



Community-Based Child Protection Project (ZWE0231)

In

Zimbabwe – Harare and Bulawayo Urban

End of Project Evaluation

Funded through PLAN DENMARK

Prepared by:

Sibangani Shumba and Shadreck Zhou



Suite 213, 2nd Floor Masiye Business Suites, Cnr Fort St / 9th Ave, Bulawayo, Zimbabwe
dialhonour@gmail.com or +263 773 879 998 / +263 712 775 130 / +263960397
sshumba2000@gmail.com or +263 772 124 134 / +263 718 104 609

April 2016

Disclaimer: *The views expressed in this report reflect the interpretations and suggestions of the Consultants based on the secondary and primary data collected. They do not in any way reflect the official position of Plan Denmark, Plan Zimbabwe, Justice for Children Trust and their partners. The consultant is therefore solely responsible for any errors and omissions contained herein.*

ACKNOWLEDGEMENTS

As the evaluation team, we would like to express our gratitude to Plan and JCT for giving us the opportunity and support to conduct this end of project evaluation. Special appreciation goes to the M&E, Projects and Field team for the technical and logistical support prior to and during fieldwork.

We would also like to thank the key project partners who participated in the study including: Judicial Service Commission; Ministry of Gender, Women's Affairs and Community Development, Ministry of Labour and Social Services, Zimbabwe Republic Police (ZRP) Victim Friendly Unit; MSF, Childline and other CBOs. Community-level clients especially the various host schools, youth paralegals, child protection committees, parents / guardian, peer facilitators, boys and girls are also highly appreciated for not only having been the life and blood of the project but also for providing valuable information presented in this report.

Last but not least, we also extend our gratitude to the research assistants who provided the enumeration and data capturing services for this study.

Contents

ACKNOWLEDGEMENTS.....	2
LIST OF TABLES.....	4
LIST OF FIGURES.....	5
ACRONYMS.....	6
DEFINITION OF TERMS	7
EXECUTIVE SUMMARY	8
1. INTRODUCTION	12
1.1 Project background and context.....	14
1.2 Evaluation purpose.....	16
2. EVALUATION PROCESS AND METHODS.....	17
2.1 Desk review	17
2.2 Sampling of areas and respondents.....	17
2.3 Data collection methods and instruments.....	19
2.4 Data collection and analysis strategy	20
2.4.1 The evaluation team.....	20
2.4.2 Data collection Strategies	20
2.4.3 Data Management strategy	21
3. STUDY FINDINGS AND DISCUSSION	22
3.1 Program relevance	22
3.1.1 Needs at the community and beneficiary levels.....	22
3.1.2 Alignment with Government of Zimbabwe priorities.....	24
3.1.3 Alignment with work of the three partners	24
3.2 Program effectiveness	26
3.3 Program efficiency	31
3.3.1 Financial Management.....	32
3.3.2 Disbursement of project funding	32
3.3.3 Partnership and Alliances	33
3.3.4 Capacity Building Support	33
3.3.5 Strong stakeholder engagement	33
3.3.6 High community buy-in and participation	33
3.4 Program outcomes and impacts	33
3.4.1 Impact on Justice for Children Trust	34
3.4.2 Impact on the community	35
3.4.3 Impact on the children and their families	37
3.5 Project sustainability	41
3.5.1 Community involvement	42
3.5.2 Capacity building of local structures	42
4. CONCLUSION, RECOMMENDATIONS AND ACTION PLAN.....	44
ANNEXES	46

LIST OF TABLES

Table Title	Page
Table 1: Project partners and roles	14
Table 2: Project summary	15
Table 3: Challenges addressed by this project	23
Table 4: Summary of project progress against targets	27
Table 5: Children's perceptions of the capacity of JCT	35
Table 6: Children's perception of the project's impact on the community	36
Table 7: Children's understanding of practices constituting abuse	39

LIST OF FIGURES

Figure Title	Page
Fig 1: Pillars of the project	15
Fig 2: Multi-stage sampling process	18
Fig 3: Research team structure	20
Fig 4: Project critical success factors	32
Fig 5: Child rights recognized	38
Fig 6: Child rights recognized	38
Fig 7: Common abuse types	40
Fig 8: Lessons learnt	40
Fig 9: Perceived project achievements	41

ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
CBO	Community Based Organisation
CCW	Community Care Worker
CPC	Child Protection Committee
DCWPS	Department of Child Welfare and Protection Services
ETE	End of Term Evaluation
FGD	Focus Group Discussions
JSC	Judicial Service Commission
JCT	Justice for Children Trust
NAP	National Action Plan
NCMS	National Case Management System
NGO	Non-Governmental Organisation
OVC	Orphans and other Vulnerable Children
Plan	Plan International Zimbabwe Country Office
UNCRC	United Nations Convention on the Rights of the Child
VFC	Victim Friendly Court
VFU	Victim Friendly Unit
ZRP	Zimbabwe Republic Police

DEFINITION OF TERMS

Child protection:	All measures (preventative and responsive) and activities whose purpose it is to protect children from harm, abuse, neglect, exploitation and violence (UNCRC).
Child abuse:	Any expression or action (doing or not doing) that violates the rights of children.
Child participation:	Involvement of children in decisions and activities, which affect their lives (UNCRC). This implies that children are empowered and enabled to make their contribution to issues affecting their lives through views and practical involvement and decision makers take into account their contributions in making final decisions of issues affecting children's lives
Children:	Persons under the age of 18 years (UNCRC). In this study, children was used to refer to all respondents below the age of 18 years
Youth:	In this project, this refers to young people between the ages of 18 years and 30 years. These were used as paralegals in this project
Disability:	All forms of impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations (World Health Organization).

EXECUTIVE SUMMARY

Context

In response to rampant violations of children's rights in the urban areas of Harare and Bulawayo, Plan International (Zimbabwe) and Justice for Children Trust (JCT), with support from Plan Denmark, implemented a two and half year project (October 2013 to March 2016): **“Community-Based Child Protection in Harare and Bulawayo”**, seeking to contribute to the protection of children in the urban communities of Bulawayo and Harare. As the project drew to a close, it underwent an end of project external evaluation, which sought to assess the process of delivery, effectiveness, efficiency, impact and sustainability of the project. The evaluation also sought to draw lessons that could inform Plan's future programming. This report presents the results of the end of project external evaluation.

Purpose of the evaluation

The purpose of the evaluation was to assess the progress made towards fulfilment of project objectives, relevance, efficiency, effectiveness, sustainability, scaling up and innovation, equality and non-discrimination, outcomes and impact, lessons learnt conclusions and recommendations. Specific objectives of the end of term evaluation were to;

- Assess the progress made towards achievement of specific objectives of the project, its outcomes, direct and indirect impact of the project on the beneficiary group, especially children and their families
- Assess the direct and indirect impact of the project and general situation of the people living in the project areas of Harare (Epworth) and Bulawayo (Makokoba, Mzilikazi, Pumula, and Hyde Park)
- Investigate the impact of the cross-cutting issues such as gender, child participation and inclusion of the excluded children
- Ascertain the methods used to engage communities
- Inform PLAN and JCT; the communities of Epworth and Bulawayo; government and other key stakeholders on the project achievements to date, constraints, lessons learnt, best practices, and recommendations for project improvement and potential future programming to address violence against children.

Methodology

A Beneficiary survey was conducted on 201 randomly selected children from all program wards using a questionnaire to get information from children. In addition, 37 Key informant interviews were held with implementing partners and stakeholders while 22 Focus group discussions were held with child protection committees, parents, youth paralegals and child peer facilitators. Both quantitative and qualitative methods were applied in the analysis of the data presented in this report.

Findings/Results

- **Relevance**

The project was noted to be appropriate in addressing the needs of the children, as identified in the project proposal and by children themselves. It was also found to be coherent with the needs of all the partners (Plan Denmark, Plan Zimbabwe and Justice for Children Trust). The project design, strategy and implementation reflect efforts to address the identified needs. Capacitating communities, thus strengthening the protective environment, and empowering the children and youth (thus ensuring their participation), ensured that children were able to champion their cause. The design of the project made it the more relevant by embracing collaboration with partners and stakeholders – bringing in skills and expertise for different components of the project. The project was aligned with other existing programmes implemented by both Plan and JCT, thus giving it ample leveraging opportunities

- ***Efficiency***

The project generally enjoyed considerable efficiencies in its execution. To the extent that it was able to leverage on partners and alliances, render capacity building to key project players at all levels and stages, the project created conditions of efficiency in its programming. However, project efficiencies may have compromised due to inefficiencies in the flow of funds for project activities. This, coupled with staff turnover in the Victim Friendly Unit of the Zimbabwe Republic Police, contributed to some inefficiency as they either could not keep pace with timeline or had to be fast-tracked to manage backlogs.

- ***Effectiveness***

The project was effective in its approach to reach out to children and the community at large. It has done well in the identification of volunteer paralegals and peer facilitators, although needing to design strategies for their retention. It has also done well in terms of legal education outreach and legal aid support to children and communities. Success in the area of training and community dialogues as well as pushing forward the advocacy agenda has been considerable. Failure to complete training on key aspects of gender means that this important aspect of the project compromises its effectiveness. This “ineffectiveness” of the project in these areas could be addressed through careful planning and budgeting and closely tracking progress of activities.

- ***Outcomes and Impact***

Evaluation results show that the project created significant positive changes for the direct and indirect target groups. The capacity of Justice for Children Trust was enhanced in two key ways: (a) through the addition of youth paralegals and child peer facilitators to the team in order to advance legal education and legal aid advocacy and (b) through the LTA training that enabled them to increase its visibility and information sharing via its website; thereby enhancing its fundraising capabilities. At Community level, local structures like community based child protection committees; school-based child protection committees and schools were strengthened through training and provision of advocacy materials. Although hard data was not availed, groups interviewed were unanimous that their communities were now safer to live in due to the presence of community based volunteer paralegals, that reporting of abuse cases had increased and that child abuse cases were on the decline.. There was evidence that children were now more informed about their rights, what constitutes abuse

and knew what local structures and procedures to use when they need child protection-related help. However, the unintended impact reported by parents was that of isolated cases of children using and abusing their increased knowledge about rights to disrespect their parents.

- ***Sustainability***

The sustainability of the project was noted to be highly possible especially with its key elements of (i) community involvement, (ii) capacity building through training at community, stakeholder and implementer levels and all stages of the project, (iii) use of existing community and institutions/mainstream structures. The sustainability could be enhanced further, by ensuring that schools, a key forum of the project activities, fully embrace the project by mainstreaming the activities within their core curriculum and ensuring use of participatory methods in their delivery, . This may take some effort in sensitizing and training key stakeholders within the school system.

- ***Innovation and scale-up***

Scale-up is about the question: What is the potential for reaching larger numbers of target population? The project has enjoyed ample success in the intervention areas. Needless to say, there are other areas that experience the same needs as Epworth and Bulawayo, within the same cities and beyond. There is no doubt that more children would benefit from such activities. What is clear is that JCT has implemented a successful project. The child protection intervention should be strengthened and scaled up in other areas within Bulawayo and Harare before it can be taken to other towns and cities.

Conclusions and recommendations

The following conclusions and recommendations emanate from the most important findings and observations arising from final evaluation of the project: Community-based Child Protection in Bulawayo and Harare

Relevance: The project was a good response to challenges faced by children and young people in the target communities. The response was made within the strategic framework of Plan International, JCT and the Government of Zimbabwe. The project generally embraced good design elements but overlooked the issue of a baseline.

Recommendation - Projects should be undertaken after a baseline has been done in order to define indicators and baseline values that then help in tracking progress during the life of the project.

Efficiency: The project delivered its activities efficiently; using a combination of good coordination, sound Financial Management and resource leveraging. However, the project experienced disbursement delays of sizeable periods of time, leading to either pre-financing or postponing activities while waiting for the funds.

Recommendation - To the extent possible, steps should be taken to avoid disbursement delays or at least minimise the delay period so that this does not derail project activities.

Overall effectiveness: The project registered notable success in delivering set activities that enabled it to achieve most of its intended outcomes. However, the issue of volunteer burn-out due to lack of incentives has emerged as a black spot on an otherwise well modelled project.

Recommendation – There is need to provide incentives for volunteers to enable them to commit to the project activities. Consideration could be given to establishing income-generating activities that will provide sustainable livelihoods and allow them to continue to render service to the project.

Partnership and teamwork: The project employed a sound partnership delivery model that included its core team, volunteers, key government departments and relevant NGOs and CBOs to combine responsibility and key expertise necessary to bring about delivery efficiencies. Some government ministries however seemed a bit detached from the progress of the project.

Recommendation – Project implementers must lobby all relevant government ministries / departments to ensure that they also play their part in the project.

Programme outcomes and impact: The project managed to have positive outcomes and impacts on the implementer (JCT), the community and the children. The observable impacts were mainly in child rights awareness to the children and community; the capacity of JCT to deliver its mission; as well as the capacity of local structures to advocate for child protection and handle child abuse cases. Partners and paralegals were however concerned about shortage of resources like identity cards for ease of identification and IEC materials for more visibility.

Recommendation – Project implementers must ensure that adequate visibility and IEC materials are distributed to the project communities and that local structures keep some for new members. It is also important to ensure that implementing partners and volunteers have identification cards to facilitate their recognition and acceptance in the community. More resources need to be dedicated to reaching out of school children as they are scattered and may be facing critical challenges which keep them out of school.

Given its success in the project areas, the child protection intervention should be strengthened and scaled up in other settlements within Bulawayo and Harare where similar problems are being experienced before it can be taken to other towns and cities.

Program Sustainability: The project managed to put in place and capacitate local structures in the form of paralegals, peer facilitators, community-based CPCs, school-based CPCs, child law clubs, CBOs and government partners. These structures are capable of continuing to deliver the benefits of the program to the beneficiaries.

Recommendation – The good model of capacitating and using local structures is encouraged in similar programmes. Capacitating should also include provision of adequate operational resources such as identity cards and IEC materials. An exit strategy meeting with implementing partners is necessary to ensure smooth post-support continuity of the program.

1. INTRODUCTION

Zimbabwe is a signatory to a number of international and regional instruments that seek to uphold the rights of children in general and the right to protection in particular. Among others, these include the United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child that feature within the broader Human Rights Framework. The right to protection for all children is referenced in all these instruments. Article 19 of the CRC, for example, obliges States Parties to take measures to protect children from 'all forms of physical or mental violence, Injury or abuse, neglect or negligent treatment, maltreatment or exploitation, Including sexual abuse'.

Despite the existence of these frameworks, reality on the ground shows that children suffer relentless assaults on their rights. Children suffer from poverty, homelessness, abuse, neglect and other social ills and it is on record that perpetrators include those in the home, school, community and society at large. It would appear that the more vulnerable the children, the greater the likelihood of abuse perpetration against them. Categories most affected include girl children, children living and working on the street, children on the move and children living with disabilities. Special measures may be needed to protect such children.

Zimbabwe has taken a raft of measures to protect children's rights and prevent violations, including ratification of the UNCRC (1989) and the African Charter on the Rights and Welfare of the Child (1990) and, more recently (September, 2013), the United Nations Convention on the Rights of People with Disabilities. Efforts at domestication of the international and regional instruments, as required by some of their provisions, have been slow but continue to be underway. Section 34 of the Zimbabwean constitution unequivocally states Government commitment domestication of international commitments: *"the state must ensure that all international conventions, treaties and agreements to which Zimbabwe is a party are incorporated into domestic law"*¹.

"Zimbabwe also boasts of a detailed legislative framework that seeks to promote the rights and welfare of children"². These include, among others, the Children's Act, [Chapter 5:06] as amended in 2001; the Guardianship of Minors Act [Chapter 5:2008]; the Maintenance Act, [Chapter 5:2009]; and the Child Abduction Act, [Chapter 5:2005]. The Children's Act, in particular, "provides for other categories of children needing care, including those who are destitute or have been abandoned, who are denied proper health care, whose parents are dead or cannot be traced, whose parents do not or are unfit to exercise proper care over them, and whose parents/guardians give them up in settlement of disputes or for cultural beliefs".

In addition to legislation, the child in Zimbabwe is protected through the implementation of the following national policies: (a) Zimbabwe National Orphan Care Policy, (b) National AIDS Policy. The Zimbabwe National Orphan Care Policy in particular *"identifies*

¹The Constitution of the Republic of Zimbabwe Amendment (No. 20), 2013, page 23.

²Operations Manual: National Case Management System for the Welfare and Protection of Children in Zimbabwe, 2015

opportunities to provide care and support for vulnerable children that are based on the country's laws, the cultural tradition of caring and the collaborative approach, which exists between government and the civic society.... It established a partnership between government ministries and private voluntary organisations, communities, faith based organisations, traditional institutions and non-governmental organisations (both national and international). The partners collaborate and network to monitor the situation of children, advocate on their behalf, and respond to their needs through Child Protection Committees, which have been established at all tiers, from the village to national levels..."³

National Child Protection efforts also manifest through targeted programmes and initiatives such as;

(a) National Action Plan for Orphans and other Vulnerable children [NAP II for OVC(2011-2015)], which provides for a framework for coordinated action to ensure that orphans, vulnerable children and their families, in Zimbabwe, have incomes (through cash transfers to the poorest families) and access to basic services (through education, health and access to birth registration), and that all children are protected from abuse and exploitation (with much focus on child survivors of abuse, violence and exploitation). The programme is premised on the belief that the protecting children from harm and abuse begins with reducing their vulnerabilities

(b) The Victim Friendly Initiative, which gave birth to the multi-sectoral response to the management of sexual abuse and has largely been a success because children are better protected as more children are reporting sexual abuse cases and receiving fairer trials.

(c) National Case Management System (NCMS) – a system of coordinating and managing specific actors at all levels (national, provincial, district and community) working together for the specific goal of quality service provision to children in need of care and protection. The system is aligned to Government child-sensitive social protection framework approach under NAP II for orphans and other vulnerable children (OVC). It relies on the volunteer role played by Child Protection Committees (CPCs) and Community Care Workers (CCWs) who function as an extension of the Department of Child Welfare and Protection Services (DCWPS) as well as participation of community based care providers in child protection service delivery.

As child rights programs and initiatives continue to grow, monitoring and evaluation of the processes and results of the interventions enables implementers and decision makers to pick lessons for future programming and policy advice. Often, these lessons are picked at the beginning, middle and end of project to enable determination of progress over the life of the project and impact on beneficiaries.

This report presents findings from an end of term evaluation of the 30-month project **"Community-Based Child Protection in Harare and Bulawayo (ZWE 0231)** that was implemented by Plan International and Justice for Children Trust (JCT) with funding from

³National Action Plan (NAP II) for Orphans and Vulnerable Children (OVC), 2011 -2015, Ministry of Labour and social Services, p 15.

Plan Denmark. The report first takes a look at the background to the evaluation, the purpose and objectives of the evaluation as well as evaluation methodology before a detailed analysis of both quantitative and qualitative data, draws conclusions and proffers recommendations for future action.

1.1 Project background and context

As part of efforts to fulfil children's rights, the Government of Zimbabwe has embraced the assistance and support from development partners. Plan International, with funding support from Plan Denmark, heeded the call and supported government efforts through the project "Community-Based Child Protection in Harare and Bulawayo". The intervention brought in a number of government ministries and departments, partners and communities, entails a number of activities that seek to protect children from abuse and other child rights violations.

Description of the Project

The project: "Community-Based Child Protection in Harare and Bulawayo urban areas sought to contribute to the protection of children in the urban communities of Bulawayo and Harare. The project was a tripartite collaboration between three partners (Table 1).

Table 1: Project partners and roles

Partner	Role
Plan Denmark	<ul style="list-style-type: none"> • Provision of strategic and technical support in terms of civil society strengthening; organisational development interventions, participatory monitoring; and CISU grants' management during the inception workshop, the annual project reviews and upon request by the project partners. • Overall project and financial management, reporting and all donor communication; four field visits (inception, annual project reviews and final evaluation meeting); and for the recruitment of external consultants in connection to the organisational development interventions and the external evaluation.
Plan Zimbabwe	<ul style="list-style-type: none"> • Provision of overall support and professional guidance in particular with regard to practical approaches to gender. • Contribution to the coordination among child protection actors in the communities and work towards consistent approaches to child protection in the communities.
Justice for Children Trust	<ul style="list-style-type: none"> • Management and implementation of the entire project • Organising and implementing community level activities and reporting on them • Training responsibility: advocacy (Chief Advocacy Officer) and participatory monitoring (M and E Officer)

The key components of the project were child protection and child participation. The core project activities included awareness raising and capacity building. The *ultimate target group* was children living in the urban communities of Epworth and Bulawayo who benefitted from:

- Weekly activities in schools and in the communities reaching at least 2,500 children.

- Provision of legal aid; reaching and servicing an estimated 12.000 children, and at least 200 provided with professional legal assistance through civil or criminal legal assistance.

Primary target groups were:

- JCT management, staff-members and volunteers trained to work with Gender, Transparency, Legitimacy and Resource Mobilisation.
- 50 young people (18-30 years) educated to function as community volunteer youth paralegals,
- 100 children (14 -17 years) trained to function as child-peer facilitators.
- 35 Child Protection Committees
- The key pillars of the project could be collapsed into a triangle whose vertices represent the components of the project that are mutually reinforcing; with advocacy at the top; trying to change policies, practices and attitudes at both the community and national levels. Meanwhile, capacity building is the project vehicle for ensuring empowerment of project implementers to champion advocacy initiatives. The third pillar, provision of strategic services, is about intervening by providing strategic services such as legal aid where abuse has already occurred.

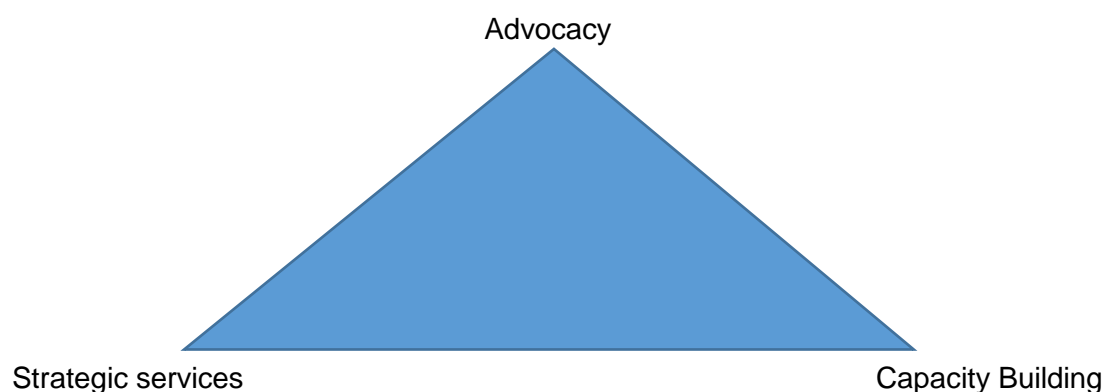


Fig 1: Pillars of the project

The project could also be summarized as shown in Table 2.

Table 2: Project summary⁴

Project Name	Community-Based Child Protection in Harare and Bulawayo
Grant recipient	Plan Denmark and Plan Zimbabwe
Local partners	<p><u>Non-Government Partners</u></p> <ul style="list-style-type: none"> ▪ Justice for Children Trust (JCT) <p><u>Government Ministries and Departments</u></p> <ul style="list-style-type: none"> ▪ Ministry of Education, Sport, Arts and Culture (District and School Levels) ▪ Ministry of Justice, Legal and Parliamentary Affairs and Victim Friendly Courts ▪ Ministry of Home Affairs-Victim Friendly Unit

⁴Plan Zimbabwe/NNO-NORAD Framework Proposal

	<ul style="list-style-type: none"> Ministry of Health and Child Welfare Ministry of Women's Affairs, Gender and Community Development Ministry of Labour and Social Services – Department of Social Services]
Geographical Focus	Harare (Epworth) Bulawayo (Makokoba, Mzilikazi, Pumula and Hyde Park)
Overall Project Goal	The protection of children living In the urban communities of Bulawayo and Harare is Strengthened.
Project Objectives	<ol style="list-style-type: none"> 1. The position of Justice for Children to do advocacy work is further strengthened 2. A conducive and non-violent environment is promoted through community level advocacy 3. Community-based child protection in Bulawayo and Harare is strengthened through active participation of children
Cross cutting issues	Gender Child participation Inclusion of excluded children
Duration and period	Two and Half Years (October 2013 – March 2016)
Funding source	CISU

1.2 Evaluation purpose

The purpose of the evaluation was to assess the progress made towards fulfilment of project objectives, relevance, efficiency, effectiveness, sustainability (OECD DAC criteria as prescribed in CISU's guidelines), scaling up and innovation, equality and non-discrimination, outcomes and impact, lessons learnt conclusions and recommendations.

Specific objectives of the external end of project evaluation are to;

- Assess the progress made towards achievement of specific objectives of the project, its outcomes, direct and indirect impact of the project on the beneficiary group, especially children and their families
- Assess the direct and indirect impact of the project and general situation of the people living in the project areas of Harare (Epworth) and Bulawayo (Makokoba, Mzilikazi, Pumula, and Hyde Park)
- Investigate the impact of the cross-cutting issues such as gender, child participation and inclusion of the excluded children
- Ascertain the methods used to engage communities
- Inform Plan and JCT; the communities of Epworth and Bulawayo; government and other key stakeholders on the project achievements to date, constraints, lessons learnt, best practices, and recommendations for project improvement and potential future programming to address violence against children.

2. EVALUATION PROCESS AND METHODS

The research team employed mixed methods, combining both quantitative and qualitative techniques. This enabled analytical rigour and data triangulation necessary for a study of this nature. As detailed below, these included document reviews, beneficiary surveys, focus group discussions (FGDs) and key informant interviews. The tools covered the key objectives of the project as guided by the terms of reference. This included sections on awareness of children's rights; rights violations; child protection systems; children participation; as well as evaluation of project relevance, effectiveness and impact. Specific methods used are discussed in the sections that follow. The evaluation was done according to the following key stages;

- (i) Desk review and development of inception report, research tools and work plan
- (ii) Sampling of sites and respondents
- (iii) Deciding on data collection methods and instruments
- (iv) Mobilization and preparation for fieldwork
- (v) Enumerator recruitment and training
- (vi) Data collection
- (vii) Data management and report writing

2.1 Desk review

To get a comprehensive understanding of the project background, purpose, interventions and progress, the evaluation team reviewed the following project documents:

- Plan Zimbabwe CSP July 2013-June 2018,
- JCT Strategic Plan covering the project period
- Plan and JCT Child Protection Policies
- Project proposal and log-frame
- Grant Agreement Documents
- Project Interim (Annual) Progress and Financial Reports,
- Mid-term report of Project ZWE 0231
- Project progress reports
- Project Review Meeting Notes and Minutes

The review also helped in the development of the evaluation inception report, designing of data collection tools and development of a detailed work plan. In the absence of the baseline report, review of the mid-term evaluation report was particularly important in providing progress status on key project indicators at the mid-line of the project.

2.2 Sampling of areas and respondents

Selection of study sites was done in stages to cover different layers; beginning with the Programme Unit, through to smaller activity areas (wards). This was done to ensure that the impact is tracked right down to the beneficiaries located at the smallest unit level. Figure 2 is a schematic presentation of the multi-stage sampling process.

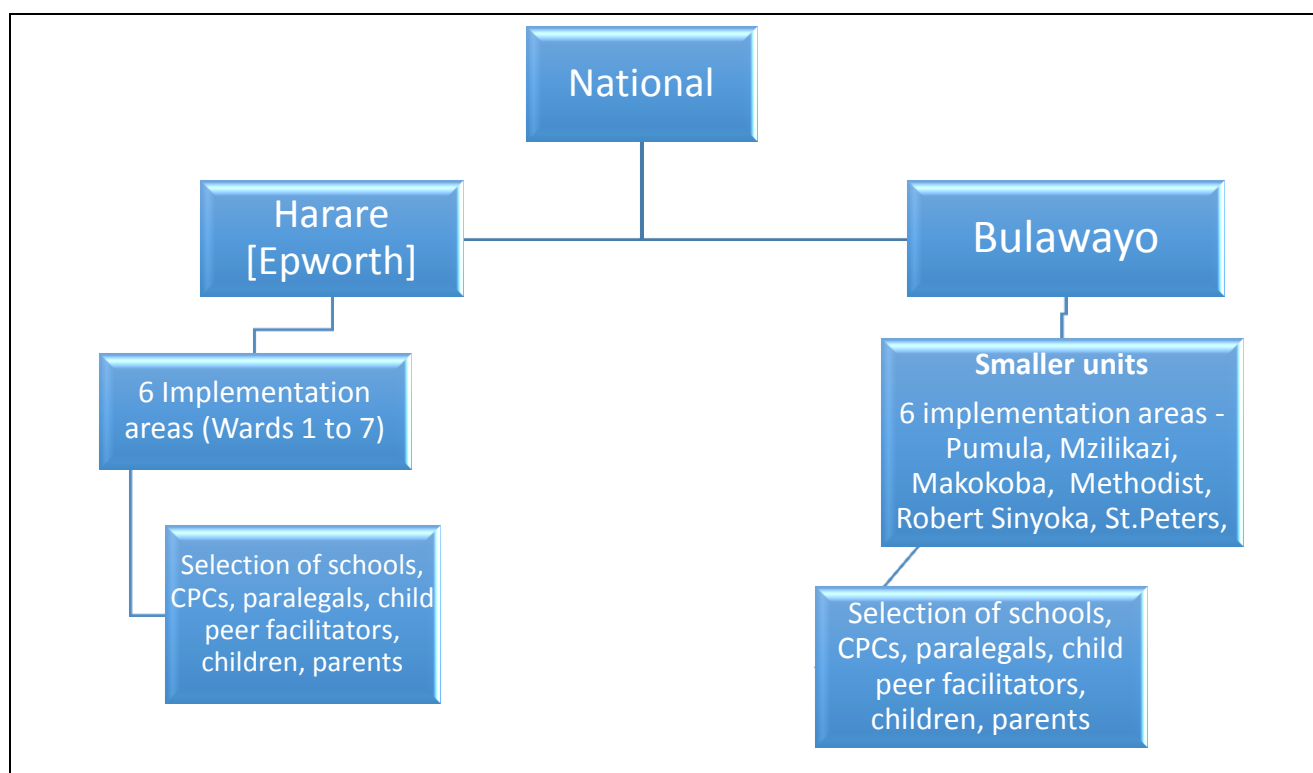


Figure 2: Multi-stage sampling process

Stage 1: Selection of Program units and districts: These were guided by the program focus areas. All program units (Epworth and Bulawayo) were included in the study to ensure representation of all focus areas.

Stage 2: Selection of areas/ wards: All 12 areas / wards (6 in Epworth and 6 in Bulawayo) were included in the study. This was done to ensure representation of characteristics and peculiarities that define each ward / area. For purposes of this evaluation, two wards out of the seven (7) project wards in Epworth were merged to give 6 implementation areas which were feasible to cover in two days.

Stage 3: Selection of Schools: Different primary and secondary schools hosted children who were beneficiaries of the project as well as child peer facilitators. Selection of schools was guided by the program implementers looking at the level of participation in the program. One school was chosen in each implementation area and these schools became venues for research activities where parents did not have alternative venues.

Stage 4: Respondent selection - Selection of respondents depended on the category of respondents:

- Beneficiary children were selected at random from the schools. A total of 16 respondents were targeted to participate in the survey in each implementation area – giving a total target of 192 questionnaires.
- Parents and guardians who volunteered to come for discussions were involved. The invitation was extended to all parents through school children and community leaders. A total of six groups of parents (8-15 people) were expected to be involved in group discussions in all the

- Youth paralegals were randomly selected from the pool of paralegals in each area. A total of six groups of paralegals were expected to be involved in group discussions.
- Child peer facilitators were selected at random from the selected schools. A total of six groups of child peer facilitators were expected to be involved in group discussions
- Child protection committee (CPC) members were purposively invited for group discussions and a total of six groups were expected to be involved in group discussions.

2.3 Data collection methods and instruments

Data collection was done using three methods and tools – Key informant Interviews (Interview guides), Focus group discussions (FGD guide) and a beneficiary survey (Survey Questionnaire). The methods and tools are discussed below and details of actuals interviews achieved are presented in Annex A.

2.3.1 Beneficiary survey: As detailed in Table 3, a total of 201 questionnaires were completed against a target of 192 (105%). Although a 50-50 % balance of boys and girls was targeted, most of the respondents turned out to be girls (66%) as they were the most dominant and most active beneficiaries in all research areas. The survey captured children's personal experiences with the project and how they view its contribution to their lives. The questionnaires were administered by a team of trained enumerators engaged by the Consultant.

2.3.2 Key Informant Interviews (KII): A total of 37 key informants were purposively drawn from project partners, local leaders, and government stakeholders and interviewed. This was 93% of the targeted 40 key informants since it was not possible to reach a few of the people. There was a mix of male and female respondents. Out of the 37 key informants interviewed, 62% were community based, 30% were program unit based and 8% were national key informants. This was done to ensure views are captured at all levels, with most of the contributions coming from the community where the project was implemented. Community based key informants included local leaders, councillors, religious leaders, school heads/teachers, CSO representatives. Program unit and national level key informants on the other hand mainly comprised project implementers (JCT and Plan) and other partners who including government departments and NGOs. All KII, were conducted by the evaluation team leaders. Having gone through all relevant project documents they ensured that questions were relevant and key contributions were properly captured in their context.

2.3.3 Focus group Discussions (FDGs): Overall, 22 FDGs were conducted against a target of 24 (92%). The original plan was to conduct separate FDGs for CPCs, parents, paralegals and peer facilitators. A total of six (6) FDGs were targeted for each group and these were supposed to have a half-half split between male and female groups. On the ground however, the doubling of roles, late coming or absence of target interviewees led to predominantly mixed groups (mixed by both gender and category). In some cases, parents and CPC were combined while children peer educators were also target beneficiaries. Two FDGs were conducted per ward except in two cases where only one FGD was conducted (Methodist in

Bulawayo and Ward 1 in Epworth). The FGDs focused on all key areas of the evaluation especially project relevance, effectiveness, efficiency, impact, sustainability, inclusiveness, lessons and recommendations. Participants shared their experiences with the project particularly its interventions in child rights awareness, child protection and child participation. FGD were facilitated by the research team leaders and specially trained note-takers

2.4 Data collection and analysis strategy

2.4.1 The evaluation team

The 22-member evaluation team was structured as illustrated in Figure 3. Team leaders were responsible for Key informant interviews and FGD facilitation assisted by the assistant leaders. Specific team trained members were dedicated towards taking FGD notes and administering the questionnaires. The team mostly comprising of tertiary graduates and current tertiary students who have been involved in researches with the consulting firm – including a child protection end of project evaluation conducted in December 2015. Teams were trained in research methodology, principles of interviewing, research ethics and were reminded again just before fieldwork.

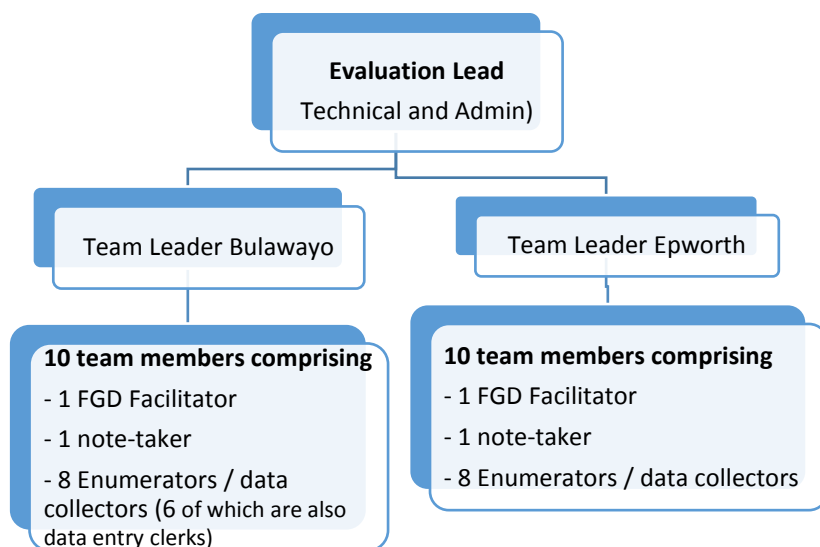


Figure 3: Research team structure

2.4.2 Data collection Strategies

- i. Data collected was done concurrently in the two PUs. The Harare team collected data in Epworth while the Bulawayo team collected in Bulawayo. Only the team leaders met to discuss project implementation and then cascade to other team members.
- ii. The team members were given their relevant tools in advance and a one-day training session was conducted. The two teams were trained in their respective areas using an agreed approach and common tools.
- iii. All the data sets were developed in Bulawayo and six data clerks (who were also enumerators) entered the data after fieldwork under the supervision of the Bulawayo team leader.

- iv. As the data entry progressed, the team leaders started developing the report focusing on the sections which do not have to wait for field data.

2.4.3 Data Management strategy

- i. Quantitative data from structured questionnaires were captured centrally in Bulawayo while the facilitators in each area captured notes. Data entry started soon after data collection.
- ii. Survey data were entered into SPSS spread sheets. The data was statistically analysed using both SPSS and MS Excel. Qualitative notes were captured in word matrices to enable grouping, classifications and summaries.
- iii. Quantitative data was used for report writing and data sets were kept for submission to the client.

3. STUDY FINDINGS AND DISCUSSION

This section presents and discusses the findings of the evaluation in accordance with the expectations as spelled out in the terms of reference with the spotlight falling on issues of relevance, efficiency, effectiveness, outcomes, impact and sustainability, up scaling and innovation and equality and non-discrimination are also examined while lessons learnt and recommendations are presented in the relevant section.

3.1 Program relevance

The issue of relevance is intertwined with the assumptions of the theory of change, which, in response to any development intervention, asks two fundamental questions. Firstly: Did we do the right thing? This is about the extent to which the intervention accurately identified and addressed the problems affecting the target communities while aligning with the needs and priorities of the Government and those of the grant recipients and project implementers. Relevance analysis also entails the second question: *Did we do the right thing well?* This question probes the second assumption about whether the response mechanism designed to bring about change in the situation of target communities was right i.e. *whether the design of the project; its activities and resources was able to bring about the desired changes for the better.*

According to the project proposal, “the particular field addressed by the present project is protection of children living in urban areas in Zimbabwe”... where the main problem is defined to be an upsurge in child rights violations characterized by violence in all settings (home, family, school and in the community). The project sites are among the most vulnerable communities in Zimbabwe. Epworth is on record as being one of the poorest areas of greater Harare. It is widely perceived as a first entry point for migrants from rural areas and neighbouring countries, as well as a hide-out for criminals. Overcrowding is the order of the day. Meanwhile, Old Pumula (most vulnerable), Makokoba and Mzilikazi (overcrowding), and the peri-urban of Hyde Park Estates are the project sites in Bulawayo. In both locations, the living conditions provide ideal havens for criminal activity and abuse is rampant.

The responsibility to address these challenges rests with the government. So, from the onset, it is easy to see that the project is relevant in addressing the needs on the ground, the needs which the government is trying to address and the needs that are of interest to programming and strategic thrust of both Plan and JCT.

3.1.1 Needs at the community and beneficiary levels

A detailed analysis of the problems in the target communities reveals huge infestations with abuse and violations, neglect and exploitation as well as a denial of participation rights. To the extent that it was trying to respond to the various abuses, the project could be deemed relevant at this level. However, it was necessary to understand this from the children and communities themselves.

Using the beneficiary questionnaire, the views of children were sought from a variety of angles on whether they believed this project was a good response to the challenges they face in their communities. The response was overwhelming with 71% attesting to the

existence of abuse. Rape and related sexual violations were issues confirmed by 63% of respondents. In addition, the home and community dominated as the places where most of the violations occur. The project was a response to the challenges they face as young people in their communities.

Table 3: Challenges addressed by this project

Challenge	How project responded to address their needs
Limited capacity of JCT to reach target beneficiaries	Recruitment and capacitation of locally based youth volunteers (paralegals) and child peer facilitators to advance the work of JCT
Child abuse (various forms)	Awareness campaigns on child rights, violations as well as protection and management systems Strengthening of community-based CPCs
Poor access to legal aid	Providing professional legal aid through paralegals and JCT core team
Early Marriages/pregnancies	Awareness creation on forced early marriage as a form of abuse and dangers of voluntary early marriages.
Lack of information about child rights	Provision of legal education on Child rights through paralegals and peer facilitators and IEC materials
Lack of abuse management structures	Strengthening community based structures like Child Protection Committees, police VFUs and VFC.
Lack of proper documentation	Assistance with obtaining birth certificates. Facilitating mobile birth registration in rural areas.

Challenges related to child abuse, lack of information, and birth registration are central in the target communities. These are the same issues highlighted as the bases for interventions in the project proposal and the project tried to address most of them. Articulation of the various project components, which address their challenges, further testifies that the project was of high relevance to the children and young people.

Relevance to urban communities

The project intervention areas are characterized by a number of conditions that provide fertile ground for child rights violations. These include high population concentration, crowdedness, low levels of social cohesion and exposure to multiple, interacting risks such as family separation, living and working on the streets, sexual exploitation and abuse, HIV and AIDS and violence. Given these conditions, often found together in one place, the project of this nature becomes highly relevant given its multi-faceted response. For both Epworth and Bulawayo, conditions allowed for access to large numbers within short distances and it was possible to reach more with fewer resources. Besides, the project had the flexibility to deal with new trends in child protection issues. In spite of these seemingly advantageous conditions, urban programming remains complex. For example, in both project areas, women are engaging more in transactional sex in full view of children because they share the same small room. This exposure influences children to try what they see, which conditions ultimately trigger child prostitution and/or early marriages. . Other new trends include drug abuse and trafficking. In all these situations, the conditions in the environment in which children find themselves tend to influence the way they behave and makes programming increasingly complex.

3.1.2 Alignment with Government of Zimbabwe priorities.

Given unprecedented upsurge in the level of violations of child rights, particularly those to do with abuse and exploitation in most Zimbabwean communities, this evaluation found that the Government was taking a raft of measures to respond. As a signatory to the UNCRC and the African Charter on the Rights and Welfare of Children, Zimbabwe has put in place a number of laws, policies, and regulations for child protection. The key statutes cover issues concerning children including amongst others the Children's Act, the Domestic Violence Act, The Public Health Act, and the Social Welfare Assistance Act. The national Programme of Action and Victim Friendly System and the Multi-sectoral protocol on the management of sexual abuse are cases in point. The emergence of community level structures (Child Protection Committees, Child Care Workers) is part of efforts to strengthen the community protection systems. Furthermore, the obligation to adopt policies and measure for the protection of children are explicit stipulated in the new Zimbabwean constitution bringing the country in further compliance with its international commitments. The project in some of the most disadvantaged communities was a welcome response to complement efforts of the Government of Zimbabwe, which is already reeling from lack of resources. The evaluators spoke to a number of Government departments during the data collection process and the sum their response was that the project was very relevant from the perspective of thrust, content and even delivery strategies.

3.1.3 Alignment with work of the three partners

The project Community Based Child Protection in Harare and Bulawayo was a tripartite partnership among three organisations: Plan Denmark, Plan Zimbabwe and Justice for Children Trust. This section examines the extent to which the project was coherent with their mandate and strategic frameworks.

(a) Plan Denmark

Plan Denmark (Plan DK) has been working with urban youth grassroots to support and strengthen their capacities as inclusive civil society actors. It has also supported voluntary community work focused on the rights and the protection of excluded children and young people^{5,6}, their access to and participation in formal decision-making processes as well as involvement in urban planning for the creation of inclusive child and youth friendly cities. Thus, Plan Denmark (Plan DK) brings the required relevant experience to the partnership whose focus is strengthening of the local civil society partner and on voluntary community work carried out by children and young people in relation to protection.

(b) Plan International (Zimbabwe Country Office) Strategy and Programmes

The project, Community based Child Protection in Bulawayo and Harare, is about Child Protection, a major pillar in Plan strategic plan: *CP 15: Right to Protection whose goal is increased effectiveness of child protection mechanisms at family, community and national*

⁵ Annex A for our cooperative relations in Denmark and qualifications of relevant staff/members/volunteers.

⁶ In our strategy FY11-13 excluded children and youth were defined as children and young living in the poorest and most difficult situations. To align to a recognizable term, we will use 'exclusion'. However, it come down to the same. Some children and young people face discrimination and exclusion simply because of some aspect of their identity, be it a characteristic such as a disability, sexual orientation, living on and/or off the street, race, health status etc., or shared values based on ethnicity, religion, caste etc.

levels to protect children from all forms of abuse and neglect and increase children and youth participation. Thus, the project enjoys ample coherence with Plan work on the ground where Plan has been working to create awareness on CRC principles, the negative impacts of harmful traditional practices, and negative consequences of abuse. Plan has also been making advocacy efforts in collaboration with other CSOs in particular focusing on the effective enforcement of existing law and policies. Strengthening of community-based child protection structures has been one of Plan's key priorities and this came in the form of training of school and community-based Child Protection Committees, training of children and young people, and access to services such as safe houses, birth registration, counseling, legal advice, referral services, juvenile justice.

In both intent and substance, the project is, therefore, not only coherent with the work that Plan has been doing in Zimbabwe but finds a natural "home" within Plan's existing programmes.

(c) Justice for Children Trust

For Justice for Children's Trust (JCT), the Community based Child Protection project is simply an extension of the work of the organisation, whose vision is 'a Zimbabwe in which all children have access to justice and assert their human rights'. JCT seeks to realize this vision by consistent focus on three areas that form the core of its strategic plan for 2012-17:- (i) legal aid to children in difficult circumstances; (ii) legal education on child protection laws and child rights and responsibilities; and (iii) research, lobby and advocacy on issues affecting children.

JCT has been working with community volunteers as paralegals; a design where volunteer members of the community and community based-organisations are trained in the laws and policies that protect children. One of the findings of this evaluation is that this strategy has yielded impact as cases that previously would have gone unreported are now being reported and taken up for assistance or prosecution. The current project is rooted in JCT strategy. The project promotes child participation through its Child Law Forum Clubs in schools. The project Community Based Child Protection is not only finding a good fit with the content of JCT's previous and existing work but also implementation strategies; thus drawing on its relevant experiences with similar work.

Project Design (Did we do the right things well?)

Plan Zimbabwe's history of working with government and civil society partners is long, and partnerships, alliances and networks are an integrated part of the Strategic Plan 2013-2018. With regard to the protection programme, Plan is collaborating with key players on protection e.g. the Department of Social Services, Ministry of Justice, Childline Zimbabwe, Legal Resource Foundation, and Justice for Children's Trust while JCT is collaborating with crucial stakeholders like the Ministry of Justice and Legal Affairs and other key Ministries, as well as local authorities and magistrates. JCT has also partnered with agencies such as UNICEF, SIDA, CIDA, GIZ as well as INGOs including World Education, CAFOD, Save the Children, Pact, and Plan International. JCT is a member of several networks and committees, including Zimbabwe Human Rights NGO Forum, National Steering Committee for Victim Friendly System, and African Commission for Human and People's Rights. JCT

has taken the initiative to form the Child Protection Coalition, uniting child protection sector organisations in national level advocacy.

- Use of a systems approach that guarantees ‘Sustained well-being of children within families and communities, especially the most vulnerable.’ The main aims of a systems approach are to strengthen the protective nature of the environment around children and to strengthen children themselves, in order to ensure their well-being and fulfill their rights to protection from abuse, neglect, exploitation and other forms of violence. The present project reflects the systems approach to child protection and includes some of its key elements. These include civil society capacity; public support and social change; children's participation; community-based child protection; skilled child protection workforce; service delivery; and Data and information gathering (Community-based child protection in Harare and Bulawayo: Plan Denmark Project Document).
- Use of partnership model was a positive strategy to harness the skills and expertise that other partners have. Plan and JCT's working values of collaborating with Government structures on the ground were a facilitating feature of its design, given that organisations that recognize government structures on the ground are unlikely to face disruptions.
- Fit with ongoing programmes in well-known locations - The present project was located in Epworth and in Bulawayo where Plan has been working since 1994 and 1995 respectively and where Plan has already implemented the Protection programme supported by NORAD. Plan has, therefore, solid relations to the relevant stakeholders that include primary schools, district authorities, Child Protection Committees (school and community-based). Previous work in Epworth and Bulawayo has included WAT/SAN, Health, HIV/AIDS, youth, livelihoods entrepreneurship, income generating activities, and humanitarian aid.
- A good design is the recognition and use of situation analysis to ensure relevance. The project relied on various situation analyses undertaken by the different organization and through different projects. These were key to providing a context in which Child Rights and Child Protection programming was to be anchored. However, a major omission was the absence of a proper baseline at the beginning. This could have defined clearer indicators to help track progress. The mid-term review also provided ample feedback for project implementers to make adjustments.

3.2 Program effectiveness

The evaluation did not lose sight of the fact that the Community-based Child Protection in Harare and Bulawayo was, essentially, an advocacy project designed to bring about change from national down to community level. However, advocacy had to sit on a strong base of capacity building and strategic services to give it the “evidence” needed when advocating as illustrated earlier in Fig 1.

In the context of this evaluation, effectiveness refers to the projects' ability to achieve expected outputs and deliver identified results around the three components and in

accordance with the plans and results chains. The evaluation conducted an assessment of the effectiveness of the Community based Child Protection Project according to guidelines provided in the terms of reference. The following key questions guided this assessment:

1. Of what was planned, what did the project achieve? What was not achieved?
2. To what extent did the projects achieve the stated objectives?
3. What factors assisted or hindered implementation?

The evaluation team tried its level best to look for evidence from the various documents reviewed as well as from the respondents. The results of this analysis show that, apart from a few omissions and oversights, the project was highly effective in delivering planned project outputs. Table 4 provides summative insights into progress the project has made. Further elaboration is provided below the table.

Table 4: Target and achieved outputs and activities by objective

Immediate Objective – The position of Justice for Children Trust to do advocacy work is further strengthened			
Output and Activities	Planned	Achieved	Comment
1.1 The resource-base of Justice for Children Trust expanded with 50 volunteer youth paralegals			
1.1.1 Identification and training of paralegals	50	51	Only 36 Youth Paralegals still active.
1.1.2 Refresher course for paralegals	6	9	
1.2 Justice for Children Trust supported to work with transformative gender strategies			
1.2.1 Gender equality self-assessment workshops	Only “Planting Gender” Training Workshops done by end of the project. The other activities were not done by the end of the project.		
1.2.2 'Planting Gender' training workshops			
1.2.3 Engender JCT strategy & plans workshops			
1.3 Justice for Children Trust supported to develop a resource mobilization strategy			
1.3.1 LTA self-assessment and workshop	JCT was trained on LTA framework and a draft plan developed. Updating of JCT website was undertaken in consideration of LTA principles. JCT participated in proposal and budget development training with a relevant focus on urban governance.		
1.3.2 On-line consultations, LTA plan			
1.3.3. Workshop, resource mobilization;			
1.3.4 On-line consultations, resource mobilization			
1.4 Documentation system for evidence-based advocacy developed			
1.4.1 Documentation system development	Aspects of the documentation completed. Considered done in year 1. Compilation of stories and experiences meant to support advocacy efforts.		
1.4.2 Documentation system training			
Immediate Objective 2 - A conducive and non-violent environment is promoted through community level advocacy			
2.1 Community dialogues conducted at community level			
2.1.1 Training on behavioural change communication	No targets were set. Three (3) behavior change communication trainings of youth paralegals done. A total of 30 community dialogues were reported to have been done, directly or in the course of carrying out other activities(commemorations and community campaigns) that brought together diverse stakeholders to discuss pertinent child protection and other issues meant to promote nonviolent behavior		
2.1.2 Community dialogues			

2.2 Advocacy interactions with 35 Child Protection Committees			
2.2.1 Training on advocacy		All 35 targeted wards covered through advocacy training and stakeholder re-engagement meetings	
2.2.2 Re-engaging stakeholder meetings			
Immediate Objective 3 - Community-based Child Protection in Harare and Bulawayo is strengthened through active participation of Children and Youth.			
3.1 100 child-peer facilitations actively engaging 2,500 children (in & out of school) in child protection			
	Planned	Achieved	Comment
Number of Children Reached	2 500	12 642	Good target numbers achieved. IEC materials, school and outreach done.
3.1.1 Identification & training	100	94	
3.1.2 Refresher trainings in Bulawayo and Harare	No target	10	
3.1.3 In-school clubs and outreach activities	No target		
3.1.4 IEC materials on child protection	No target		
3.2 Community-based child protection committees strengthened			
3.2.1 Joint assessments of CPCs		One joint assessment undertaken; followed by training and, with CPCs confident of their role, post training follow up on reported cases and participation in campaigns, awareness activities, community dialogues.	
3.2.2 Learning and training sessions			
3.3 The community volunteer youth paralegals have provided legal aid in up to 12.000 cases			
	Planned	Achieved	Comment
*3.3.1 Legal education outreach & paralegal support	12000	86035	
3.3.2 Legal aid cases	403	No target was set
3.4 Justice for Children Trust have provided professional legal aid in 100 cases			
	Planned	Achieved	Comment
3.4.1 JCT handling of complicated cases	100	748	Target exceeded
Cross Cutting outputs and activities			
Inception Workshop	1 national and another 2 at programme unit level		
Stakeholder consultations	Reports show these have been ongoing with local authorities, relevant Ministries, partners, communities and beneficiaries, among others.		
Quarterly Meetings	These have been held regularly between Plan and Justice for Children Trust and between JCT, paralegals and peer facilitators		
Annual Review Workshop			

Project start-up arrangements

The project was a multi-stakeholder intervention. In view of this, the evaluation took interest in assessing pre-project and during project stakeholder engagement as this usually has a bearing on successful implementation of the project. The evaluation concludes that in spite of a few omissions, enough was done on the ground to provide good grounding for its activities, enabling stakeholders to understand what the project was about.

Project Inception

Project inception was characterized by a November 2013 national level workshop in which all three partners (Plan Denmark, Plan Zimbabwe and JCT) participated. This was about defining roles and responsibilities, reporting and coordination. This culminated in a memorandum of agreement as well as a joint implementation plan for Plan and JCT. The inception meeting was, therefore, an important activity that helped to launch the project.

District level stakeholder engagement

In Bulawayo, the project started with an inception meeting with the District Administrator then signing of Memorandum of Understanding (MOU) with the Bulawayo City Council as well as with Khami and Mzilikazi Districts that cover the four project areas. Meanwhile, Plan

Plan and JCT conducted a Community inception meeting at Epworth Local Board for official project launch. These efforts have seen JCT carrying out activities without interruption or restraint. More importantly, these districts would assist with the coordination of JCT with other stakeholders.

The resource-base of JCT expanded with 50 volunteer youth paralegals

Given the advocacy focus of the project, the project plan was to bolster JCT advocacy capacity by adding to its team 50 volunteer youth paralegals, a critical cadre that JCT already had experience working with in other areas. Besides increasing the numbers, this would be a more sustainable investment given that it was not only low-cost but also remains in the community by virtue of their integration in the existing structure of Child Protection Committees. The project actually recruited and trained 51 paralegals (22 in Harare and 29 in Bulawayo). However, the number had dropped down to 36 by the end of the project (15 in Bulawayo and 21 in Harare). It was further indicated that of the 21 in Harare, 7 were really active. It was pointed out during focus group discussion with the paralegals that the absence of volunteer incentives was responsible for this attrition. Some Youth Paralegals had migrated to other areas while others were not active as they prioritized other livelihood options in the context of harsh economic conditions. JCT would be well advised to think about how to incentivize its volunteers so that the investment is not eroded by dropping out. The project was also able to provide 9 refresher trainings, 3 more than the planned 6. These were considered to have been very successful and “brought new insights and perspectives” to issues children were facing and approaches of tackling them.

Working with Transformative gender strategies:

According to the project plans, “*violence against children and in particular sexual violence exists in the context of gender inequality...it is essential that JCT and its' volunteers are better equipped to work with transformative gender strategies*”. This will help JCT to fashion out its advocacy strategies. Of the three activities lined up under this objective, the project only implemented a gender foundation training called 'Planting Gender'. This saw two trainings being conducted for JCT staff and volunteers by Plan Zimbabwe Gender Advisor. Feedback from group discussions shows that the training was appreciated as participants said this assisted them to undertake gender transformation campaigns within the communities. The 'Gender Equality Self-Assessment' (GESA) and Engendering JCT Strategy remained undone till the end of the project. According to interviewees, their understanding was that this was 'because the training budget was exhausted'. There is no denying the fact that this intervention could have achieved more if the activities had been completed.

Dialogues and advocacy at community level conducted to promote a non-violent environment.

In the quest to promote a conducive, nonviolent environment, the project was meant to train volunteer youth paralegals and selected child-peer facilitators “to plan and facilitate different forms of behavioural change communication and, with support from JCT, arrange regular community dialogues and advocacy events.” The evaluation assessed the extent to which this was actually undertaken and with what measure of success.

At least three (3) behavior change communication trainings took place. This was followed by 30 community dialogues that were either directly arranged for the purpose or that rode on other activities (commemorations and community campaigns). The dialogues brought together diverse stakeholders, including young people, parents, shopkeepers, civil society, government and local leadership to engage the community in a positive change process. Some dialogues targeted specific groups facing particular challenges, such as Padare Men's Forum. The facilitation was done by trained youth paralegals with support from JCT. Participants felt that these dialogues brought about the desired impact as some cases of violence would come out during or soon after the dialogues. Follow-ups would be made on all such cases.

Justice for Children Trust have provided professional legal aid in 100 cases

The idea behind community volunteer youth paralegals is that they are able to support community members to access the justice system. However, in the case where cases got complex, JCT would step in and handle the cases. A two-year target of 100 cases was set at the beginning of the project. The results indicate that the demand was simply overwhelming. By end of 2015, a total of 768 cases had been received and assisted to access justice. In the process, a total of 1225 (631 girls and 594 boys) children benefitted from JCT legal services.

The cases attended to include those involving maintenance, custody, birth registration, rape, deceased estate, domestic violence, death registration, child marriage, adoption and sexual intercourse with a minor. "JCT had empowered the children on the court processes and they were able to give remarkable evidence in Court". In a number of cases, JCT faced challenges whereby some cases taken up were not concluded within the reporting quarter. Other challenges also included failure by clients to provide feedback, which meant conclusion could not be ascertained. Cases of parents/guardians withholding information were also common.

Provision of Legal Aid to 12 000 cases by Youth Paralegals

Although this is what the project document stated, the project partners identified this as an error in several of their review meetings. They believe this would be unrealistic and agreed this figure should refer to legal education outreach activities. The evaluation assessed progress from this perspective. The achieved reach of 86 035 was massive by any standards. In the process, the paralegals were also able to reach 403 with legal aid assistance. Such success demonstrates the extent to which paralegals were able to apply themselves through awareness creation in schools and community as well as assistance of individual cases that came their way. A number of these cases were referred for further action with police, child line or other similar organisations providing services. Birth registration and maintenance were the commonest cases.

Activities of paralegals were recorded and documented as part of the documentation system. Resource provisions (stationery, ID material and to cover smaller expenses, a smaller monthly allowance) to the paralegals to carry out these activities were a bone of contention as issues coming out of the focus group discussions indicate. The paralegals felt this did not match the effort and volunteer fatigue started to set in. Some did not have the volunteer IDs, a situation that created challenges, as they did not find it easy to enter

institutions such as schools without one. As stressed by one paralegal, *“Most paralegals were no longer as keen as they were when we started because they cannot sustain themselves ... so they decided to leave the group...paralegals should get a monthly allowance to cater for their basic needs and funds should be availed to help children (victims) to get to court on time. The issue of volunteer incentives needs to be addressed”*.

Advocacy Interactions with 35 Child Protection Committees

CPCs have an obligation to lobby local level policy and decision makers, resource controllers and other gatekeepers to prioritize the rights of children in decision-making and resource allocations; because *“advocacy is “essential for the protection of the rights of children against non-realization of the rights, abuse and exploitation”*.

In line with the above, interactions with Child Protection Committees as key organs in child protection work, the activity was considered relevant. Trained paralegals and peer facilitators were responsible for facilitating the engagements in order to inform and influence the priorities of the committees to align with community concerns.

The findings of this evaluation show that training on planning and facilitating advocacy initiatives was provided to members of child protection committees from all wards, culminating in the development of action plans to guide implementation. Subsequently, community dialogues were conducted to provide opportunities to ‘influence’ with advocacy messages. Child Protection Committees, Youth Paralegals and Peer Facilitators indicated finding this an extremely useful process.

Community-based child protection committees strengthened

The strengthening of child protection committees was envisaged through two activities: (i) a joint assessment of each Child Protection Committee and (ii) learning and training sessions uniquely designed for each CPC. According to respondents at different levels, a centrally organised training for each CPC would not be feasible. Accordingly, it was necessary to train a core group that would cascade the trainings. Alternatively, ‘trainings’ also took the form of exchange visits between CPCs, some of which were already functioning well. These could serve as models for those that were not well functioning.

Following a joint assessment undertaken together with Department of Child Welfare and Protection Services, OASIS Zimbabwe, ward level child protection committees, a series of training were then undertaken. These included a two-day training for 28 ward CPCs and 4 JCT paralegals in Harare and a four-day training for 57 CPCs members in Bulawayo. Issues covered in either or both included Child Rights in the Constitution, Roles and Responsibilities of CPCs, abuse, birth registration and case management. CPCs started identifying and taking action on cases for intervention.

3.3 Program efficiency

One of the key components of this evaluation was to assess the extent to which the resource management approaches utilized in the project have been efficient in achieving the project results. It could mean providing answers to a few questions: Did the project achieve its objectives within the given resources (financial, human and material)? Did the implementation arrangements benefit of the project? These questions entail taking a close

look at what are usually seen as project success factors. Figure 4 illustrates some of these factors: The assessment was based on the information availed to the evaluation team.

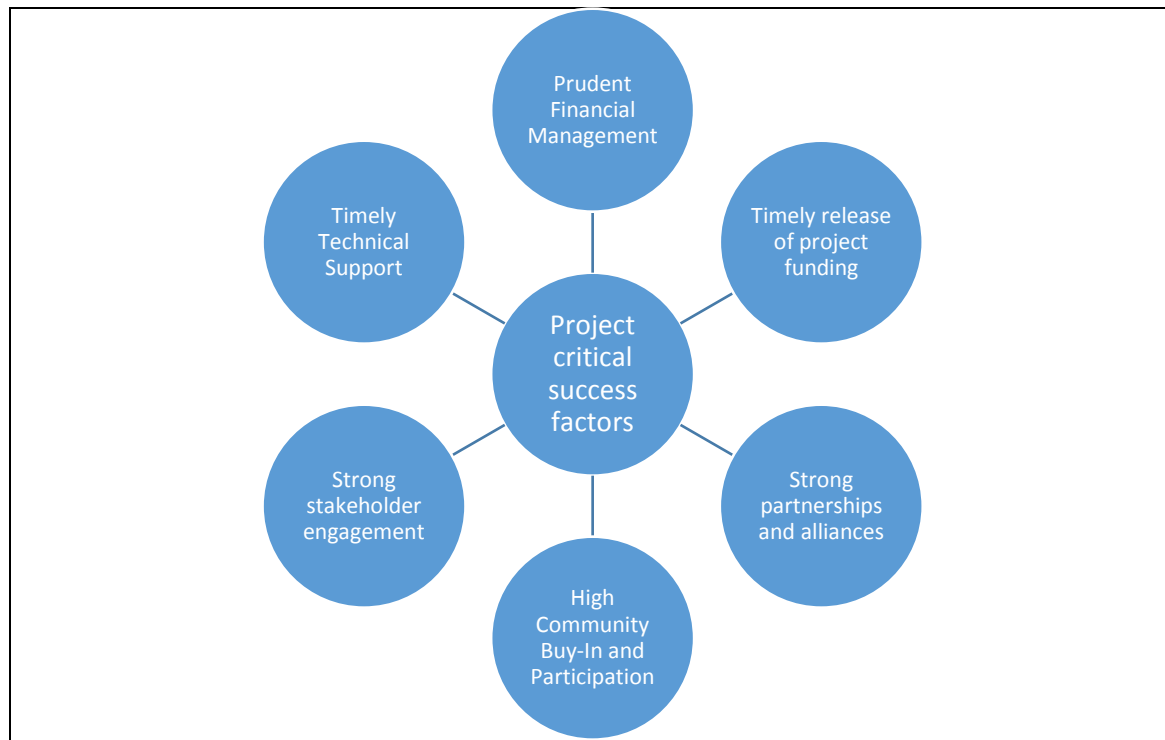


Fig 4: Project critical success factors

3.3.1 Financial Management

Analysis of the budgets and financial statements gives the impression that the finances were managed well. This was not surprising given that both Plan and JCT have adequate experience in managing project funds. However, it has not been possible to have access to audit reports to ascertain the auditors' opinions. Whereas JCT used Pastell Accounting Package, Plan uses SAP. However, this did not cause problems as common reporting templates were agreed at the beginning. The training of JCT Finance staff that was done by the project was also contributory to clarity on what needed to be done and how this needed to be done.

3.3.2 Disbursement of project funding

According to Plan and JCT interviewees, project funding was disbursed in observance of compliance requirements as stated in the contract agreement between Plan Zimbabwe and JCT. Occasionally, delays were experienced (at most one month for Harare office and, at times, longer for the Bulawayo office). At some point this necessitated pre-financing on the part of JCT. The general perception was that these delays were unavoidable given the many points in the value chain as well as acquittal process that had to be complied with before next disbursement could be released. The dialogue between Plan and JCT helped to resolve some of the sticky situations brought about by these delays. Needless to say, when such delays do occur, they disrupt the smooth flow of activities and, in some case quality get compromised in a bid to rush the activities to avoid backlog.

3.3.3 Partnership and Alliances

The underpinning delivery strategy of the project was that of collaboration with all partners on the ground, duty bearers and stakeholders, including communities and children. The need to forge alliances and ensure sound linkages was certain to enhance the protection of affected children and collaboratively address the issues of child abuse violations. This arrangement did not only give rise to leveraging of resources but guaranteed that the project costs would be kept controlled. Interviewed partners expressed their satisfaction with this delivery model due to its efficiencies but also in creating networking opportunities that would be crucial in management of referrals.

3.3.4 Capacity Building Support

The evaluation established that capacity building was part and parcel of the delivery process of this project, from inception to the community. Much orientation was undertaken at the inception meeting and helped put Plan and JCT on the same page from both a programming and financial management perspective. This continued at quarterly review meetings besides the ongoing mentoring processes.

Capacity building efforts continued at the district and community levels, including Child protection Committees, Youth Paralegals and Peer Facilitators, where the various project players received training on various content and procedures relating to the activities of the project. These efforts created conditions of efficient programming since little time and resources would be put to waste due to unnecessary delays. This capacity building also helped in changing attitudes about certain state organs when communities had to work closely with them.

3.3.5 Strong stakeholder engagement

Other stakeholders included Civil Society, religious groups, business people and political leadership in the areas of operation. These were kept in the loop for their influence and mobilization know-how as well as support in enhancement of smooth flow of activities. This ensured efficiency in project delivery processes. There were concerns though over the too many changes that take place in the Victim Friendly Unit, necessitating working with new officers to often, thereby disrupting the smooth flow of the project activities.

3.3.6 High community buy-in and participation

The evaluation established that community buy-in was available due to the design of the project. The use of community based cadres (CPCs, Youth Paralegals and Peer facilitators) was just the recipe these communities needed. Not only do these players know the communities and problems in the areas of the project but the culture as well. This enables them to have relevant interactions that are acceptable. . They mobilise with the problem of the children and youth at heart, a situation that augurs well for sustainability. This was a key success factor for the project.

3.4 Program outcomes and impacts

This section presents changes that have happened on beneficiaries, their communities and child rights-related institutions as a result of project interventions. The study assessed the project's immediate impacts on the children, their parents / guardians, communities and

relevant institutions. The assessment of impacts was guided by the main objectives of the project which were outlined in section 1, Table 2. In line with these objectives, results of this section are therefore presented with a focus on: (i) impact on JCT; (ii) impact on the community; and (iii) impact on the children and their families. Since there was no formal baseline study undertaken for the project, end of term evaluation results are compared with any of the following benchmarks to determine the level of impact:

- ✓ Benchmarks set in the project proposal
- ✓ A description of the problem presented in the project proposal
- ✓ Perceptions of the situation at baseline, expressed by respondents at end-line
- ✓ Results of a mid-term review conducted in April 2015

3.4.1 Impact on Justice for Children Trust

The project sought to strengthen the position of JCT to do advocacy work especially through resource base expansion, gender mainstreaming, resources mobilization and documentation. According to the partner description presented in the project proposal, JCT's work focuses on three core areas namely: provision of **legal aid** to children in difficult circumstances; provision of **legal education** on child protection laws, child rights and child responsibilities; as well as **research, lobby and advocacy** on issues affecting children. On the other hand, the main problem addressed by the project is violence against children caused by multiple factors including social acceptance of violence against children, secondary status of children, inadequate child protection systems and stressful living circumstances. It was observed that to undertake its mission, JCT requires skilled human resources at local level, functional structures and advocacy material and resources. The partners concluded that the mission of JCT perfectly matches the current problems in the target communities but the organization's capacity needed strengthening to effectively confront societal acceptance of violence, low position of children and weak child protection systems. Overall, the end of term evaluation results show a huge growth in the capacity of JCT to undertake perform mission. This evaluation shows the following changes on the capacity of JCT:

a. Stronger service capacity

While JCT depended on its own staff at the inception of the project, the midterm evaluation report shows that there were 44 trained and functional paralegals at midline and this study recorded 51 trained paralegals. These paralegals are community based volunteers who are dedicated to champion child rights issues especially legal education, legal aid and community level advocacy. This expanded the human resource base of JCT and the organization is now present in all operating wards as a result of the program. Interviews with community key informants and FGDs with community members confirmed that the presents JCT is now felt in their communities due to the introduction of JCT paralegals in addition to the community based child protection committees. Apart from the paralegals who focused on legal education and legal aid, a total of 35 community child protection committees were also trained and reenergized to advocate for the respect of children's rights in their communities. In addition, over 100 child peer facilitators were also identified and trained to further advance the penetration of JCT in schools focusing on legal education and advocacy. It is clear that without this project, JCT would be using its own core staff but the project helped them to expand and achieve more.

b. Wider reach of target beneficiaries

The expanded human resource base and local presence helped JCT to reach more target beneficiaries in terms of project awareness, legal education and legal aid. With the help of paralegals, JCT was able to handle about **over 400** cases while JCT core professional staff was able to provide legal aid to over **700** complicated cases during the life of the project. The high figure of complicated cases handled by JCT we identified at local level by paralegals and brought b to the attention of JCT core staff. More children were also reached by child peer facilitators in schools where child law clubs continue to grow in number and membership. These figures could not be possible without the structures created by the project.

c. Greater community acceptance of JCT as a children rights champion

Due to its widespread local presence though paralegals and support of CPCs, JCT (together with Plan) is now widely recognized as a children's rights champion and a credible source of legal information and support to children. In FGDs conducted during the end of term evaluation, parents, CPCs and children expressed confidence in the capacity of JCT to deal with any child rights related. As shown in Table 5 JCT scored highly in an evaluation of its capacity and the capacity of the community structures it is supporting.

Table 5: Children's perceptions of the capacity of JCT

JCT Capacity Statement	AGREE (%)		NEUTRAL (%)		DISAGREE (%)		OVERALL AGREE (%)
	Hre	Byo	Hre	Byo	Hre	Byo	
5.1 JCT is a legitimate source of child protection information and legal support	97	95	3	5	-	-	96
5.2 Child protection committees are actively functioning	79	77	7	9	14	12	78
5.3 Both boys and girls are well represented in child protection committees	79	77	7	9	14	12	78
5.4 The service of youth paralegals are known and appreciated in the community	75	79	12	17	12	4	77
5.5 Child peer facilitators have an instrumental organ enhancing child protection and participation	90	79	7	14	3	7	85

Overall, 96% of the children interviewed confirmed that JCT is a credible source of child protection information and legal support. Evaluation of community structures also scored above the 75% benchmark set in the project proposal. On average, the children rated the capacity of JCT to deliver child protection services at 83%, which is eight percentage points above the set benchmark of 75%.

3.4.2 Impact on the community

The project sought to ensure that a conducive and nonviolent environment is promoted through community level advocacy. To achieve this, the project needed to have functional

community based child protection systems and committed community members. As confirmed by the children, a number of changes have been observed from the inception of the project to date (Table 6).

Table 6: Children's perception of the project's impact on the community

Community structures performance	AGREE (%)		NEUTRAL (%)		DISAGREE (%)		OVERALL AGREE (%)
	Hre	Byo	Hre	Byo	Hre	Byo	
5.5 The police have become more responsive in handling cases of reported abuse	75	77	8	8	17	13	76
5.6 CBO/NGOs have played an instrumental role in supporting child protection activities	90	82	2	9	8	8	86
5.7 Community leaders have effectively mobilised communities in support of project activities	80	75	10	8	10	15	78
5.8 Heads of schools fully support the child law forum clubs and peer education activities	92	93	5	3	3	4	93
5.9 Parents and guardians are committed to protect their children from abuse?	90	83	7	3	4	12	86
7.2 The project has helped in reducing the cases of child abuse?	95	84	5	6	-	9	90
7.3 Our communities have become safer and more child friendly?	89	75	11	8	-	17	82

a. Increased awareness and appreciation of child rights

Participants of FGDs and community based key informants concurred that the JCT's awareness campaigns, IEC materials, as well as efforts of the strengthened child protection committees and paralegals have helped the young and old in the communities to understand child rights, their importance and the importance of respecting them. While some FGD participants had participated in awareness programs of Plan's similar programs, they noted that the JCT project had a difference due to the use of community volunteers who are always present in the community to sensitize and clarify issues related to child protection. On average, 78% of children also confirmed that they see the community leadership and parents as more informed about children's rights. This proportion is higher than the performance benchmark set by the project at its inception.

b. Increased commitment to child protection

Due to the understanding of child rights and their importance, parents, community leaders and local institutions display greater commitment to protect not only their children but all children in the community. The commitment has been observed in:

- ✓ Increased participation of parents and guardians in child protection issues,
- ✓ Investment of resources by parents and community members,
- ✓ Participation of community leaders,
- ✓ Positive response to advice from JCT's community based team of paralegals
- ✓ Involvement of children in community-based CPCs
- ✓ Mainstreaming of child law clubs in schools

Apart from the confirmation of duty bearers in the target communities, 90% of the children interviewed confirmed that their parents are more committed to child protection (Table 10). This proportion is way above the project performance benchmark of 75%.

c. Enhanced visibility and performance of community child protection structures

In addition to the general commitment to child protection, children also observed enhance performance of duties by local institutions. For instance children confirmed that police have become more responsive to abuse cases (76%); CBOs are playing an instrumental role in child protection (86%); schools fully support child law clubs (93%) and parents are committed to child protection (86%). This observed performance is attributed to the support and capacity activities of the project that prioritized strengthening of community-based child protection systems.

d. More child friendly community

The enhanced awareness, commitment and role performance of the community structures are seen as building blocks towards a community that is more child-friendly. To confirm this, 90% of children interviewed believed that the project has helped to reduce cases of child abuse in the target communities. Based on this and the committed community structures, an overwhelming 82% of children have concluded that the communities have become safer and more child-friendly. The parents, guardians, paralegals and CPC members who participated in the study also shared the same position. Overall, the project is believed to have caused positive changes in the community, which have made community structures conscious of and committed to the protection and participation of children in issues affecting their lives.

These results are attributed to the work done by the project on its own partners and through the partners. Setting up and capacitation of implementing partners like the victim friendly units, victim friendly courts, drop-in centres, child protection committees will also go a long way in ensuring the sustainability of the project into the future.

3.4.3 Impact on the children and their families

The primary target beneficiaries of the 'community-based child protection' project are children under the age of 18 years. According to the problem definition of the project, children experience violence in all spheres of their lives and this causes severe effects on their lives. The project's activities therefore sought to strengthen child protection through active participation of children. This requires children to be fully aware of their rights, community-based reporting structures and the steps to take in cases of abuse. Although there have been some projects promoting child rights and child protection in some of the areas covered by the project, the implementing partners believed that rights awareness levels and child participation levels in CPCs as well as knowledge of and use of child protection structures was low at the inception of the project. It is against this baseline status that project activities focused on child rights awareness, functionality of CPCs and other local structures, child protection procedures and children participation. From the baseline status, significant changes have also been experienced by or observed on participating children in all target communities as discussed below.

a. Increased awareness and knowledge of children's rights

Although there were child rights awareness concerns at the beginning of the project, the end of term evaluation results show that 100% of the children interviewed were aware of at least one right. Further investigation of the understanding of rights showed that the most recognized rights were education, shelter, food and protection. Interestingly, the key rights in the project - protection and participation, - feature in the top eight list recognized by children.

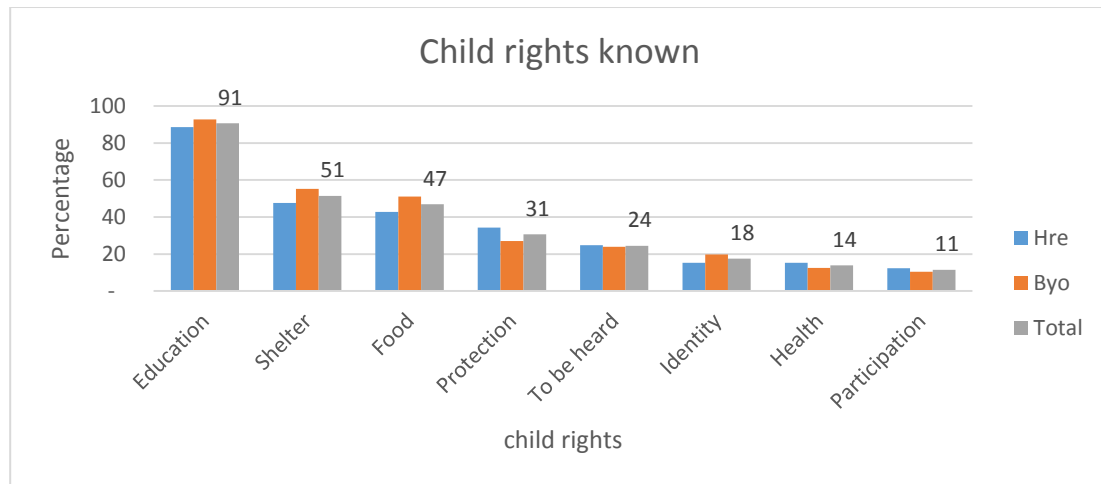


Fig 5: Child rights recognized

Furthermore, children demonstrated knowledge of who is responsible for child protection – putting the responsibility mainly on parents (Fig 6). Apart from parents, it is interesting to note that children also understand the role of local institutions in child protection.

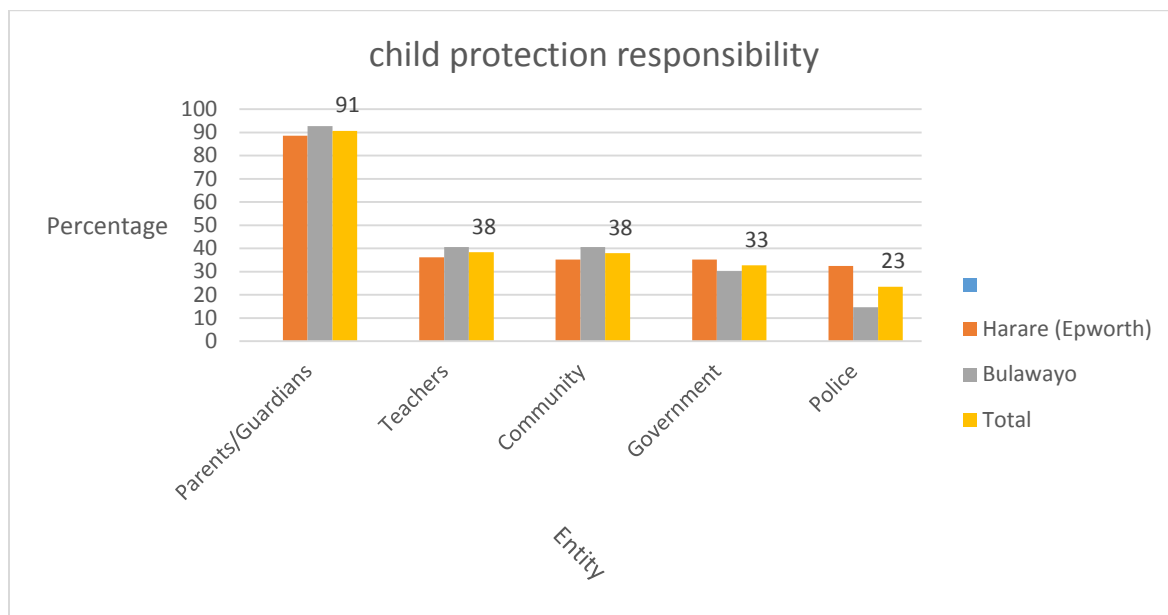


Fig 6: Child rights recognized

The awareness of child rights and the responsibility of protecting children is believed to be a result of the project's sensitization activities. In all cases, the awareness levels surpassed the 75% performance benchmark set at the beginning of the project. Some unintended

results however emerged in the FGDs. Parents were concerned with some children who have gone to the extremes and abused this knowledge of rights by disrespecting and challenging elders. It was noted that there have been cases where children disrespect parents and hide behind verbal and physical abuse. Parents however concurred that these cases were isolated and usually were associated with generally stubborn children.

b. Improved understanding of what constitutes abuse

One of the problems defined at the inception of this project was that there is societal acceptance of some practices, which constitute abuse in many communities. This makes children experience abuse while they and their abusers or protectors consider it as normal practice. The project used its legal education component to sensitize children and their parents about what constitutes abuse. The evidence of this teaching was revealed in the evaluation when children were given 15 practices to comment on (Table 7). Results showed that 14 of these practices were confirmed by at least 75% of the children as constituting abuse. Only corporal punishment was confirmed by a low proportion of 55% of children. This implied that it is still considered as a normal practice although rights activists consider it as a form of abuse. The children also believed that most of the violations were happening at home mainly perpetrated by fathers, male guardians and male relatives. According to the proposal, this understanding was limited before the project was launched hence project activities contributed to the better understanding.

Table 7: Children's understanding of practices constituting abuse

Practice	Does it constitute abuse (% YES)	Where does it mostly occur?	How common is it? (%)	Who are the Main perpetrators?
a. Rape / Sexual abuse	98	Home / comm	72	Father/male Guardian
b. Physical abuse	98	Home	71	Father/male Guardian
c. Verbal abuse	96	Home	79	Father/male Guardian
d. Emotional abuse	96	Home	73	Father/male Guardian
e. Neglect / abandonment	95	Home	61	Father/male Guardian
f. Corporal punishment	55	Home / Sch	64	Father/male Guardian
g. Sexual harassment	100	Home / sch/comm	76	Father/male Guardian
h. Forced early marriage	98	Home	73	Father/male Guardian
i. Child labour which affects health and education	97	Home	73	Father/male Guardian
j. Abandonment	75	Home	45	Father/male Guardian
k. Denial / deprivation of inheritance rights	93	Home	59	Father/male Guardian
l. Failure to send a child to school	92	Home	81	Father/male Guardian
m. Denying access to health care	98	Home	68	Father/male Guardian
n. Denying access to food	98	Home	65	Father/male Guardian
o. Failure to acquire a birth certificate for a child	95	Home	68	Father/male Guardian

While it was agreed that the project has helped to reduce incidences of child abuse, the fact expressed by both community members and children were that some child rights violations still prevail especially rape, physical abuse and other sexual violations (Fig 7).

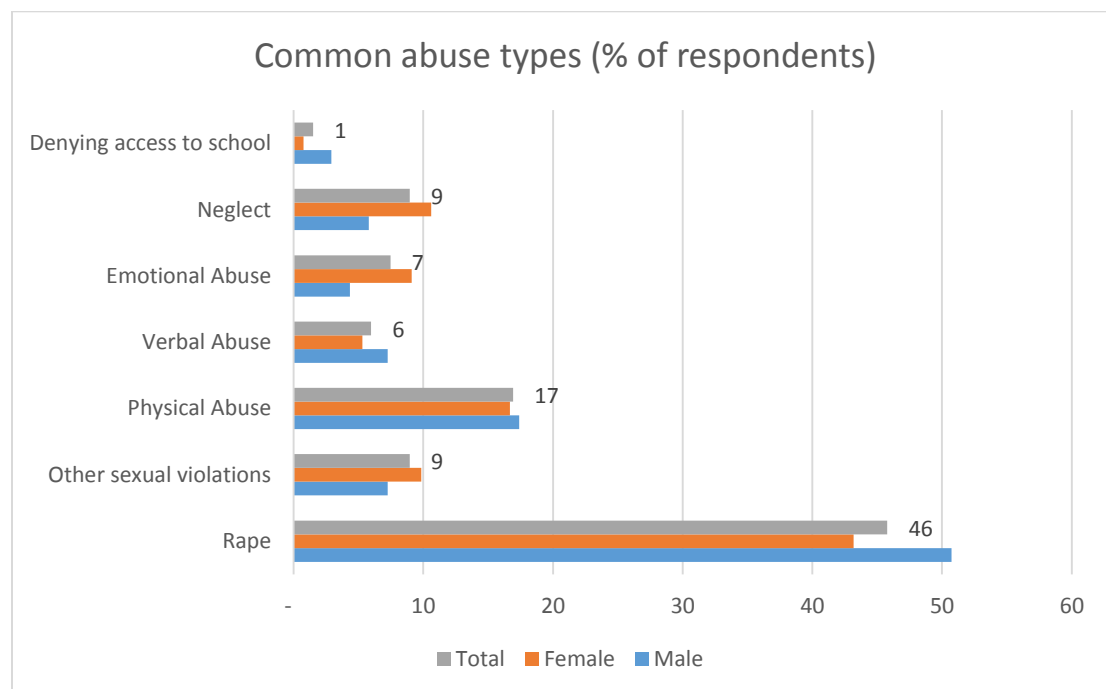


Fig 7: Common abuse types

c. Strengthened confidence to discuss child rights abuse and protection issues

While awareness of child rights seemed to be an outstanding benefit / lesson across all respondents, it was also interesting to note that children interviewed believed that the project boosted their confidence to freely talk about their rights and speak out cases of abuse.

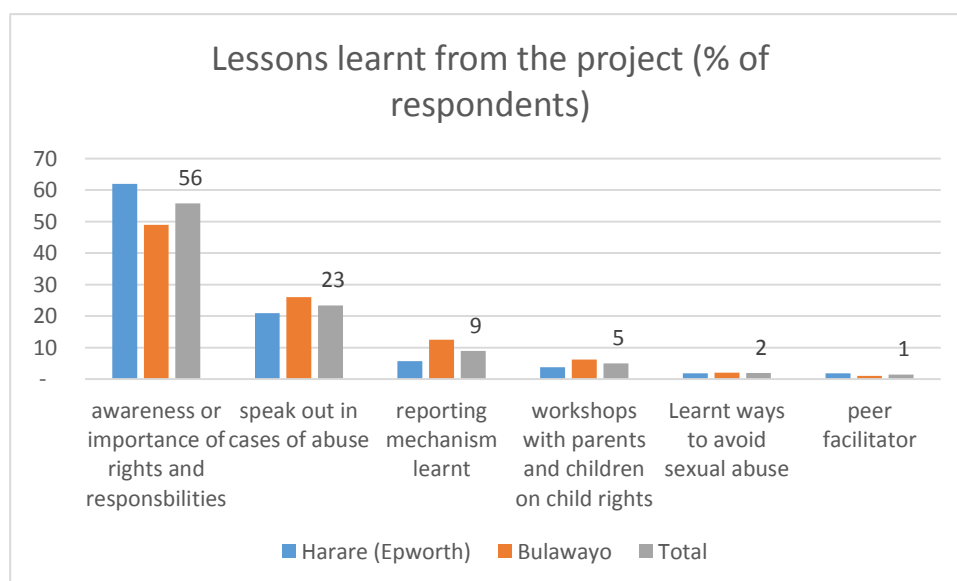


Fig 8: Lessons learnt

Although the proportion is still low, this is a remarkable shift from the traditional stance of keeping quiet about abuses, which prevails in many communities. This confidence lifts the social position of children in society and sends warning messages to potential perpetrators hence it erects some form of self-defence.

d. Better understanding and use of community child protection systems

This study revealed that some of the challenges faced by children were a result of lack of knowledge on the community structures which can offer them help like CPC and police victim friendly units. The children confirmed that one of the most visible achievements of the project apart from increased rights awareness and reduced abuse cases was increased knowledge and linkage to local structures which can help them in times of need. Although some of structures existed before the project, the activities of the project managed to increase the capacity and visibility of these structures so that they are known in the community. This change has an overall effect of providing children with accessible options to approach for legal education and legal aid. Another key achievements also highlighted in all interactions with children and duty bearers was the project's ability to facilitate access to acquiring birth certificates. This afforded disadvantaged children access to many resources and services, which they would not easily get without identity documents (like education and health).

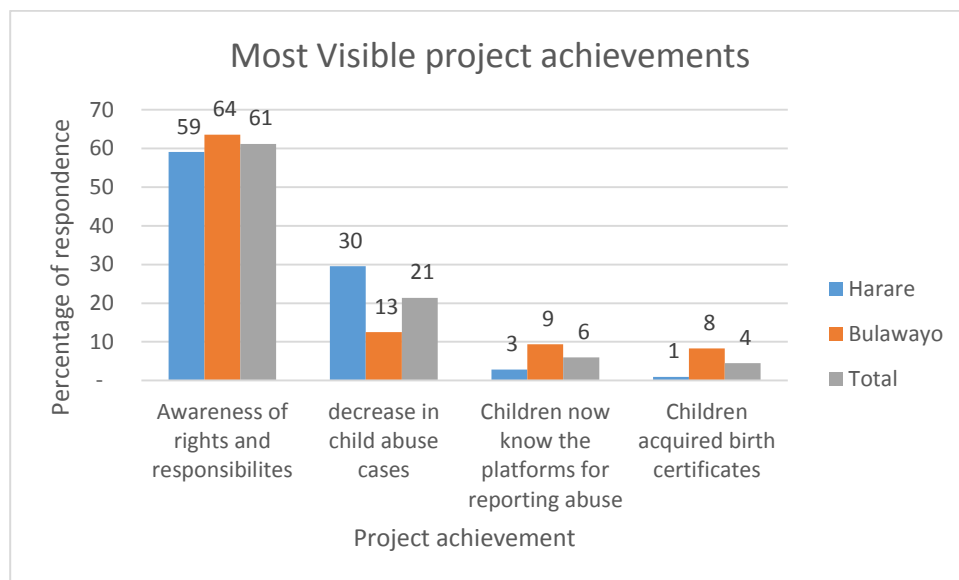


Fig 9: Perceived project achievements

3.5 Project sustainability

This important area of the evaluation reflects over the project's ability to continue to deliver benefits to its beneficiaries after the funding has ended. To what extent will various components endure (or demonstrate endurance prospects) after the project time frame? Will what we are doing remain after we depart? The first level of analysis looks at the design elements of the project and how these enhanced or hindered sustainability prospects. The analysis is also undertaken at the group or individual beneficiary level.

3.5.1 Community involvement

The community is where most of the abuses take place. JCT's Involvement of existing community structures like community leaders, community based organizations and child protection committees helped the community to assume ownership of the project rather than support it. For the past two years, the project was engraved into the community systems and advocacy, legal education and sensitization will remain whether there is funding or not. According to sentiments from FGDs, community-based paralegals were recruited on a volunteer basis and for some child rights promotion has become a passion. Through its partnership with CBOs and paralegals, JCT and Plan were able to articulate the importance of the project to children and their elders and this has driven community members to be committed to the project. In schools, the child law forum clubs have become part of the mainstream extra-curricular activities.

3.5.2 Capacity building of local structures

Training of local partners was a key feature of the project. This was critical to the understanding of child rights, engagement of community members and handling of cases. Paralegals and child protection committees were empowered with skills to handle both legal education and legal aid and these skills will reside in the community and can be passed on to other generations. This allowed for absorption of those skills and knowledge to minimize reliance on outside experts.

Training of other structures such as the police proved useful as the usual perception that police were just meant to arrest was dispelled. It was evident that the police, through the victim friendly unit, more and more committed and empowered to handle cases of victim of abuse, including exposure to basics of counselling and rehabilitation of victims of child abuse. However, the continued official transfer of trained police officer to other areas outside the project area constitutes a threat to sustainability, especially if an officer who has had no training replaces them. Project of this nature should consider contingency plan to handle such challenges.

It was generally noted that all the schools had accepted the project whose delivery was through the school clubs mechanism. Trainings of Children's Clubs within schools equipped them with the confidence and skills to construct their own meanings, and strategies around abuse, mostly drawn from their experience.. However, project delivery was characterised by some challenges: (a) in some cases, club activities were not formally integrated as part of the formal school curriculum, coming as they did late in the afternoon or during the weekend; restricting participation of children coming from distant places. (b) the methodology of handling children was not always sensitive to their situation as expressed by one student - *"We come from class and go to the club in the afternoon, only to get into another class"*. According to project officers, meetings held with school heads and trainings conducted for teachers helped minimise the effect of such challenges.

Generally, partners were happy with training and mentoring support that the project provided. This empowers them within the project timeframe and beyond and leaves them stronger in their performance areas. In addition, the intervention enhanced coping and resilience hence trained children will be able to adjust in life accordingly as they progress to adulthood.

When asked whether they think the project will be able to continue into the future without external support, community members who participated in FGDs expressed optimism and they had no doubt. *“Even if the project goes away tomorrow, it cannot withdraw what we have learnt. That will remain in us for use in our communities”*, said one parent. They confirmed that they had been capacitated with information, skills, exposure and experience good enough to enable them to move on bearing in mind that the children who benefit are theirs. An overwhelming 99% of the children interviewed also expressed interest to see the project continuing and they believed it could continue even without external support. However, there were some who felt that the project was going away when it was just beginning to influence change, expressing the view that it should have continued a little more.

4. CONCLUSION, RECOMMENDATIONS AND ACTION PLAN

The following conclusions and recommendations emanate from the most important findings and observations arising from final evaluation of the project: Community-based Child Protection in Bulawayo and Harare

4.1 Relevance

The project was a good response to challenges faced by children and young people in the target communities. The response was made within the strategic framework of Plan International, JCT and the Government of Zimbabwe. The project generally embraced good design elements but overlooked the issue of a baseline.

Recommendation - Projects should be undertaken after a baseline has been done in order to define indicators and baseline values that then help in tracking progress during the life of the project.

4.2 Efficiency

The project delivered its activities efficiently; using a combination of good coordination, sound Financial Management and resource leveraging. However, the project experienced disbursement delays of sizeable periods of time, leading to either pre-financing or postponing activities while waiting for the funds.

Recommendation - To the extent possible, steps should be taken to avoid disbursement delays or at least minimise the delay period so that this does not derail project activities.

Recommendation – The project must find a mechanism of engaging with the authorities to minimize the transfer of police officers, especially those that would have been trained. This will ensure retention of skills in handling abuse cases in a child-sensitive manner.

4.3 Overall effectiveness

The project registered notable success in delivering set activities that enabled it to achieve most of its intended outcomes. However, the issue of volunteer burn-out has emerged as a black spot on an otherwise well modelled project.

Recommendation – There is need to provide incentives for volunteers to enable them to commit to the project activities. Consideration could be given to establishing income-generating activities that will provide sustainable livelihoods and allow them to continue to render service to the project.

Recommendation – Given its success in Harare and Bulawayo, the project should be considered for scale-up to other urban areas where similar problems are being experienced.

4.4 Partnership and teamwork

The project employed a sound partnership delivery model that included its core team, volunteers, key government departments and relevant NGOs and CBOs to combine responsibility and key expertise necessary to bring about delivery efficiencies. Some government ministries however seemed a bit detached from the progress of the project.

Recommendation – Project implementers must ensure that all relevant government ministries and departments play their part in the project.

4.5 Programme outcomes and impact

The project managed to have positive impacts on the implementer (JCT), the community and the children. The observable impacts were mainly in child rights awareness to the children and community; the capacity of JCT to deliver its mission; as well as the capacity of local structures to advocate for child protection and handle child abuse cases. Partners and paralegals were however concerned about shortage of resources like identity and IEC materials for easy identification and visibility.

Recommendation – Project implementers must ensure that adequate visibility and IEC materials are distributed to the project communities and local structures keep some for new members. It is also important to ensure that implementing partners and volunteers have adequate identity to facilitate their acceptance and credibility in the community.

Recommendation – More resources are need to be dedicated to reaching out-of-school children as they are scattered and may be facing critical challenges which keep them out of school.

4.6 Program Sustainability

The project managed to put in place and capacitate local structures in the form of paralegals, peer facilitators, community-based CPCs, school-based CPCs, child law clubs, CBOs and government partners. These structures are capable of continuing to deliver the benefits of the program to the beneficiaries.

Recommendation – The good model of capacitating and using local structures is encouraged in similar programs. Capacitating should also include provision of adequate operational resources. An exit strategy meeting with implementing partners is necessary to ensure a smooth post-support continuity of the program.

ANNEXES

ANNEX A: TARGETED AND ACHIEVED INTERVIEWS

BENEFICIARY INTERVIEWS							
PROGRAM UNIT	AREA / WARD	TARGET			ACHIEVED		
		Boys	Girls	Total	Boys	Girls	Total
HARARE (EPWORTH)	Ward 1	8	8	16	5	9	14
	Ward 2	8	8	16	8	6	14
	Ward 3	8	8	16	5	9	14
	Ward 4	8	8	16	5	14	19
	Ward 5&6	8	8	16	4	9	13
	Ward 7	8	8	16	12	19	31
	Harare Total	48	48	96	39	66	105
BULAWAYO	Makokoba	8	8	16	2	5	7
	Methodist	8	8	16	3	13	16
	Mzilikazi	8	8	16	13	8	21
	Pumula	8	8	16	0	15	15
	Robert Sinyoka	8	8	16	5	11	16
	St Peters	8	8	16	7	14	21
	Bulawayo Total	48	48	96	30	66	96
GRAND TOTALS		96	96	192	69	132	201
% TOTALS		50%	50%	100%	34%	66%	100%
KEY INFORMANT INTERVIEWS							
LEVEL	Area / Ward	Target			Achieved		Total
		Implementing Partners	Community	Total	Implementing Partners	Community	
NATIONAL LEVEL		4		4	3		3
HARARE PU		8		8	7		7
BULAWAYO PU		4		4	4		4
Epworth	6 wards		12	2		12	12
Bulawayo	6 wards		12	12		11	11
GRAND TOTALS		16	24	40	14	23	37
FOCUS GROUP DISCUSSIONS							
PU	Mixed CPC / Parents	Paralegals	Mixed Peer facilitators / Children		Total		
Epworth	5	1	5		11		
Bulawayo	6	1	4		11		
GRAND TOTAL	11	2	9		22		

ANNEX B: Evaluation team structure and roles and responsibilities

Position	Number of people	Responsibilities
5 Area Team Leaders	2	<ul style="list-style-type: none"> • Overall project direction and coordination • Planning and executing all evaluation stages • Final compilation of outputs / deliverables • Conducting Key Informant Interviews • Checking completed Questionnaires
6 Assistant Team Leaders	2	<ul style="list-style-type: none"> • Assisting team leader in team coordination • Fieldwork admin and logistics • Facilitating FGDs • Checking completed questionnaires • Designing data entry templates
7 Note-takers	2	<ul style="list-style-type: none"> • FGD Note taking • Conducting Key informant interviews • Capturing FGD notes
8 Enumerators and data clerks	16	<ul style="list-style-type: none"> • Conducting interviews / Administering questionnaires • Checking own questionnaires • Peer-review of questionnaire in the field • Checking, coding, entering and cleaning data
Total	22	Complementing to undertake all the activities of the evaluation.

ANNEX C:

SURVEY QUESTIONNAIRE FOR CHILDREN

COMMUNITY-BASED CHILD PROTECTION IN HARARE AND BULAWAYO

BASIC INFORMATION:

Name of enumerator _____

Date: ____/____/____/____ Time Started: _____ Time Ended: _____

Implementation Area / Ward: _____ School: _____

Name of Respondent: _____

+++++

SECTION 1: RESPONDENT DEMOGRAPHICS:

Question	Codes	Response
1.1 Gender	1 = Male; 2 = Female	[]
1.2 Age		____ Years
1.3 Educational Status	1 = In School 2 = Out of School	[]
1.3.1 Reason for "Out of School" status	1 = Completed O'Level 2 = Completed A'Level 3 = School fees challenges 4 = Bereavement 5 = Other (Specify).....	[]
1.4 Disability status	1=Living with a disability 2=Living without a disability	[]
1.4.1 If living with a disability, indicate disability	1=Hearing impaired 2=Visual impaired 3=Physically challenged 4=Mentally challenged 5=Other (Specify).....	[]
1.5 Are you the household head in your family?	1 = Yes 2 = No	[]
1.6 Orphanage status	1= Paternal 2= Maternal 3= Both 4= Not an Orphan	

SECTION 2: AWARENESS OF CHILD RIGHTS

CHILD PROTECTION ISSUE	CODES	RESPONSE
2.1 Are there any child rights you know?	1=Yes 2=No	[]
2.2 If yes, which rights do you know?	1= Education 2= Protection 3= Food 4= Shelter 5= Health 6= Identity 7=Participation 8=Economic security 9= To be heard 10= Other..... 99= N/A	[] [] []
2.3 Whose responsibility is it to ensure that these child rights are met? (rank any top three in order of importance)	1= Parents/Guardians 2=Government 3= Social Welfare 4= Community 5= Children 6= NGOs and CBOs 7= Local leaders 8=Police 9=Religious leaders 10=Teachers 11=Other..... 99= N/A	[] [] []

SECTION 3: CHILD RIGHTS VIOLATIONS AND CHILD ABUSE

3.1 Are there some member in your community that perpetrate Child Rights violations?	1= Yes 2= No	[]
3.2 What are the most common types of abuses on children and young people in this community? <i>[List 3 most common]</i>	1= Rape 2= Other sexual violations 3= Physical abuse 4= Verbal abuse 5= Emotional abuse 6= Neglect 7 = Other (specify)	[] [] []

3.3 Please comment on the following practices in relation to children

Practice	Does it constitute abuse? (Codes)	Where does it mostly occur?	How common is it? (Codes)	Who are the Main perpetrators?
p. Rape / Sexual abuse				
q. Physical abuse				
r. Verbal abuse				
s. Emotional abuse				
t. Neglect / abandonment				
u. Corporal punishment				
v. Sexual harassment				
w. Forced early marriage				
x. Child labour which affects health and education				
y. Abandonment				
z. Denial / deprivation of inheritance rights				
aa. Failure to send a child to school				
bb. Denying access to health care				
cc. Denying access to food				
dd. Failure to acquire a birth certificate for a child				
ee. Other (specify).....				
ff. Other (Specify).....				
	Abuse/Not Codes 1 = YES 2 = NO	Location of abuse 1= At Home 2= At School 3= In the community 4= Church 5= Functions / gathering	Prevalence codes 1 = Very Common 2 = Common 3 = No Sure 4 = Not common 5 = Not common at all	Perpetrators codes 1 = Father/ male guardian 2 = Mother/Female guardian 3 = Male relative 4 = Other male relative 5 = Other female relative 6 = Teachers 7 = Church leaders / members 8 = Other children / youths 9 = Other (specify)....

SECTION 4: UNDERSTANDING OF (and INVOLVEMENT IN) THE COMMUNITY CHILD PROTECTION PROJECT

Question	Codes	Response
The main problem which the project sought to address was violence against children. Its purpose was to strengthen protection of children living in your community		
4.1 What specific problems faced by children were its activities addressing? [List at most three]	1= Child abuse prevalence 2= Unreported abuse cases 3= Lack of child rights information 4= Other (specify).....	<div> <div></div> <div></div> <div></div> </div>
4.2 What activities did the project undertake in the community (List as many as you know) [List at most three]	1= Child Rights Awareness 2= Reporting cases for legal aid 3= Legal education 4= Other (specify)	<div> <div></div> <div></div> <div></div> </div>

4.3 What has been your involvement (role) in this project?	1= Trained Child Peer Facilitator 2= Reported a case for legal aid 3= Participated in legal education 4= Participated in awareness events and campaigns 5= Member of Child law Forum Club 6= Other (specify)	[] [] []
4.4 How effectively have you played your role in this project? Please explain	1= Effectively 2= Not Sure 3= Ineffective	[]
4.5 What benefits have you gained from interacting with the project	1= Child rights awareness 2= Legal procedures information 3= Reporting channels in cases of abuse 4= Business / income generating skills 5= Legal representation 6= Other (Specify).....	[] [] []
4.6 In the case of those that received legal aid, a. What was their case.....? b. How did they go about getting assistance.....? c. What was the outcome?		

SECTION 5: EFFECTIVENESS OF CHILD PROTECTION STRUCTURES

Listed below are statements that describe effectiveness of some players in the Community Child Protection Project. For each player, select one box that best describes your degree of agreement with the given statement. Feel free to make comments in the space below the table

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5.1 JCT is a legitimate source of child protection information and legal support					
5.2 Child protection committees are actively functioning in the communities and are well represented by both boys and girls?					
5.3 The service of youth Para-legals are known and appreciated (examples)					
5.4 Child peer facilitators haven an instrumental organ is enhancing child protection and participation					
5.5 The police have become more responsive in handling cases of reported abuse					
5.6 CBO/NGOs have played an instrumental role in supporting Child Protection activities					
5.7 Community leaders have effectively mobilised communities in support of project initiatives					
5.8 Heads of schools fully support the child law forum clubs and peer education activities					
5.9 Parents and guardian are committed to protect their children from abuse					

5.10 Other (Specify)					
----------------------	--	--	--	--	--

SECTION 6: PROJECT ACHIEVEMENTS

6.1 What do you see as the major achievements of the project in the past 2 years?	
6.2 What did you like most about the project?	
6.3 What things do you think the project could have done better?	
6.4 Would you want this project to continue? <i>(Give Reasons for your response)</i>	1=YES, 2=NO <input type="checkbox"/>
6.5 Any suggestions for the continuity of project	

SECTION 7: PROJECT OUTCOMES AND IMPACT

Listed below are 3 statements that describe the outcome/impact situation of project interventions. For each statement, select one box that best describes your degree of agreement with the given statement

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.1 We are aware of our right to protection and feel confident to actively discuss child protection issues and challenges					
7.2 The project has helped in reducing the cases of child abuse					
7.3 Our communities have become safer and more child friendly (examples)					

SECTION 8: LESSONS LEARNT AND RECOMMENDATIONS

8.1 What lessons have been learnt in this project? (Probe fully for positive and negative lessons)

.....

8.2 Do you think all children have been sufficiently included and benefitted from protection and participation activities? Which children do you feel were excluded and what is your suggestion to make them more included.....

.....

8.2 What suggestions do you have for implementation of similar projects in future?

.....

8.3 Any other comments on the project

.....

***** Thank you very much for your participation! *****

ANNEX D:

FOCUS GROUP DISCUSSION GUIDE FOR DUTY BEARERS AND PROJECT FACILITATORS END OF TERM EVALUATION

"COMMUNITY-BASED CHILD PROTECTION IN HARARE AND BULAWAYO [ZWE 0231]"

[Parents, Youth Paralegals, Peer facilitators, Child Protection Committees]

Composition of groups:

- 8 -12 participants per group
- To the extent possible, groups of community based duty bearers and facilitators will be made up of males/ boys only or females/girls only (not mixed) to allow for free and to allow for open, free and undisturbed dialogue

Key Points to Note:

- Facilitator introduces team, purpose of the meeting and the approximate time the meeting will take (about 45 minutes).
- Facilitator clarifies the use of the data and how participants will get feedback on the results
- Facilitator emphasizes the importance of expressing their views freely as members of their community.
- Facilitator ensures that the members are in agreement and observes local cultural rules (e.g. starting with word of prayer).
- Questions in sections below are just for guidance and broader. More detailed dialogue on the issues should be encouraged. The facilitator should probe further and get detailed clarification of the issues under discussions.
- Ensure that there is a List of names of people who participated in each discussion.
- Seek permission to record discussion and take pictures, if needed.
- Facilitator ensures that the note taker records all responses to the discussion questions.

DISCUSSION TOPIC	GUIDING QUESTIONS
The project : Community – Based Child Protection in Harare and Bulawayo	<ul style="list-style-type: none"> • What do we know of this project? • What was it meant to deal with in the communities? • Was this the relevant response? Why? • Your role? Successes? Challenges? • What else could the project have done to address the needs and issues highlighted? • Who else could have been targeted?

DISCUSSION TOPIC	GUIDING QUESTIONS	Project role, effectiveness, impact
Rights awareness	<ul style="list-style-type: none"> • Awareness of child rights • Awareness of child rights promoters: local/national • Do you think these rights are respected in this community? Probe fully 	<ul style="list-style-type: none"> • How did the project assist? • Was this effective? • Did it bring any change?
Rights-related challenges faced by boys and girls and how they are managed	<ul style="list-style-type: none"> • Challenges faced related to child rights • Child rights violations and causes • Child abuse cases – prevalence and nature • Reporting mechanisms • Managing the cases – action for perpetrator/victim 	<ul style="list-style-type: none"> • How did the project assist? • What role did you play? • Was this effective? • Did it bring any change?
Child protection	<ul style="list-style-type: none"> • Whose responsibility is it to protect children? • Are children satisfactorily protected? • Children protection systems and structures • Measures to improve protection 	<ul style="list-style-type: none"> • How did the project assist? • What was your role? • Was this effective? • Did it bring any change?
Child participation	<ul style="list-style-type: none"> • Should children participate in their life issues? • What kind of issues should they participate in? • How should they participate? • What can be done to improve participation? 	<ul style="list-style-type: none"> • How did the project assist? • Was this effective? • Did it bring any change? • What role did you play?
Inclusiveness: gender ,	<ul style="list-style-type: none"> • Which groups of children and youths should be targeted for 	<ul style="list-style-type: none"> • How did the project assist?

disability	<p>advancement of children rights?</p> <ul style="list-style-type: none">• Any groups in this community that seem to be left out in the advancement of children's rights• What provisions need be made for such groups to participate	<ul style="list-style-type: none">• Was this effective?• Your role? How did you actually execute? Impact?• Did it bring any change?
------------	--	---

ANNEX E:
KEY INFORMANT INTERVIEW GUIDE FOR IMPLEMENTING PARTNERS

END OF PROJECT EVALUATION

"COMMUNITY-BASED CHILD PROTECTION IN HARARE AND BULAWAYO [ZWE 0231]"

Interviewee Full Name	Name of Organization	Position/Designation

1	<p>PROJECT RELEVANCE</p> <p>1.1 Was this project the right response to the challenges experienced by children and communities?</p> <p>1.2 Does the project provide a good response to child rights violations in the country?</p> <p>1.3 How is its alignment with organizational, national, regional and international</p> <p>1.4 What else could the project have done to address the needs and issues highlighted? Who else could have been targeted?</p> <p>1.5 How were intervention (geographical) areas selected?</p>
2	<p>DESIGN OF THE PROJECT</p> <p>2.1 Why were you selected to be the key partner of this project?</p> <p>2.2 Key Design elements</p> <p>(a) Pre-launch activities? To understand the issues and needs better? [Feasibility? Needs analysis?] Baseline? Could it have been rushed?</p> <p>(b) Sensitivity to other previous lessons and recommendation?</p> <p>(c) Project fit with existing and ongoing programmes?</p> <p>(d) Mainstreaming issues – which ones (human rights programming - child rights and child protection in the context of abuse issues? How seriously are these taken in programming; training content and methodology?</p> <p>(e) Coherence and logic – objectives and strategies, other linkages?</p> <p>(f) M & E framework (appropriateness and fit with other components) (objectives, outcomes and impact, monitoring tools)?</p> <p>(g) Involvement of other stakeholders (local authority, other NGOs, communities)?</p> <p>(h) Delivery mode appropriateness of (partners, community, coordination)?</p> <p>(i) In retrospect, any relevant partners that could have been included?</p> <p>(j) Did design facilitate or impair project delivery?</p> <p>(k) If it could be done all over again, improvements could be made on the design?</p>
3	<p>PROJECT EFFICIENCY</p> <p>3.1 Relative to outcomes, were resources deployed efficiently (less to produce more)?</p> <p>3.2 Efficiency of strategies used? Would there have been greater efficiency with different strategies?</p> <p>3.3 Efficiency of communication and networking to achieve the program goals? (With Donor? With Plan? With other stakeholders)?</p> <p>3.4 Financial management – relevance and efficiency (assessment) of existing systems to manage finances & track costs versus activities. Timeliness of disbursements of project funds through the system? What on delivery of activities?</p> <p>3.5 Consistency between initial budget and the project activities (assessment of)? Were there any changes and why?</p> <p>3.6 Efficiently of project use of available financial and human resources</p>
4	<p>PROJECT EFFECTIVENESS</p> <p>4.1 Did the project deliver as intended? How do we know?</p> <p>4.2 Set targets (per plan) vs achieved targets? Which met and which not? Why?</p> <p>4.3 Did we use the right delivery strategies? Suitability for the urban context?</p> <p>4.4 Capacity building endeavours? What? Of who? Was this availed? By whom?</p> <p>4.5 Participation of field structures, partners, communities, beneficiaries). Challenges?</p> <p>4.6 Coordination and collaboration (partners, government Departments, Others)?</p> <p>4.7 Leveraging resources—efforts made (and by who?). What success?</p> <p>4.9 How implementation challenges (which?) were dealt with! Future suggestions?</p>
5	<p>OUTCOMES AND IMPACT</p>

	<p>5.1 Noticeable changes (community, families, children) (protection + participation)? What has not changed? Explain your answer.</p> <p>5.2 Would anything have been done differently to create greater changes?</p> <p>5.3 To what extent do you agree with the following statements?</p> <table border="1" data-bbox="201 254 1429 919"> <thead> <tr> <th data-bbox="201 254 857 321">Statement</th> <th data-bbox="857 254 971 321">Strongly agree</th> <th data-bbox="971 254 1057 321">Agree</th> <th data-bbox="1057 254 1198 321">Undecided</th> <th data-bbox="1198 254 1312 321">Disagree</th> <th data-bbox="1312 254 1429 321">Strongly disagree</th> </tr> </thead> <tbody> <tr> <td data-bbox="201 321 857 388">(a) JCT is a legitimate source of child protection information and legal support</td> <td data-bbox="857 321 971 388"></td> <td data-bbox="971 321 1057 388"></td> <td data-bbox="1057 321 1198 388"></td> <td data-bbox="1198 321 1312 388"></td> <td data-bbox="1312 321 1429 388"></td> </tr> <tr> <td data-bbox="201 388 857 455">(b) Child protection committees are actively functioning in the communities and are well represented by both boys and girls?</td> <td data-bbox="857 388 971 455"></td> <td data-bbox="971 388 1057 455"></td> <td data-bbox="1057 388 1198 455"></td> <td data-bbox="1198 388 1312 455"></td> <td data-bbox="1312 388 1429 455"></td> </tr> <tr> <td data-bbox="201 455 857 522">(c) The service of youth paralegals are known and appreciated (examples)</td> <td data-bbox="857 455 971 522"></td> <td data-bbox="971 455 1057 522"></td> <td data-bbox="1057 455 1198 522"></td> <td data-bbox="1198 455 1312 522"></td> <td data-bbox="1312 455 1429 522"></td> </tr> <tr> <td data-bbox="201 522 857 590">(d) Child peer facilitators haven an instrumental organ is enhancing child protection and participation</td> <td data-bbox="857 522 971 590"></td> <td data-bbox="971 522 1057 590"></td> <td data-bbox="1057 522 1198 590"></td> <td data-bbox="1198 522 1312 590"></td> <td data-bbox="1312 522 1429 590"></td> </tr> <tr> <td data-bbox="201 590 857 657">(e) The police have become more responsive in handling cases of reported abuse</td> <td data-bbox="857 590 971 657"></td> <td data-bbox="971 590 1057 657"></td> <td data-bbox="1057 590 1198 657"></td> <td data-bbox="1198 590 1312 657"></td> <td data-bbox="1312 590 1429 657"></td> </tr> <tr> <td data-bbox="201 657 857 724">(f) CBO/NGOs have played an instrumental role in supporting Child Protection activities</td> <td data-bbox="857 657 971 724"></td> <td data-bbox="971 657 1057 724"></td> <td data-bbox="1057 657 1198 724"></td> <td data-bbox="1198 657 1312 724"></td> <td data-bbox="1312 657 1429 724"></td> </tr> <tr> <td data-bbox="201 724 857 829">(g) Government, Community leaders and other duty bearers have effectively mobilized communities in support of project initiatives</td> <td data-bbox="857 724 971 829"></td> <td data-bbox="971 724 1057 829"></td> <td data-bbox="1057 724 1198 829"></td> <td data-bbox="1198 724 1312 829"></td> <td data-bbox="1312 724 1429 829"></td> </tr> <tr> <td data-bbox="201 829 857 919">(h) We appreciate the non-violent norms and their influence on our relations with children.</td> <td data-bbox="857 829 971 919"></td> <td data-bbox="971 829 1057 919"></td> <td data-bbox="1057 829 1198 919"></td> <td data-bbox="1198 829 1312 919"></td> <td data-bbox="1312 829 1429 919"></td> </tr> </tbody> </table> <p>Comments</p>	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	(a) JCT is a legitimate source of child protection information and legal support						(b) Child protection committees are actively functioning in the communities and are well represented by both boys and girls?						(c) The service of youth paralegals are known and appreciated (examples)						(d) Child peer facilitators haven an instrumental organ is enhancing child protection and participation						(e) The police have become more responsive in handling cases of reported abuse						(f) CBO/NGOs have played an instrumental role in supporting Child Protection activities						(g) Government, Community leaders and other duty bearers have effectively mobilized communities in support of project initiatives						(h) We appreciate the non-violent norms and their influence on our relations with children.					
Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree																																																		
(a) JCT is a legitimate source of child protection information and legal support																																																							
(b) Child protection committees are actively functioning in the communities and are well represented by both boys and girls?																																																							
(c) The service of youth paralegals are known and appreciated (examples)																																																							
(d) Child peer facilitators haven an instrumental organ is enhancing child protection and participation																																																							
(e) The police have become more responsive in handling cases of reported abuse																																																							
(f) CBO/NGOs have played an instrumental role in supporting Child Protection activities																																																							
(g) Government, Community leaders and other duty bearers have effectively mobilized communities in support of project initiatives																																																							
(h) We appreciate the non-violent norms and their influence on our relations with children.																																																							
6	<p>INCLUSIVENESS/EQUALITY/NON-DISCRIMINATION</p> <p>6.1 From its conception and design, project meant to benefit all children: Did it?</p> <p>6.2 Which children actually benefitted? Which ones did not? Why?</p> <p>6.3 Equal protection opportunities to all groups of children? (Gender, disability)?</p> <p>6.4 Equal participation opportunities to all groups of children? (Gender, disability)?</p> <p>6.5 What should have been done or needs to be done to promote inclusiveness?</p>																																																						
7	<p>SUSTAINABILITY</p> <p>7.1 Will what the project is doing remain after end funding and other support?</p> <p>7.2 Measures were put in place to ensure continuation (integration, capacitation)?</p> <p>7.3 Have different player roles changed (children, duty bearers, facilitators and partners). Is there evidence of ownership? What evidence?</p> <p>7.4 Do these changes and actions facilitate sustainability (continuation)</p> <p>Threats and risks to sustainability?</p> <p>7.5 What else should have been done or needs to be done to promote sustainability?</p>																																																						
8	<p>RETROSPECTIVE/REFLECTION</p> <p>8.1 Recommendations;</p> <p>8.2 Lessons learnt (Organizational and operational)</p> <p>8.3 Suggestions [for enhancing community based child protection]</p> <p>8.4 Suggestions [for improvement of similar projects in future]</p>																																																						

ANNEX F:
KEY INFORMANT INTERVIEW GUIDE FOR PROJECT STAKEHOLDERS

END OF PROJECT EVALUATION

COMMUNITY-BASED CHILD PROTECTION IN HARARE AND BULAWAYO [ZWE 0231]

Interviewee Full Name	Name of Organization	Position/Designation

0	<p>0.1 Preliminary conversation on Child Rights and Child Protection issues, abuse and violations (motivations, trends and emerging issues) generally and in project areas).</p> <p>0.2 Their (or their Department role in the arena of Child Protection, its execution and challenges they face in carrying it out.</p>												
1	<p>PROJECT RELEVANCE</p> <p>1.1 Knowledge of project and its purpose and how it relates to their role? How they define success.</p> <p>1.2 Project - the right response to the challenges experienced by children in these communities?</p> <p>1.3 Do such projects provide a good response to child rights violations in the country?</p> <p>1.4 How does their role relate to the spirit and activities of the project? How well did they play?</p> <p>1.5 What else could the project have done to address the needs and issues highlighted?</p>												
2	<p>DESIGN OF THE PROJECT</p> <p><i>Their views and insights on project design:</i></p> <p>2.1 Involvement of other stakeholders and partners (local authority, other NGOs, communities)?</p> <p>2.2 Ensuring synergies with existing programmes? Which programmes? Did this work well?</p> <p>2.3 Appropriateness of delivery mode (through partners, community involvement, coordination)?</p> <p>2.4 Suitability of approach and activities in urban setting? Any peculiar challenges?</p> <p>2.5 If this was to be started all over again, what aspects should be designed differently?</p> <p>2.6 Any other design elements</p>												
3	<p>PROJECT EFFICIENCY</p> <p>3.1 Resource deployment relative to processes/activities and results</p> <p>3.2 Strategies used? Could different strategies have yielded better outcomes?</p> <p>3.3 Communication and Networking to achieve the program goals?</p>												
4	<p>PROJECT EFFECTIVENESS</p> <p>4.1 Did the project deliver as intended? How do we know?</p> <p>4.2 Are we using the right delivery strategies? Could there be improvement? What improvements?</p> <p>4.3 Comment on Capacity building endeavours? What form did it take? How regularly?</p> <p>4.4 Participation of different players (partners, communities, beneficiaries)? Any challenges?</p> <p>4.5 Coordination and collaboration (implementing partners, government). Any improvements?</p> <p>4.6 Implementation challenges and how these were dealt with. How could these be addressed?</p>												
5	<p>OUTCOMES AND IMPACT</p> <p>5.1 Any noticeable changes attributable to the project are there on community and on children, youth, families [protection and participation opportunities related, attitudes]?</p> <p>5.2 Would anything have been done differently to create greater changes? Recommendations?</p> <p>5.3 To what extent do you agree with each of the following statements?</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Statement</th><th style="text-align: center;">Strongly agree</th><th style="text-align: center;">Agree</th><th style="text-align: center;">Undecided</th><th style="text-align: center;">Disagree</th><th style="text-align: center;">Strongly disagree</th></tr> </thead> <tbody> <tr> <td>(a) JCT is a legitimate source of child protection information and</td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	(a) JCT is a legitimate source of child protection information and					
Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree								
(a) JCT is a legitimate source of child protection information and													

	legal support						
	(b) Child protection committees are actively functioning in the communities and are well represented by both boys and girls?						
	(C)The service of youth paralegals are known and appreciated (examples)						
	(d) Child peer facilitators haven an instrumental organ is enhancing child protection and participation						
	(e). The police have become more responsive in handling cases of reported abuse						
	(f) CBO/NGOs have played an instrumental role in supporting Child Protection activities						
	(g) Government, Community leaders and other duty bearers have effectively mobilized communities in support of project initiatives						
	(h) We appreciate the non-violent norms and their influence on our relations with children.						
6	INCLUSIVENESS/EQUALITY/NON-DISCRIMINATION 6.1 Which children benefitted from activities of the project? Which ones did not? Why? 6.2 Did project give equal protection opportunities to all groups of children? (Gender, disability)? 6.3 Did project give equal participation opportunities to all groups of children? (Gender, disability)? 6.4 What should have been done or needs to be done to promote better inclusiveness?						
7	SUSTAINABILITY 7.1 Will what the project is doing remain and continue after funding and other support ends? Any worries about the future of the project? What is the worst that could happen? 7.2 What measures were put in place to ensure continuation (integration, capacitation)? 7.3 Have roles of different players (children, duty bearers, facilitators, Plan and JCT) changed? 7.4 Do these changes reflect ownership and acceptance of responsibilities? 7.5 Do these changes and actions facilitate sustainability (continuation) 7.6 What else should have been done or needs to be done to promote sustainability?						
8	RETROSPECTIVE/REFLECTION 8.1 Recommendations; 8.2 Is the project ready for scale up? 8.3 Lessons learnt (Organizational and operational) 8.4 Suggestions [for enhancing community based child protection] 8.5 Suggestions [for improvement of similar projects in future]						

Annex G:
Fieldwork Schedule

Dates	Activity	Outputs
14 – 17 March	Inception Report and tools development	Inception report Research tools
18 March	<ul style="list-style-type: none"> National & PU level Key informant interviews Field work preparations 	Key informant data
19 March	Enumerator Training	Enumerators trained and practiced the tools
21-22 March	<p><i>Data collection in Epworth and Bulawayo</i></p> <p><i>(Survey, FGDs & Key informants)</i></p> <p>Three (3) sessions per day:</p> <ul style="list-style-type: none"> Morning (8-10am) – one ward/area Mid-morning (11am -1pm– one ward/area Afternoon (2-4pm) – One ward/area <p><i>(Itinerary to be finalized with respective PUs)</i></p> <p>Respondents for FGDs and interviews to be gathered at one school in the ward. The selected school should also have some of the respondents for the evaluation (in-children).</p>	Data collected
23-29 March	Data management and Draft Report	Draft report and data sets
31 March	Presentation of draft report	Data collected
1-8 April	Report review and revision	Final report and data sets

Annex H:
Interviewed Key Informant List

	NAME	SEX	LEVEL/LOCATION	ORGANISATION	POSITION
	National Level Key Informant Interviewees				
	Rasmus Bering	Male	National	Plan Denmark	Project Coordinator
N1	Tholakele Ndlovu	F	National	Plan Zimbabwe	Child Protection Advisor
N2	Caleb Mutandwa	M	National	Justice for Children Trust	Programme Manager

Programme Unit/District Level Key Informant Interviewees					
PU1	Temper Dube	M	Harare (Epworth) PU	Plan Zimbabwe	Programme Coordinator –
PU2	Edna Mapuranga	F	Harare (Epworth) PU	JCT	Project Officer
D1	Farai Chifetete	F	Epworth	<i>Women's Affairs, Gender and Community Development (G)</i>	Community Coordinator
D2	Shepherd Soza	M	Epworth	MSF (NGO)	Community Liaison Officer
D3	Priscilla Rongoti	F	Epworth	JCT Volunteer	Lead Case Care Worker; Lead Paralegal, CPC
D4	Sergeant Dzumbunu	M	Epworth	Zimbabwe Republic Police	Officer in Charge (VFU)
	Constable Murehwa	M	Epworth	Zimbabwe Republic Police	VFU Officer
Community Level Key Informant Interviewees					
C1	Eva Chaneta	F	Epworth Ward 5	Local Authority	Councillor
C2	Future Jena Bernard	F	Epworth Ward 2	Hope for Young Women Trust	Director and Founder –
C3	Zviito Chimutondo	M	Epworth Ward 7	Foothills College	Director/Principal
C4	Vengesai Muchoni	M	Epworth Ward 7	Local Authority	Councillor
C5	Never Mujikwa WARD 3	M	Epworth Ward 3	Padare Men's Forum	Chairperson for Epworth Chapter
C6	Ellina Mazhandu	F	Epworth Ward 1	Local Authority	Councillor
C7	John Antonio	M	Epworth Ward 1	Seventh Day Adventist	Pastor
C8	Cosmas Rongoti	M	Epworth Ward 2	Shanduko (CBO)	Project Director
C9	P Sinoya	M	Epworth Ward 4	Oxford College	Club Patron
C10	Margaret Chikonzo	F	Epworth Ward 6	Epworth Overspill Clinic	Environmental Health Technician
C11	Mavis Chakanetsa	F	Epworth Ward 5	Entrepreneur (Epworth 5)	Hairdresser
C12	Maxwell Mwale	M	Epworth Ward 6	Taxi Industry Employee	Kombi Driver

Annex J:
Enumerator Guidelines and Declaration

COMMUNITY-BASED CHILD PROTECTION IN HARARE AND BULAWAYO
END OF TERM EVALUATION

GUIDELINES FOR DATA COLLECTORS

Introduction

The instructions outlined hereunder are meant to help us to manage data collection at the site level in accordance with expected performance and behavioural standards. In addition, they are also meant to standardize the manner in which data is being collected across all data collection sites. Please read carefully and ask questions if any.

Ethics statement

After the training, and having studied these guidelines very closely, you are expected to sign the ethics form that outlines ethical expectations, committing yourself to “doing things the right way”.

Before departure for data collection

Please check and make ensure that you have all the required stationery for use during data collection.

Arrival at the data collection site

It is necessary to establish rapport by first greeting whoever, it is that you are collected data from. Ask the age of the interviewee and ensure they are in the appropriate category.

Beginning the Interview

My name is XXX, a researcher conducting a survey on behalf of an NGO called Plan Zimbabwe which has been working in these communities for many years. We are trying to find out about Child Protection and Participation issues in your community. Plan will use the answers you provide to improve programming. We also hope the information will benefit your community and possibly other communities in the future. As such, you are requested to respond to interview questions as truthfully as you possibly can. The interview will last about 20 to 30 minutes.

The information that you share will be kept in confidentiality and there will be no “come-backs” from the answers you give. Thus, whatever you say will not be shared with others. Your identity will remain anonymous and your name will not be recorded anywhere on the questionnaire and no-one will be able to link you to the answers you give. Only the interviewers will have access to the unlinked information.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don’t want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

Consent form

Explain the purpose of the consent form. If interviewee is above 16, ask them to complete consent form. If below 16 ask a parent or guardian to sign the consent form.

End of interview – Thank the interviewee and proceed to the next participant or data collection site.

RESEARCHER'S DECLARATION

I, (full names)

.....

ID Number

declare that:

- I have read through the research guidelines and am satisfied with their contents
- I am suitably qualified and experienced to perform the above research study.
- I will ensure that every research subject or other involved persons, such as relatives, shall at all times be treated in a dignified manner and with respect.

I also confirm that I have received Plan International's revised Child Protection Policy as approved by the members in June 2013; which I have read and understood.

Signature.....Date.....

ANNEX K:

INFORMED CONSENT FORM

INFORMED CONSENT

I hereby agree to participate in evaluation of “Working towards a better future for girls and boys through promoting and fulfilling their rights project. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

Signature of participant.....

Date:.....

I hereby agree to the tape recording of my participation in the study

Signature of participant.....

Date:.....