Endline Survey on the Integrated Community-Based Child Protection and Youth Project in Kajiado County

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ACRONYMS

AAC	-	Area Advisory Council
AMREF	-	African Medical and Research Foundation
ANNPCAN	-	African Network for the Prevention and Protection against Child Abuse and Neglect
ARP	-	Alternative Rite of Passage
BOM	-	Board of Management
CBCPM	-	Community Based Child Protection Mechanism
CHW	-	Community Health Worker
CP	-	Child Protection
CRC	-	Convention on the Rights of the Child
DAAC	-	Divisional Area Advisory Council
DCC	-	Deputy County Commissioner
DCS	-	Department of Children Services
ECDE	-	Early Childhood Development Education
FGD	-	Focus Group Discussion
FGM	-	Female Genital Mutilation
FIDA	-	Federacion Internacional de Abogadas
ICT	-	Information Communication and Technology
IEC	-	Information, Education and Communication
KCDP	-	Kilimanjaro Child Development Program
KII	-	Key Informant Interview
LAAC	-	Locational Area Advisory Council
LPs	-	Local Partners
NGO	-	Non-Governmental Organization
OECD	-	Organization for Economic Co-operation and Development
PEP	-	Post Exposure Prophylaxis
RA	-	Research Assistant
SPSS	-	Statistical Package for the Social Sciences
TOR	-	Terms of Reference
TVET	-	Technical and Vocational Education and Training
VAC	-	Violence Against Children
VCO	-	Voluntary Children Officer
VTC	-	Vocational Training Centre
WASH	-	Water Sanitation and Hygiene

EXECUTIVE SUMMARY

Background of the Evaluation

ChildFund is an international child-centered development organization and a member of the ChildFund Alliance; a global network of 12 organizations that assists more than 15 million children in 58 countries around the world. ChildFund works with local partner organizations, governments, corporations and individuals to help create the safe environments children need to thrive.

ChildFund's core intent is to help deprived, excluded and vulnerable children to have the capacity to improve their lives and give them the opportunity to become young adults, parents and leaders who bring lasting and positive change in their communities; and societies; and whose individuals and institutions participate in valuing, protecting, and promoting the worth and rights of children. ChildFund Kenya worked with three local partners: Naretoi Girl Child Program, Mbirikani Child Care Program and Kuku Plains Child Care Program to implement a project in Kajiado County that sought to promote functional child protection systems and to facilitate increased empowerment and engagement of children in their own protection. The specific Child protection objectives of the project were to strengthen the school's protective environment, establish and strengthen reporting and referral mechanisms for child protection issues, Child protection advocacy and to strengthen the community-based child protection system in Kuku and Mbirikani locations of Kajiado South constituency by December 2019.

The main purpose of the Endterm evaluation was to provide an independent and rigorous assessment so as to identify the changes brought about by the project and establish extent to which project has contributed to the identified changes against the pre-determined objectives in the project proposal. The overall evaluation methodology was based on a combination of participatory data and information gathering methodologies, which included; Secondary data analysis as the first step through desk review of policies and reports; Primary data collection approach through use of questionnaire targeting children and adults, focused group discussions (FGDs) with parents, children and community groups involved in child protection work, Key informant Interview (KIIs) with child protection actors from civil society groups, community based groups and government officers. The primary data collection was conducted in Kuku, Mbirikani and Naretoi.

Summary of Evaluation study Findings

Relevance of the Project to Priority Needs of Beneficiaries

The Endterm evaluation established that the project objectives were highly relevant and appropriate in responding to child protection risks that face children in the Maasai community. Evidence from discussion with study respondents mainly parents, teachers and children (boys and girls) attested that child protection risks such as sexual violence involving early child marriages, teenage pregnancies, female genital mutilation; child trafficking; parental neglect; physical abuse through corporal punishment; child labour are still prevalent. A baseline study by ChildFund Kenya in 2017 found out that 49% of children interviewed then indicated violence against children as prevalent in their community. A recent study conducted by AMREF Africa dated 17th September 2019 on underlying sociocultural practices influencing prevalence of female genital mutilation/cutting in Kajiado County, established that the prevalence of FGM/C was 91% in Kajiado County.

The decision by ChildFund Kenya to tackle child abuse in the Maasai community is highly considered relevant because based on discussions with study respondent it was established the interventions sought to address cases of girls dropping out of schools due to FGM/C, teenage pregnancy, child marriage, child labour.

During the end line survey it was 86.5% of children interviewed indicated that despite the fact that child abuse is still a risk, they now felt much safer than before the child protection programme by ChildFund were initiated. Which is a clear indication that the programmes interventions were responsive to the needs of children in the Maasai community. Building the capacity of community based structures to respond to child protection issues, promoting the participation of boys and girls in their protection needs, Strengthening the Schools' protective environment, promoting participation of men to in protecting children especially girls from child abuse, engaging government departments and stakeholders in coordination of child protection issues and establishment of the vocational Training and Education for Youths directly responded to ensuring that there was a protective and safe environment for boys and girls in Maasai community.

The project interventions as designed also contributed to the implementation of child protection policies such as; The National Prevention and Response Plan on Violence against Children on VAC 2019-2023. The goal of the policy is to ensure all children in Kenya are protected from physical, sexual and emotional violence, and for those children who experience violence have access to care, support and services. Gender Policy in Education. The aim of the policy is to ensure that both boys and girls have equal access to education by guarding against the constraints girls face in accessing quality education. Technical and vocational Education and training (TVET) policy which require organizations to provide relevant skills to young people for industrial and economic development.

Effectiveness of Project Interventions

Participation of children in their protection needs.
The project increased participation of children in their protection needs through the establishment child clubs in their schools. The child right club and children assemblies provided opportunity for children to participate in their own protection needs. Children used the child right clubs and children assembly advocate around child protection issues affecting them such as female Genital Mutilation, Child marriage, teenage pregnancy, child labour and school dropouts. At the baseline only 40.9% of children interviewed reported participating in their protection needs. During the endline 71.2% of children interviewed reported participating in their own protection needs. As a result of the project intervention the participation of children in their protection needs increased by 30.3%. The endline evaluation that more children now report child abuse cases from 48.6% at the baseline to 73.4%. The study further established that 84.4% of the children respondent felt that children have access to adequate avenues for reporting their grievances and complaints.

Access to quality education.
A review of the project reports indicate that the provisions of sanitary towels increased the girl's confidence and enabled them to regularly attend school comfortably without fear of intimidation from other students. These enhanced retention of girls in school. Discussion with teachers established that there are reduced cases of girls dropping out of school due to lack of sanitary pads. The provision of sanitary pad improved their self-esteem and they now feel more protected and safer while in school. Provision of bursary for needy and vulnerable girls to attend secondary school, colleges, and the vocational center increased enrolment, retention, progression, and completion of quality education. At the baseline 49.6% of children reported that they were at high risk of child abuse in their community and did not feel protected. During the end line evaluation, 86.5% of children interviewed felt more protected from child protection concerns and faced reduced risk of abuse both in school and community. Cases of children dropping out of schools reduced. At the baseline 52% of children respondents indicated that there were cases of children dropping out of school. During the end term evaluation when a similar question was asked 61.1% of children respondents reported that there were reduced cases of children dropping out of school.

This was attributed to awareness on child right, increased reporting by community leaders and in cases where children dropped out of school they were returned by their caregivers. The few times when children drop out of school is during natural disasters such as drought and hunger and where schools lack school feeding programme.

Reporting and Referral of child protection Cases.
The study evaluation finding established that because of this activities the members of the AACs and LAAC's had improved capacity to respond to and address the child protection concerns in their community. Members of the two committees are involved in identifying and reporting Child protection cases including neglect, FGM, Child marriage and abuse. A review of the quarterly reports established that over the 3 years of project implementation, 72 (boys 28, girls) cases of child neglect was reported to the authorities, 2 cases of teenage pregnancy were reported, 11 (2 boys, 9 girls) of child labour cases were reported, 10 (1 boy 9 girls) physical assault were reported to the police and children referred for treatment, 7 (1 boy 6 girls) cases of child trafficking were reported and the children traced back to their families.

There was (1) case of truancy against a girl which was reported. One (1) case of abduction against a boy which was reported. There was 12 (5 boys 7 girls) of defilement cases reported. Nine (9) case of child Marriage. Two (2) cases of FGM/C reported to chief and children office, children rescued from FGM and taken back to school. A total of 125 cases of child abuse were identified and reported for action by members of the AACs and LAACs. The baseline study established that only 38.9% of children interviewed then, had known of children referred to access child protection services. During the end term evaluation when the same question was asked, it was established that the proportion of children reporting they know of children who had been referred by community members had improved to 53%. Children who are referred access rescues and rehabilitation services, Counselling and psychosocial support and legal support against perpetrators of child abuse.

Improved collaboration in handling of child protection cases
The evaluation findings also established that because of the support for AACs and LAACs there is improved collaboration among different department of government in handling cases of child protection. The offices of the area chiefs, teachers, parents, children officers, police and magistrates, through a collaborative approach are working to ensure that perpetrators of child abuse are prosecuted. The strengthened child protection mechanism and coordination at the ward level has also increased child protection service delivery by the department of children services. Through quarterly reflection meetings the Area Advisory Council meet to deliberate on child protection issues and advocate for increased protection of children in Kajiado South Sub County.

Utilization of community child protection structures by children

During the study it was established from discussion with children respondent that they use community-based structure such as Nyumba Kumi to report child protection threat that occur in their family. The project baseline study established that when children have problems or are stressed or violated/abused, the person in the community that best support them are their parents at 19.6% followed by teachers at 16.8% and government officials at 15.1%, peer groups at 10.3%, religious leaders at 8.6%, relatives 8.4%, community at 6.9%, social workers at 6.3% and health workers at 5.0%. During the end term evaluation when a similar question was asked the evaluation established that there was an increase of majority of children utilizing the various community based child protection structures to report cases of child abuse.

The end time evaluation established that there is increased reporting of cases to teachers at as reported by 70.7% of children interviewed, religious leaders as reported by 62.8% of children interviewed, government officials as reported by 26.4% of children interviewed, peer groups as reported by 28.8% of children interviewed, community social workers as reported by 21.9% of children interviewed and health workers as reported by 14.8% of children interviewed.

To strengthen community-based child protection system.
The project supported 6 community dialogues with men (Morans) in three Manyattas of Mbirikani, Naretoi and Kuku reaching 300 Moran with Child Protection messages. This provided opportunity for the Moran to discuss child protection issues that discouraged retrogressive cultural practices that expose children to protection risks. As a result, there was increased awareness of child protection among Morans who acted as advocate for children's rights in their region. The project also supported Ten (10) child protection volunteers were trained on different aspects of child protection.

Operationalize Inkisanjani vocational and resource centre.
The project sought to establish a functional Inkisanjani Vocational/Resource Centre to give adequate opportunities for the local youth to gain hands on skills for employment opportunities. During the baseline assessment it was established the center offered 6 ICT packages in introduction to computer, Word processors. Excel, PowerPoint, internet and email, Access and hardware maintenance as part of the standardized curriculum. At baseline in July 2017 the center had only graduated 8 youths with basic computer skills. At the endline evaluation it was established that the center had graduated 76 youth with computer skills. During focus group discussion with the youths it was also established that youths graduating from the center have established computer cybercafé centers where they support community to apply for Kenya revenue Authority PINs and government services through E-CITIZEN. This has provided sources of income for the youths improving their livelihood opportunities.

Prevent spread of COVID 19 Pandemic among vulnerable children and Families.
The project supported 500 families of vulnerable children with sanitation supplies including soap for hand washing and facemasks to improve their situation to prevent and respond to COVID-19. The intervention was a preventive measure to protect the public and family member of project children against COVID 19. The project also created awareness to the community on how to protect themselves from getting corona. The study established that implementing the COVID-19 related intervention helped reduce the experience of fear, uncertainties and parental stress. The support to families also helped reduce risk for children and families from various physical and mental health problems, and access to service.

Lessons Learnt during project Implementation

1. Children require their voices to be heard, have an opportunity to build confidence and to participate in their own protection issues at school and in the community.

2. Networking and collaboration with other stakeholders on child protection is a best and sustainable method in addressing child protection cases at the community level for the best interest of the child.

3. Supporting community based structure and systems is one of the best approaches to strengthened child protection at community level through involvement of Nyumba Kumi (elders), women leaders, youth leaders, Morans and Chiefs. These promote safe environment for children coexistence in the community.

4. Project designs should embed in the project design risk analysis matrix and mitigation strategies to help minimize risks that may occur during project implementation and slow down attainment of goals and

objectives. The project was implemented during two major disruption created by COVID-19 pandemic, drought, floods and 2017 Parliamentary and presidential election in Kenya. The risks should be anticipated and mitigation measures put in place to respond and cope with the risks that may occur.

5. Implementation of project that require community support through donation of community land and resources require better planning and engagement with the community to minimize delays that may delay activity implementations.

Conclusion and Recommendations

The end term evaluation concludes that the project met the intended project goal and objectives as stated in the initial design of the Project. It is evident the Kajiado Integrated community-based Child protection and youth project established functional child protection systems and which has facilitated increased empowerment and engagement of children in their own protection. There exist community-based structures are involved in oversighting on child protection concerns in the community. The school environment has become more protective and children now feel confidence that they are safer and more protected both in the school and within the community. The establishment of the in Inkisanjani Vocational and Resource Center has enabled 76 youths from poor families to access vocational training skills and youths have joined employment and initiated their own business enterprises based on the skills acquired.

Recommendations

1. The project has proved effective in addressing child protections risk that affect children in the Maasai community and this can be scaled up to address emerging child protection risks such as online child safety and child labour that future as new threats to children protection need due to the COVID-19 pandemic.
2. Most avenues for child participation have been designed around the school environment there is need to also consider community-based child participation structures that are not necessary dependent on school environment and which can still be used by children collectively to raise agencies on issues affecting them.
3. The vocational training programmes was hailed as a good initiative and which has empowered many youths. There is need to develop a partnership with the community or the county government to support its operations to ensure sustainability.
4. The project did not demonstrate strong aspect of policy advocacy. Despite the fact that child right issues are less contested, it has been established that institutions are slow at implementing the various polices in place to address violence of children's rights. Policy advocacy around enforcement where the policies are adequate and reforms where the policies are inadequate provides lasting solutions that cannot be addressed by individual less resourced project interventions. Integration of strong policy advocacy provides opportunity to use evidence from the project to improve policy environment to be more responsive to the needs of targeted beneficiaries.
5. Project implementation and coordination gaps identified include lack of specific activities in the project design to continuously build the capacity of the project partners in various aspects of project implementation. The project design only provided financial support to the implementing partners to implement programmes activities. It is recommended that capacity building be embedded in future or ongoing projects to ensure partners have capacity to especially respond to risks that may impact on the projects. This can be designed along capacity gaps identified at the inception phase of the project.

6. Monitoring and evaluation. The project conducted baseline survey and had very good and well documented quarterly reports demonstrating achievement of project objectives. It is however noted that the project missed opportunity to document case studies of failure or success of project interventions to help draw out lessons that would improve ongoing actions in the project implementation. There is need to strengthen the monitoring and evaluation approaches beyond reporting on the implementation of activities to involve continuous data gathering and tracking on changes occurring during project implementation. The project tracked well all reported cases of child a buse and referrals made, this can be replicated for enrollments, retentions, reduced cases of drop. Continuous data collected during project implementation tend are more authentic than the perception data collected during evaluations

1.0 INTRODUCTION

1.1 About ChildFund Kenya

ChildFund is an international child-centered development organization and a member of the ChildFund Alliance; a global network of 12 organizations that assists more than 15 million children in 58 countries around the world. ChildFund works with local partner organizations, governments, corporations and individuals to help create the safe environments children need to thrive.

In Kenya, ChildFund works through 13 local partners (LP's) in 26 counties. The thematic areas that the organization focus on include: Child Protection, Household Economic Strengthening, Early Childhood Development, Education, WASH (Water, Sanitation and Hygiene), Emergency Response, Health and Nutrition. The three-fold mission is to help deprived, excluded and vulnerable children improve their lives and become adults who bring positive changes to their communities: to promote societies that value, protect and advance the worth and rights of children.

ChildFund's core intent is to help deprived, excluded and vulnerable children to have the capacity to improve their lives and give them the opportunity to become young adults, parents and leaders who bring lasting and positive change in their communities; and societies; and whose individuals and institutions participate in valuing, protecting, and promoting the worth and rights of children.

1.2 Project Background, Context and Rationale

1.2.1 Background and Context

In 2013, ChildFund participated in a rapid ethnographic study carried out through the technical leadership of Columbia Group for Children in Adversity in collaboration with the ministry of gender and children's affairs amongst other stakeholders. The purpose of this research was to learn about community-based child protection processes and mechanisms in two mostly rural areas of Kilifi, and Nyamira Kenya. This research was intended to complement and extend the learning that came from previous research work carried out by the Inter-Agency Learning Initiative in two urban slums of Mombasa in 2009 to review community-based child protection mechanisms, which are considered frontline mechanisms for responding to threats to children's wellbeing. The same review reported that higher levels of effectiveness and sustainability were associated with community-driven groups organized around helping vulnerable children. (Wessells, Onzoro, 2014). Recommendations from the research therefore strongly encouraged strengthening of community-based child protection mechanisms through: Enabling a coordinated, holistic approach, addressing gender issues, placing families and communities at the center, strengthening prevention, improve the use, functionality, and accountability of the formal system and supporting internally driven social change.

Building on the widespread social pattern in the Kenyan society of holding high regard for elders and opinion leaders, ChildFund Kenya facilitated the strengthening/establishment of community-based teams of credible leaders such as elders, teachers, youth and religious leaders among others who have a genuine interest in the welfare of children and youth, and have been/ shall continue providing voluntarily child protection services to their communities. Efforts were made to ensure that the function of these teams is recognized by the Government of Kenya and that they are represented at the formal government instituted child protection forums such as the Area Advisory Council (AAC). It is against this background that this project for Child Protection System for the area was developed. The proposed project activities delivered a more integrated approach to child protection and drive improvements across all systems and

all jurisdictions at the community level and school level. The project also provided a mechanism for engaging partners, including; non-state actors, children, and the broader community at the sub-county level. The teams played a surveillance, coordination, response and prevention role in the community, building on existing resources and strengthening the linkage between community, family and child relationships with the formal National child protection system and appropriate referral linkages to ensure that children fully realize and enjoy their rights.

1.2.2 About the Project

In Kajiado County, ChildFund worked with three local partners: Naretoi Girl Child Program, Mbirikani Child Care Program and Kuku Plains Child Care Program to promote an environment that facilitated child survival, growth, development and participation; enabling them to be self-reliant, resilient and responsible persons in the society. The project was implemented in twenty-two administrative zones namely; Shokut, Olepolos, Olkaria, Naretoi, Enkusero, Entarara, Enkaroni, Moilu, Emesasu, Enkolili, Iltilal, Olorika, Nataana, Namelok, Isinet, Kalesirua, Inkoisuk, Nasipa, Ilchurra, Olng'osua and Mabatini zones.

The overall aim of the Kajiado Integrated community-based Child protection and youth project was to promote functional child protection systems and to facilitate increased empowerment and engagement of children in their own protection. The specific Child protection objectives of the project were to strengthen the school's protective environment, establish and strengthen reporting and referral mechanisms for child protection issues, Child protection advocacy and to strengthen the community-based child protection system in Kuku and Mbirikani locations of Kajiado South constituency by December 2019.

The implementation of the Integrated Community based child protection and youth development project entailed.

a)   Building the capacity of community-based structures to prevent and respond to child protection issues within the community.
b)   Promoting Participation of Men – the Maasai society is patriarchal. Men take the leading role both at family and community level. The project therefore involved the Maasai morans and key community leaders such as chiefs.
c)   Strengthening the school-based child protection mechanism and establish child protection focal persons groups – the project aimed to establish and build the capacity of community-based child protection champions both at school and community level. This was to be done through creation of easy reporting processes that strengthened the community-based child protection mechanism.
d)   The project engaged relevant government departments in the implementation of the project to ensure continued support and sustainability of the efforts.

1.3 Purpose of the Endline Evaluation

The main purpose of the evaluation was to provide an independent and rigorous assessment so as to identify the changes brought about by the project and establish extent to which project has contributed to the identified changes against the pre-determined objectives in the project proposal.

The specific objectives and purpose of the Endline evaluation were to:
• Explore existence/availability of functional Community Based Child Protection structures.
• Explore Protection risks exposed to school children, their access to quality education and level of participation in their own protection needs.

- Establish if referral mechanisms for child protection exist and if children access services from the Community based child protection structures.
- Establish children's level of understanding on their rights to protection, maintain and utilize Community based child protection structures to address cases of abuse experienced by them.
- Establish the level of functionality of Inkisanjani vocational and resource center and other infrastructure development supported by the project.
- Review the project according to the OECD evaluation criteria (relevance, coherence, effectiveness, efficiency, impact and sustainability).
- Tease out critical lessons learnt and provide clear and practical recommendations that can be adopted in scaling up and/or replication the project.

During the study we took note of the Child protection risks caused or exacerbated by COVID 19 crisis. However, given that children and community members were all at home following the closure of schools and suspension of some economic activities, it is likely that some children were exposed to child protection issues. "While schools remain closed, ChildFund Kenya was and is still supporting children's learning through activities and tutoring sessions online or by radio. For students without reliable internet access, the organization was (at the time of this evaluation) and beyond distributing home learning kits with materials and guides for their use."[1]

2.0 ENDLINE EVALUATION METHODOLOGY

The overall research methodology was based on a combination of participatory data and information gathering methodologies, which included; Secondary data analysis as the first step through desk review of policies and reports; Primary data collection approach through use of questionnaire targeting children and adults, focused group discussions (FGDs) with parents, children and community groups involved in child protection work, Key informant Interview (KIIs) with child protection actors from civil society groups, community based groups and government officers. The primary data collection was conducted in Kuku, Mbirikani and Naretoi

2.1 Planning, Preparation and Inception Reporting

This was the study design phase, and involved inception meeting, desk review of the project documents and other secondary materials, development of data collections tools, formulation of sample frame for both the quantitative and qualitative data collection approaches, and development of the inception report.

An inception meeting was held with ChildFund Kenya staff in charge of the Kajiado CP Project. The scope of the discussions included, the project overview, background and context, the study methodology, approach to mobilization of respondents, field work plan and timelines as well as the coordination of field logistics. The inception meeting also provided a platform for better understanding of how data on each of the project indicators would be collected, analyzed and reported. We conducted a desk review of the project documents, which included the project proposal, the project charter and design documents as well as reports on issues around education, child protection, and child rights. Based on the literature review of project document and reports, the inception report was developed detailing all the work activities as foreseen in the contract, the TOR and discussed at the planning/ inception meeting; it described in depth the purpose of the evaluation, scope, research questions, methodology, population and sampling technique, data collection tools, logistics, resources, work plan and the timelines.

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[1] ChildFund Kenya: Humanitarian Situation Report [12] COVID-19 – [Kenya] 24th June 2020

We employed the use the smart phone mobile technology which assisted the research team to gather quantitative data in real time basis using android mobile phones on the ONA platform. This technology improved data quality as it collected the GPS and time stamps data hence it ensured data credibility, verifiability and validity.

Determination of the Sample Size

The study team derived the population samples from the three coverage zones (Kuku, Mbirikani and Naretoi) of Kajiado County. The study population comprised of Teachers, Parents and Caregivers, Community Health Workers, Children and Young Adolescents, Members of Board of Management, Government representatives from ministry of education, health and children services, Volunteer Children Officers, Members of Area Advisory Council, Religious leaders, Community Opinion Leaders and Maasai morans. Stakeholders and ChildFund Kenya staff in the finance department and programmes department were also included. We administered the relevant and appropriate tools to obtain both qualitative and quantitative data and information from the sampled population.

a) Quantitative beneficiary sample survey

We derived a representative sample of children who were project beneficiaries. The evaluation tool was administered at the school level to an estimated sample size of 432 school children. The school set up was chosen for ease of mobilization and because the project was implemented in 12 public primary and secondary schools. In administering the tools, girls were interviewed separately to ensure confidentiality. The evaluators also conducted a group meeting with all Adolescent Youths and alumni enrolled in the Inkisanjani Vocational Training Center on their basic business and technical skills. Trained enumerators randomly administer the survey questionnaire to the sampled children in primary and secondary school as indicated below.

Sampling formula

$$n = \frac{m}{1 + \frac{m-1}{N}}$$

Where:
n = sample size
m = Margin of error
N = Population (1,146)

In this case, m will adopt the formula:

$$m = \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})}{\epsilon^2}$$

The value of m=600, N=1146 (direct beneficiaries of the project). The sample proportion *p* will be 0.50, while maximum error term at 0.04. Using the formula stated above, the estimated sample calculated is 394. There was additional 10% to account for randomization and other effects.

b) Qualitative beneficiary sample survey

Purposive sampling was used to guide the qualitative data collection and targeting of respondents. Study participants were mainly drawn from teachers, parents, caregivers, community health workers, children, Maasai Moran, Young Adolescent and Youths, members of AACs and BOMs, representatives from ministry of education, health and children services, volunteer children officers and religious leaders.

2.2 Literature Review and Policy Analysis

The desk review was an important part of the process of evaluation. The activities included scanning the literature, analyzing secondary data, and creating a reference list so that all documents are organized and easily accessible to all. Information collected through secondary data; assisted in the assessment of the project implementation, project goals, achievements, success stories, target groups, participating partners, among other sorts of information. Further this involved the review of project documents, strategic plan, and theory of change, resource mobilization strategy, existing frameworks, work plans, periodical reports; project reports, financial and expenditure reports, Evaluations of ChildFund's programs activities, project documents, letters of Agreements, training curriculum, Communication and documentations.

2.3 Primary Data Collection

Data collection was conducted across the three location of Naretoi, Kuku and Mbirikani locations of Kajiado South Constituency where the project was implemented. The research team collected data from school level children and parents, and in the community targeting Maasai morans and community leaders. Further they conducted key informant interviews with stakeholders involved in promoting child rights in the three targeted locations as reflected in the qualitative sample frame. The following techniques were applied in the data collection exercise

a) Household Survey

The research team administered the household survey questionnaires to the sampled respondents of the project beneficiaries. The questionnaire was specifically designed for children and young adolescents in school. It assessed the children's knowledge and attitudes towards utilization of community-based child protection structures in addressing cases of child abuse and promoting their rights. Key themes of the evaluation included: the level of child protection risks, children's understanding of their rights and participation in their own protection needs, level of utilizing community-based child protection structures/ mechanisms to address child abuse cases etc. A total of 406 children were interviewed using the children questionnaire in 12 primary and secondary schools.

b) Key Informant Interviews

Based on the desk review we identified key informants close to this project under these categories; partners, key community leaders, policy makers, relevant private sector, donor, relevant state and non-state stakeholders/agencies and Project staff. Specifically, the respondents included: Education officers, public health officers, Gender and Social development officer, school board of management, representatives of civil society organization working to promote child protection. Project staff, directors/ administrators of the three local partners, Naretoi Girl Child Program, Mbirikani Child Care Program and Kuku Plains Child Care Program. A total of **6 key informants** were reached across all the three study locations as indicated in Annex 1.

c) Focus Group Discussions

We conducted focused groups discussions with these groups: children, youth, parents, teachers, morans and community health workers targeted by the project. We were assessing their contribution in enabling ChildFund Kenya achieve its project outcomes. We also used this process to validate findings on knowledge about the Project objective. The specific target groups were spread out in the project area to ensure diversity of opinion.

Study participants in the focus group discussions comprised of between 6-8 respondents. The discussions were facilitated by two research assistants with one as a moderated and one as a note taker. A total of **13 FGDs** were conducted with **7 FGDs** for children and **6 FGDs** for adult's respondents. Annex 2 and Annex 3 provides total respondents reached through FGDs respectively

2.4 Data Analysis and Management

The study used a robust data management strategy that ensured effective and efficient field data collection, processing, storage and retrieval of information. The baseline study relied on both quantitative and qualitative data analysis techniques to address specific baseline study questions.

2.4.1 Qualitative Data Analysis

Qualitative data was transcribed and translated based on the focus group discussions and key informant interviews. Transcription from local language and Kiswahili to English was done and carefully considered linguistic nuances. Protocols for coding was established to ensure each transcript was topically categorized and content organize into themes. Codebook development followed an iterative process informed by the assessment objectives and purpose, interview guide content and preliminary findings based on secondary data analysis. After coding was complete, queries on the coded data was used to analyze themes that emerged from the qualitative study to help interpret and triangulate findings of the quantitative data with that of qualitative data.

2.4.2 Quantitative Data Analysis

Analysis of quantitative data was done using SPSS version 2.0. This involved coding of data along thematic focus area to generate to generate descriptive statistics. The raw data set was downloaded and checked and cleaned before the analysis. The descriptive statistics was presented in percentages, frequency tables, charts, arithmetic mean, standard deviation and cross-tabulations to generate quantitative findings.

2.5 Development of Study Report

The analyzed data from primary data collection and secondary data analysis from relevant documents, policies and government reports was used to compile the study report. The report contains findings and suggested recommendations drawn from the various analysis of the data collected. It is anticipated that the endline evaluation report will be disseminated through presentation of the study findings to stakeholders in all the three locations where the study was conducted and ChildFund Kenya partners for their input and validation of the study findings. Input and feedback from the validation meeting will be used to improve and finalize the End line Evaluation report.

2.6 Ethical Considerations

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

a) **Informed Consent and confidentiality:** The following measures were taken to secure informed consent and assent of the respondents: explaining the objective of the End line evaluation exercise, the kind of information required and the intended use, and above all, we provided reasons for identifying the study respondent as participant in the study. And they sought the consent of the respondents, through the use consent forms and which were approved ChildFund Kenya.

b) **Privacy and safety**: To ensure privacy and safety, research participants were given fair, clear, honest explanations of what was being done with information that was being gathered about them and the

extent to which confidentiality of records will be maintained. The research team ensured informed consent; and maintained confidentiality of data collected from the respondents. Study respondents targeted within the community for FGDs were interviewed at venues identified by the RAs, and which were conducive for the exercise. KIIs were conducted in a safe place as instructed by the respondent.

c) **Responsibility for study participants**: the study team ensured that participants were adequately aware of the study purpose and objectives. Participants were made aware of how to contact the evaluation team within a reasonable time if they wished to confirm what information would be included in the report. The consultants took all necessary steps to ensure that information provided by the participants was kept confidential. Where necessary information was collected using online mobile-based platforms, that is ODK/ONA and the data transmitted to a secure server.

d) **Child protection**: Provisions on Child Protection and the appropriate and relevant legal provisions. The Laws of the Republic of Kenya were deemed appropriate in case any of the measures mentioned are inadequate or are inconsistent with the Law in protecting the children during the study. The team ensured that all team members including enumerators and supervisors were trained and conversant with all the requirements for a study in which children are the main target population. All members committed to strictly adhere to ChildFund Child Protection Policy and Code of Conduct through signing a copy of CF Child safeguarding policy.

e) **Covid-19 Pandemic**: The study team took cognizance of the data collection challenges associated with Covid-19 pandemic and used all data collection approaches that would not further expose study participants to risks of contracting COVID-19. Where face to face interviews were unavoidable, the study team adhered to established government protocols on Covid-19 prevention including putting on masks, sanitizing and keeping social distance.

2.7 Limitation and Mitigation

1. The study involved targeting multiple actors and gathering response from a diverse set of study respondents. This posed a challenge due to unavailability of some study respondents at the date and time when the data collection was scheduled. This was mitigated by negotiating with respondents to agree to alternative interview techniques such as use of telephone, zoom and skype to conduct the interviews especially for key informant interviews with child protection actors.

2. Participation of respondents in focus group discussion. Due to the ongoing COVID-19 pandemic, some parents were afraid to allow their children to participate in the focus group discussions. The study excluded parents and respondents who did not find it comfortable participating in the study and only included respondents who were willing and agreed to sign consent forms.

3. Mobilization of study respondent especially children was a challenge as the study was conducted when children were out of school. The study only targeted children in Class eight and form four for those in schools and conducted households for children in all the other grades targeted by the project. Reaching out to youths who had graduated from the vocational resource centre was a challenge as most of them had either acquired jobs or were back in their villages. This was mostly addressed through phone call to those who were willing to participate in the survey.

3.0 STUDY FINDINGS

3.1. Introduction

This section discusses the evaluation findings of the Integrated Community Based Child Protection and Youth Development Project. Quantitative and qualitative data has been compiled together to draw out the findings and determine the projects achievements, outcomes and limitation in attaining its implementation objectives and the resultant goal of that sought to promote functional child protection systems, facilitate increased empowerment and engagement of children in their own protection. The quantitative data from survey with children and review of project reports have been used to demonstrate project performance against the project indicators. While qualitative data has been used to provide evidence on the relevance, efficiency, effectiveness, impact and sustainability of the project towards preventing and responding to child protection risks that children face in their community.

3.2. Description of Project Relevance

This subsection answers to the key evaluation question on the extent to which the project interventions used were relevant and continues to be relevant in addressing priority needs of the beneficiaries. The subsection further assessed the extent to which proposed methodologies and approaches used to deliver project interventions aligned to ongoing policy reforms especially to protect children from and respond to harmful practices that affect children in the community.

3.2.1. Relevance of Project to Priority Needs of Beneficiaries

The project sought to promote functional child protection systems, facilitate increased empowerment and engagement of children in their own protection in Kuku, Mbirikani and Naretoi in Kajiado County. Key intervention areas include: - Strengthen the schools' protective environment, strengthen reporting and referral mechanisms for child protection issues, promote participation of boys and girls in their protection needs, strengthen community-based child protection system and promote vocational training and education to ready young people for the Job Market. Evidence from the various reports and study findings indicate that in the Maasai community the prevalence of harmful practices such as early child marriage, female genital Mutilation and cases of boys and girls dropping out of school due to cultural practices such as moranism is very high.

According to a study conducted by AMREF Africa dated 17th September 2019 on underlying sociocultural practices influencing prevalence of female genital mutilation/cutting in Kajiado County, it was established that the prevalence of FGM/C was 91% in Kajiado County. The report further revealed that girls who do not go through the cut are regarded as children; they are disrespected and are not regarded as grown-ups; they are shunned by boys, ridiculed by peers and fear forceful circumcision during delivery. According to the report, the community argues that they perform FGM/C for the purposes of a girl's social inclusion in the community; they are cut so that they can become wives, they are cut so that they can feel respected in the community. To fit within the circles of their peers, they have to give in to the pressure of going through the cut to avoid ridicule. Culturally, it is a rite of passage to womanhood. The project is thus relevant as it addresses deep rooted cultural practices that pose protections risks to boys and girls in the Maasai community[2].

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[2] Advances in Sexual Medicine, 2019, 9, 17-28 http://www.scirp.org/journal/asm

Figure 1: Prevalence of FGM in Kajiado County
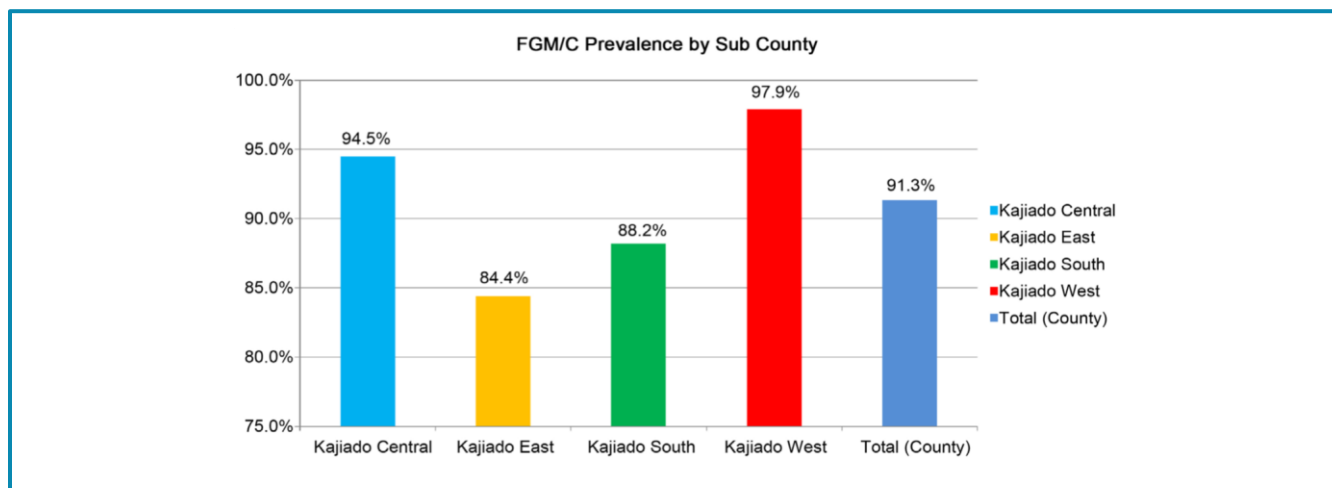
Source: Advances in Sexual Medicine, 2019, 9, 17-28 http://www.scirp.org/journal/asm

A baseline study conducted by ChildFund Kenya on the project established that identified the key child protection problems in the community were sexual violence involving early child marriages, teenage pregnancies, female genital mutilation; child trafficking; parental neglect; physical abuse through corporal punishment; child labour especially for the boy child and prostitutions. At the time of the baseline 49% of children respondent interviewed identified child abuse as prevalent in their community. The baseline further established that children who are the main victims of child abuse in the community were girls at 78% and boys at 22%. The study further established that the most affected children by age are children aged 11-14 years at 52.4%, followed by children aged 14 -18 years at 26.2% and 6-10 years at 12.7%.

Discussion with various respondents established that In Maasai Community girls who go through FGM are denied their right to education, childhood experiences and exposed to health risks and multiple sexual partners. Among the Maasai, the predominant community in Kajiado, FGM is associated with marriageability, marriage fidelity, social acceptance and wealth (inform of bride dowry).

The decision by ChildFund Kenya to tackle child abuse in the Maasai community is highly considered relevant because based on discussions with study respondent it was established that girls are booked for marriage when they are very young, girls drop out of school to be married, Maasai girls are required to leave their parents' village and become a member of the husband's family upon marriage. Culturally, girls between the ages of 8 to 15 years are married off with or without their consent, after undergoing circumcision, often to men of their father's age set. The intervention was timely in addressing the child protection risks that face girls and boys in the Maasai Community.

3.2.2. Relevance of Project Interventions Strategies
Key project interventions used to address child protection risks facing children include: - Building the capacity of community-based structures to prevent and respond to child protection issues within the community. Engaging children in their own protection. Promoting participation of men to take the leading role both at family and community level in protecting children especially girls from child abuse. Strengthening the school-based child protection mechanism.

Engage relevant government departments in the implementation of the project to ensure continued support and sustainability of the efforts. All the above strategic approaches are considered highly relevant as key in responding to the child protection needs of children. Discussion with study respondents during the end term evaluation established that as a result of the activities implemented by the project, there is increased awareness on harmful practices and their effect on children, there is increased engagement of community leaders to respond to child protection concerns in the community.

a) Building Capacity of Community Based structures to respond to child protection issues.

Community-based child protection mechanisms (CBCPMs) are front line efforts to protect children from exploitation, abuse, violence, and neglect and to promote children's well-being. Defined broadly, CBCPMs include all groups or networks at grassroots level that respond to and prevent child protection issues and harms to vulnerable children. These include family supports, peer group supports, and community groups such as women's groups, religious groups, and youth groups, as well as traditional or endogenous community processes, government mechanisms, and mechanisms initiated by national and international non- governmental organizations (NGOs). CBCPMs have been recognized as important structures in responding to violence against children in communities.

Discussions with respondents during the study established that the decision to build the capacity of the community-based structures as a mechanism for preventing and responding to child protection issues i n Maasai community was highly relevant. The capacity building and support to community structures su ch as County area advisory Council (AAC), Divisional area advisory Council (DAAC), Nyumba Kumi, Ba lozi wa nyumba, parents, teachers and religious leaders enabled the community-based structures to res pond to address child protection issues affecting children in Kajiado South Sub County. Through the trai ning of through the various community-based structures they are now able to oversee child protection is sues in their community.

> *As members of the Area Advisory Council we received training on our role in supporting the department of children in preventing and responding to child protection issues, protection rights, which include protection from all forms of child abuse, neglect and exploitation. The training improved our capacity to detect and report child abuse cases that happen in our community. Through the training we are now able to plan how to tackle cultural practices that promote child abuse in the community. We hold dialogue meetings with community leaders and sensitize them on the need to protect their children from abuse. The capacity building initiative have empowered us to be active in reporting and making referral of child protection cases that happen in the community. Our role in the fight against violence that affect children is very important because we are working at the community level-* **Focus Group Discussion with AAC members**

b) Participation of boys and girls in their protection needs

Children's voices should be heard anywhere where their development, safety and wellbeing are at stake. It is their fundamental right. In addition, participation delivers significant benefits. Only through listening to children can the best decisions be made, improving outcomes for both children and adults. Critically, participation helps children to develop the skills they need to become active citizens able to contribute positively to the societies they live in[3].

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[3] Rapid baseline assessment of the integrated community-based child protection and youth project – Kajiado

The study established that the project improved the participation of children in addressing the child protection issues that affect them in their community. Involving children as participants in decisions that affect them regarding their well-being is important in ensuring that children's voices are heard and that decisions made reflect their needs.

Child participation is one of the core principles of the Convention on the Rights of the Child (CRC), which asserts that children and young people have the right to freely express their views and that there is an obligation to listen to children's views and to facilitate their participation in all matters affecting them within their families, schools, local communities, public services, institutions, government policies and judicial procedures. The decision to engage children as advocates on issues affecting ensure sustained child well-being creating a safe and protective environment. Discussion with study respondents also established that the decision to engage children helped to give opportunity to both boys and girls from the Maasai community to be heard, Traditional in the Maasai community children and particularly girls are rarely given opportunity to be listened on matters that affect their well-being. The project increased the agency of both boys and girls to participation in their protection needs through children assemblies and schools child right clubs.

"During the child forums girls are able to speak broadly about the issues and challenges that they are facing, they are able to speak on anti- FGM, rape, exploitation freely without fear. The project has enabled a more positive approach on how children should give information to the authorities. Boys especially in the rural areas are now actively engaged in speaking out against F.G.M among other negative practices against girls through their associations. This attributed to decreased cases of F.G.M and girl exploitation"- FGDs with Parents in Kuku

c) Strengthen the Schools' Protective Environment

Schools are places where children gain knowledge and learn attitudes and behaviour that can shape their relationship with society. Children's experiences in educational settings have lasting impact on their physical, mental and emotional well-being. Safe and protected learning environments are thus essential for ensuring a healthy future for children. Children in education settings in Kenya and in communities that practices harmful traditional practices experience and witness various forms of violence. Corporal punishment is the most widely reported form of violence against children (VAC) in education settings. Physical violence, as well as sexual violence, abuse and harassment, are also prevalent in school settings.

Discussion with the sub county education officer established that children in Maasai community drop out of school due to child protection risks such as child Marriage and female genital mutilation. The decision to strengthen the school's protective environment allowed children to participate in their own protection needs, built the capacity of the school governance and management to respond to child protection issues that occur in and out of the school.

"In school the children are safer because at home children are exposed to perpetrators while at school, they are busy learning under the guidance of the school administration. At home children are given more home chores still they don't get time to study some are send to fetch water and firewood's some may get abused either raped or sodomised in the bushes where they pass to go and fetch firewood and water. Children feel safe at school rather than at home or in the community because they are not exposed. At school children are at liberty to share their experiences and problems with teachers"- FGD with parents in Mbirikani

Strengthening the school's protective environment was relevant as it allowed it enhanced children participation in decision making through child right clubs and children assemblies and improved access to quality education. The finding established that children are now able to articulate child protection issues that affect them in their community.

d) <u>Promoting participation of men to in protecting children especially girls from child abuse.</u>

In the Maasai culture, girls are booked for marriage when they are very young. Poor cultural practices, economic and physical factors combined together usually deny education to Maasai girls in this community. Fathers tend to believe that since a girl joins her husband's family upon marriage, he is relieved of the economic burden of supporting her and since the family will not benefit from investing in their daughter's education, therefore they opt not to give them the opportunity to acquire it[4]. The decision to target and promote the participation of Maasai Men in protecting children especially girls from abuse is consider relevant. During focus group discussion with Maasai Morans it was established that the capacity building by the programmes had changed their attitude towards the girl child. It was established that the Maasai men have taken up the responsibility to discourage retrogressive cultural practices that expose children to protection risks. The participation forums have increased their awareness of child protection and a result they have become strong advocate of children rights in their communities.

e) <u>Engage government departments and stakeholders in coordination of child protection</u>

The evaluation established that the project worked closely with the department of children services, department of education and other child protection actors such as AMREF, Anti -F.G.M Board, County Government of Kajiado and Enduet Women Group to organize events and forums to advocate on the rights of children in Kajiado County. The coordinated approached enhanced response to child protection issues and increased voice of different actors to address child protection issues within the target project location. The decision to target government department as duty bearers and building support from other child protection actors accelerated awareness on child protections in the community, the child protection actors organized meetings such as Alternative Rite of Passage (A.R.P) and policy dialogues which improved coordination of child protection in Kajiado South. The involvement of different actors in addressing child protection in the community was identified by respondent as key in improving communities' prevention and response to child protection issues affecting children in Maasai community.

f) <u>Vocational Training and Education for Youths</u>

According to discussion with study respondents it was established that some children are never given the opportunity to go to school, and many of those in school drop out before reaching the end of secondary school – especially girls. Some children complete school but fail to join tertiary training collages and due to this remain unemployed. Entering a job market without or with minimal employable skills makes it almost impossible to secure employment, in a sector whose growth has not been commensurate with the number of AYA in need of employment while at the same time those who manage to get to higher institutions of learning often acquire skills that does not meet the expectation of employers. The project sought to address this gap and which from discussion with respondent was relevant in addressing challenges that affect youths in the community.

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[4] Project Proposal for Kajiado Integrated Community based child protection and youth development project

The study further established that the vocational training center has been of great help to the community and the children. Reason being most of the children are not idle as before and used the opportunity to attend the vocational training education offered at Inkisanjani vocational and resource center.

3.2.3 Relevance of Project Design to Policy Interventions on Child protections

The project design and interventions are found to be relevant to several policy interventions that seek to address violence against children In Kenya. Some of the policies that the project interventions contributed include: -

The National Prevention and Response Plan on Violence against Children on VAC 2019-2023
The vision of the National Prevention and Response Plan is to foster a society where all children live free of all forms of violence. Its goal is for all children in Kenya to be protected from physical, sexual and emotional violence, and for those children who experience violence to have access to care, support and services. It aims to reduce the prevalence of childhood violence – that is, a child experiencing at least one form of physical, emotional and sexual violence – by 40 per cent by 2024.

Gender Policy in Education - The policy aims at ensuring that both boys and girls have equal access to education by guarding against the constraints girls face in accessing quality education. Although Kenya has nearly attained national gender parity in enrollment at primary level, scrutiny reveals that serious gender disparities in enrolment exist between regions with regard to access, retention, completion, performance and transition[5].

Technical and vocational Education and training (TVET) policy: The design of the project and the interventions highly contribute to the policy objectives of the draft TVET policy 2014. A review of the, project objectives on promoting vocational training and education to ready young people for the Job Market is aligned and relevant to first TIVET policy objective. Objective one of the TIVET policy require organizations to provide relevant skills to young people for industrial and economic development: The objective requires institutions to promote relevant programmes and courses in TVET that address the needs of young people in readiness for Job Market. Provision of technical skills for young people is also consistent with the aspirations of Kenya Vision 2030.
The study has established that the proposed interventions and approach in implementing the Kajiado Integrated Community based child protection and youth development project were highly relevant and addressed the identified needs of children in Kajiado South Sub Counties. Violence against children is a violation of the child's right to protection and can have a range of devastating impacts. Exposure to violence, whether as a direct victim or a witness, not only causes immediate pain and suffering but can also damage the child's long-term, development.

3.3. Project Effectiveness

The finding on this subsection answers to the question to what extent were the intended project outcomes and outputs achieved and how they were achieved. The finding also extended to understanding how the strategic approaches used were effective in delivering the intended project results.

3.3.1. Achievement of project outcomes

ChildFund's core intent is to help deprived, excluded and vulnerable children to have the capacity to improve their lives and give them the opportunity to become young adults, parents and leaders who bring lasting and positive change in their communities; and societies; and whose individuals and institutions

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[5]Project Proposal for Kajiado Integrated Community based child protection and youth development project

participate in valuing, protecting, and promoting the worth and rights of children. The evaluation sought to establish how through the Kajiado Integrated Community based child protection and youth development project this was achieved.

Outcome 1: To strengthen the schools' protective environment, improve access to quality. Education and promote children participation in their own protection needs.

The evaluation established that to achieve this objective, the project trained 12 teachers that is Four (4) from secondary schools and eight (8) from primary schools on various aspects of child protection. Developed and distributed child protection IEC materials with child protection messages. Trained 30 school boards of management committee members trained on child protection. Supported 125 needy and vulnerable girls and girls with bursary to attend secondary school, colleges, and the vocational centre. Supported 936 girls (14 to 19 years) with sanitary towels from 10 Secondary schools. Supported 3 annual inter-club forums for alternative rites of passage aimed to address retrogressive cultural practices such as (Female Genital Mutilation (FGM), Early Child marriage and other forms of abuse against children. Supported 78 children to participate in the children's assembly at sub-county level.

a) **Participation of children in their protection needs.**

The end term evaluation findings established that as result of the implementation of this activities the following outcomes were realized. Teachers trained in child protection issues were able to establish child clubs in their schools. The child right club and children assemblies provided opportunity for children to participate in their own protection needs. The participation in child right clubs and children assembly meetings and forums provided boys and girls opportunity to discuss issues around protecting themselves from female Genital Mutilation, Child marriage, teenage pregnancy, child labour and school dropouts.

> *"Participation in child right clubs and children assembly forums have increased our confidence and self-esteem especially girls to confront the child protection issues that affect children in our community. Both boys and girls were not supposed to take part in decision making as they believed it was a sign of disrespect to elders, but now we discuss and present our issues to teachers and parents to take action to protect children from child abuse"- **FGD with children at AIC girl's secondary school.***

b) **Access to quality education**

A review of the project reports indicate that the provisions of sanitary towels increased the girl's confidence and enabled them to regularly attend school comfortably without fear of intimidation from other students. These enhanced retention of girls in school. Discussion with teachers established that there are reduced cases of girls dropping out of school due to lack of sanitary pads. The provision of sanitary pad improved their self-esteem and they now feel more protected and safer while in school. Provision of bursary for needy and vulnerable girls to attend secondary school, colleges, and the vocational center increased enrolment, retention, progression, and completion of quality education.

Outcome 2: To establish and strengthen reporting and referral mechanisms to respond to child protection issues

The evaluation established that to achieve this objective, the project trained 15 sub county area advisory Councils (AAC's) members on their roles and responsibility in addressing child protection concerns in their community. The project supported the sub county AACs to hold quarterly meetings to discuss child protection matters in the sub county. The project supported training and formation of 3 Locational Area Advisory Council (L.A.A.C).

a) <u>**Reporting and Referral of child protection Cases**</u>

The study evaluation finding established that because of this activities the members of the AACs and LAAC's had improved capacity to respond to and address the child protection concerns in their community. Members of the two committees are involved in identifying and reporting Child protection cases including neglect, FGM, Child marriage and abuse. A review of the quarterly reports established that over the 3 years of project implementation the following child protection concerns were identified and reported by the members of the area advisory councils.

Category of the CP	Male	Female	Action taken
Neglect	28	44	Home visit was done and the matter reported to Nyumba Kumi and area chief. The children were reinstated in their families
Early pregnancy		2	Cases reported to the chief DCS, and DCC's office and girls taken back to school.
Child assault	1	9	The matter was reported to the police, children taken to hospital and referred to court for legal action.
Child labour	2	9	Case reported to chief and children office, children rescued and taken back to their school.
Child trafficking	1	6	A case of a lost girl was reported to the authorities, chief, police and through child help line, the girls were traced and taken back to their families. The perpetrators arrested and handed over to the police.
Truancy		1	The case was reported at the police station and the VCO followed the girl's hideout and talked to child she was taken back to school
Abduction	1		Through support of the area chief the case was followed and taken back to the mother.
Defilement	5	7	Children who were defiled were rescued by police, taken to hospital for PEP and treated. The perpetrator was arrested and charged in court of law.
Child marriage		9	Cases of child marriage were identified and reported to the area chief, parent counselled, and children taken back to school.
FGM		2	Cases reported to chief and children office, children rescued from FGM and taken back to school.
Total	36	89	A total of 125 cases of child abuse were identified and reported for action by members of the AACs and LAACs.

Table 1: Child Protection cases identified and reported

b) Improved collaboration in handling of child protection cases

The evaluation findings also established that because of the support for AACs and LAACs there is improved collaboration among different department of government in handling cases of child protection. The offices of the area chiefs, teachers, parents, children officers, police and magistrates, through a collaborative approach are working to ensure that perpetrators of child abuse are prosecuted. The strengthened child protection mechanism and coordination at the ward level has also increased child protection service delivery by the department of children services. Through quarterly reflection meetings the Area Advisory Council meet to deliberate on child protection issues and advocate for increased protection of children in Kajiado South Sub County.

Outcome 3: To conduct advocacy at community level and beyond to enhance boys' and girls' ability to access, protect, and promote their rights.

A review of the final project completion report established that, seventy-five (75) community leaders have been trained on community policing and child protection which has enabled them to maintain and use knowledge to respond to child protection threats (abuse, neglect, violence, and exploitation) in the region. As a result of this training, there is strong linkage and established network among the community leaders in preventing and responding to child protection issues in their community. The community leaders trained are representatives of Nyumba Kumi community leaders (balozi), Moran, pear leaders, women group leaders, VCO, health /education department officers, interior government officers including chief and police. Training focused on child right, child abuse, neglect, community policing, protective factors, roles and responsibilities and networking.

> *"The child protection focal point person were very instrumental in the field. They interacted with the community and when they spotted any abuse they would report to the officer of child fund, the police, and Nyumba Kumi team for action. Nyumba Kumi initiative-This team was located in the community and they used to report any cases of child abuse, violence, exploitation and neglect to the relevant authorities that was put in place for action. Community Moran groups- This group was in the community and their work was to listen to child protection cases that was reported to them then punish the perpetrators in their traditional way"- **FGD with Parents.***

a) Utilization of community child protection structures by children

An Ethnographic study conducted by ChildFund to learn about community-based child protection processes and mechanisms in two mostly rural areas of Kilifi, and Nyamira Kenya, reported that a higher level of effectiveness and sustainability were associated with community-driven groups organized around helping vulnerable children. Recommendations from the research strongly encouraged strengthening of community based child protection mechanisms through: Enabling a coordinated, holistic approach, addressing gender issues, placing families and communities at the center, strengthening prevention, improve the use, functionality, and accountability of the formal system and supporting internally driven social change. During the study it was established from discussion of children respondent that they use community-based structure such as Nyumba Kumi to report child protection threat that occur in their family.

The project baseline study established that when children have problems or are stressed or violated/abused, the person in the community that best support them are their parents at 19.6% followed by teachers at 16.8% and government officials at 15.1%, peer groups at 10.3%, religious leaders at 8.6%, relatives 8.4%, community at 6.9%, social workers at 6.3% and health workers at 5.0%. During the end term evaluation when a similar question was asked the evaluation established that there was an increase of majority of children utilizing the various community based child protection structures to report cases of child abuse as indicated in the table below

	Male	Female	Total
Peer groups (e.g. friends)	39.9%	21.8%	28.8%
School teachers	69.6%	71.4%	70.7%
Community social workers	27.2%	18.5%	21.9%
Religious leaders	62.0%	63.3%	62.8%
Government officials	37.3%	34.7%	35.7%
Relatives	27.8%	25.4%	26.4%
Community members	19.6%	13.7%	16.0%
Health workers	20.9%	10.9%	14.8%

Table 2: Children's utilization of community-based child protection structures

Outcome 4: To strengthen community-based child protection system.

The final report indicate the project supported 6 community dialogues with men (Morans) in three Manyattas of Mbirikani, Naretoi and Kuku reaching 300 Moran with Child Protection messages. This provided opportunity to for the Moran to discuss child protection issues that discouraged retrogressive cultural practices that expose children to protection risks. As a result, there was increased awareness of child protection among Morans who act as advocate for children's rights in their region. The project also supported Ten (10) child protection volunteers who were trained on different aspects of child protection. During a focus group discussion with Morans some of the responsibilities undertaken by different community based structures are indicated in the text box below.

*"Community- based child protection groups often volunteer to deal with the protection and wellbeing of children in a village. They put into place child abuse issues such as child trafficking, abusive child labour, early marriages, gender- based violence, child prostitution, sexual abuse and exploitation within families. Parents also ensures their children gets sufficient basic needs for a better welfare. They ensure their children are at home at the right time and also keenly listen to their children's views and expression. Chief also ensures that all children at the village are in school and do not loiter in town anyhow without the watch of their parents. Teachers ensures that all children attend classes at the right time and carefully monitor their conditions and situations at school.-**FGD with Morans***

Outcome 5: To operationalize Inkisanjani vocational and resource centre.

A review of the final project completion report indicates that through the operationalization of Inkansanji vocational resource centre, seventy-six (76) youths have successfully completed certificate course in computer user proficiency course. The youths have acquired valuable foundational (ICT) skills that will assist in getting placement in the job market. This intervention has increased the number of out of school youths with computer skills.

The goals of technical and vocational education and training in Kenya is to develop an effectively coordinated and harmonized TVET system that is capable of producing quality skilled human resource, with the right attitude and values as required for growth and prosperity of the various sectors of the economy. The operationalization of the Inkisanjani vocational and resource center. The evaluation established from the respondents interviewed that the center has gained popularity with the community as a place where young people from disadvantaged families who are unable to join tertiary education are able to access better vocational training opportunities in computer studies. It was reported by majority of the youths interviewed that the skills gained from the vocational training center has prepared them for Job opportunities. During focus group discussion with youths who enrolled and completed course at the center, the center has offered more opportunities such as:-

- *Increased access to youth employability skills in computer relevant for joining the labor market or initiating own business*
- *58% of youth complete basic business and technical skills*
- *Addressing unemployment among young people by increasing the number of young people who gain skills to join to join labor market*
- *Enhancing self-employment and opportunity to generate income through establishment of computer cyber cafes*
- *Promoting gender equality and equity for women and girls to access vocational training education*
- *Reduced vulnerability and exposure to social ills such as crime, teenage pregnancy and early marriages.*
- *Contributing to the counties development agenda which seeks to empower the youth through access to quality vocational training*
- *The strengths of the institutions is the ability to accommodate more and more young upcoming youths they also have dormitories that gives them ability to enroll more youths.*
- *The vocational training center has been of great help to the community and the children. Reason being most of the children are not idle as before, crime has greatly reduced in the area, early pregnancies is not as rampant as before.*

Objective 6: To prevent spread of COVID 19 Pandemic among vulnerable children and Families.

Children, adolescents and families may be particularly vulnerable to disease severity and unintended harms of public health measures during pandemics and have been previously defined as a high-risk population for negative impacts during an outbreak. Children may develop mental health disorders such as anxiety, acute stress, and adjustment disorders. Separation from parents, stigmatization, fear of an unknown disease, and social isolation. Chidden with special needs like autisms spectrum disorder and neurocognitive disability can become frustrated due to disruptions in their daily routines, therapy sessions, and they are more likely to show problematic behaviour such as irritability, aggression and social withdrawal[6]. The project supported 500 families of vulnerable children with sanitation supplies including soap for hand washing and facemasks to improve their situation to prevent and respond to COVID-19.

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[6] Castañeda L (2020) Negative Impacts during a COVID-19 Pandemic on Children, Adolescents & Families. Health Sci J. 14 No. 6: 761.

The intervention was a preventive measure to protect the public and family member of project children against COVID 19. The project also created awareness to the community on how to protect themselves from getting corona. The study established that implementing the COVID-19 related intervention helped reduce the experience of fear, uncertainties and parental stress. The support to families also helped reduce risk for children and families from various physical and mental health problems, and access to service.

> *"The project supplied face mask to the children in the community. Distribution of sanitizers in homes and schools. Creation of awareness through billboards, community leaders and other reliable sources. Educating parents not to allow their children to go to crowded places. The project provided food to most affected families. Most part of Rombo received food stuff from Child Fund during the period of Corona. The project was also distributing sanitary pads/ towels to girls in most part of the community. This reduced the risk of girls going to town and crowded places to look for sanitary pad"-* ***FGD with Opinion leaders***

3.4. Project Impact

The finding on this subsection answers to the question to what extent did the outcome of the project interventions contribute towards protecting children especially girls from child abuse within the project area. The findings also extend to finding out how the project addressed key child protection risks that affect children in the Maasai Community as identified during the design of the project and baseline survey.

3.4.1. Children's Knowledge and Awareness on Child Protection Issues

During the baseline, the study finding established that only 52.1% of children interviewed, had knowledge and are awareness of child protection issues affecting children in their school and the community. The end line evaluation has established that the level of awareness on rights and child protection issues had improved to 91.4% of children respondent interview during the study indicating that they are aware of child protection issues affecting children in their community. The percentage is higher for boys at 93% as compared to girls at 90.3%. The increase in knowledge and awareness on child protection issues was attributed to training of children in their own protection and participation in child right clubs and children assembly forums where they advocated against child protection issues affecting children.
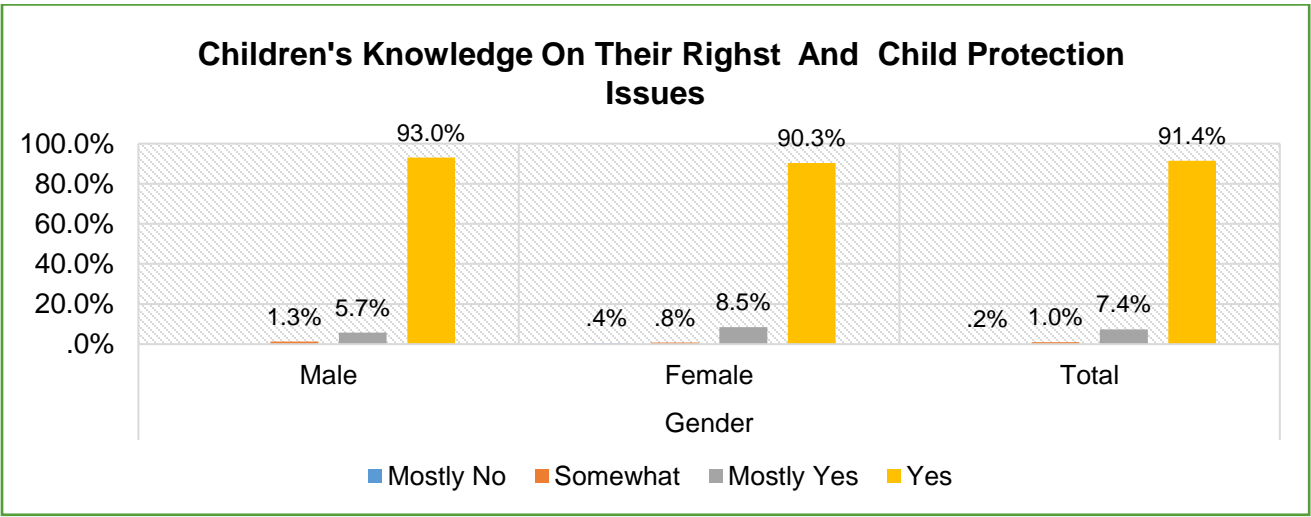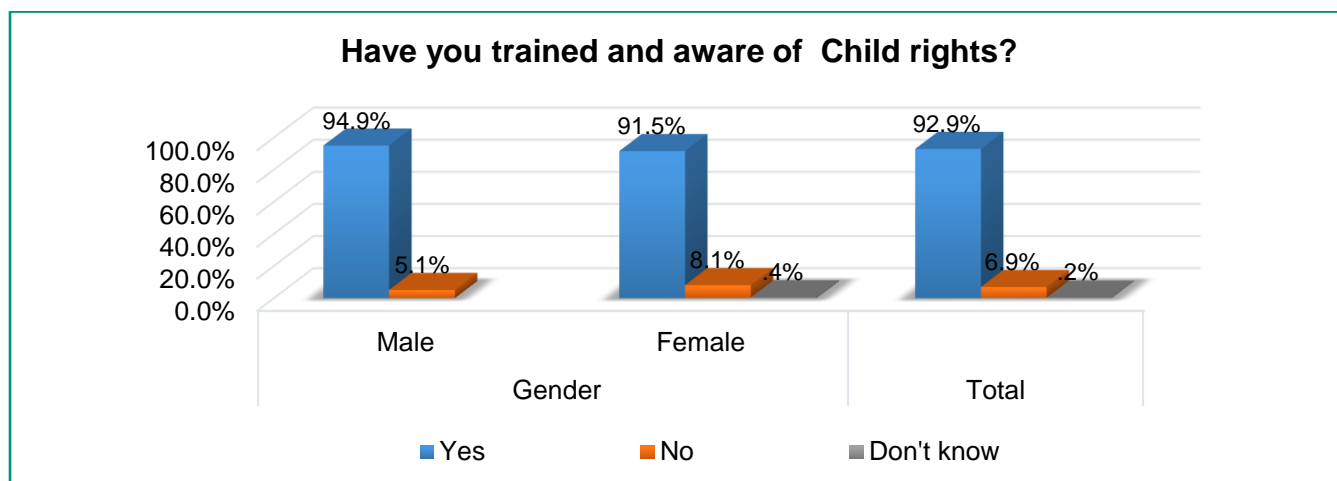

Figure 2: Proportion of children aware of their child protection needs

a) Children's Level of Knowledge and Awareness on Child Rights

The baseline study findings further established that 69.8% of children interviewed had been trained on child rights. The proportion of children reporting that they had been trained and sensitized on child right at the end line evaluation increased to 92.1%. Discussion with the teachers and parents established that many children were aware of their rights and were involved in identifying and reporting child protection issues that arise in their community to parents, teachers and community leaders.

Figure 3: Proportion of children who report they have been trained and they are aware of their rights

The end line evaluation also established that community's capacity to uphold most of the child protections rights had improved as indicated in the table below. During the baseline communities upheld rights to FGM, Early Marriages, Community warriors at 39.8% and this has increased to 84.5%. The extent to which rights to education, health care, shelter, nutrition, parental care, name and birth registration has increased from 38% to 63.3%. The extent to which protection of children from hazardous or exploitative labour is upheld improved from 3.6% to 26.4% and protection from abuse and neglect improved from 5.2% to 59.6% and protection from inhuman treatment and punishment improved from 9.5% to 34.0% as reported by children respondent interviewed during the end term evaluation.

Child protection rights Upheld	Male	Female	Total
Protection from Abuse and neglect	62.0%	58.1%	59.6%
Protection from Harmful Cultural practices e.g. FGM, Early Marriages, Community warriors	76.6%	89.5%	84.5%
Protection from inhuman treatment and punishment,	38.6%	31.0%	34.0%
Protection from hazardous or exploitative labour	31.0%	23.4%	26.4%
Basic rights to education, health care, shelter, nutrition, parental care, name and birth registration	62.0%	64.1%	63.3%
Other		.4%	.2%

Table 3: Proportion of children that now report the extent to which rights of children are upheld by the community.

During discussions with various respondent, it was established that activities such as alternative rites of passage, sensitization and training of Morans, child protection oversight role by AACs, LAACs and child protection focal point persons had created awareness among communities towards respecting the rights of children. Parents are move involved in ensuring their children go to school and community leaders are responsive in addressing child protection concerns reported to community-based child protection structures like the Nyumba Kumi and Balozi.

b) **Children's Access to Information on Child Rights**

According to the baseline study findings only 53.2% of children at the time of the baseline reported being able to access information on their rights. With the project intervention, this has since improved to 87.7% of children who reported at the end line evaluation that they are provided with accessible and appropriate information about their rights and how to exercise it. This is also attributed to the development and distribute child protection IEC materials in 12 primary and secondary schools. The table below indicates children's response on their access to appropriate information about their rights.
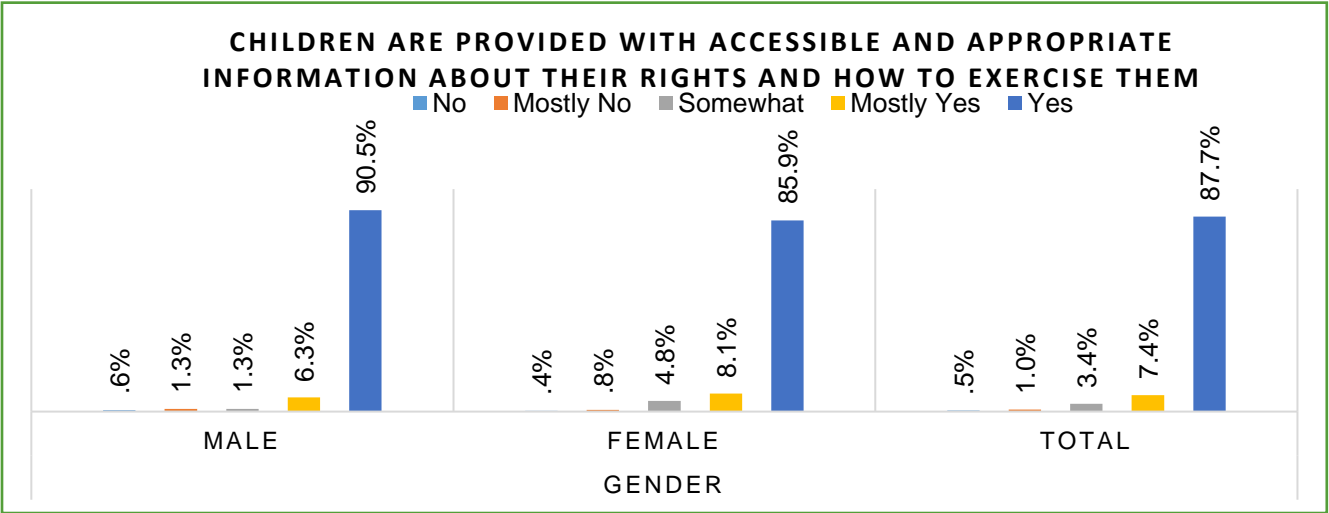

Figure 4: Children's access to information on child rights

3.5. Children's Participation in Own Protection Needs

The baseline study established that 40.9% of children and young people reported being involved in decision making. During the end line evaluation, it was established that this had increased to 71.2% of children who report that they now more involved in decision making. At the baseline only 48.6% of children and young people reported that there is direct involvement of children in monitoring their rights as stipulated on Child Rights Conventions. This has since improved to 73.4% of children now reporting that they are now more involved in monitoring their rights. During the baseline only 59.2% of children reported that children were influencing their own environment to be more protective. This has improved to 85.5%. The study also established that 86% of children interviewed indicated that children are now more empowered to speak out about exploitation abuse, neglect and violence in their lives and able to participate in decisions affecting them (particularly regarding their care and rescue). The study further established that 84.4% of the children respondent feel that Children have access to adequate avenues for airing their grievances and compliances and where to seek advice. 83.5% of children reported that their independent complaints mechanism in regard to the child protection decisions. This is indicated in the table below.

| Statement	No	Mostly No	Somewhat	Mostly Yes	Yes
Children and young people are more involved in decision making processes	8.9%	3.4%	6.7%	9.9%	71.2%
Children are currently consulted on decisions that involve them or that affect their lives	1.2%	1.2%	7.4%	5.9%	84.2%
There is direct involvement of children in monitoring the rights as stipulated on Child Rights Conventions	9.6%	3.0%	7.4%	6.7%	73.4%
Children's voices are being taken into account on child protection issues within households and the community	1.5%	.2%	3.2%	9.4%	85.7%
Children are influencing their own environment to be more protective	1.0%	1.0%	3.2%	9.4%	85.5%
Children's views are expressed and taken into account on issues of abuse, exploitation or neglect (e.g., Child Parliament)	.7%	1.0%	3.4%	8.1%	86.7%
Children are empowered to speak out about exploitation abuse, neglect and violence in their lives and able to participate in decisions affecting them (particularly regarding their care or restoration)	.7%	.7%	2.2%	10.3%	86.0%
Views of the child are accorded weight based on their age and maturity of the child	1.2%	3.0%	3.2%	7.9%	84.7%
Are you aware of any specific government policy related to protection of children out of home care	6.9%	2.2%	2.2%	5.9%	82.8%
Are there independent complaints mechanism in regards to the child protection decisions	6.2%	1.5%	3.0%	5.9%	83.5%
The children are informed about their rights of participation and protection regularly for them to make informed choices	.7%	.5%	3.2%	7.4%	88.2%
Child have access to adequate avenues for airing their grievances and compliances and where to seek advice	.7%	.7%	2.5%	7.6%	88.4%

Table 4: Children respondents who report participation in decision making

3.6. Protection and Safety against Child Protections Risks

During the baseline study it was established that children in the Maasai community were exposed to several child protection risks that exposed them to vulnerability. 49.4% of children interviewed at the baseline indicated that child abuse was still a problem in their community. Some of the child protection risks cited a the baseline by the children as common in their community were Physical abuse: (hurt or violence to a child`s body e.g. hitting, beating, cutting) at 14.4%; Sexual abuse: (any sexual contact or threat of sexual contact with a child, harmful cultural activities) at 47.5%; Neglect: denying children basic needs or rights (food, shelter, warmth, education, health care etc.) at 25.5%; Emotional abuse: (saying and doing things to a child or in front of a child that makes a child feel afraid) at 12.6%.

The main victims of child abuse were identified as girls at 78% and boys at 22%. The most affected children by age were children aged 11-14 years at 52.4%, followed by children aged 14-18 years at 26.2% and 6-10 years at 12.7%. The baseline children also reported that child abuse is mostly perpetrated by family members at 35.7%, followed by strangers at 21% and by friends children trust at 18.5%. The end term evaluation has established that despite this child protection risk being still in the community as reported by various respondents during key informant interviews and FGDs with parents, 86.5% of children reached during the evaluation expressed confidence that children are now more protected from this harmful practices and discrimination.
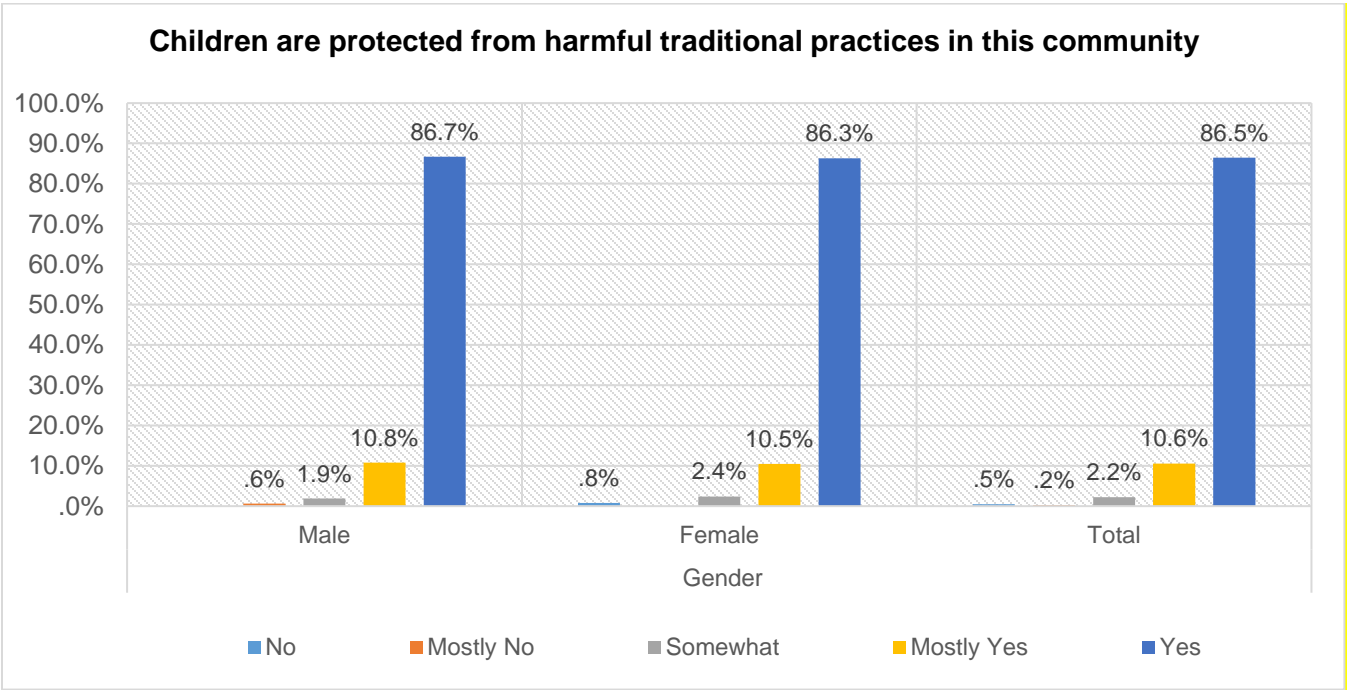
Figure 5: Proportion of children who express confidence that children are protected from harmful practices

3.7. Access to Quality Educational Services

a) **Protection from Child protection concerns in schools and community**

During the baseline study it was established that some of the child protection concerns reported by children as occurring in their school included beating children and being screamed at by teachers; bullying, insults or being called names; peer pressure and drug and substance abuse; hitting of a child by a teacher without reason and poor sanitation.

At the baseline 49.6% of children reported that they were at high risk of child abuse in their community and did not feel protected. During the end line evaluation, it was established that 86.5% of children interviewed at the end line felt more protected from child protection concerns and faced reduced risk of abuse both in school and community.
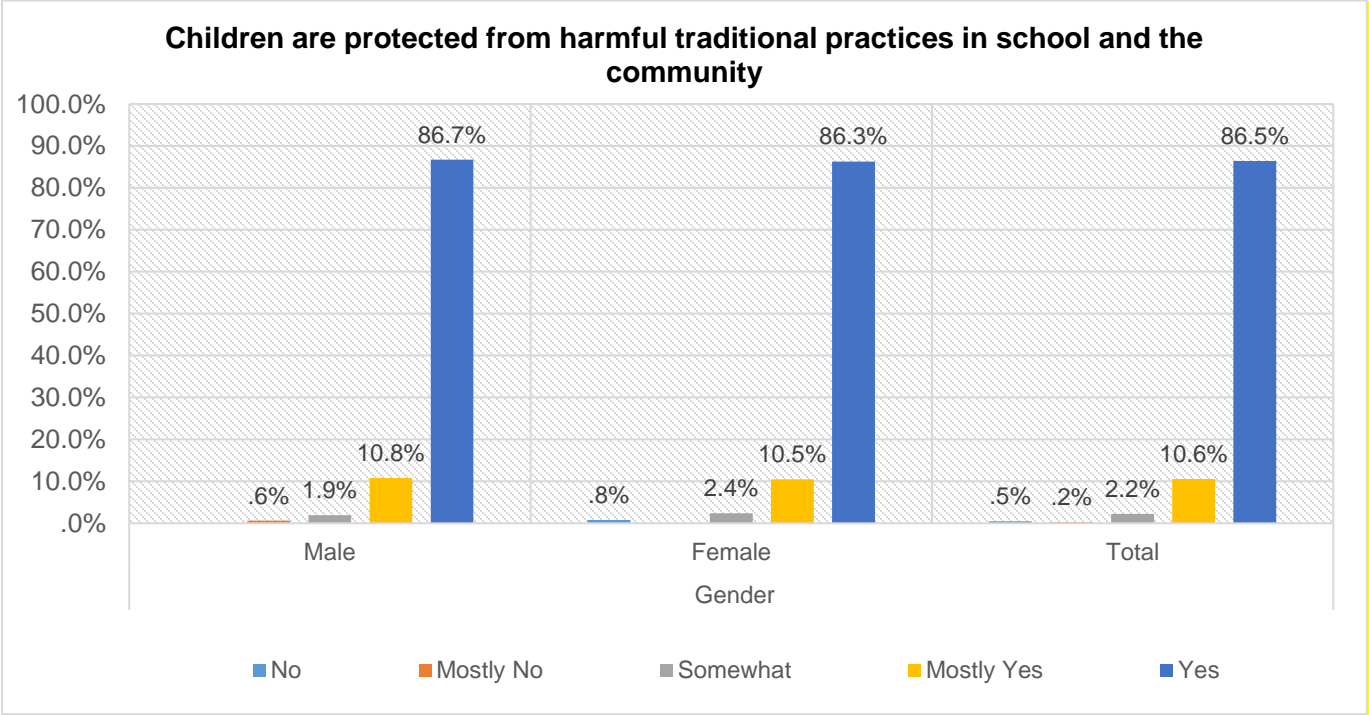
Figure 6: Children who feel protected from child protection risks in their community.

b) **Reduced Cases of Children dropping out of school**

During the baseline 52% of children respondents indicated that there were cases of children dropping out of school. Some of the reasons cited why children dropped out of school was, abuse, intimidation and discrimination by teachers, early teenage pregnancy and child labour, lack of school fees, forced marriage and female genital mutilation. During the end term evaluation when a similar question was asked 61.1% of children respondents reported that there were reduced cases of children dropping out of school.
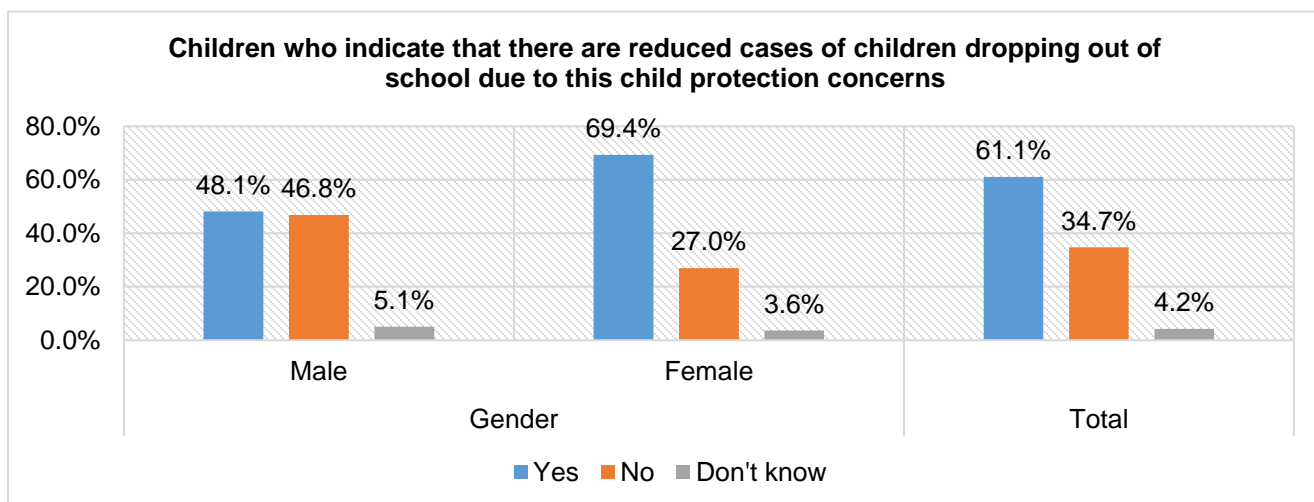
Figure 7: Children who report reduced cases of children dropping out of school

This was attributed to awareness on child right, increased reporting by community leaders and in cases where children dropped out of school they were returned by their caregivers. Children also feel more protected while in schools. The only time when children drop out of school is during natural disasters such as drought and hunger and in schools that lack feeding programmes.

c) Children's Access to Life skills Education

At the baseline only 51.2% of children reported that they had been trained on life skill. It the end line 72.4% of children reported that they had been trained on life skills is mostly done in school and non-governmental organizations such as ChildFund Kenya, AMREF, ANNPCAN, Aphia Plus and World Vision, The below table indicate some of the responses cited by children on their understanding on some of the life skills known to them.
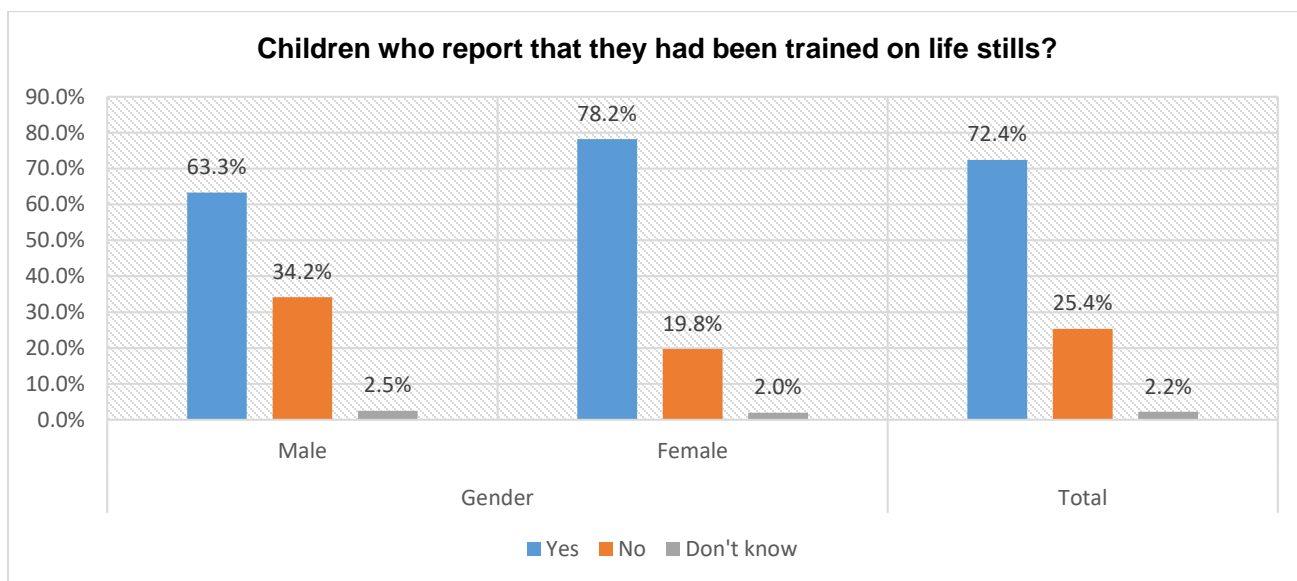
Figure 8: Children who report that they have been trained on life skills

d) Children's Participation in Child right Club activities

During the baseline only 51.6% of children reported having participated in the children clubs in their schools. The baseline established that this increased to 63.1% of children interviewed who reported that they had participated in child right clubs. The increase can be attributed to the formation of 12 child right clubs in 12 schools that provide opportunity for children to participate in their own protection needs. The child protection clubs were used to enhance boys' and girls' ability to access, protect, and promote their rights.

If Yes, Do You Belong To The Children's Club?

Don't know 0.3%

No 36.6%

Yes 63.1%
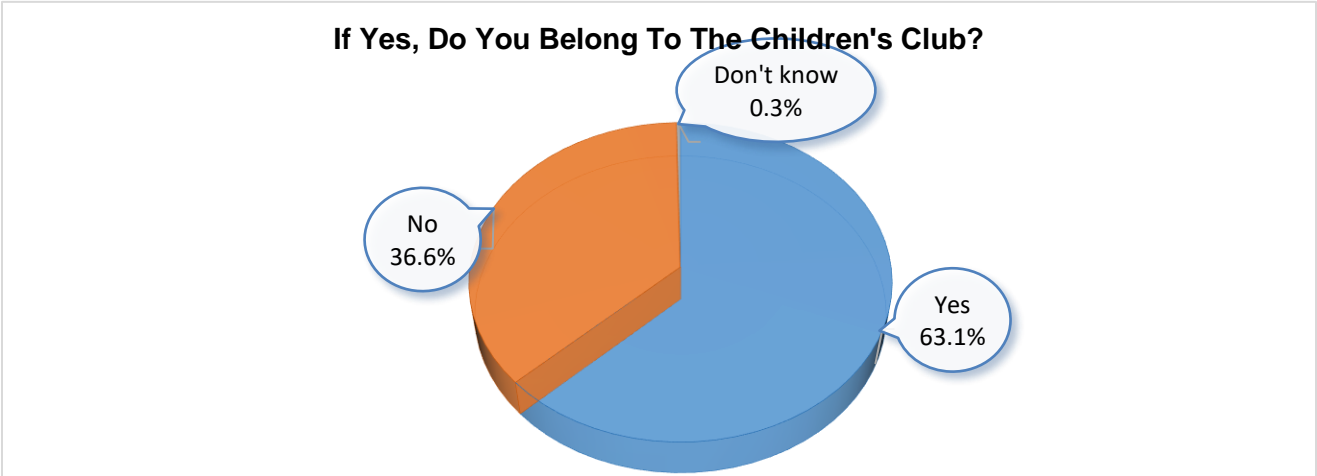
Figure 9: Children who report that they are members of child right clubs

3.8. Functionality of Community Based Child Protection Structures

a) Children's utilization of community-based child protection structures

During the baseline it was established that when children have problems or are stressed or violated/abused, the person in the community that best support them are their parents at 19.6% followed by teachers at 16.8% and government officials at 15.1%, peer groups at 10.3%, religious leaders at 8.6%, relatives 8.4%, community at 6.9%, social workers at 6.3% and health workers at 5.0%. The end term evaluation has established that this has improved with more children reporting that they use community-based structures. School teachers at 70.7%, Parents at 62.8%. Government officials at 35.7% this was mentioned as children officer, chief and police. Peer groups at 28.8%, community social workers and children volunteer officers at 21.9%. On aggregate. On aggregate children utilize informal Community based child protection structures (i.e. peer groups, Nyumba Kumi, Balozi wa nyumba, parents, teachers, religious leaders, siblings and relatives) at is high compared to formal structures (government officials such as chiefs, children officers, police, courts)

	Male	Female	Total
Peer groups (e.g. friends)	39.9%	21.8%	28.8%
School teachers	69.6%	71.4%	70.7%
Community social workers	27.2%	18.5%	21.9%
Parents	62.0%	63.3%	62.8%
Government officials	37.3%	34.7%	35.7%
Religious leaders	27.8%	25.4%	26.4%
Community members	19.6%	13.7%	16.0%
Health workers	20.9%	10.9%	14.8%

Table 5: Children reporting utilization of community-based child protection structure

b) Reporting of child Abuse/Violation

The baseline study established that 40% of children know where to report or procedure for reporting child abuse while 45% did not know. The endline evaluation has established that this has improved with 94.3% of children interviewed indicating that they now know where to report child abuse cases that affecting children in their community. The increased capacity of children being able to report was attributed to participation in child right clubs, children assemblies, life skills training and sensitization meetings organized by their teachers in schools on child right

Table 6: Children who report they can expose perpetrators of violence

	Male	Female	Total
Expose the perpetrator to a trusted person	84.8%	91.5%	88.9%
I will keep quiet and secret	12.7%	13.3%	13.1%
I am terrified and fear	8.2%	5.6%	6.7%
Do not know	7.0%	3.6%	4.9%

DO YOU KNOW WHERE TO REPORT OR THE PROCEDURE FOR REPORTING CHILD ABUSE?

No 4.7%
Don't know 1.0%
Yes 94.3%

Figure 10: Children who report that they know where to report child Abuse Cases.
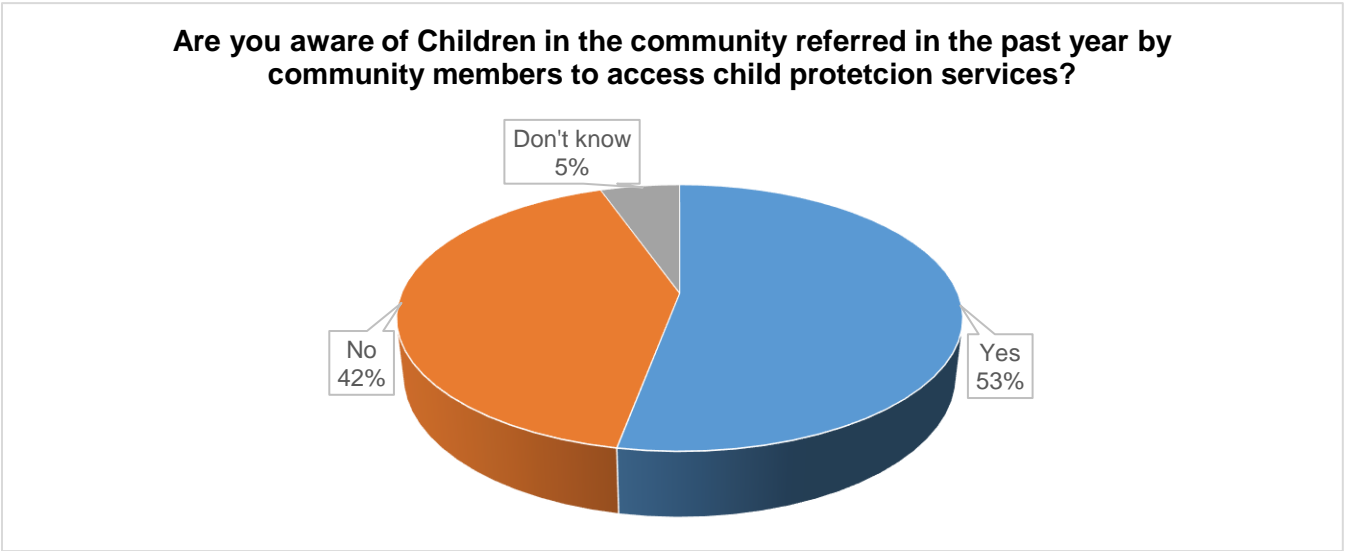
When asked if threatened to keep a secret by the perpetrator what they will do, 67.7% of the children indicted they will expose the perpetrator at the baseline, and this has improved to 88.9%. At the baseline 11.9% indicated that they will keep quiet and at the endline this increased to 13.1%. At the baseline 7.3% indicated that they will be terrified and this has reduced to 6.7% at the endline.

> *Children are now able to use child protection mechanisms such as speak out boxes, child helpline and office of the chief, nyumba kumi to report incidences of child abuse in the community. We have also community volunteers who support out teachers when there are cases of child abuse such as child marriage and who rescue children who are affected by child abuse cases. Our confidence to report cases has improved and we are no longer shy to speak out-***FGD with children in Kimana girl's secondary school***

3.9. Referral Mechanisms for Child Protection

a) <u>Children referred to access child protection services</u>

The baseline study had established that only 38.9% of children interview then, had known of children referred to access child protection services. During the end term evaluation when the same question was asked, it was established that the proportion of children reporting they know of children who had been referred by community members had improved to 53%. An indication that children were accessing child protection referral services. The study also established that most servicers accessed by children who are referred are rescues and Rehabilitation services, Counselling and psychosocial support and legal support against perpetrators of child abuse. The study also established that more girls at 70.2% are referred compared to boys at 33.9% and 17.5% for children with disability.

Are you aware of Children in the community referred in the past year by community members to access child protetcion services?

- Don't know 5%
- No 42%
- Yes 53%

Figure 11: Children reporting that they are aware that children access child protection services

	Male	Female	Total
Girls	69.0%	70.8%	70.2%
Boys	43.1%	29.2%	33.9%
Children with disability	13.8%	19.5%	17.5%

Table 7: Proportion of children reporting on the category of children referred for child protection services

3.10. Functionality of Inkisanjani Vocational and Resource Center

The project sought to establish a functional Inkisanjani Vocational/Resource Centre to give adequate opportunities for the local youth to gain hands on skills for employment opportunities. The project targeted youths who drop out of primary school; those who completed primary education but never joined secondary school; secondary school drop outs; those who finished secondary school and never joined any tertiary institution; those who dropped out of tertiary institutions; and some who completed tertiary education and training to equip them with required skills to enter the job market.

During the baseline assessment it was established the center offered 6 ICT packages in introduction to computer, Word processors. Excel, PowerPoint, internet and email, Access and hardware maintenance as part of the standardized curriculum. The endline evaluation has since established that the center now offers the same courses and in addition the center has a functional kitchen facility constructed & equipped and a playground for volley ball and basketball pitch

At baseline in July 2017 the center had only graduated 8 youths with basic computer skills. At the endline evaluation it was established that the center had graduated 76 youth with computer skills. During focus group discussion with the youths it was also established that youths graduating from the center have established computer cybercafé centers where they support community to apply for Kenya revenue Authority PINs and government services through E-CITIZEN. This has provided sources of income for the youths improving their livelihood opportunities.

Figure 12: Students during Computer session at Inkisanjani Vocational training school

3.11 Project Implementation Challenges

Key issues raised during discussions with various study respondents that may have limited the extent of the achievement of project interventions include: -

- **2017 Parliamentary Election**. The project was implemented during a period when the country when through protracted and contested 2017 parliamentary elections and which polarized the country. A review of project reports indicate that the prolonged electioneering period affected implementation of some of the activities especially those involving participation of government officials.

- **Drought:** The finding established that prolonged occurrence of drought caused pasture depletion which led to cross-border conflicts experienced along the Kenya and Tanzania border. This interfered with delivery of the community dialogues activity in two regions since Morans very central in the pasture conflict and therefore were on certain occasion not available for some of the community dialogues.

- **Land:** The evaluation established from the review of the reports that, the prolonged period of allotment and documentation of the donated piece of land by group ranch committee delayed the commencement of construction of the volleyball and basketball pitch.

- **Floods**: There are instances where the participation of children in the Kenya children assembly could not take place due to the prevailing floods which rendered travelling impossible denying children an opportunity to be involved in discussion issues that affecting them.

- **Retrogressive Cultural practices**. The practice of retrogressive practices such as FGM and child marriage continue to be a major challenge, it is established that though the project is making god progress in combating the vice through innovative ways such as establishing and strengthening community based child protection mechanisms and promoting forums such as alternative rites of passage, child help desks, child protection clubs in schools and community dialogue, the vice is still rooted in the community.

- **Lack of boarding facility** (hostel) for youths interested in enrolling for computer courses continued to be a challenge for the students who came far from the centre. Those who cannot afford the accommodation mostly spent many hours travelling to and from the centre because they come from with poor infrastructure. This prevented them from gaining expected skills with the time allocated due to time spent on the road walking to the training centre.

- **The COVID-19 pandemic** halted most of the project activities with suspension of all public gathering and meetings among other restrictions by the Government and Ministry of Health. The disruption created by COVID-19 pandemic caused children to stay at home and parents to lose income. During discussion with parents it was established that many children joined child labour due to loss of income by families and increased poverty within their households.

> *"Poverty due to harsh economic crisis experienced by families because of global economic downturn. Closure of schools and educational institutions due to the wake of Corona virus outbreak impacted the lives of children. Most of the children could not remember what they have been taught in schools. Children safety is in jeopardy due to the county lockdown and curfew enactment. Some children joined child labour while due to the use of online E-learning platforms children are exposed to inappropriate content and online predators"*-**FGD with community opinion Leaders.**

3.12 Project Efficiency

Implementation of Project Activities: The assessment of project efficiency on project implementation was anchored on assessing timely implementation of project activities. Evidence from review of the quarterly reports indicate that some activities were rescheduled from one quarter to another quarter. For example, delayed allotment and documentation of the donated piece of land by group ranch committee delayed the commencement of construction of the volley ball and basketball pitch and which was to be completed by December 2017 and at July 2019 had only been done at 50%. This is an indication that the facility was not used by the students for the duration and period it was intended.

Budget Deficits. The evaluation established that there were budget deficits due to additional budget requirement for standby generator and construction of playground and landscaping to make it user friendly and will also accommodate extra space for other games like football and athletics. The budget reallocations were not enough to complete the outstanding work as additional Kshs 1,461,325 required. The project also made savings by the end of the project and which was allocated toward the conduct of the end term evaluation.

Project management and Coordination: The project was implemented in partnership with Kilimanjaro Child Development Program (KCDP). KCDP was responsible for direct implementation of programmes activities with grant support from Child Fund Kenya. ChildFund Kenya was responsible for the overall management, coordination and monitoring of the project while the local partner was involved in the implementation of community-based activities. A review of the project report did not identify any challenges in the partnership approach and coordination of project activities. However, it is noted that the project design did not include any capacity building efforts for the partner to improve their capacity to efficiently implement the project activities even where the achievement of the project activities may have been prevented by risks and emerging project implementation risks. The project design did not clearly define capacity building needed to improve KCDP to respond to emerging challenges and only made provision for financial support for KCDP to implement programme activities.

Monitoring, evaluation and Learning: A review of the project reports indicate that the programme team developed well-structured reports that provided information on activities implemented and achievement made in each quarter. The reports provided adequate and coherent information on the progress made on the implementation of project activities. A baseline was conducted and which identified the child protection risks and capacity gaps that were to be addressed by the project. It is however noted that the project monitoring and evaluation approach did not include documentation of case studies of change stories to build evidence during the project implementation on how the project was impacting on the lives of children impacted by the project. This limited the opportunity to document both success stories and lack thereof and which would have informed progressive learning on what strategies are most effective in delivery project result and what strategies are not working.

At the time of the end term evaluation there was an end of project completion report which provide cumulatively, overall attainment of the project desired goals and objectives. The project monitoring and evaluation indicator matrix was well updated with information on key milestones achieved at output level based on project activities implemented.

3.13 Lessons Learnt

Review of the project reports indicate that some of the key lessons learnt from the project based on the study findings include:

1. Children require their voices to be heard, have an opportunity to build confidence and to participate in their own protection issues at school and in the community.

2. Networking and collaboration with other stakeholders on child protection is a best and sustainable method in addressing child protection cases at the community level for the best interest of the child.

3. Community policing is one of the best approaches to strengthened child protection at community level through involvement of Nyumba Kumi (elders), women leaders, youth leaders, Morans and Chiefs. These promote safe environment for children coexistence in the community.

4. Children are the most vulnerable group during disasters/emergencies or pandemics where criminals take advantage of situation to abuse them. Child protection service should be a continuous endeavour collaboratively with other stakeholders.

5. Project designs should embed in the project design risk analysis matrix and mitigation strategies to help minimize risks that may occur during project implementation and slow down attainment of goals and objectives. The project was implemented during two major disruption created by COVID-19 pandemic, drought, floods and 2017 Parliamentary and presidential election in Kenya. The risks should be anticipated and mitigation measures put in place to respond and cope with the risks that may occur.

6. Implementation of project that require community support through donation of community land require better planning and engagement with the community to minimize delays that may delay activity implementations. The construction of volleyball and basketball pitch was delayed for over two years due to land related issues which may have impacted on the attainment of milestones for the project.

3.14 Sustainability

The sub-section looks at to what extent the achieved results, and the project interventions strategies will continue beyond the project implementation period.

1. **Local implementing Partner.** Mt. Kilimanjaro Child Development Programme (ChildFund local partner) will continue working with department of children services and the established community-based child protection structures beyond the project period. These are the LAAC/AAC/the 10 trained child protection volunteers and the 12 child right club patrons.
2. **Community based child Protection structures.** The establishment and training of AACs and LAACs and child protection focal point persons will ensure that child protection work continues in the community. The community-based child protection structures are involved in identification and reporting of child abuse cases in close collaboration with department of children services.

3. **Establishment of child right clubs and children assembly.** These structures will ensure the continued participation of children in their own protection needs. Ensuring that children are at the center of addressing child protection concerns that may affect vulnerable children in their community.
4. **Knowledge acquired by community groups on child protection.** The Knowledge acquired by the community groups such as Nyumba Kumi and Balozi and the Morans will enable them to be champions in the protection of children from harmful practices.
5. **Coordination of efforts on child protection.** The coordination efforts on child protection by various actors such as department of children, childfund, AMREF, FIDA around events and forums such as the alternative rites of passage will create momentum towards addressing child protection concerns on the practices of harmful practices such as child Marriage and FGMs
6. **Risks to sustainability of project outcomes**. There are however emerging child protection concerns such as risk of children abuse due to online internet platforms and children spend more time using computers and phones to access online content for education. There are also increased cases of child labour and household poverty necessitated by the COVID-19 pandemic and which may claw back the gains made. It was established that due to increased loss of income and household poverty parents may resort back to marrying of their girls and sending their children to work a source of income due to household poverty and the continued presence of children in the community. It is when children are at home that they are at more risk of FGM and child Marriage. Some children may never resume school even if schools are opened because they may have been married off or joined child labour.

4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

The end term evaluation concludes that the project met the intended project goal and objectives as stated in the initial design of the Project. It is evident the Kajiado Integrated community-based Child protection and youth project established functional child protection systems and which has facilitated increased empowerment and engagement of children in their own protection. There exist community-based structures that are involved in oversighting on child protection concerns in the community. Such community child protection systems are utilized by the children to report and refer cases of child abuse. There is increased involvement of children in they own protection needs through participation in child right clubs and through children assembly. This has provided platforms for children to raise their voice and participation in advocacy work on the prevention and response to violence against children in their community. The school environment has become more protective and according to 86.5% of the children interviewed at the end line, they now confidence that they are safer and more protected both in the school and within the community. A marked improvement from the baseline where only 49% had confidence that the school and community are safe for girls and boys likely to face child abuse. The referral and reporting mechanism on child protection are utilized by the children as reported by 94.3% of children interviewed during the Edline evaluation. Over the project duration through the community-based child protection structures 125 cases of child abuse were identified and referred for action and children rescued back to school. The establishment of the in Inkisanjani Vocational and Resource Center has enabled 76 youths from poor families to access vocational training skills and youths have joined employment and initiated their own business enterprises based on the skills acquired. The project has significantly contributed to government's development agenda of addressing unemployment among young people by increasing the number of young people who gain skills to join to join labor market.

4.2 Recommendations

Based on the study finding the following recommendations: -

1. **ChildFund Kenya and implementing partners**. There is high risk of the gains made during the project being eroded due to the risks posed by the COVID-19 pandemic because of new vulnerabilities. Children are reported to have joined child labour and are at risk of online child abuse because of increased use of internet. This will require redesign of new programmes or existing and ongoing programmes to develop mechanisms of responding to this new child protection threats.

2. **ChildFund Kenya and implementing partners**. Most avenues for child participation have been designed around the school environment considering that children spend most of their time in schools and so the child right clubs, speak out boxes and children assembly have proved useful platforms for engaging children in decisions that affect them. During the COVID-19 period children spent most of their time at home with parents. It is therefore recommended that new project design should think about community-based child participation structures that are not necessary dependent on school environment and which can still be used by children collectively to raise agencies on issues affecting them.

3. **ChildFund Kenya and implementing partners**. The vocational training programmes was hailed as a good initiative and which has empowered many youths. There is need to develop a partnership with the community or the county government to support its operations to ensure sustainability as vocational education and training support counties development agenda on

TIVET and financial resources need to be allocated by the county government to support such initiative.

4. **ChildFund Kenya and implementing partners**. The project did not demonstrate strong aspect of policy advocacy. Despite the fact that child right issues are less contested, it has been established that institutions are slow at implementing the various polices in place to address violence of children's rights. This is made worse in communities where harmful cultural practices are strong and practiced by the community. Policy advocacy around enforcement where the policies are adequate and reforms where the policies are inadequate provides lasting solutions that cannot be addressed by individual less resourced project interventions. Integration of strong policy advocacy provides opportunity to use evidence from the project to improve policy environment to be more responsive to the needs of targeted beneficiaries.

5. **ChildFund Kenya and implementing partners**. Project implementation and coordination gaps identified include lack of specific activities in the project design to continuously build the capacity of the project partners in various aspects of project implementation. The project design only provided financial support to the implementing partners to implement programmes activities. It is recommended that capacity building be embedded in future or ongoing projects to ensure partners have capacity to especially respond to risks that may impact on the projects.

6. **ChildFund Kenya and implementing partners**. Monitoring and evaluation. The project conducted baseline survey and had very good and well documented quarterly reports demonstrating achievement of project objectives. It is however noted that the project missed opportunity to document case studies of failure or success of project interventions to help draw out lessons that would improve ongoing actions in the project implementation. There is need to strengthen the monitoring and evaluation approaches beyond reporting on the implementation of activities to involve continuous data gathering.

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5.0. ANNEXES

5.1. Project Performance Indicator Matrix

Project objectives	Performance Indicator	Baseline	Endline
Goal: To promote functional child protection systems, facilitate increased empowerment and engagement of children in their own protection in Kuku, Mbirikani and Naretoi coverage area.			
Objective 1. To strengthen the schools protective environment, improve access to quality education and promote children's participation in Kuku, Mbirikani and Naretoi coverage area by December 2019.	1. % of children and young adults have knowledge and awareness on child protection at school level.	52.1%	69.8%
	2. % Children and Young Adults report that they can apply life skills in hypothetical or practice situations.	66 %.	72.4%
	3. % CYA have witnessed a student/child being hit (humiliated) in school, by a teacher, other adult, or other students/children, in the last 3 months.	42.9 %	36.7%
	4. % of Children and Young Adults participate in children's clubs or groups.	61%	71.2%
Objective 2. To establish and strengthen reporting and referral mechanisms for child protection issues in Kuku, Mbirikani and Naretoi coverage area by December 2019.	1. # of functioning referral mechanisms for child protection	25	25
	2. # of community-based child protection committee activities which a social services representative (social welfare/police/health services) has attended in the past year.	4	12
	3. % of children referred in the past year by the child protection committee to social services (social welfare/police/health services).	5.3 %	21.9%
	4. % of children in the community referred in the past year by community members (family members or other community members) directly to social services, without going through the community-based child protection committee.	94.7 %	96.3%
Objective 3. To conduct advocacy at community level and beyond to enhance boys' and girls' ability to access, protect, and promote their rights December 2019	1. # of functioning community based child protection system.	25	25
	2. % of children in the community referred in the past year by community members (family members or other community members) directly to social services, without going through the community-based child protection committee.	94.7 %.	96.3%
Objective 4. To strengthen community based	3. % of children referred in the past year by the child protection committee to social services (social welfare/police/health services)	5.3 %	21.9%

child protection system by December 2019 in Kuku, Mbirikani and Naretoi coverage area.	4. % of children in the community referred in the past year by community members (family members or other community members) directly to social services, without going through the community-based child protection committee	94.7 %	96.3%
Objective 5. To operationalize Inkisanjani vocational and resource center.	1. # of standard curriculum offered Inkisanjani vocational and resource center.	6	8
	2. # youth who graduate from basic business and technical skills training programs	8	76
	3. % youth who participate in at least 6 forums among peers over a 12 month period.	66 %	72.4%
	4. % youth who can apply the life skills to hypothetical or practice situations"	66 %	71.2%

Annex Two: List Key Informant Interviews

No	Position	Organization/ Institution
1.	Sub County Children Officer	Government
2.	Sub County Children Officer	Government
3.	Sub County Children Officer	Government
4.	Vocational Training Stakeholder	Learning Institution
5.	Voluntary Children Officer	Government
6.	Youth at the VTC	Learning Institution

Annex Three: Focus Group Discussions with Children

No	Category	No. of Respondents	No. of Male	No. of Female
1.	Girls – Inkisanjani vocational and resource center	8		8
2.	Girls – AIC Girls	8		8
3.	Boys – Mbirikani Primary School	8	8	
4.	Boys – Kimana Primary School	8	8	
5.	Boys - Kimana Secondary school	8	8	
6.	Girls - Kimana Primary schools	8		8
7.	Mixed Group – Shilishili Primary School	8	4	4

Annex Four: Focus Group Discussions with Adults

No	Category	No. of Respondents	No. of Male	No. of Female
1.	Parents and Caregivers - Mbirikani	8	4	4
2.	AAC/ DAAC/ CHWs (2 FGDs)	16	8	8
3.	Opinion Leaders, Morans	8	8	
4.	Teachers, BOM	8	4	4
5.	Young Adults, Youth	8	4	4