

### **Background**

ChildFund Kenya commissioned Leviathan Kenya Limited to undertake the final evaluation of the “*Tuchanuke Online Child Protection*” project. The project, funded by Google.org and Impact Amplifier through the Africa Online Safety Fund (AOSF) was implemented in partnership with Life Skills Promoters (LISP), Childline Kenya, and Missing Child Kenya for one year, from April 2021 to May 2022, in Nairobi and Kiambu Counties. It had the overall goal of *reducing sex trafficking through strengthening system capacity in addressing online child sexual exploitation and abuse*. The project targeted 3,000 caregivers, 800 youth, 40 community volunteers, 20 teachers, 30 government officials, and 400 children with various interventions, including community outreaches, life skills development, peer-to-peer education training, Information Education Communication (IEC) materials, media programs, workshops with government and other key stakeholders to foster dialogues and the use of research and short studies to inform strategies on Online Sexual Exploitation and Abuse of Children (OSEAC) prevention and control. This evaluation assessed the project performance according to Organization for Economic Co-operation and Development (OECD) criteria in terms of relevance, effectiveness, efficiency, impact, sustainability modifications to the youth online safety curriculum best practices and critical lessons learned. It also provides critical recommendations to improve future OSEAC projects with similar goals and objectives.

### **Methodology**

The study employed a mixed-methods approach and cross-sectional research design. The study’s target population included children (6-14years), youth (15-24years), parents/caregivers (25-60 years), Civil Society Organizations (CSO), government officials, Community Resource Persons (CRP), and teachers. It had a total sample of 1308 respondents selected through a multi-stage sampling design consisting of clustered and stratified sampling methods. The main data collection methods included: surveys, Key Informant Interviews (KII), Focused Group Discussions (FGD), analysis of knowledge, attitude, behavior and practices (KABPs) survey data and document reviews of secondary literature. The descriptive statistics in the report were generated with Microsoft Excel and SPSS, while qualitative data were thematically analyzed.

### **Key Findings**

*Relevance:* Both youth and parents FGD transcripts identified OSEAC is a big problem in the Kenya. Similarly, a study by ChildFund in 2021, observed that



seven percent (7%) of children (aged 12-17yrs) had shared sexual images online, while four percent (4%) were blackmailed to engage in sexual activities. Similarly, a study by Terre Des Hommes Netherlands, TdH-NL (2018) observed that 10% of the children in Kenya have been approached for sex online<sup>1</sup>. While the extent of sex trafficking among the target population has not been measured, evidence from other towns of Kenya such as Mtwapa estimates that between 10,000 to 20,000 children are victims of sex trafficking annually, most of whom are recruited online. The CRPs the project assigned an average score of 74.52% for relevance. They noted that the project: addressed the community/school priority needs (72.7%); was useful (93.9%); complemented government development priorities (66.6%); gave room to adapt to changing contexts (69.7%) and complimented the work of other actors/CSOs (69.7%). These sentiments were collaborated by KII transcripts from DCS, ChildFund International, Communications Authority and internet service providers who reported that the project is well aligned to their OSEAC prevention programs.

*Efficiency:* Discussions with the project M&E and management teams indicated that the project activities were implemented within the set timelines and budgets. These sentiments were shared by CRP who reported their satisfaction with the timeliness and quality of the implemented activities. Interviewed youth rated the quality of the IEC materials and sensitization activities conducted by the project highly. The implementation team reported that the project employed several cost-cutting measures, such as meeting at community-owned facilities and procuring some services, like refreshments for meetings from community-based vendors. The project also leveraged human resources/technical skills from both the county government offices and its CSO partners as opposed to hiring consultants.

*Effectiveness:* The evaluation found that the project was able to achieve most of its expected outcomes, albeit to different extents:

As per the project ITT on the first outcome 100% of community volunteers knowledgeable on OSEAC strategies 58% of caregivers reported increased knowledge and practice in safe online child protection strategies and 68 % of youth reported increased knowledge and practice in safe online child protection strategies. During the FGDs parents reported that after talking to their children no longer change screens whenever they are approaching. From the view of the parents, this implies that they are not going to inappropriate sites. The youth

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<sup>1</sup> The Dark Side of the Internet for Children Online Child Sexual Exploitation In Kenya - A Rapid Assessment Report, February 2018. Terre Des Hommes accessible though <https://www.terredeshommes.nl/en/publications/the-dark-side-of-the-internet-for-children>

also reported that after hearing testimonies of OSEAC survivors they are more careful about their online interactions with strangers.

On the second outcome, the project contributed to increased commitment by stakeholders in fighting OSEAC notable through TWG the project successfully lobbied DCS to set aside OSEAC department. At the Starehe Sub- County all AACs both the sub county and local levels discuss OSEAC agenda in their regular meetings. The project also used its presence in TWG to provide context information for OSEAC prevention programs by communication authority and internet service providers such as Safaricom. In the nine schools visited during the evaluation head teachers expressed the desire to fight OSEAC in schools as observed in the lesson plans of OSEAC champion teachers in their respective schools.

On the third outcome: The project, through an OSEAC technical<sup>2</sup> working group, supported advocacy efforts pushing for the enactment of the Children's Bill 2021. The bill has already been passed by the Senate and National Assembly and is awaiting presidential assent. Moreover, the Directorate of Children Services (DCS) has designated an OSEAC Directorate headed by a senior children officer at the rank of a director to safeguard the rights and welfare of children including protection from online child exploitation and abuse. A National Plan of Action (NPA) to tackle OSEAC has been developed, finalized, and was launched on 8<sup>th</sup> June 2022, and plans are underway by ChildFund and other stakeholders to develop a National OSEAC training manual for stakeholders. This will be supported by the upcoming Safe Community Linkages for Internet Child Safety (Safe CLICS) Project<sup>3</sup>, which ChildFund Kenya will be implementing. The NPA will strengthen the already existing efforts through ensuring: improved coordination at all levels of intervention to protect children against OCSEA; enhanced knowledge and skills for child protection actors on OCSEA prevention and response; strengthened technical, institutional, and human capacities across key sectors both at national and county level to prevent, identify and respond to OCSEA; and improved reporting, investigation, prosecution, and provision of quality support services to victims and witnesses. During the FGD, the youth also reported that they have been sensitized on existing OSEAC laws, including the Computer Misuse and Cybercrime Act 2021 and the Sexual Offences Act 2006.

*Movement toward Impact:* The evaluation observed that long-term and sector-wide change regarding OSEAC-related child trafficking is yet to be achieved.

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<sup>2</sup> This group is chaired by DCS and brings together CSOs, internet service providers, and line ministries concern with ICT and children issues

<sup>3</sup> The project is funded by End Violence Partnership for 3 years and will be implemented in Nairobi, Kilifi, Mombasa, Kiambu counties in partnership with Lifeskills Promoters and Childline Kenya

However, several indicators show that if implementation continues at the same pace, the project goal will be attained. The OSEAC school assessment for children observed that 87.39% of children in the intervention site knew of OSEAC-related kidnapping risk factors and mitigation measures. The OSEAC assessment scores for sensitized children (6-14 years) was 92.98% whereas the untrained were at 76.21% which represents a 17% <sup>4</sup>difference than their colleagues who had not been trained. The teachers and community resource persons interviewed reported that 45.4% of the caregivers and 48.5% of the youth they work with are aware of OSEAC causes and mitigation measures, and 42.5% of the respondents feel that the government is dedicated to preventing and supporting the recovery of OSEAC survivors. These sentiments were echoed by the youth who observed that after hearing testimonies from their friends, they are currently very careful with the people they meet online.

*Sustainability:* The evaluation observed that the project implemented all its planned sustainability activities. Notable, the project strengthened and worked with locally established structures, which have continued implementing the activities beyond the project period. It also created a pool of OSEAC community resource persons (CRP) who will continue helping the community and act as focal point persons at the community level for the initiated project structures and activities for reporting. Moreover, the implementing officials requested their office to help them mobilize funds for the second phase of the project. However, the project did not have a written and signed-off sustainability plan and exit strategy with the community and its partners, who will continue providing the project's goods and services/interventions.

*Training Curriculum:* There was a consensus among the workshop participants that the curriculum was well designed, and the training materials were both relevant and informative. There was a feeling, however, that the curriculum should move beyond knowledge transfer to behavior change communication (BCC). The training duration was too short, more sessions should be added. The manual should be divided into modules and sessions, and all these should have standard curriculum modules and session contents. These include module/session resume, objectives, duration, type and number of participants, the facilitators' notes, a course folder with all the training resources and a description of the facilitation process. The curriculum should adopt an experiential learning approach, and thus most of the training should have assignments to be carried out by the participants and small discussions on the key points.

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<sup>4</sup> This difference is significant according to t-paired sample t test applied to the study findings.

**Best Practices:** The project employed several best practices. Key among these include implementations through a partnership that allowed the project to tap into skills, networks, online platforms, and human resources that would have not been available had it been implemented by one partner. The partnership with CRP and teachers availed the project of several community resources, including community halls, refreshments at discounted prices, and community mobilization capacity. Involving people already known in the community also increased the project ownership and acceptance of the target population. The project also facilitated stakeholders' forums that helped increase coordination between the various duty bearers in the OSEAC service provisions system that allowed different stakeholders to network. It, however, missed some networking opportunities such as courts users' association.

**Lessons Learnt:** The study observed a big digital divide between parents/caregivers, youth, and children. This has undermined parents' ability to monitor and support online safety among their children. During the youth FGDs, they reported that they rarely talked to their parents about OSEAC challenges because they felt they were misunderstood by them. The evaluation also observed that OSEAC is a silent epidemic on the one hand, as more and more children are exposed to OSEAC risks, while on the other hand parents and policymakers are unaware of these risks.

Because of the preceding conclusions, it is recommended that:

1. **Training curriculums:** Implementation partners should organize the curriculums into modules. Each module should have the following at a minimum: objectives resume, a list of sessions, facilitating process, and key discussion points. It should adopt the experiential learning approach that emphasizes practical instead of the lecture method. The youth curriculum should lay emphasis on BCC and adult digital literacy and the integration dialogue of OSEAC. A pre and post-test evaluation method (oral or written) can be employed to measure success in conceptualization of the content of the training
2. **Promote the alternative narrative on social media:** The youth curriculum workshop also recommended the use of digital platforms and social media to spread OSEAC information. The project can also leverage the ongoing interventions by ICT service providers to further OSEAC BCC.
3. **Partnership strengthening:** Activities implemented by partners such as counseling, life skills training, and curriculum development undertaken by different partners were highly appreciated. The evaluation thus recommends that future implementation should also be through

consortiums. There were a bit of complains about communication delays and inadequate information sharing as well as quality of coordination which should be strengthened in future implementation.

4. Resource Mobilization: This implementation phase was a pilot and thus only targeted a limited population. Now that it has proven successful, and the magnitude of the problem is huge as evidenced from the project monitoring data as well as previous studies, ChildFund International should mobilize more funds to reach more children and caregivers who were not reached during this implementation phase. Even those who were supported during the implementation may need further interventions in light of the fact that only few contact moments could be security given the limited time and resources
5. Increase government involvement at the grassroots level: The collaboration between the project and the DCS was commendable as evidence by the achievements made both at the level of OSEAC policy making and implementation. This should further be encouraged in future projects implementing OSEAC. However, the CRPs and teachers reported that the presence of the DCS and other government departments at the project's grassroots level activities was inadequate. Collaboration on how to mainstream OSEAC in the DCS activities including child protection information management system (CPMIS) is necessary.
6. Teacher's Motivation: The teachers reported that during their assessment for promotion Teacher Service commission (TSC) requires them to produce evidence that they were involved in other school activities besides teaching. They would therefore appreciate it if certificates were printed for them.
7. Public Policy Monitoring: The project made excellent contributions toward OSEAC policy change. However, most public policies have been known to fail during the implementation phase. Future advocacy efforts should lay emphasis on the implementation of the existing OSEAC and future laws.

## **BACKGROUND**

### **1.1 About ChildFund Kenya**

ChildFund is an international development organization whose vision is a world in which all children realize their rights and achieve their potential. The organization's mission is to build the capacity of deprived, excluded, and vulnerable children, improve their lives, help them become leaders who bring a lasting and positive change to their communities and promote societies whose individuals and institutions value, protect, and advance the worth and rights of children. The organization works with communities to enable them to lead changes that address the conditions that prevent children from realizing their full potential. Currently, the organization works with 240 local organizations in 21 countries globally. Last year, ChildFund's programs reached over 13 million children and family members.

### **1.2 About the Project**

The Tuchanuke Online Child Protection project was implemented in Starehe, Kasarani, Kiambu Town, and Kikuyu sub-counties in Nairobi and Kiambu Counties respectively between April 2021 and May 2022. Childline Kenya developed the content for community outreach training on OSEAC, trained of TOTs and peer educators on OSEAC, did community outreach on OSEAC, and facilitated the community internet clinics. On the other hand, both Childline Kenya and Lifeskills Promoters developed content for peer education and life skills & socio emotional learning for children and young adults on OSEAC; trained teachers and youth on life and socio emotional learning skills; participated in the OSEAC study and stakeholder engagement forums for policy influence; and planned and participated in media engagement on OSEAC.

The project's goal was to reduce sex trafficking by strengthening the system's capacity for online child sexual exploitation and abuse. Some of the factors that promote the risk of OSEAC include the lack of proper national legal and policy frameworks, and the capacity to respond to OSEAC; advancement and penetration of technology, specifically mobile handsets, and the internet-enabled electronic gadgets and that caused new forms of OSEAC; lack of reporting of cases by the community; limited successful prosecution of OSEAC by law enforcement officers; limited and ineffective responses of OSEAC at the community level by CSOs and other stakeholders; inadequate capacity and knowledge of OSEAC by CSOs and other stakeholders; and lack of concrete data on OSEAC victims<sup>5</sup>. It had the following objectives:

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<sup>5</sup> Tuchanuke (Lets wise up) Project proposal

- Increase understanding of online child protection risks and mitigation measures among caregivers by April 2022
- Improve stakeholders' commitment to combating OSEAC in target sub-counties by April 2022
- Improve implementation of relevant policies and legislation on OSEAC in target sub-counties by April 2022

The project was motivated by the exponential increase in internet access and smartphone and mobile network usage, which has created extraordinary new opportunities for socio-economic development on the African continent. However, this rapid growth rate has simultaneously created a range of safety concerns for children, including online sexual exploitation and abuse, identity theft, bullying and harassment, sex trafficking, hate crimes, terrorist recruitment and promotion, misinformation or disinformation, and financial scams. The project was aimed at supporting innovative existing and new solutions specifically targeting children's online safety as the most vulnerable group in the communities.

Findings in the 2021 report titled *Disrupting Harm in Kenya*<sup>6</sup> indicate that between five percent (5%) and 13% of children aged 12-17 using the internet reported experiencing Online Child Sexual Exploitation And Abuse (OCSEA) in the year preceding the study. This number is likely higher as many children do not disclose their experiences. The project sought to empower government officials, private sector players, parents, CSOs, and community networks to protect their children from OCSEA. It also sought to increase children's awareness about their rights to enable them to report violations that occur to them or those they know.

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<sup>6</sup> ECPAT, INTERPOL and UNICEF. (October, 2021). *Disrupting Harm in Kenya: Evidence on online child sexual exploitation and abuse*. Global Partnership to End Violence against Children. Retrieved from <https://www.end-violence.org/sites/default/files/2021-10/DH%20Kenya%20Report.pdf>

## **2.0 METHODOLOGY AND APPROACH**

The assessment used a mixed methodology approach where both qualitative and quantitative data collection methods were applied using participatory techniques. Here under discussed in the evaluation design, population and sample, the data collection and analysis techniques and procedures.

### **2.1 Evaluation Design**

The evaluation assessed changes attributable to the project through the comparative method. The comparison was made between the baseline and end line values. A comparison was also made between children who participated in the project and those who did not (case -control design).

### **2.2 Population and sample**

#### **2.2.1 The study population**

The evaluation targeted all the stakeholders who were involved in the project implementation process. They can be grouped as follows:

- i. ChildFund International staff members
- ii. Children drawn from Nairobi and Kiambu County, including those trained and mentored as peer educators and child online safety champions;
- iii. Caregivers and community members (parents, caregivers, Youths, teachers, religious groups and neighborhood groups) equitably selected from the targeted areas;
- iv. CSO representatives and service providers trained on counselling child victims of online sexual exploitation and abuse that have a presence in either of the targeted areas;
- v. Government officials and policymakers from the study area

#### **2.2.2 Sampling Design and Sampling Procedures**

##### **a) Sampling design**

The study employed a multistage sampling design composed of both random and non-random sampling procedures. Once the sample sizes had been determined from the sampling frame it was divided equally between the two counties under the study location and the respondents were randomly selected. Participants for the qualitative stage were purposely selected based either on their expert qualification and leadership of a particular cohort within the study.

##### **b) Sample size determination**

The study hypothesis was tested using KAPs and children's assessment data. KAPs was internally collected by the ChildFund and had a total sample of 927.



The sample size for children was 168, which was arrived using the Kothari (2004) sample size determination formula:

$$n = \frac{z^2 * p * q * N}{e^2 (N-1) + z^2 * p * q}$$

Where:

n - Minimum sample size,

z - The normal deviate corresponding to the desired confidence level = 1.96,

p - The proportion of people in the study population thought to have the key characteristic being measured,

q - The opposite of p (1-p),

e - The degree of accuracy desired = 0.05

z = 1.96,

p = 0.25 (Unsupervised teenagers comprise 25% of Kenya's total internet users)

q = 0.75 (1-0.25)

e = 0.05 (e<sup>2</sup> = 0.0025)

$n = \frac{3.8416 \times 0.25 \times 0.75 \times 400}{0.0025 \times 399} + \frac{3.8416 \times 0.25 \times 0.75}{0.0025} = 167.73$   
rounded off to 168. It had a non-response rate of 15% (26 people). The number of people reached is displayed hereunder.

Table 1: Sample sizes

<b>Target Source</b>	<b># Participants</b>	<b>Location</b>
<b>Questionnaire:</b>		
<b>Youth</b> (15-24yrs)	44	Starehe 20, Kikuyu 13, Kiambu town 11
<b>CRP</b>	33	25 CPV; 8 teachers
<b>KAPs</b> Survey	927	927 (520 caregivers 407 Youth)
<b>Children (10-14)</b>	141	Sub-county (10 per school visited and controlled)
<b>KIIs:</b>		
<b>Volunteers</b>	10	Sub county (1 Kiambu, 3 kikuyu, 3 Starehe, 3 Kasarani)
<b>Teachers</b>	9	3 schools per sub-county - 3 Kasarani, 3 Starehe, 3 Kikuyu
<b>DCS</b>	2	Kiambu and Starehe
<b>Communication Authority</b>	1	National
<b>CSOs</b>	3	The project partners
<b>Judiciary</b>	1	One national partner
<b>ChildFund</b>	4	M&E Manager and Project Officer, Child Protection Alliance (CPA) Manager, Snr Advisor, USG
<b>FGDs</b>		
<b>Youth (15-24)</b>	36	2 sub-counties randomly selected
<b>Caregivers</b>	24	1 FGD per sub-county - 8 Kasarani, 8 Starehe, 8 Kikuyu
<b>Children (6-14)</b>	30	2 FGDs of 8 children per sub-county

<b>Participant Observation Guide:</b>		
Youth (boys 15-24)	20	Youth curriculum review workshop
<b>Total</b>	1285	

## **2.3 Methods of data collection and analysis**

### **2.3.1 Data collection procedures**

**1. Records Review:** The study reviewed data provided by ChildFund, government and likeminded CSOs. Such data was used for comparative purposes, as well as to establish emerging trends and patterns. This stage also entailed tracking, documenting, and maintaining a record of the stories published or broadcast touching on Online Child Protection. All the referenced secondary materials have been cited using footnotes in the relevant places.

**2. Key Informant Interviews:** KIIs were held with people with specialized knowledge or information. They included amongst others ChildFund staff, private sector representatives, government and law enforcement officers and any other relevant actors. Data collected from key informants were used as part of the triangulation process as well as to enable the consultants to fine-tune information collected from staff and partners.

**4. Focus Group Discussions:** Where there were groups of respondents (children and care givers), FGDs were held. With FGDs rich information can be obtained in a limited timeframe. Additionally, because of the interaction amongst participants, new information can emerge that is ordinarily not possible with individual interviews. FGD guides were developed targeting different groups of respondents.

**5. Surveys:** The quantitative data used in this study were generated through the KAPs survey for both youth and care givers. The studies were done at the beginning and the end of the project so as to compare base line and endline values. The evaluation collected additional data from teachers, children and CRPs on the study questions that had not been collected through the KAPS

### **2.3.2 Data Analysis Plan and procedures**

#### **a. Quantitative Analysis**

The completed questionnaires were checked and cleared through field quality control procedures by the data manager. The data set was then downloaded to the SPSS V24. The data analyst then coded the findings that were used to generate the quantitative aspects of this research. The team factored the data disaggregation based on the gender, geographical location, and age among other demographics as was collected. This enabled determining what the different age and related cohorts perceive on project contribution to the prevention of online child sexual exploitation and abuse. The entire process entailed data coding, cleaning, and generation of percentages, frequency tables, charts, and cross-tabulations was used to develop the descriptive statistics on the evaluation themes.

#### **b. Qualitative Analysis**

The KIIs were transcribed and then protocols for coding each transcript were established to topically categorize and organize the content. This was the first step in identifying themes. Codebook development followed an iterative process informed by the evaluation purpose, interview guide content, and preliminary findings based on the quantitative aspect of the study. The evaluators also conducted a pilot coding exercise to establish coder consistency protocols and further organize document families, code families, and individual codes. After coding, the evaluators ran queries on the coded data to analyze the content and themes that emerged from the qualitative study, and drew out data to interpret, triangulate and validate the findings

### **2.4 Data Quality Checks and Assurance**

- i. Supervision:** Data collection teams were supervised by one member of the recruited research assistants to ensure that fieldwork was conducted as stipulated. The team supervisor had a clear knowledge of the project goals and objectives. The supervisor kept the consultancy team updated while the fieldwork was in progress.
- ii. Briefing:** All the interviewers in the project were briefed by the consultants on; the general background on the project, explanation of the sampling procedure, explanation of the questionnaire, dummy interviews, all to share the problems encountered, pilot interview with respondents in the field and debrief on the pilot interview.
- iii. Accompaniments:** Efforts were made to ensure that at least five percent (5%) of all the interviews were accompanied during the evaluation. This was to ensure that the interviewer followed instructions and procedures in

the sample specifications in the questionnaires and conducted the interviews according to the standards specified. All problems encountered were explained to all the interviewers.

- iv. Checking Questionnaires:** 100% checking of the questionnaires was done and verified by the supervisors and the data analyst to ensure that answers to all questions were done correctly.
- v. Spot Checks:** The field coordinator made spot checks, to see to it that both the supervisors and the interviewers were doing their work.

## **2.5 Ethical considerations**

The study paid attention to the ethical issues as highlighted in the ToR and were discussed at inception. Among the ethical considerations we adhered to as an organization, include:

**Consent and confidentiality:** A variety of measures were taken to secure informed consent and assent of the respondents: explaining the objective of the evaluation exercise, the kind of information required, and the intended use, and above all, providing reasons for identifying the study respondent as a participant in the study. In seeking the consent of the respondents, the consultants used consent forms, which were approved by ChildFund.

To ensure **privacy and safety**, participants were given fair, clear, honest explanations of what was going to be done with the information gathered about them, and the extent to which confidentiality of records would be maintained. FGDs were conducted at venues identified by the Research Assistants (RAs), and which were conducive to the exercise. KIIs were conducted in a safe place as instructed by the respondents.

Participants were made aware of how to contact the evaluation team within a reasonable time period had they wished to confirm what information was to be included in the report. Where necessary information was collected using online mobile-based platforms and the data transmitted to a secure server.

**Child protection:** The consultant was conversant with the provisions on Child Protection and the appropriate and relevant legal provisions. The Laws of the Republic of Kenya were to be deemed appropriate in case any of the measures mentioned are inadequate or are inconsistent with the Law in protecting children during the study.

The team leader ensured that all team members including enumerators and supervisors were trained and conversant with all the requirements for a study whereby children were the main target population and all members committed to strictly adhering to ChildFund's Child Protection Policy and Code of Conduct.

## **2.6 Survey Limitations and Challenges and Mitigation**

There were minimal limitations associated with the evaluation. However, a few limitations were experienced during primary data collection:

- a. The primary data collection was only collected from partners and direct beneficiaries who participated in the project implementation process. To this end, the findings of the endline evaluation have limited generalizability to OSEAC in Nairobi and Kiambu Counties; however, this is not unique to the Tuchanuke project in the two counties. This limitation was further addressed through triangulation of primary data with other secondary sources that can broaden the scope of generalizability.
- b. Some of the data (KAPs) were extracted from secondary sources, and thus analysis possibilities were limited to the nature and purpose for which the original data was collected.

## **3.0 FINDINGS**

### **3.1 Overview**

This section presents the final evaluation data measuring the performance of the various project indicators. The data presented examines the extent to which the project impact/outcomes (objective) have been achieved, identifies the extent to which the project has impacted or benefitted the beneficiaries, and examines any unintended/unplanned effects of the project among the target beneficiaries, and local communities. It also looks at how the project components, strategies, and activities can be replicated in other projects and identifies the main lessons learned, gaps, and recommendations in implementing the project.

The data presented is qualitative and quantitative and organized according to the OECD/DAC evaluation criterion of relevance, effectiveness, efficiency, Impact, and sustainability. The data has been disaggregated to discern performance in each focus county for the two counties. People's data have also been disaggregated based on gender to the greatest extent possible.

### **3.2. Demographic and Socioeconomic Characteristics**

Data for the study was collected from project beneficiaries and other stakeholders. Some data were extracted from KAPs with a sample of 949 (520 F: 429 M: 91), 141 children (76 girls, 65 boys), and 33 (M: F) community resource persons. The children were drawn from classes five to eight, ages 11 to 18 years. More women than men participated in the project in most of the visited places, which resulted in more of them being sampled. The table below provides the demographic data of the respondents. The spaces marked N/A mean that the data was not collected or not found in the KAPs.

Table 2: Respondents' demographic data

	<i>Youth</i>		<i>Children</i>		<i>Caregivers</i>		<i>Teachers and CRP</i>	
<i>Source</i>	<i>KAP</i>		<i>Children Test</i>		<i>KAP</i>		<i>Survey</i>	
<i>County</i>	<i>Nairobi</i>	<i>Kiambu</i>	<i>Nairobi</i>	<i>Kiambu</i>	<i>Nairobi</i>	<i>Kiambu</i>	<i>Nairobi</i>	<i>Kiambu</i>
<i>%</i>	60.0%	40.0%	68	32	59.05%	40.95%	33.3%	66.7%
<i>Age</i>	18 - 24	25 - 35	<i>Min</i>	<i>Max</i>	<i>Min</i>	<i>Max</i>	N/A <sup>7</sup>	N/A
<i>%/#<sup>8</sup></i>	74.0%	26.0%	11	18	18	50	N/A	N/a
<i>Sex</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>
<i>%</i>	64.0%	36.0%	56%	44%	82.5%	17.5%	78%	22%

### 3.3 Project Relevance

The project assessed relevance in terms of validity of its theory of change, alignment to community felt needs and the proper selection of the target population. The data was collected from various sources, including community resource persons, caregivers, and document reviews. Previous studies revealed that OSEAC is a big problem in Kenya. A study conducted by ChildFund in 2021, observed that seven percent (7%) of children (aged 12-17yrs) had shared sexual images online, while four percent (4%) were blackmailed to engage in sexual activities. Similarly, a study by Terre des Hommes Netherlands observed that 10% of the children in Kenya have been approached for sex online<sup>9</sup> (TdH-NL, 2018). While the extent of sex trafficking among the target population has not been measured, evidence from other towns of Kenya, such as Mtwapa estimates that between 10,000 to 20,000 children are victims of sex trafficking annually,

<sup>7</sup> Not collected

<sup>8</sup> Descriptives

<sup>9</sup> The Dark Side of the Internet for Children Online Child Sexual Exploitation In Kenya - A Rapid Assessment Report, February 2018. Terre Des Hommes accessible though <https://www.terredeshommes.nl/en/publications/the-dark-side-of-the-internet-for-children>



most of whom are recruited online. These findings were collaborated by primary data collected during this study, here under discussed.

### **3.3.1 Relevance to Community Needs**

Discussions with the youth and caregivers indicated that the project was timely and valuable in nature. There is a growing use of the internet among children both for play and learning in the target population. The use of Information Communication Technology (ICT) was heightened during the Covid-19 epidemic. One of the caregivers said the following:

*“We have discovered that these children know many things that we did not expect them to know.”*

Another one said:

*“They are getting into sites they are not supposed to. Whenever I leave my sister with my phone later, I find a notification from a site I have never visited.”*

One participant in the Youth focus group discussion noted that:

*“OSEAC is a big and spreading problem in Kenya, especially among the youth and teenagers. The relevance of this project was in addressing youth exposure to content that is explicit through smartphones, online platforms/ internet, and other forms.”*

The respondents observed that the resultant effect of the exposure to online harms result in children experiencing depression, loneliness and low self-esteem. Youth also identified several risks associated with internet use highlighted below.

Table 3: Youth (15-24) Perceptions and experiences of OSEAC (KAPS)

Issues	Perception	Experience
Coming across sexual images or content	20%	30%
Being sent sexual images or content	20%	26 %
Bullying or harassment by friends or acquaintances (cyberbullying)	18%	11%
Unwanted sexual approaches in a chat room, social networking site or on email	16%	17%
Someone using my photos in an inappropriate way	9%	6%
Someone taking unwanted photos of me and circulating them	7%	3%
Threats in the place/environment where I can access the internet (school, club, internet café etc.)	5%	2%
Other specify	4%	5%

### 3.3.2 Relevance to Project's Theory of Change (TOC)

The project's philosophy is based on ChildFund's global approach for OSEAC<sup>10</sup> to help children and youth safely navigate the internet. The project proposal defines the TOC as follows:

*If caregivers and community groups support their children to safely navigate the internet **and** governments, as well as the private sector, create and implement policies on OSEAC, **then** there will be reduced child protection risks online.*

The TOC is operationalized through three project objectives, namely: 1) Increased understanding of online child protection risks and mitigation measures among caregivers by April 2022, (2) Improved stakeholders' commitment to combating OSEAC in target sub-counties by April 2022, and 3) Improved implementation of relevant policies and legislation on OSEAC in target sub-counties by April 2022. Each of the outcomes has several outputs and activities. The result areas can be visualized as presented in the diagram below:

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<sup>10</sup> Reading materials provided by the OSEAC technical advisor; international office

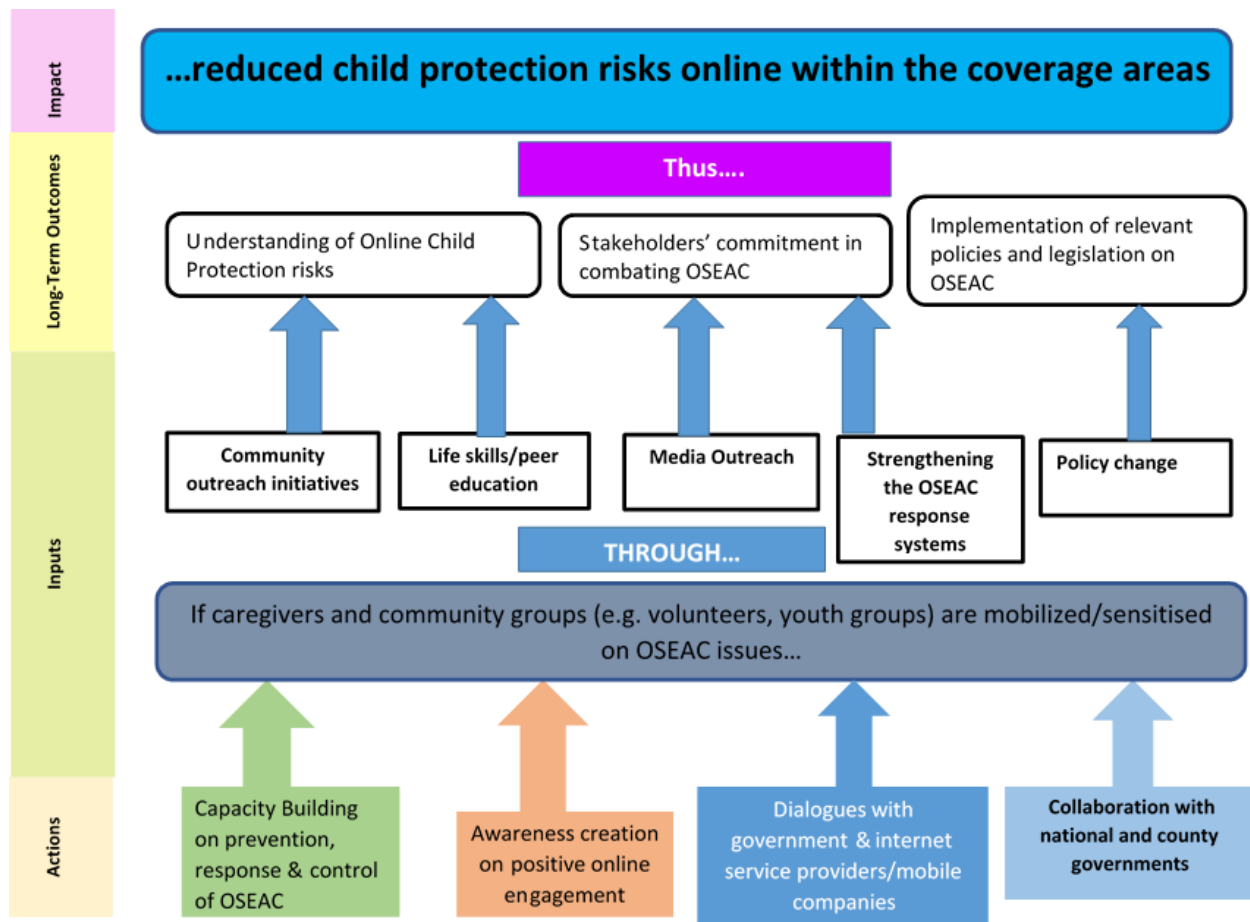


Figure 1: Project Theoretical framework

From the visualization in Figure 1, it can be deduced that the project TOC is coherent, clearly articulated, and has strong linkages between interventions, intermediate outcomes, outcomes, and impact. During discussions with the parents, CRP and partners, it was noted that: *“The project had result areas for all the OSEAC stakeholders, including government, the private sector, parents, teachers, and children. No one was left out!”* KII with a Missing Child Kenya staff member. The stakeholders and partners revealed that the interventions were highly welcomed in the community. Parents were particularly concerned about the digital divide between them and their children. *“The biggest concern for me as a parent, and I am sure many other parents out there, is that we are generations apart. Our children have ways of navigating digital and modern technology, unlike most of us who are old school.”* Bemoaned a parent in Kiambu.

### 3.3.3: Selection of the right stakeholders

To assess if the project targeted the right persons for interventions, the evaluation examined internet access and use among respondents. Regarding access to the internet, the KAPs data indicated that most of the project beneficiaries had access to smartphones and the internet during both baseline and endline (see Table 7).

*Table 4: Caregiver and youth access to the internet (KAPs)*

Assessed indicators	Caregivers		Youth	
	Baseline	Endline	Baseline	Endline
Do you have access to a smartphone(s) at the household level?	70.2%	70.4%	92.9%	88.0%
Do you have access to a smart TV/ laptop/PC desktop/tablet at the household level?	41.9%	42.0%	55.5%	48.0%
Does your child/children have access to internet connectivity, e.g., WIFI, bundles at the household level?	59.7%	59.8%	55.5%	48.0%

Some youth noted that:

*“Small children and youth are now having access to phones of their own, or given by parents, and are accessing different Apps like Twitter, Facebook, Telegram, TikTok, and other social media which are not controlled. This exposes them to explicit materials and contents, hence abusing their rights. Some are taking it as normal and not abuse.”* FGD of Youth (21) in Kariakor, Nairobi

The evaluation also inquired what the children and youth did online. While parents availed the internet to their children for educational purposes, most youth and children used it for networking and entertainment, including communicating with friends/social media (88.0%) and watching/listening to music videos (76.0%).

#### **3.3.4: Perspectives of CRP, Teachers and Implementation Officials on Project Relevance**

The implementing officials (CRPs, teachers, ChildFund and partners) noted that they found the project to be very relevant on account of the needs and challenges faced by young people and communities in the targeted areas. The average score for the relevance of the project by the teachers and CRP was 74.52%. Findings in Table 5 show that the teachers and CRP felt that the project: addressed the community/school priority needs (72.7%); was useful (93.9%); complemented government development priorities (66.6%); gave room to adapt to changing contexts (69.7%); and completed the work of other actors/CSOs (69.7%). Discussions with ChildFund's OSEAC advisor confirmed that the project was aligned with the organization's OSEAC priorities and ChildFund Kenya's Country Strategic Plan 2022-2026/2019-2021. Similar sentiments were shared by the implementing partners and stakeholders regarding the project's best fit to their internal and government policies, and adaptability to the changing local and global child protection contexts. The table below summarizes the feedback from teachers and community resource persons.

*Table 5: Teachers and community resource person's perceptions of project relevance*

<b>Area</b>	<b>V. Weak</b>	<b>Weak</b>	<b>Fair</b>	<b>Good</b>	<b>V. High</b>
Extent project addressed your community/school priority needs	6.1%	3.0%	18.2%	48.5%	24.2%
The extent to which you consider the project useful	3.0%	0%	3.0%	63.6%	30.3%
Project complements government development priorities	3.0%	12.1%	18.2%	42.4%	24.2%
There was room to adapt to changing contexts	6.1%	3.0%	21.2%	45.5%	24.2%
The project complements the work of other actors/ CSOs	3.0%	9.1%	18.2%	51.5%	18.2%

### **3.4 Project Effectiveness**

A review of the project's effectiveness assessed the extent to which the outcomes and impacts were achieved. The project's overall objective was to contribute towards "combating OSEAC through strengthening system capacity in online child sexual exploitation and abuse" in Nairobi and Kiambu Counties. The project specifically sought to: 1) Increase understanding of online child Protection risks and mitigation measures among caregivers by April 2022; 2) Improve stakeholders' commitment to combating OSEAC in target sub-counties by April 2022; and 3) Improve implementation of relevant policies and legislation on OSEAC in target sub-counties by April 2022. This section of the report discusses the project's performance against the project's three objectives. The table below summarizes the project's performance on the above-stated objectives.

Table 6: Project's performance in terms of the objectives

s/n	Indicators	Baseline	Target	Endline
1.1	Percentage of community volunteers knowledgeable on OSEAC strategies	0	100%	100%
1.2	The percentage of caregivers who report increased knowledge and practice in safe online child protection strategies.	0	80%	58%
1.3	Percentage of youth who report increased knowledge and practice in safe online child protection strategies.	0	80%	68%
2.1	Number of OSEAC agenda and action plans documented	0	5	1
3.1	Number of OSEAC national action plans developed	0	2	1

### 3.4.1. Knowledge of online child protection risks and mitigation measures

#### a) Digital divide between parents and children.

One of the OSEAC risk factors that was identified during the project initiation stage was the digital divide between parents and their children. During the parents' FGD, the participants reported that initially, they were unaware of the online risks facing their children and were satisfied with them playing on their phones indoors. During the project, the CRP educated parents on the online risk factors and how to mitigate them. As a result of these interventions, parents reported that they were aware of the online risk factors for their children, and they needed to be keenly aware of their children's online activities. Parents were also advised to put passwords for specific applications on their phones to deter children from accessing adult content. They also knew the risk factors to look out for to know if a child was at risk of experiencing OSEAC.

*"Although the internet has certain freedoms, like the freedom to develop and view contents, we should educate our parents on parental controls and access tools to limit what children and youth view"* KII with Missing Child Kenya staff member.

The KAPs data shows a change in the parents' feelings that they could not help their children with OSEAC issues. Specific stakeholders felt that the project period was too short, and that further training would have been valuable.

*"Even on training, two days for stakeholders was not enough to cover everything about OSEAC. More time, like five days, was needed to cover everything and deliberate on the way forward"* KII with the Children's Officer, Kiambu.

One of the OSEAC challenges identified during the project conception period was to do with browsing. During the baseline survey, a substantial percentage of parents (46%) did not know where their children accessed the internet. However, with increased education, more parents reported being aware of where their

children browsed from, and the need to encourage them to browse in open places, reducing the number in the endline evaluation to eight (8%). 30% up from 18% of parents reported that their children used the internet in common, non-private open spaces. The KAPs data indicates that browsing in non-private spaces deters visits to inappropriate sites, advertisements, etc. Figure 2 provides the parents' feedback on the knowledge of where their children browsed from, at the baseline and endline data.

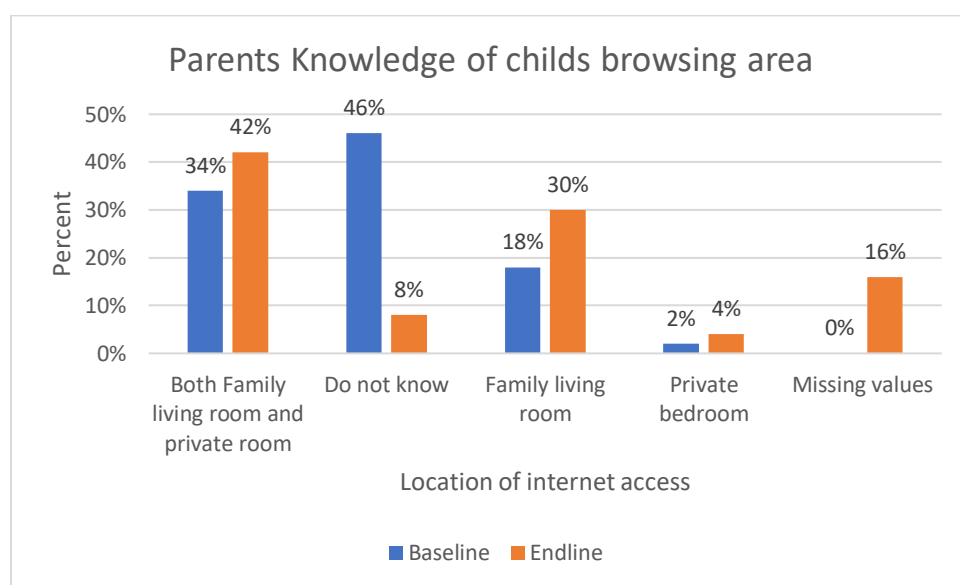


Figure 2: Parents' knowledge of where children browse (KAPs)

## b) Parental engagement with children on the internet and Information Communication Technology (ICT) risks

The training of parents was aimed at enabling them to support their children in navigating online platforms safely, while avoiding the risk of OSEAC. To this end, parents were asked if they had ever talked to their children about online safety. The endline KAPs data indicated a 7.3% increase from the baseline value in the percentage of parents who had spoken to their children about online safety. 25% more parents (58% endline, 33% baseline) also reported that their children were more aware of OSEAC. However, there was a slight difference between the baseline and endline values concerning parents' awareness of OSEAC risks that the children could have experienced during the study period. Data from the children's and caregivers' FGDs indicated that OSEAC discussions between the children and their caregivers were more in the form of lectures than dialogues. Efforts should encourage intergenerational dialogue between parents and their children on OSEAC. The table below provides a summarized assessment of parents' level of engagement using different KAPs parameters.



*Table 7: Parents' level of engagement with children on internet safety*

		Yes	No	Do not know to	Choose not to answer
Have you ever spoken with your child about potential risks in using the internet and Information Communication Technology (ICT)?	Baseline	38.4%	16. 2%	33.1%	4.8%
	Endline	45.7%	11.5%	4.8%	38.0%
As you know/are aware, has your child ever seen or experienced something on the internet that has bothered them?	Baseline	17.8%	56.1%	24.4%	1.7%
	Endline	17.9%	55.6%	24.7%	1.8%
Do you feel/think that your child can deal with anything on the internet that bothers him/her?	Baseline	29.0%	51.7%	17.6%	1.7%
	Endline	29.3%	51.6%	17.5%	1.8%
If your child found potentially dangerous/harmful content on the internet, how likely is he/she to consult you for advice about the matter?	Baseline	15.8%	31.8%	32.9	16. 2%
	Endline	15.5%	31.6%	33.1%	16.5%
Do you think your child/children know that the internet and Information Communication Technology (ICT) are unsafe and potentially dangerous places/tools for them?	Baseline	33%	58%	8%	0.4%
	End line	58%	34.0%	7%	1%
To what extent do you think your child is exposed to potential abuse by using the internet?	Baseline	25.1%	27.7%	29.0%	2. 2%
	End line	24.9%	27.9%	0%	0%

*Source: Caregivers KAP Survey 2021*

### **c) Youth Internet safety knowledge, attitude and practices**

A total of 800 youth were sensitized on OSEAC through various interactive methods, including talent searches, peer forums, and the availability of trained counsellors, among others.

#### **I. Youth assessment of the utility of the project**

The youth were asked to indicate how the project helped them. The youth expressed appreciation for the awareness forums created by the project. Figure 5 shows that: (53.9%) reported that the project raised awareness about OSEAC and available protection interventions; 18.5% linked to protection agencies such as the children's officers, child helpline, and gender desk, among others; 18.5%

were educated on laws that can protect them; and 11.1% were helped with how to engage with their parents and caregivers.

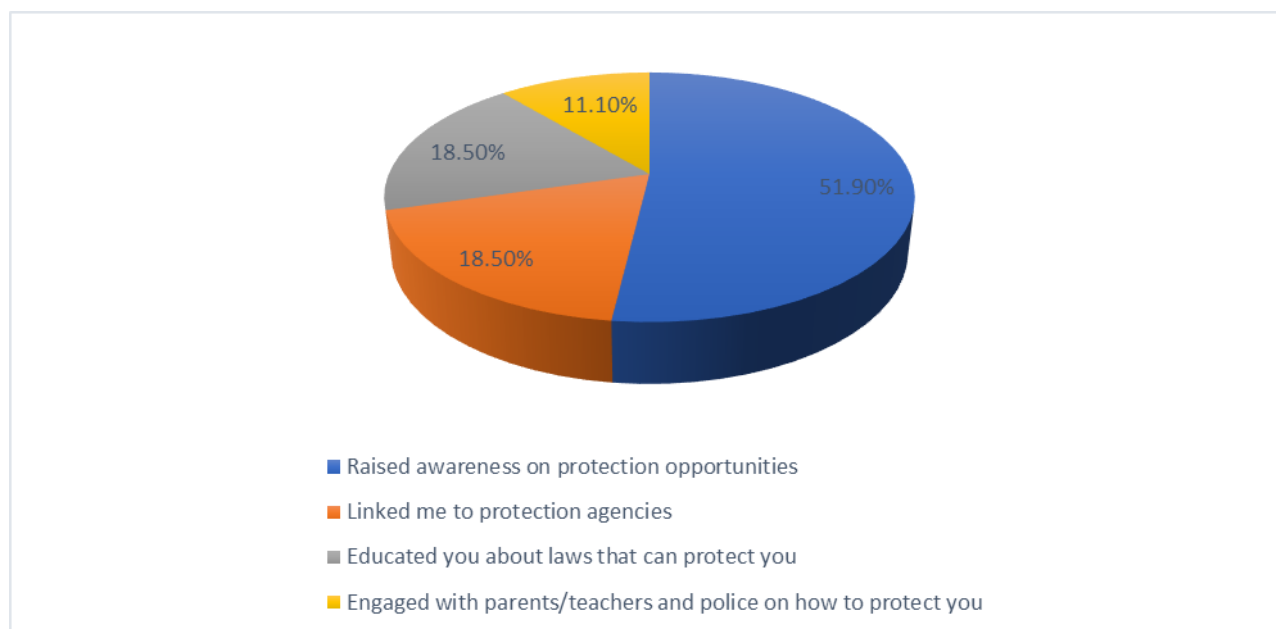


Figure 3: Youth feedback on how the project helped them

## II. Children and young people taking measures to protect themselves from OSEAC

To avoid risks associated with online grooming and sexual exploitation, children and youth were encouraged to avoid accepting friend requests from strangers during the implementation period. From the KAPs data, 23% of parents, up from five percent (5%) reported at the baseline data, reported that their children's online friends were the same as their physical friends. However, no behavior change was registered among the youth regarding avoiding online friendships with strangers. Some youth who were interviewed explained that online chatting and flirting often boosts their self-esteem and confidence, especially among those suffering from these issues. *"It is suitable for shy people,"* they added. However, it emerged from the children's FGDs that the availability and ease of access to technology had contributed to youth being easy prey to online friendships with strangers.

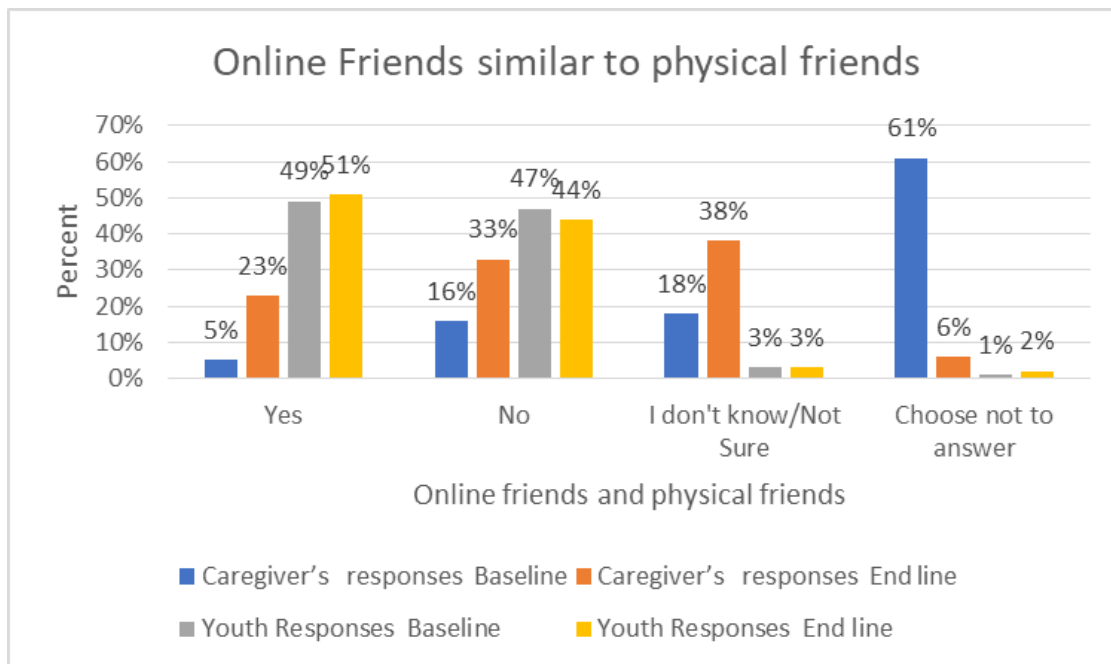


Figure 4: If the respondents' online friends are the same as physical friends (KAPs)

The other primary project intervention was facilitating intergenerational dialogue between youth and their parents. On this matter, the evaluation observed 56% of youth compared to 35% during baseline reported that they talk to their parents about OSEAC. While this is laudable more work needs to be done to encourage intergenerational dialogue. During the youth FGD, one of the respondents reported that her parents had low digital literacy levels and therefore offered little support when approached with challenges on internet safety. Others noted that their parents were unapproachable; thus, they preferred to remain silent about their issues or talk to their friends.

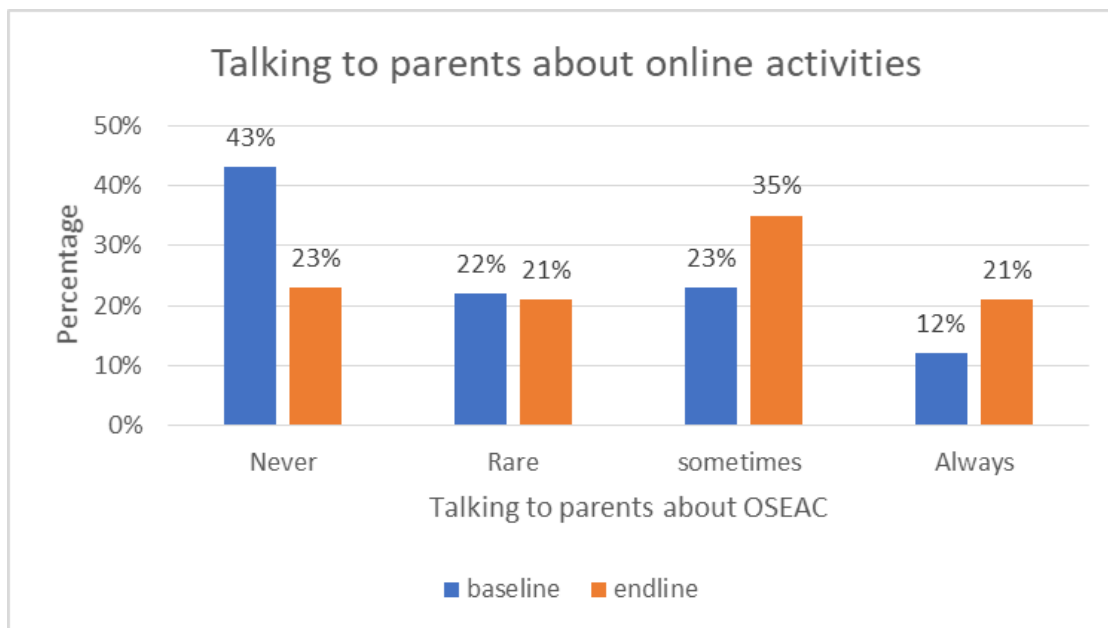


Figure 5: Talking to parents about online activities (KAPs)

### 3.4.2. Stakeholders' commitment to combating OSEAC

OSEAC programming is multidisciplinary in nature and thus requires a multipronged approach, including various stakeholders such as DCS, ODPP, Police Services, Ministry of Health, Communications Authority of Kenya, Teachers, Parents, and CSOs, among others. Thus, during the implementation period, efforts were made to reach out to these stakeholders through Area Advisory Councils, DCS and direct lobbying with communication authorities and internet service providers. A KII respondent from mobile network provider Safaricom observed that engagement with the project had helped the company improve its own OSEAC prevention program - 'OSEAC skits in Akili Kids'.

We use information from ChildFund and other Non-Governmental Organizations (NGOs) such as Childline Kenya to update the content in this program. Our other OSEAC prevention initiative is parental WIFI control. We are certainly willing to do more if called upon.

The responses from the internet service providers are surprising, given that during the youth FGD, one of the participants lamented that Safaricom cannot help in the war against OSEAC because of the income they generate from downloads and live streaming. He remarked as follows: *"Safaricom cannot help you. They profit from downloading and live streams by youth watching adult content or just chatting with friends. Porn addiction in this country is real."*

The project has also lobbied the Joining Forces<sup>14</sup> alliance to include OSEAC in its strategic objectives. Moreover, OSEAC is now an agenda item in the AAC regular meetings for the Starehe sub-county, where the Children's Office was involved.

The project also worked with the Children's Directorates in Kiambu Town and Starehe sub-counties. The respondents from the department evaluated the project highly in its efforts to raise awareness of OSEAC with different stakeholders, drafting policy documents, and lobbying all partners and departments to be involved in the fight against OSEAC. The training sessions, which focused on participants who could make a difference in the battle against OSEAC, were rated 4.5 out of 5 regarding their effectiveness.

*When we participated in the training sessions, we had serious deliberations and valuable feedback on efforts being made. We also formed an active WhatsApp group with volunteers and partners to raise awareness on OSEAC and sensitize different partners," said a KII Children Officer, Kiambu, adding: "The parents who attended the training talked highly about the efforts of the project and their involvement. However, they highlighted the importance of putting more effort into creating more vibrant discussions on how to combat OSEAC.*

In terms of how much awareness has been created, the Children's Directorate opined that the percentage was still low, and there was a need to put more effort into reaching a wider audience. They felt that there was a need to bring more relevant stakeholders to fight OSEAC. *"Involve more media (print and broadcast), more of the Ministry of Education to reach schools, and mostly the clergy to reach their congregations."* KII Children Officer, Kiambu.

Similarly, the partners felt the project was a big step in the right direction. They noted that the OSEAC problem in the country had been neglected for a long time, and the project was a revelation in addressing it.

*The project did very well even though it was implemented during the Covid-19 pandemic. In some instances, the project implemented activities virtually, which was a very innovative way of achieving its goals despite the challenges. The project is making positive steps in the right direction, irrespective of the hurdles in the face, including the absence of specific legislation (policy not yet enacted) and inactivity of Communication Authority of Kenya.*

KII, Missing Child Kenya staff member.

The project also collaborated with representatives from the Kenya judiciary in terms of the role of the judiciary in workshops, training, policy formulation and

legislation, and some magistrates going through Trainer of Trainers (ToTs) on OSEAC. The judiciary had a high rating (5/5) for the OSEAC project, especially in financing the activities through the DCS. The judiciary was impressed with the progress made by the project and the commitment shown by the stakeholders involved from the beginning.

*The fact that the project was able to involve Department of Criminal Investigations–(DCI), DPP, and Judiciary in general, as well as relevant stakeholders and children/ youth, who were happy to participate, was a huge milestone in the effort to fight OSEAC. Even the idea of the policy coming into force is commendable. I think it is the first in Africa.” KII Judiciary official.*  
*“There should be a shorter turnaround time in implementing OSEAC projects. The Government should also get ownership of OSEAC projects and show commitment to programs, policies, and procedures addressing OSEAC, rather than making the policy another document to be shelved.*

### **3.4.3 Implementation of relevant policies and legislation on OSEAC**

The evaluation observed that policy influence is one of the project’s areas of strength. During the implementation period, the project provided technical expertise to the review of the Children's Act<sup>15</sup>. The new law has since been passed by National Assembly and the Senate respectively. It is set to be assented by the President into Law. Discussions with the children's rights defenders indicated that it has been difficult to secure convictions for offenders due to the absence of OSEAC in the penal code and the relevant legislation. They were excited that with this new move, more convictions would be secured to deter the offences.

The project within the OSEAC technical working group ensured the inclusion of OSEAC in the regular Directorate programs and an officer appointed to oversee the issues. With such designation, it is expected that there will be increased budgets and program monitoring and reporting of OSEAC issues in the country. Discussions with DCS also indicated that the designation would create visibility and interest among donors to fund OSEAC implementing CSOs, which prefer to align their work to government programs.

Additionally, the technical working group supported the DCS to develop an OSEAC plan of action in the country. The action plan is intended to guide the planning, monitoring and evaluation of all DCS officers in the 47 counties of Kenya. This plan of action has been discussed by the national assembly and is waiting for cabinet approval.

Moreover, the implementation officials reported that discussions are underway for ChildFund to support the development of the national curriculum for OSEAC. During the development process, the organization will review the existing guides from stakeholders to come up with a quality national curriculum. When this

happens, the project's influence will be felt beyond its direct beneficiaries. From the KAPs data, the youth highlighted new recommendations they want the Government to follow up. Some of these are summarized in the table below:

*Table 8: Respondents' recommendation on government action to make the internet safe*

<b>Which actions do you recommend that Governments should take to make the internet safer?</b>		
	n	Percentage
Develop and implement laws to sentence those who exploit or abuse children online	195	27%
Education programs for children on the internet use	191	27%
Restrict access to specific internet sites and control and monitor to avoid misuse and abuse	137	19%
Training programs for parents/guardians, teachers, school staff, and the community on social networking sites operate	95	13%
Establish call centers to receive reports in both emergency and non-emergency situations	82	11%
Other specify	15	2%

### **3.5 Project Efficiency**

The project was implemented in a consortium comprising of ChildFund Kenya, Childline Kenya, Missing Child Kenya and Life Skills Promoters (LISP) in Nairobi and Kiambu counties. Project efficiency was measured by assessing partners' and beneficiaries' perceptions on whether project activities were implemented promptly, goods and interventions were offered in an adequate and cost-effective way, and the extent to which the project's inputs are perceived to have led to results. In addition to perceptions, efficiency was further evaluated using cost and yield maximization indicators in all the critical operational departments within the project, as well as the overall decision-making processes, guiding policies, and procedures. The table below highlights the respondents'

perceptions of project implementation measured against various efficiency parameters.

*Table 9: Teachers' and community resource persons' perceptions of project efficiency*

Aspect	V. Weak	Weak	Fair	Good	Excellent
Community participation	3.0%	9.1%	27.3%	42.4%	18.2%
Involvement of government officials	15.2%	15.2%	24.2%	39.4%	3.0%
Frequency of contact moments with staff	9.1%	9.1%	27.3%	42.4%	12.1%
Timely delivery of agreed-upon goods and interventions	9.1%	15.2%	39.4%	21.2%	15.2%
Adequacy of the agreed-upon goods and interventions	12.1%	15.2%	30.3%	30.3%	12.1%

Findings in Table 9 show that most of the participants were happy with the efficiency of the project activities. Among the respondents: a majority, 87.9%, rated community participation favorably (fair, good, excellent); involvement of government officials (66.6%); frequency of contact moments with staff (81.8%); timely delivery of agreed-upon goods and interventions (75.8%); and the adequacy of the agreed-upon goods and interventions (72.7%). From the above discussion, it is noticeable that while the involvement of government officials in project activities was rated above average cumulatively, their rating was lower than other items, indicating that this is an area for improvement.

Further evaluation from stakeholders showed that the project performed highly in its efficiency.

*Relevant stakeholders were involved in the project. The fact that ChildFund was able to bring together the relevant stakeholders who were happy to participate is a big achievement. I would give it eight out of 10 for their efficiency. Keep it up*

Judiciary, KII.



### 3.5.1 Cost-Effectiveness in service delivery

ChildFund staff revealed that the project was implemented cost-effectively and within budget. The project team put into place prudent financial management anchored on best practices in the sharing and planning mechanisms. Using technology in meetings and sharing information with project partners and stakeholders reduced project costs. Additionally, the organization's efficient performance management and monitoring system ensured high performance by project staff.

Cost-effectiveness was also achieved by using school setups for programs targeting children. The teachers who underwent training, state officers, and CRP reported that the project initiatives were cost-effective, high-quality, and gave value for money. Respondents cited examples such as the utilization of locally available resources to free up resources for alternative interventions, e.g., using local social halls, churches, chiefs camp, DCS offices and other public spaces as opposed to hotels for meetings and specific training sessions and using local food vendors to provide meals and snacks to activity participants. This resulted in more community members being trained.

### 3.5.2 Quality of interventions rendered

Regarding the quality of interventions rendered, the evaluation established that the organization employed efficient operational strategies, including high-quality IEC materials, notes and qualified staff for training.

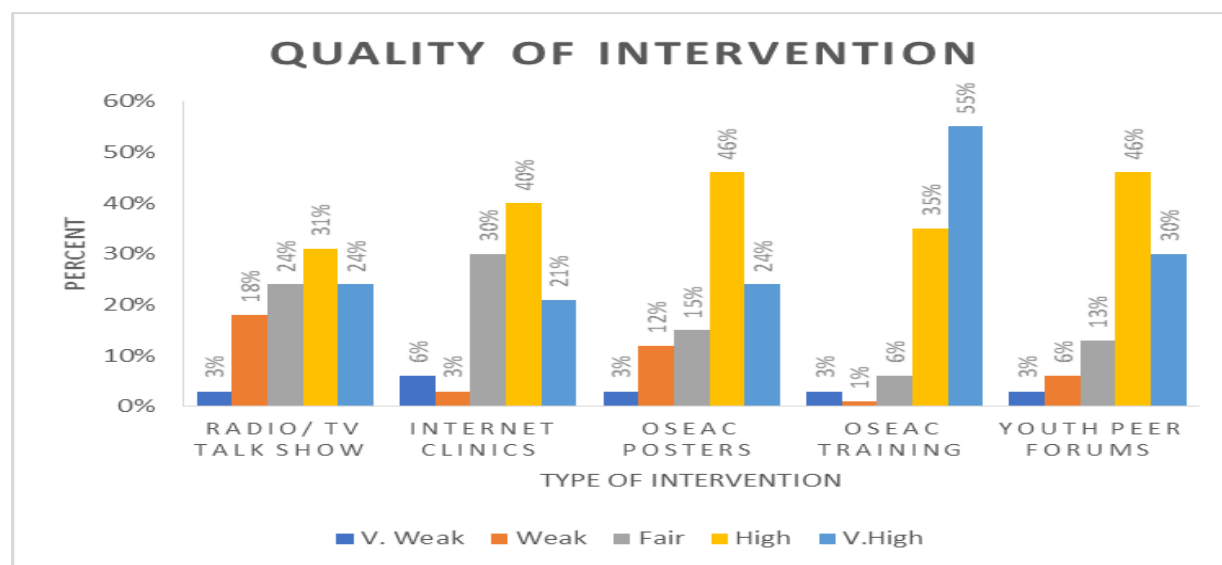


Figure 6: The respondents' rating of the quality of project activities

From the Figure 8 above, it is noticeable that most of the CRP and teachers were happy with the quality of the interventions they received from ChildFund and its

partners, including Childline Kenya, Missing Child Kenya, and Life Skills Promoters. The most appreciated interventions were training and youth forums. During the youth curriculum workshop, the youth (15 -24) reported that the partners were both knowledgeable and passionate about their work. The youth forums were valued because they provided opportunities for peer support. During the youth FGD, one of the respondents noted as follows:

*On the internet matters, we prefer talking to fellow youth because they understand better. Talent search activities were also appreciated since they allowed us to discover our talents and travel to new places given the competitions were centralized.*

There were a few complaints from some participants about some judges who openly congratulated winners they were familiar with, which were not taken kindly by the opposing groups. The IEC materials such as wrist bands and key holders also acted as entry points for the CRP, because people asked them about the various messages. One of the Community Resource Persons (CRP), however, reported that some wrist bangles faded too soon, and this should be considered in future procurements for better options.

From the above discussions it is noticeable that the project successfully attained its objectives. Beyond preventing OSEAC it increased children's rights awareness in schools, policy makers, internet service providers and targeted communities in general. Discussions with the implementation team indicated that success is attributed to the support from child fund international office, Technical Working Group (TWG) members and DCS. The project also benefited from working with partners and thus leveraged from networks, office spaces, specialized skills and good rapport in the target communities enjoyed by different partners. Some of the parents and CRPs reported that while most of the project activities were in public and informal schools OSEAC could be more prevalent in private schools and thus future efforts should consider targeting them. Efforts should also be made to improved communication and coordination among the implementing partners to ripe full benefits.

### **3.6 Impact**

While one year of project implementation is too short to start observing impact, the evaluation found several pointers of movement towards impact.

#### **3.6.1 Teachers' and community resource persons' perceptions of projects' long-term changes**

Project stakeholders were aware of the leading causes of OSEAC in their communities and how to resolve them by the end of the project. Table 10 summarizes some the changes that were observed by the teachers and CRPs in their community as a result of the project.

*Table 10: Teachers' and community resource persons' perceptions of project effectiveness*

Aspect	Very Weak	Weak	Fair	Good	Very Good
Caregivers and community resource persons know the leading causes of OSEAC in your community	6.1%	6.1%	42.4%	33.3%	12.1%
Caregivers and community resource persons know how to prevent OSEAC	3.0%	18.2%	36.4%	30.3%	12.1%
Youth are aware of the risk of OSEAC	3.0%	21.2%	24.2%	30.3%	21.2%
Youth know what to do in case of OSEAC	6.1%	21.2%	24.2%	27.3%	21.2%
Children know how to stay safe online	15.2%	18.2%	21.2%	30.3%	15.2%
Parents are helping children to stay safe online	6.1%	21.2%	39.4%	27.3%	6.1%
Youth report abuse cases	18.2%	21.2%	36.4%	24.2%	0%
Children report abuse cases	15.2%	30.3%	30.3%	18.2%	6.1%
The government is effectively implementing OSEAC laws	9.1%	24.2%	33.3%	27.3%	15.2%

The project also contributed towards prevention of sex trafficking of children. During the CRP FGD in Kikuyu, a member stated as follows:

*Before the project, there used to be very many photos pinned all over of missing teenage girls. We found this difficult to explain, given that a teenager is expected to know their way back home. We later got to know through television news that some of the teenagers were being lured by their friends online for the sex trade in the upmarket areas. Based on this information, we have worked hard to educate parents and teenagers on OSEAC, especially on vulnerability issues."*

Data from the children's survey also indicated that the project had increased their capacity of avoiding online exploitation and how to protect themselves from kidnapping. For instance, all the pupils who were assessed on OSEAC knowledge knew their parents' and villages names, and the phone numbers of at least one of their parents. More than half knew that it is risky to send personal information or accept friend requests from strangers. This information is considered in cases of the rescue of trafficked children. As can be seen in figure 11, the assessment noted a significant (16.77%) difference between trained and untrained learners in the schools that were visited. Regarding gender, there was a 2.43% difference between girls and boys. While this percentage value may be insignificant, data from children's FGD indicated that female children took OSEAC lessons seriously due to fear of being kidnapped for sexual exploitation.

*Table 11: Children's average score on OSEAC knowledge assessment*

Row Labels	Average of marks	Count of grades	Average age	Min of age	Max of age
<b>Female</b>	<b>88.51%</b>	<b>76</b>	<b>11.91</b>	<b>9</b>	<b>15</b>
Not Trained	77.50%	24	12.29	10	14
Trained	93.60%	52	11.73	9	15
<b>Male</b>	<b>86.08%</b>	<b>65</b>	<b>12.47</b>	<b>8</b>	<b>18</b>
Not Trained	74.87%	23	13.00	8	18
Trained	92.21%	42	12.17	9	15
<b>Grand Total</b>	<b>87.39%</b>	<b>141</b>	<b>12.16</b>	<b>8</b>	<b>18</b>

To find out if the differences in performance between trained and untrained learners occurred by chance a two-sample t-test was conducted. As can be seen in the table below, the observed significance level is 0.000 lower than 0.05 the acceptance point is at the 95% confidence level. Thus the study concluded that there is a significant difference between those who had been trained and those who had not been trained.

*Table 12: Comparing means between Trained and untrained Learners on OSEAC knowledge*

Marks of the respondent	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	8.79	139	0.00	16.76596	1.90754	12.99441	20.53751
Equal variances not assumed	9.39	109.96	0.00	16.76596	1.7851	13.2283	20.30361

### **3.6.2 Prevalence of OSEAC among the youth in Kiambu and Nairobi Counties**

To enhance project designs in the future, the youth were asked to state the OSEAC risks they were facing. The feedback is captured in Table 13:

*Table 13: Current risks as identified by youth respondents*

S/N	Question	Yes	No	Other
1	Someone made sexual uncomfortable comments	39.3%	42.9%	17.8%
2	Someone asked for sexual information about myself	30.8%	53.8%	15.4%
3	Someone asked to talk about sexual acts with me	40.7%	48.1%	11.2%
4	Someone asked on the internet to do sexual acts with me	33.3%	59.3%	7.4%
5	Someone asked on the internet for a photo or video showing private parts	33.3%	51.9%	14.8%

The study further asked what actions they usually took when they were faced with such problems. The majority (60.0%) of the respondents reported that they had sought help relating to OSEAC within the past year regarding the same.

Counselling interventions emerged as the favorite OSEAC help service among 61.9% of the youth. Among those who had sought help, 47.4% indicated that they had been assisted, while cumulatively 55% reported that the service they received was effective. This phenomenon is associated with the fact that most OSEAC survivors tend to be traumatized and, therefore, need specialized help.

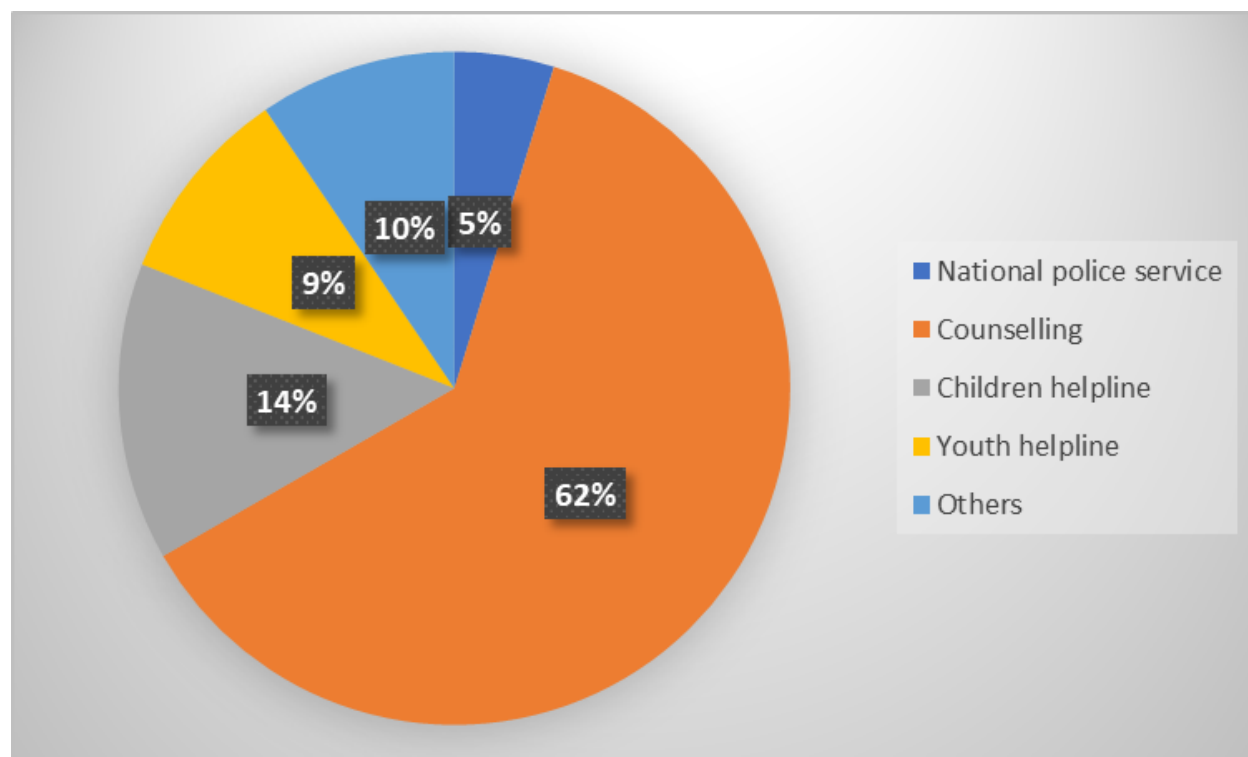


Figure 7: Youth Interaction with OSEAC protection interventions (KAPs)

The KAPs data revealed noticeable differences between the baseline data and the endline data regarding the attitudes of the youth towards OSEAC survivors. From the figure 7, it is apparent that at the baseline data, most of the respondents persuaded their friends to seek help and report the issue to the police. However, the endline data showed that counselling and peer support were the most preferred support systems. This implied that Childline Kenya, the partner who implemented the counselling interventions performed well. Similarly, one of the ingredients of the project was peer support, which was found helpful by the youth.

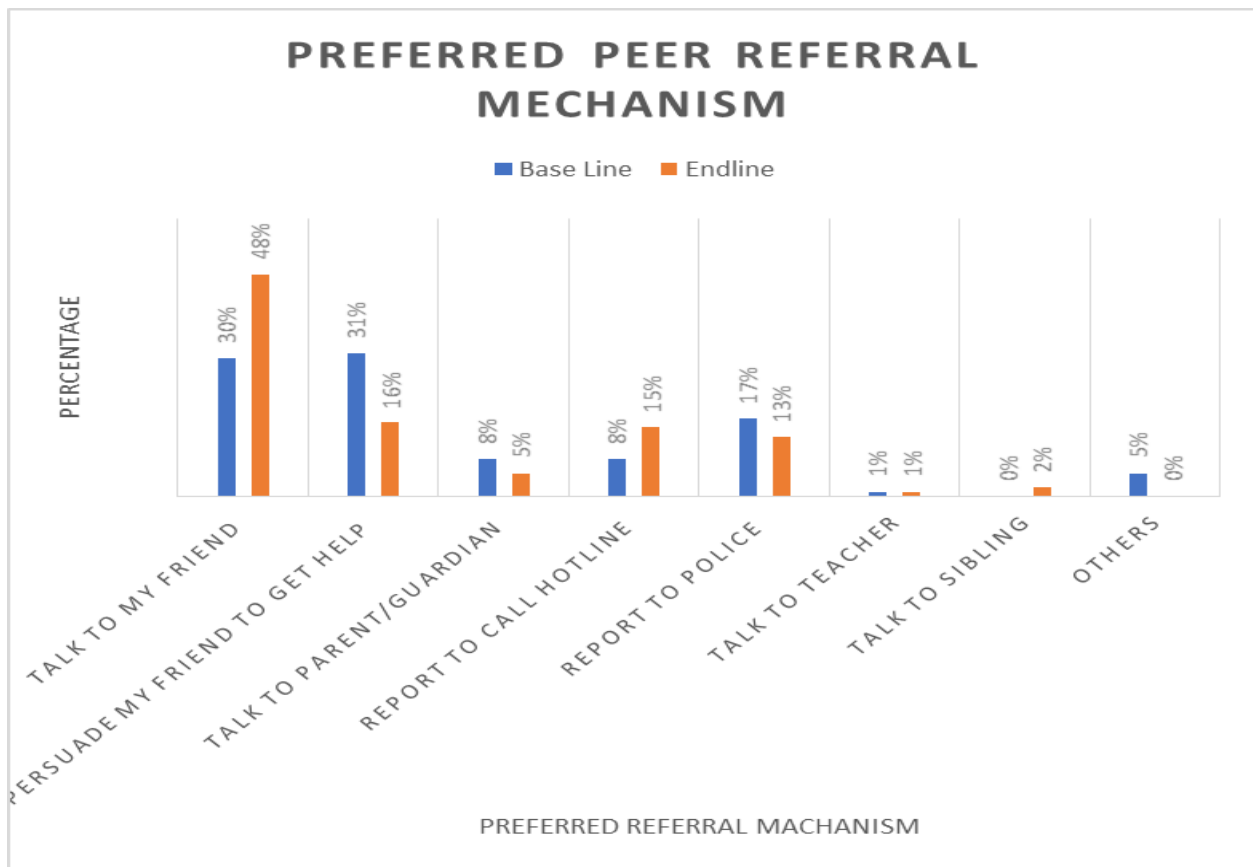


Figure 8: Preferred peer referral mechanisms if a friend was at risk

### 3.7 Project Sustainability

In considering the project's sustainability, the evaluation assessed its ability to continue running beyond the implementation period. It focused on the possibilities of continuing the project benefits beyond ChildFund's support. This subsection highlights the key findings on sustainability, looking at the presence of a sustainability and exit strategy, funding, and participation of communities in sustaining the project.

#### 3.7.1 Provision of interventions beyond the project period

Most respondents (75.7%) believed the project had made plans to ensure that the interventions continue being provided beyond the project period. This is because, the project endeavored to involve the community in all the activities, including the training of Trainer of Trainers (ToTs) and peer educators. The involvement of CRP and teachers in the project is a long-term sustainability approach.

*“Even when the project closes, these resource persons will continue with the good work on fighting OSEAC in their respective areas of work, as well as in the communities.”* Said a Community Resource Persons (CRP) in Kariokor, Nairobi

It is a well-proven fact that community involvement in project activities can enhance its sustainability. The project embraced a participatory approach during implementation, whereby communities were actively involved in the project implementation process<sup>11</sup>.

It is with the above in mind that the study recommends that future projects ought to consider embracing a participatory approach to increase the chances of sustainability. More emphasis should be put into involving more youth structures like youth groups, especially Trainer of Trainers (ToTs). This will be like football clubs where members are trained to support other youths in the community.

### **3.7.2 Presence of a sustainability and exit strategy**

The study established that the project proposal incorporated sustainability into its design. The project proposed strengthening individuals, grassroots institutions, and households to ensure continued support of OSEAC. It also noted that a substantial government officer had been engaged and an office set up to deal with OSEAC issues in Kenya.

The evaluation observed that the adequate involvement and capacity building concerned government officials were aimed at ensuring that they can continue providing interventions that were provided by the project beyond the project duration. It is worth noting that community health volunteers and community child protection volunteers had integrated OSEAC into their regular programs and were thus likely to offer the interventions that were provided by the project after the funding period. One of them noted as follows: *“Young people from this area call me uncle, they prefer talking to me than their parents because of the interaction during Tuchanuke meetings. They say I am more open minded”*. The knowledge products offered within the project were easily transferable manner<sup>12</sup>. It is expected, therefore, that the CRP will transfer knowledge gained in the project to other individuals. No agreements were made with the community and its partners on how the current project interventions would be extended after the funding period.

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<sup>11</sup> Rahman, M.K., Masud, M.M., Akhtar, R. and Hossain, M.M., 2022. Impact of community participation on sustainable development of marine protected areas: Assessment of ecotourism development. *International Journal of Tourism Research*, 24(1), pp.33-43.

<sup>12</sup> Done in a simple manner so that the learners can transfer knowledge to other people in their community.



### **3.8. Modifications for the online safety training curriculum/manual for youth aged 15-24 years**

The general feedback from the youth workshop was that the curriculum was adequate and relevant to their training context and needs, although it may need a few improvements summarized below from the workshop notes and technical review of the training guides:

- The evaluation observed that the current OSEAC interventions need Behavior Change Communication (BCC) as opposed to knowledge transfer. In this regard, the manual should therefore aim at changing attitudes, behavior, and practices.
- The curriculum should be organized into modules and sessions, with each of these looking at a specific theme.
- The learning sessions should focus on practical activities, i.e., learning by doing.
- The manual should stipulate the training duration, class size, type of training participants, and required training settings. Ideally, the venue should allow breakaway sessions. There is a need for an extension of the contact hours. As it is currently, the curriculum seems to be for only a few hours, yet BCC may require an extended period.
- The facilitators' guide needs to be beefed up to explain the preparation and materials that are required before the training.
- The curriculum needs to have a course folder having reference materials e.g., videos, energizers, etc.
- At a minimum, each module should have the resume, objectives, notes for the facilitator, and additional notes in the course folder
- Each session should at the bare minimum have the duration, preparation, session materials, session resume, session objectives, the main discussion points, and the facilitation process.

### **3.8 Best Practices and lessons Learnt**

#### **3.8.1 Best Practices**

Best practice is an expression that is coined to designate a technique, method, process, activity, incentive, or reward, which is regarded as more effective at delivering a particular outcome than any other technique, method, process, etc. when applied to a particular condition or circumstance. When put into place, proper processes, checks, and testing can ensure that the desired outcome is

achieved with fewer problems and unforeseen complications. Best practices can also be defined as the most efficient and effective way of accomplishing a task, based on repeatable procedures that have proven themselves over time for many people. The standard for the test involves the following criteria: effectiveness, efficiency, relevance, ethical soundness, and sustainability, the possibility of duplication, partnership involvement, community involvement, and political commitment. The following three approaches were identified as the respondents as best practices:

- **Working through partnerships:** The project was able to leverage on human resources and networks that would have not been available if it had been implemented by one partner. For instance, ChildFund brought in networks it had established in the target community and DCS during the implementation of the Nairobi Metropolitan project. One of the acclaimed outputs of the project is the availability of counselling interventions offered by Childline Kenya. The youth who were interviewed were excited that they had someone who understood them and their issues. The project also benefited from the curriculum development and training experience of different partners, while Missing Child Kenya also brought in knowledge on how to prevent child trafficking.
- **Community participation:** Partnering with community child protection volunteers and teachers enhanced community ownership of the project activities. The local community adapted the project interventions to the local contexts, thus creating greater impact. Partnership with Community Resource Persons (CRP) also reduced the cost of doing business, given that most of the meetings took place in the community meeting places free of charge, while food was sourced from local vendors. Also, the community demonstrated a sustainability aspect as teachers have continued sensitizing learners on OSEAC even after the project period ended. Caregivers reported that CRP still talk to them and give them referrals for OSEAC cases even after the project ends.
- **Interagency Coordination:** The project facilitated OSEAC stakeholders' forums where duty bearers from different government departments and private sector players met to discuss OSEAC prevention mechanisms. Discussions with implementing staff and CRP indicated that these meetings created linkages and advocacy networks, which made it easier to make referrals for OSEAC interventions and to influence policy.

### **3.8.2 Lessons Learnt**

1. The evaluation observed a digital divide between parents, youth and children. During the training, parents are reported to have been amazed at their children's knowledge of the internet, more than they have ever imagined. The youth also reported that they rarely consult their parents on OSEAC issues due to their levels of digital literacy. While the project bridged this gap by availing of online counselling interventions, it would be essential for parents to have the basic knowledge that would enable them to support their children.
2. The evaluation revealed that OSEAC is a hidden epidemic; while there has been a tremendous increase in access to the internet, and many children are being abused or at the risk of being abused, parents and policymakers are oblivious of these happenings.
3. Discussions with the implementing officials revealed that this project had a much lower budget compared to similar projects that had previously been implemented by members of the consortium. However, all the project activities were implemented through resource planning and sharing.
4. While the IEC materials were printed primarily for information sharing, discussions with CRP indicated that they were often stopped by their community members to explain the information contained in the IEC materials in detail. According to the CRP, the IEC materials helped them reach a population segment that would have been difficult under normal circumstances. Future projects should thus include IEC material as part of their implementation strategies.
5. The evaluation found that the youth prefer talking to fellow youth instead of parents. To this end, they were extremely grateful for interactive forums created by the project through talent search and internet clinic events. From youth FGD transcripts, preference for peer support is because fellow youth understand their issues and are not judgmental.

## **4.0 CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusion**

From the above findings, the following conclusions can be drawn:

In terms of relevance, it was observed that OSEAC was a big problem in the communities and the project's efforts to support prevention and the treatment of survivors were appreciated. KII from DCS, partners and other child protection experts opined that the project clearly defined the problem it wanted to solve and developed interventions with strong causal linkages to the project goal. On effectiveness, the evaluation found that parents were more knowledgeable on the online protection risks, although there was little or no intergenerational dialogue between the youth and their parents on OSEAC.

Through the technical working group, the project lobbied for the designation of an OSEAC focal person in DCS and provided technical support in the review of the Children's Act<sup>13</sup>, which will make it easier to convict OSEAC offenders. At the same time, it participated in the development of a National Plan of Action to tackle Online Child Sexual Exploitation and Abuse 2022-2026 2021-2025. Regarding efficiency, the project achieved 90% of its outputs (see annex 1). This high rating is because all the activities that were agreed upon were implemented in a timely manner. At the same time, the project used locally available resources including local social halls and other public spaces and got local food vendors to provide meals and snacks for activity participants. On impact, the project created awareness among the stakeholders of the leading causes of OSEAC in their communities and how to resolve them, unlike at the beginning of the project when awareness levels were low. Additionally, the project increased the children's capacity to avoid online exploitation and escape in case of kidnapping.

In terms of sustainability, the project made adequate plans to ensure that the interventions continue being provided beyond the project period, through the training of Trainer of Trainers (ToTs) and peer educators. A sustainability plan was also incorporated into the design of the proposal. It was also anticipated that the involvement and capacity building of concerned Government officials would ensure that they can continue providing interventions at the end of the project duration. Concerning quality of the training curriculums, the sessions were relevant and valuable for the project participants. The curriculum was well developed, and trainers were knowledgeable in their disciplines.

## 4.2 Recommendations

Training: The training for youth should be experiential in nature to ensure knowledge retention. Key aspects of the caregivers training should be the reduction of the digital divide between parents and children, increased intergenerational dialogue and behavior change communication.

- a) Targeted as opposed to mass awareness & new approaches to behavior changes are needed to translate awareness/ knowledge to change in behavior. It would be great to borrow from new approaches that may move the needle from knowledge to behavior change.
- b) **Partnerships:** The counselling service offered by Childline Kenya and training by both Missing Child Kenya and Life Skills Promoters were highly appreciated by the participants. These partnerships were, however, limited to service provision. The feedback mechanism amongst partners needs to be evident during implementation since some partners were not getting adequate feedback on the activities they were involved in, which may have been due to the short implementation period with congested activities.
- c) **Delivery:** Future implementation should match available project staff capacity and resources. The project had only one officer, without an M&E person and budget. It thus had to borrow human resources from the country office, which are dedicated to other roles. This may have lessened the success of some project targets and the number of contact moments with OSEAC stakeholders.
- d) **Sustainability:** Future implementation should have pronounced involvement of the OSEAC government service providers, especially DCS officers at the grassroots level. It would have been best to have an official closing workshop so that stakeholders know the project has ended, even if a similar one is starting soon. It is also best practice to agree with communities and partners who are likely to take over the provision of goods and interventions currently being provided by the project at the end of the funding period. There is a need to involve youth structures in the training and monitoring of OSEAC-related programs.
- e) The project through TWG made considerable gains in policy influence, especially the review of the Children's Bill 2021 and the OSEAC Plan of Action. Future implementation should seek to ensure the bill is adopted and implemented. It should also support the implementation of the action plan. The project working through the technical working group (TWG) on child online protection

- f) **Secure commitment from more stakeholders to OSEAC prevention:** The inclusion of OSEAC in the Starehe AAC agenda is terrific news. This achievement needs to be replicated in other sub-counties and stakeholders. Some of the most important stakeholders are communications authorities and internet service providers.

## 5.ANNEXES

### 5.1 Terms of Reference



Terms%20of%20Ref  
erence%20Tuchanul

### 5.2 MEL Framework updated on all outcome and output indicators



Revised%20Tuchan  
uke%20M&E%20Fra

### 5.3 Data collection tools (finalized)



ChildFund Tools.zip

### 5.4. Evaluation work plan/schedule



Mobilization  
Plan.xlsx

### 5.5. List of Documents Reviewed (not limited to project documents) list



List of documents  
reviewed.docx

### 5.6. Key Informants Interviewed List by role/designation, institution and location



Key Informant  
Interviews List.docx

### 5.7. Raw and analyzed datasets collected from children's surveys, KIIs, FGDs, and observations checklists from Nairobi and Kiambu



analysis\_2022%20(5)  
.xlsx



Endline\_Evaluation  
\_ChildFund\_-\_label

## 5.8. Photos from the field



Photos of Tuchanuke  
Project.rar