

**EVALUATION OF THE CHILD PROTECTION PROJECT  
IN KAMPALA, MUKONO AND KALANGALA  
DISTRICTS**

**Report**

**Submitted to;**

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## **Acknowledgments**

I wish to acknowledge with appreciation all those who worked with the evaluation team to carry out this end of project evaluation. I am greatly indebted to UYDEL for having given me this opportunity to contribute to its noble cause of contributing to efforts to strengthening of appropriate community, legal and institutional response to child abuse through this evaluation. I wish to thank, in a special way, the executive director UYDEL, Mr. Rogers Kasirye and, Ms. Regina Kacwamu, Mr. Alex Agaba, Ms. Winnie Nantabo, and Mr. Joseph Sebyara for their keen interest in this assignment, their planning arrangements and for coordinating the entire evaluation exercise.

My sincere thanks also go to my research assistants, Ms. Catehrine Namatovu and Mr. Dan Bentonda who did a commendable job during data collection.

Our respondents in the field especially members of the parents support groups, the police and law enforcement officers, the local leaders, the school administrators and all the stakeholders for their time, enthusiasm to the study made it possible for us to have this report put together.

This report clearly highlights the impact of the project and the extent to which the project objectives were achieved. It makes critical recommendations to the whole challenge of child protection in the communities. The strategies proposed are very critical to child protection response at the community level.

I therefore wish to implore UYDEL and all the players and actors in child protection to utilize the findings of this evaluation for evidence based programming for child protection.

**Laban Musinguzi Kashaija**  
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## List of Abbreviations and Acronyms

UYDEL:	Uganda Youth Development Link
ANPPCAN:	African Network for Prevention and Protection Against Child Abuse and Neglect
DOVCC:	District Orphans and Other Vulnerable Children Committee
TOR:	Terms of Reference
FGD:	Focus Group Discussion
PSWO:	Probation and Social Welfare Officer

## **Executive Summary**

UYDEL is a Non-governmental organization that was founded in 1993. Our vision is to see hard-to-reach vulnerable young people access friendly services that reduce the numbers and levels of marginalization and exploitation. UYDEL mission is to empower disadvantaged and vulnerable young people with social cognitive life skills that will enable them lead a happy and meaningful life and become useful citizens of Uganda.

UYDEL provides services for young people (children and youth) at drop-in-centers and outreach posts located in Kampala District (Kawempe and Rubaga Divisions), Kalangala District (With the Uganda Police Force), Mukono District (Mukono Town Council), and Wakiso District (Nangabo and Busukuma). UYDEL works with youth/children aged 10-24 years who are vulnerable to exploitation and consequently to HIV/AIDS specifically; Adolescent commercial sex workers and sexually abused children, Children affected by child labor, Street children, Youth and children affected by HIV/AIDS families as well as those from poor families.

At the start of 2008, UYDEL received funding from the OAK Foundation to implement a two year (2008-2010) child protection project in collaboration with the Child and Family Protection Unit (CFPU) of the Uganda Police Force. The project was implemented in the districts of Kampala, Kalangala and Mukono districts. The project goal was to contribute to the creation of an environment that recognizes, promotes and protects children's rights through promotion of resilience and child friendly services in the districts of Kampala, Mukono and Kalangala.

### **Objectives of conducting the Evaluation**

This is an end term evaluation for a two year, 2008-2010, child protection project that aimed at assessing and documenting the impact of the project on children and their communities in the project areas of Kampala, Mukono and Kalangala Districts. The evaluation also aimed at; assessing the extent to which the project objectives have been achieved; assess the relevancy, effectiveness and efficiency regarding design, implementation, monitoring and implementation of the project in addressing child protection issues; document best practices in child protection and; document challenges, lessons learnt and suggest viable recommendations to guide future interventions.

### **Methodology**

A predominantly qualitative approach was used to study and evaluate whether the child protection project achieved its objectives. The focus was particularly on the work of the project in implementing interventions. The evaluation team visited all the project districts for in-depth interviews. Participants included both the secondary and primary beneficiaries of the project. Besides the in-depth interviews conducted with the beneficiaries of the project, a review of relevant documents was conducted to beef up the information generated from in-depth interviews and discussions. The information generated from the consultative meetings and in-depth interviews was analysed using content and thematic analysis.

## **Summary of key evaluation findings**

An assessment of the achievement of the project objectives and outcome reveals that the project achieved substantially the key project outcomes.

### **Evaluation of specific project objectives in relation to outcomes.**

#### **Objective 1:**

*To promote an environment where police, communities and service providers work together to protect children from all forms of abuse in general and child sexual abuse and exploitation in particular in Kampala, Mukono and Kalangala Districts.*

As a result of the project activities there is a noticeable improvement in the levels of awareness and understanding by police and law enforcement officers through capacity building workshops and distribution of information, education and communication materials in Kalangala, Kampala and Mukono districts. Over 90 police and law enforcement officers were trained in child protection related issues. This evaluation revealed that the police and law enforcement officers were able to acquire the necessary skills in handling child abuse cases. The police and law enforcement officers demonstrated increased knowledge of child protection and additional child friendly skills. The project beneficiaries were full of praise for the project for having distributed enough literature, which has partly increased community awareness on child abuse and child protection

Through support to parent support groups (PSGs) and local leaders, the project succeeded in creating and supporting a strong force of community members that support child protection at the community level. Besides general sensitization on child abuse, the PSGs were also supported with training to be able to start/boost their household incomes. This has improved their capacity to meet basic needs for their children and families. The PSGs have started to work as a watch dog over other community members to prevent child abuse and reporting of cases to police has also increased as a result of the efforts of the PSGs.

The work of the project in schools with the pupils and school administrators was found to be critical in creating a suitable environment for fighting abuse in schools. As significant actors in child protection, the project worked closely with the teachers, children and other school administrators to address child abuse. Through support to school clubs to participate in debates on child abuse, talk shows/discussions, music, dance and drama competitions, essay writing and art competitions on issues of child sexual abuse, child protection has become entrenched in the schools learning environment.

The project facilitated the formation of out of school peer education groups involving young people out of school. These in turn carry on the messages to the other children as well as community members through community drama shows. Discussions with the peer educators revealed that they have learnt a lot from the project and have worked with social workers to reach out to other young people (children and youths) in the community.

## **Objective 2**

*To facilitate the provision of medical, legal temporary shelter and psycho-social support services for abused children in a coordinated and effective manner in Kampala, Kalangala and Mukono Districts by October 2010.*

The project facilitated the provision of psychosocial support in form of counseling for the abused children; material support (food, clothing, medical care); counseling parents; referral; and legal support where possible. Other forms of support provided under the project include facilitating the abused children to access medical services; provision of temporary shelter as well as information on children's rights and responsibilities. In some districts such as Kalangala, there was evidence that the number of cases convicted in courts of law have increased as a result of the activities of the project. Police reports indicate that the abused children have also been counseled and supported with medical services.

### **Project best practices**

#### ***Partnership and Networking***

Partnership and networking increases project success since the participation of different actors with diverse skills and competencies complements the activities of the projects. More importantly child protection interventions require a whole range of skills and competencies. The project was designed in partnership with other significant players, mainly the police and law enforcement officers, the probation and social welfare officers, the parents/community members and a wide range of institutional partners at local and national levels. This has enabled UYDEL to build strong and genuine partnerships needed in child protection. As a result of these partnerships, UYDEL's voice for child protection has been recognized among the partners. In some districts, such as Kalangala, the role of UYDEL is even stronger and has been co-opted as a member of important committees such as District OVC Committee (DOVCC).

#### **Working with communities through parent support groups**

Significantly, one of the major best practices is working with communities. Interventions of this nature succeed when the main stakeholders are involved. The involvement of the community at different levels and more importantly through the PSGs, local leaders and the peer educators meant that the project has become a community project. The involvement of the community has increased their vigilance in child protection.

#### **Child participation in the project activities**

The project ensured that children as the primary stakeholders are involved in project activities. With regard to child protection, their involvement meant that the project placed them at the center of child protection interventions. Children participated through school clubs, peer education clubs, which were found to be critical for addressing child abuse. Such activities can only be scaled up.

### **Challenges**

A host of challenges are evident. First, there are concerns that the project duration was rather short to sustain the concepts of economic empowerment for child protection through parent support groups, and to extend school club activities to more schools in

the areas of operation. The project was implemented for only two years, which is a short time to have a lasting impact in the community. Secondly, there were concerns regarding the human resources (UYDEL staff and partners) to reach a wider geographical area. Although there were attempts to involve other partners particularly the probation and social welfare office and community development officers during some of the project activities, in districts like Kalangala there was only one project staff who, at times would be overwhelmed by project work. Also in districts like Kalangala, lack of facilities like computers, internet and printing services was a big challenge for project staff while executing their duties. Project partners, mainly the police are not well facilitated to carry out proper investigations concerning child abuse cases. As such, some cases were never properly handled to completion.

### **Opportunities**

The project interventions are well aligned within the overall international and national frame work on child protection such as the UNCC, 1989 and the NSPPI-1, 2004/5-2009/2010. The involvement of the community members through the parents support groups presents significant opportunities for creating a community force in addressing child abuse. This is also true for child participation and male involvement in child protection. These are opportunities that the project and UYDEL as an organisation should continue to exploit to scale up interventions. The project also greatly benefited from the existence of willing partners such as the police, CSOs, probation and social welfare office, local governments, community members, schools among others. The project also covered areas that seem to be largely ignored by other actors. Districts like Kalangala are considered hard to reach areas, yet it is in communities like these where child abuse takes place. In Kampala and Mukono districts, the project worked in slum areas where cases of child abuse are escalated by the poor living conditions. Projects of this are therefore timely interventions.

### **Lessons Learnt and sustainability.**

Participants in this evaluation consider partnerships and collaborations very critical in achieving success for intervention of this nature. Many noted that partnerships increase ownership of the project but also help to draw on the experiences of a number of partners with different experiences, competencies and expertise. The project worked very closely with the police and also drew on the competencies of the probation and social welfare officers in different districts as well as community members, children and the schools. It was emphasized during this evaluation that working with the communities especially the primary duty bearers as the parents increases acceptability of the project and enhances sustainability. The project worked closely and facilitated the formation of parent support groups that can continue to learn from involving all community members including men to continue dialoging and implementing community based solutions to child abuse in general and child sexual abuse in particular.

This evaluation has also revealed that the program approach of establishing peer education groups in schools and communities is critical for sustainability of project interventions. The project benefits are likely to continue especially the child protection

messages largely because of the use of the peer educators who were trained to carry on the messages to the rest of the community members even after the project has ceased to operate.

## **Conclusion**

The findings of this evaluation indicate that the project has made significant strides in child protection in the districts where the project was implemented. In particular, the evidence from the evaluation indicates that the project has made attempts at strengthening the capacity of child protection actors such as police, parents, schools administrators. The project has also increased awareness with regard to child protection and also helped to equip the actors with skills to handle multiple issues of child abuse, trafficking and general violence against children. The results of this evaluation indicate that there are some significant challenges that made the interventions appear less effective. More pronounced was the issue of capacity, the short duration of the project, unlimited community expectations and a host of other significant challenges, which also provide opportunities for learning and redesigning for the project. Based on the study findings, the following recommendations are suggested to make the project and any future interventions more successful.

## **Recommendations**

- Strengthen capacity of UYDEL and other partners in child protection such as the police, parents, local leaders and the schools. This requires more investment in human resources training in child protection issues.
- Sustaining the benefits of the project required sufficient time to effectively achieve and build a sustainable base. Projects of this nature require an extended period for the partners to develop and strengthen their capacities and competencies. It is recommended that in future a project of this nature be allocated more time.
- Strengthen PSGs by providing them with small grants to perform better and encourage male involvement. The PSGs were found to be critical in child protection interventions but with limited capacity to scale up the activities due to limited male involvement and lack of funding for their activities.
- Strengthen referral links and networks. This evaluation has established that the project succeeded in establishing referral networks. It is important therefore to consider continuous engagement of the stakeholders to be able to sustain the referral networks established.
- Scale up activities that create spaces for children to freely participate in child protection interventions, for instance school clubs and community peer groups particularly school clubs.
- Continuous strengthening and training for the local council leaders and police in child protection to address factors that predispose children to abuse.
- Scale up awareness creation on child abuse
- Continuous training of child protection actors on psychosocial support should be encouraged and scaled up.
- Sensitise the community members and disseminate laws that seek to protect

children from abuse.

# 1. Introduction

This report presents the findings of an end of project evaluation that was undertaken to assess the impact of the child protection project implemented in Kampala, Mukono and Kalangala districts by Uganda Youth Development Link (UYDEL). The evaluation was commissioned by UYDEL, in November 2010. Consequently, the evaluation study was carried out between November and December 2010 in all the project districts.

## 1.1. Background to the evaluation.

Violence against children exists in every country of the world, cutting across culture, class, education, income and ethnic origin<sup>1</sup>. In every region, in contradiction to human rights obligations and children's developmental needs, violence against children is socially approved, and is frequently legal and State-authorized<sup>2</sup>. Studies from different regions of the world suggest that up to 80 to 98 per cent of children suffer physical punishment in their homes, with a third or more experiencing severe physical punishment resulting from the use of implements. WHO estimates that 150 million girls and 73 million boys under the age of 18 experienced forced sexual intercourse or other forms of sexual violence during 2002<sup>3</sup>.

Much violence against children remains hidden due to; children's fear to report incidents of violence against them and; parents' fear to protect their children from abuse by a spouse or other family member or a more powerful member of society such as a police officer, or a community leader. In some societies, societal acceptance of violence is also an important factor where both children and perpetrators may accept physical, sexual and psychological violence as inevitable and normal. Violence is also invisible because there are no safe or trusted ways for children or adults to report it. In some parts of the world, people do not trust police, social services or others in authority; in others, particularly rural areas, there is no accessible authority to which one can report<sup>4</sup>

The most pronounced forms of violence against children in Uganda include; sexual violence (abuse), physical abuse, emotional abuse, child neglect and abandonment, subjection of children to hazardous work, conscription in armed conflict and child sacrifice. The Save the Children study on violence against children<sup>5</sup> shows that forms of child physical abuse experienced by children include pushing, shaking, restraining, kicking, slapping, hitting, punching, beating, assault, burning, maiming, and child sacrifice. The retrospective survey carried out by the ACPF revealed that among the Ugandan girls who were interviewed, 89 percent faced verbal sexual abuse, 53 percent were indecently sexually touched, 42 percent were raped and 11 percent were forced to

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<sup>1</sup> UN, General Assembly, Item 62 (a) 2006, Promotion and protection of the rights of children.

<sup>2</sup> *ibid.*

<sup>3</sup> *Ibid*

<sup>4</sup> *Multi-Country Study on Women's Health and Domestic Violence* (Geneva, World Health Organization, 2005 cited in UN, 2006).

<sup>5</sup> *Save the Children in Uganda, 2007, United Nations study on violence against children in Uganda—Consolidated report.* Kampala: Save the Children in Uganda, UNICEF and Republic of Uganda

perform oral sex<sup>6</sup>. Studies and annual police records show evidence of increasing child sexual abuse, Defilement for example has been among the top crimes reported to police for the last three years. Other studies show that 76 percent of children have experienced sexual violence including being touched in a seductive manner, receiving unwanted attention, and exposure to adults having sex, being forced to touch adults to arouse sexual intentions and being forced to have sex<sup>7</sup>.

As part of her efforts to provide services to the children facing abuse as described above, UYDEL, in partnership with the Child and Family Protection Unit (CFPU) of the Uganda Police Force, supported by the OAK foundation, has since 2008 been implementing a child protection project in Kampala, Mukono and Kalangala districts . The project goal was to contribute to the creation of an environment that recognizes, promotes and protects children's rights through promotion of resilience and child friendly services in the districts of Kampala, Mukono and Kalangala. The core project areas were awareness raising on child protection issues, capacity building for police to provide friendly services at police stations, social and economic empowerment for parents to protect children within their communities and direct psycho-social support services for abused children. The primary target beneficiaries were children below 18 years who have been abused or are at risk of abuse and exploitation while the secondary beneficiaries were stakeholders, with duty to protect children, including police and law enforcement officers, parents, teachers, community workers, local leaders and other community members in general.

After two years of project implementation, UYDEL commissioned this consultancy to undertake an end of project evaluation to assess and document the impact of the child protection project on children and their communities in the project areas of Kampala, Mukono and Kalangala Districts and to identify best practices for scale up and/or replication.

## **1.2. Objectives of the Evaluation.**

As stated in the TOR, the end of project evaluation aimed at assessing and documenting the impact of the child protection project on children and their communities in the project areas of Kampala, Mukono and Kalangala Districts and to identify best practices for scale up and/or replication. Specifically, this end of project evaluation was intended to achieve the following objectives;

1. To assess the extent to which the project objectives have been achieved and determine the impact it has created on the target population.
2. To assess the relevancy, effectiveness and efficiency regarding design, implementation, monitoring and implementation of the project in addressing child protection issues.
3. To identify and document best practices in child protection particularly at community level.

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<sup>6</sup> Africa Child Policy Forum (2006) Violence against Girls in Africa, A Retrospective Survey in Ethiopia, Kenya and Uganda. Addis Ababa: African Child Policy Forum

<sup>7</sup> Dipak, Naker (2006) Violence against Children: The Voices of Ugandan Children and Adults. Kampala: Raising Voices and Save the Children in Uganda.

4. To document challenges, lessons learnt and suggest viable recommendations to guide future interventions on child protection

### **1.3. Scope of the evaluation**

The background information for this evaluation was provided in the TOR. This evaluation was undertaken as an end of project evaluation. It was conducted among the key project stakeholders (including the project beneficiaries) in the three districts (Kampala, Mukono and Kalangala), to assess the impact of the project. This evaluation aimed at assessing the extent to which the project objectives have been achieved and determine the relevancy, effectiveness and efficiency regarding the design, implementation and monitoring approaches of the project. The evaluation employed predominantly qualitative techniques of data collection, analysis, interpretation and presentation.

## **2.0. Evaluation Methodology**

### **2.1 Overall Study Design**

This evaluation adopted a largely cross-sectional descriptive and analytical study design utilizing qualitative approaches/techniques to the investigation and analysis. The descriptive and analytical approach were useful in generating descriptive statistics and important fundamental qualitative information in respect to the extent to which project objectives were achieved in the target districts of Mukono, Kalangala and Kampala.

The issues investigated included; the extent to which the project objectives have been achieved and the impact of the child protection project on children and their communities in the project areas of Kampala, Mukono and Kalangala Districts; identify best practices for scale up and/or replication and; the relevancy, effectiveness and efficiency regarding the design, implementation and monitoring of the project.

### **2.2 Study Area**

The study was conducted among the project beneficiaries (both primary and secondary) living in three project districts of Kampala, Kalangala and Mukono. The study team visited all the three project districts. The selection of the study areas was largely determined by the scope of the project in terms of its target area.

### **2.3 Study participants**

The study participants included both the primary and secondary beneficiaries of the project in the districts of Kampala, Kalangala and Mukono. The primary respondents, as defined in the project proposal, were children between 10-24 years who have been abused or are at risk of abuse and exploitation. These are also the project's primary beneficiaries. These were mainly school going and out of school going children.

Other study participants included the project's secondary beneficiaries including Police and law enforcement officers, parents, teachers, community workers, local leaders and other community members in general. The evaluation also included the project implementing team at UYDEL and staff in UYDEL's partner organizations in the three project districts.

## **2.4 Sampling**

Although it was initially planned that simple random sampling techniques would be employed to select a representative sample of primary respondents, based on the assumption that UYDEL drop-in centers in Kampala, Kalangala and Mukono districts would provide the consultant with the lists of the available project beneficiaries, this was not possible and sampling was subsequently purposively undertaken to serve the purpose. There was a deliberate attempt during sampling to include, both males and females in the study.

Other study participants included the project's secondary beneficiaries; Police and law enforcement officers, parents, teachers, community workers, local leaders and other community members in general. The evaluation also purposively included the project implementing team at UYDEL and staff in UYDEL's partner organizations in the three project districts. These were considered as key informants and their selection was purposive based on existing project structures such as the UYDEL staff at the centers, local leaders and even parents (See attached a list of study participants)

## **2.5 Methods and Process of Data Collection**

Data were collected using mainly qualitative methods including focus group discussions, in-depth interviews and document reviews.

### **2.5.1 Methods of data collection**

A number of data collection methods were used as described below:

#### **In-depth interviews**

In-depth interviews were conducted with key informants including the local/community leaders in the respective communities, relevant staff of UYDEL implementing the project, police and law enforcement officers, representatives from partner agencies, parents and other community members in the selected districts.

In-depth interviews with key informants were conducted to generate rich qualitative data on the extent to which the project objectives have been achieved and determine the impact it has created on the target population and communities served; the relevancy, effectiveness and efficiency regarding the design, implementation and monitoring of the project in addressing issues of child protection; options for sustainability of the project and the capacities of stakeholders involved to sustain the benefits of the project and support initiatives in the communities; challenges, and lessons learnt.

#### **Focus Group Discussions**

Focus group discussions were also conducted using Focus Group Discussion guides. At least three FGDs were conducted in each of the districts. A number of issues that were not captured during individual interviews were captured during the FGDs with children. Particularly more attention was paid to the issues of awareness of child protection issues and awareness of their rights. Each FGD had an average of 10 members.

## **Documents review**

Review of the relevant documents on child protection and related interventions at national, district and NGO level was undertaken. This review was intended to provide the status of child protection in Uganda. The review was broadened to include any other relevant documents both published and unpublished about child protection and more specifically issues of child sexual abuse

A review of the relevant project documents was undertaken to inform this evaluation exercise. Some of the project documents included the project proposal, the project quarterly reports and the project monitoring reports. The review of the project documents guided the design and formulation of the research tools.

### **2.6 Data Management and Quality Control.**

Qualitative data was transcribed and word-processed to enable easy handling in preparation for analysis. After transcriptions and translations are made, the consultant then edited the transcripts to ensure completeness and logical flow.

Qualitative data was analyzed using Content and Thematic techniques based on the evaluation objectives. Processing of qualitative data proceeded as follows:

- Review of transcripts to delineate aspects directly relevant to the survey questions and objectives of the survey.
- After review of the transcripts, the preparation of an Analysis Grid showing the major key issues of investigation against the group classification was undertaken.
- Data was then reviewed for each specific issue of investigation and key quotations extracted, insights, explanations and interpretations was made.
- Using the extracted responses on the specific issues in the Analysis Grid, the findings were then narrated to develop a summary report, making use of key quotations and explanations.

### **2.7: Limitations of the study**

Due to mobility of beneficiaries and constraints of time it was hard to locate all the project beneficiaries. In particular, given that data collection coincided with school holidays and nominations for political positions. As such, the evaluation team relied on a few students from different schools who could easily be located and mobilized since most schools had gone to holiday. This meant that the earlier plan of having to interview students in a school environment from different schools on issues of child protection did not materialize. But in some districts, Kampala and Mukono, students came from different schools and FGDs were conducted outside the school settings.

## **3.0 Findings and Analysis**

### **3.1 Introduction**

This section presents the findings of the evaluation. The findings are presented along the specific objectives of the evaluation and also in line with the project objectives. In general, this section presents project relevance and effectiveness in terms of achievement of project outcomes/objectives, efficiency, project impact as well as documentation of best practices.

### **3.2 Project Relevance and effectiveness**

Project relevance and effectiveness are taken here to refer to the extent to which the project responded to beneficiaries' needs; both latent and manifest. The project aimed at bringing together communities, law enforcement officers and other stakeholders to work as one to effectively protect children from abuse through a strong referral network to be able to promote resilience, build life skills among children, provide psycho-social, medical and legal services and; prevent child abuse from occurring through intensive awareness raising dialogues at community level and strengthening of community support networks (parent support groups) to promote community reporting, positive parenting and self-help income generating activities.

#### **3.2.1 Project Relevancy**

The strength of the program was found to be in its relevancy. One important measure of any project's successes is its relevancy to the needs and concerns of the target groups or intended beneficiaries. Child abuse and in particular child sexual abuse, is not only a critical issue on a global scale, but also critical within the context of the districts or regions where the project was implemented. Earlier studies on the issues of child abuse indicate that child abuse is on the increase in many districts in Uganda. Police records accessed prior to the commencement of the project in 2007 indicate that 566 cases of sexual abuse were reported at the police stations in Mukono, Kalangala and Kampala Districts alone. Sexual abuse (defilement) was the most common form of abuse. Majority of the child abuse victims were girls compared to boys while majority of the child aggressors were male compared to female.

There is no doubt that the project was a timely undertaking. It was more relevant because it was also in line with the national framework set out by the Ministry of Gender, Labour and Social Development under the NSPPI-1. The approach proposed was also very much relevant. The approach involved bringing together communities, law enforcement officers and other stakeholders to work as one to effectively protect children from abuse through a strong referral network to be able to promote resilience, build life skills among children, provide psycho-social

medical and legal services and; prevent child abuse from occurring through intensive awareness raising dialogues at community level and strengthening of community support networks (parent support groups) to promote community reporting, positive parenting and self-help income generating activities.

### **3.2.2 Assessment of the Child Protection Project Design**

The focus of assessment in this section is placed on a number of design issues such as project formulation process, project monitoring and evaluation, stakeholder participations and project sustainability and replication.

#### **3.2.2.1. Project formulation process**

There is not much documentation related to project formulation process specific to the child protection project, 2008-2010. An assessment of the project formulation process is important as it gives an insight into the key questions asked when the project designers prioritized the problem addressed by the project. This assessment also helps us to understand the decisions taken during the project formulation process on the most optimal strategies and activities, the target group, monitoring framework and decisions on the project's indicator framework. However, interactions with the project implementing team at UYDEL secretariat revealed that the formulation of the project was based on a wealth of experience drawn from implementation similar OAK funded UYDEL projects since 2004. This two-year project was designed as a continuation of the OAK support to UYDEL's efforts towards child protection.

Consequently, the process of project formulation involved review meetings with all stakeholders in the different districts- children, police, parents, probation, police surgeons and local leaders. During the review meetings, representatives of different stakeholders deliberate and generate ideas on what the community problems are in terms of child protection, what the grant has managed to help solve and what should be done to help the community solve its problems. This is usually done at the completion of every project. It is from such review meetings that ideas for design of the subsequent projects are generated, as was the case with this two year child protection project.

#### **3.2.2.2. Stakeholders Participation**

Although the documents reviewed indicate no involvement of primary target group during the planning phase in project design (the children/youths aged 10-24 years), interactions with project implementing team indicate that the children were consulted in school clubs review meetings before the end of the previous

grant. The feedback reports from these review meetings were used to pick out ideas that were included in this project. At implementation stage, the project registered significant stakeholder involvement in various ways including attending training sessions, identification and reporting child abuse cases among others. During trainings and awareness creation sessions/meetings, the project staff jointly conducted these sessions with the other partners such as the police, the probation and welfare officers, community development officers. The active involvement of these stakeholders later on shaped the subsequent activities of the project and community participation.

### **3.2.2.3. Project monitoring and evaluation framework**

The project documents reviewed give a general description of the monitoring and evaluation framework/mechanisms with regard to how the data were to be collected for evaluation and monitoring, and also gives a general description of how the information collected was used. However, there is no detailed framework guiding monitoring and evaluation of the project. The project documents do not provide baseline data against which monitoring and evaluation would be undertaken. Further analysis of the documents indicate that while it is to some extent easy to identify the relationship between the project's activities, outputs and notable changes, a detailed logical framework would have guided the Monitoring and Evaluation framework for the project better.

Considerable work was done by UYDEL staff to standardize the technical progress reports. The project implementation team used on-spot visits that were done regularly to track project activities and progress. There were also mid-term and quarterly reviews. Also through review meetings with the relevant stakeholders, an attempt was made to track the project's progress. From these review meetings, on-spot visits and quarterly evaluations, the project implementing team wrote activity reports whose findings and recommendations were used to track the project's progress.

### **3.2.2.4. UYDEL's Institutional Framework and arrangements**

UYDEL, in partnership with CFPU of Uganda Police) was responsible for the overall technical oversight, activity monitoring and evaluation. The project also engaged the law enforcement officers, local leaders and other stakeholders in the districts of operation. The local leaders, parent support groups and peer educators were involved in the mobilization and identification of the most-at-risk, vulnerable and abused children, reporting of cases of child abuse and general sensitization through community dialogues. The project also trained and involved peer educators, who themselves were largely instrumental in spearheading the implementation of the project in the community. The project was largely implemented under the technical oversight of UYDEL Executive

Director who was assisted by the Project Officer at the UYDEL secretariat. The Project also employed social workers in every area of operation and counselors at different sites.

This evaluation has revealed that at the secretariat, there was enough technical capacity to implement the project, conduct quarterly reviews and monitoring of project progress. However, there were significant challenges especially when it came to field staff and facilities at different sites. In Kalangala, with one project staff and with no access to printing and internet services, it was hard to effectively execute project activities. Despite the fact that the field staff worked with other technical people at the district/division such as the probation and social welfare officers, the project field staff remained relatively few (one per district) compared to the workload. In Kalangala specifically, the lack of a computer and internet services presented difficulties preparing reports and communicating with the project team at the secretariat. Transport was also found to be a challenge to the project staff. The police as well as the project didn't have a car or a motorcycle to facilitate the movement of staff in the field. It was even more difficult where project staff and police had to follow-up or facilitate the follow-up of abuse cases in courts of law.

## **4.0 Evaluation of specific project objectives in relation to outcomes.**

### **4.1 Achievement of Objective 1:**

#### **4.1.1. Introduction**

The project's first objective was; *To promote an environment where police, communities and service providers work together to protect children from all forms of abuse in general and child sexual abuse and exploitation in particular in Kampala, Mukono and Kalangala Districts.*

This objective was to be achieved through creation of an environment where police, communities and other actors work together to protect children from all forms of abuse in general and sexual abuse and exploitation in particular in Kampala, Mukono and Kalangala Districts by October 2010. The project worked closely with and facilitated the police officers and probation and social welfare officers to record and follow-up cases of abuse in communities, conducted refreshers training workshops for police and law enforcement officers, created and supported PSG to promote positive parenting, community level child protection, community reporting and resilience for children. The project also worked closely with and facilitated school teachers and school administrators to support child protection in schools and facilitated the formation of peer education clubs, production and distribution of IEC materials as well as the development of a standard referral form to aid children to seek protection services from private and government institutions. Developed referral form as well as referral links between communities, police and NGOs. The main priority area, among other things, prioritized capacity building for child protection actors including the police and law enforcement officers, parents, local leaders and other stakeholders such as teachers and the children themselves both out of school and the school going children.

#### **4.2. Capacity building for police and law enforcement officers.**

Through capacity building workshops and seminars police and law enforcement officers in the project districts of Kampala, Kalangala and Mukono were not only oriented into child protection but also well equipped to handle cases of child abuse. It was revealed that in all the three districts well over 180 police and law enforcement officers were trained into child protection issues including laws regarding child abuse, receiving cases of abused children, counseling and following them up in child-friendly ways. Throughout the project period, it was reported that the project worked closely with the police to increase not only awareness of child protection issues among the police but also equip them with skills for child protection. The trained officers also worked with the project team to sensitize communities and schools, and received, handled and referred child abuse cases in a friendlier way than before.

Discussions with the police and law enforcement officers in the project districts revealed that the police officers demonstrated increased knowledge of child protection issues. As such, police are now able to handle child abuse cases that are reported at the stations by

the community members, local leaders and any other persons. In some districts such as Kalangala, the working relationship between the project implementation team and the police was noted to be strong to the extent that the project shared an office with the police. Collaboration and networking was much easier. In fact, the project also facilitated the police officers with transport while following up cases of abused children. The police officers were also, on several occasions called in to facilitate sessions during the refresher trainings and awareness creation for community members and school clubs. As a result of this close collaboration with the police, the capacity of police to handle child abuse cases has improved;

*The training I received from UYDEL on child protection has helped to appreciate issues of child abuse and child protection. I also feel am now well equipped to deal with child abuse; I have got the knowledge, skills and the right attitude to handle child abuse*  
**(Police Officer, Children and Family Protection Unit, Mukono Police)**

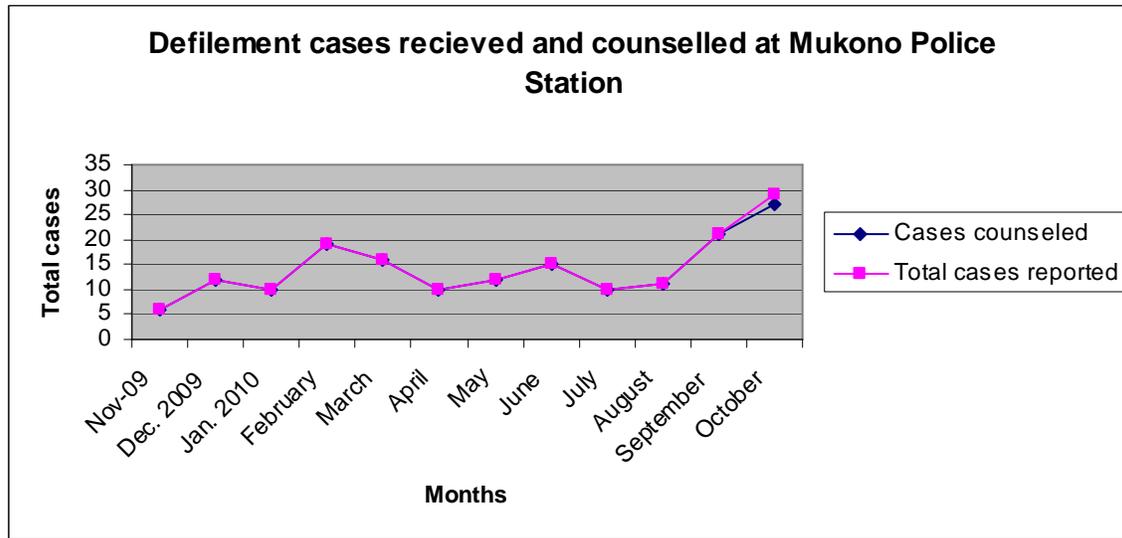
The greatest achievement in this regard is the change in attitude; that police officers now have the right attitude to handling child protection issues. Such revelations are very critical to the success of child protection interventions given the fact that one of the key limitations of the police has, previously, been inability to handle the social side of child abuse cases. Whereas police officers, given their training, are traditionally more leaned towards looking at all cases with a *criminal* eye and therefore handling cases as such, the project has helped to equip them to be able to look at the cases with a *“social eye”*. Case of abused children reported to police have been counseled, something that was previously hard for police given their training in handling crime. As such, they are able to handle cases with a humane approach;

*As police, the biggest problem is that we are always trained to look at cases as criminal cases. We have been handling the criminal side of child abuse cases. But now, we have received some awareness of the need for psychosocial support services besides the criminal element of these cases*  
**(Police officer, Kalangala Police)**

*Initially, police didn't know what to do with child protection. Police would even arrest children on minor offences, but now with sensitization and partnerships with UYDEL, this has changed*  
**(Probation and Social Welfare Officer, Kalangala district)**

Although the police have not *matured* to the level of providing psychosocial support, the project has been able to create a network where the police is able to refer cases of abused children for psychosocial support and counseling. In other words, through trainings and sensitization sessions conducted by the project with the police, police have come closer to the communities and are more able to understand and appreciate the need for psychosocial support to abused children and parents whose children have been abused. Statistics from Mukono police station, for example, indicate evidence that all the defilement cases reported and received by police between November 2009 and October 2010 were provided with counseling services as revealed in figure 1 below.

**Figure 1: Defilement cases received and provided counseling services at Mukono police station between Nov.2009 and October, 2010.**



### 4.3. Community sensitization and awareness creation.

The project has also worked closely with the parents and local leaders to increase their capacity, as key stakeholders, in the protection of children and reverting child abuse in communities. In all the districts visited parent support groups (PSG) have been formed, strengthened and supported through trainings and awareness creation sessions. PSG were created and supported to promote positive parenting, community dialogues on child protection, community reporting and support for abused children. Through Weekly dialogues, 32 parent support groups in 12 communities (20 in Kampala, 6 in Mukono and 6 in Kalangala districts; each with an average of 30 members) have been strengthened. Out of the 32 groups (960 parents), 12 groups (360 parents) are actively participating in the economic savings scheme. The others are still in the process of creating group accounts. It is through such activities that parents have also been to generate family income so that they are able to provide for their children to avoid cases of abuse engineered by lack of access to the basic necessities of life. In all the districts visited by the evaluation team and where the project operated, the project has established parent support groups that have become synonymous with UYDEL activities but more importantly with child protection. Challenges (*discussed later*) with PSG notwithstanding, the evaluation team found evidence that these groups are making significant input into protection of children from abuse by *watching over their communities to prevent incidences of abuse*, facilitating the reporting and timely follow-up and execution of child abuse cases. They also acted as examples to the rest of the parents in the community of good and responsible parenting. It was also revealed that through the trainings organized by the project, the PSG are able to understand issues of child abuse and child protection but more importantly their roles in preventing child abuse and protecting children were visible in their communities;

*We have been sensitized by the project on issues of child abuse and child protection. The project has equipped us with knowledge on how to what to do when to prevent and support children who are abused. We are also now able to counsel our fellow parents on child abuse. The savings groups help us help each other to meet basic needs for our children* **(Members of PSG, Mukono district)**

*We have received enough information from UYDEL on child abuse and child protection. We are now able to identify and report cases of child abuse within the communities to police stations* **(Members of the PSG, Rubaga Division, Kampala)**

*One of the PSG groups in Rutoboka, Kalangala, community members have been reporting cases of abuse to us on their own* **(Probation Officer, Kalangala district)**

The project has not only succeeded in creating awareness among the community members and parents in particular, but also succeeded in creating a sense of responsibility on the part of parents as key stakeholders in child protection. From the above revelations, it is evident that the project has built the capacity of the key stakeholders, parents. Evidence of this capacity was more revealed by the police officers who mentioned that the parents have also been able to report cases of child abuse direct to the police;

*Most of the cases we receive are reported by the parents and community members and I think it's because they have been well sensitized by the project. Members of the community are now more vigilant and aware. I think the project has succeeded in creating a sense of responsibility among the community members.* **(Police Officer, Kalangala district)**

*Community members have become more aware about child abuse. We, now, see many people from the community coming to report cases of abuse to us, the police and local leaders* **(Project Officer-Social Worker, UYDEL Mukono)**

The community members are now able to work with the police officers without any form of fear. The project has succeeded in creating a good working relationship between the community members and the police as one of the key ingredients for successful child protection interventions. The community has been brought closer to the police than ever before through increased sensitisation and awareness creation.

*The working relationship between the police and the public has improved, thanks to efforts by the project. Through workshops and community sensitization activities that we participate in, the community members have now learnt that they can come and report to police without fear at all* **(Police Officer, Child and Family Unit, Mukono police station)**

#### **4.4. Capacity building for school teachers**

Studies have indicated that schools, teachers and pupils/students have significant roles to play in the fight against child sexual abuse. Indeed in Uganda, the school

environment is increasingly becoming a source of child sexual abuse. The same environment can also be used to prevent child sexual abuse. For child protection interventions to be successful, the children's school environment must be the center of attention for such interventions. Actors within such an environment must be made aware of their roles and responsibilities towards the protection of children. In line with the above, the project worked closely with schools, including school administrators, teachers and pupils to enhance child protection. In all the districts where the project was implemented, the project had strong activities in schools including awareness creation activities in school clubs. One of the main activities that the project undertook in schools was training of teachers to acquire skills in identification of vulnerable children, counseling the abused children and referring the abused children to service points. As a result of the activities of the project in schools, discussions with teachers in schools visited indicate that the teachers are not only aware of their roles and responsibilities to protect children but they have also become important actors in the protection of children. Discussions with teachers highlighted an improved capacity among the teachers in handling child abuse in schools and beyond;

*I have attended more than two training sessions organized by UYDEL in a period of four months about child abuse. We were taught about forms of child abuse, the types, where to report such cases and how to counsel these children who are abused. We support awareness activities as club patrons where children learn more about child sexual abuse and how to protect themselves. (Teacher, Kasule Memorial High School, Mukono district)*

*I have attended several trainings organized by UYDEL and I have been equipped with skills on how to identify abused children, counseling them and referring them to places where they can get more help. I have also been able to sensitize the children, during school assembly, about child abuse and how they can protect themselves (Deputy Head teacher, Tristar High School Mukono district)*

As a result of the activities of teachers and head teachers in schools, it was reported that children are now free to report cases of abuse to the teachers and head teachers or school administrators. In schools where the project has been operating, the project has been able to create a conducive environment where the vice of child abuse has been fought. But more importantly the involvement of school administrators has increased the confidence of children to report cases of abuse;

*Children now are free to report cases of abuse either by teachers, students themselves or even by members of the community. Girls now report to us if the male teachers harass them sexually or even other members in the community involving boda boda riders and we take action (Deputy Head Teacher, Tristar High School, Mukono)*

Such revelations indicate that children are now more confident to report cases of abuse because the school environment is favoring such bold actions. This is one of the key and great successes registered by the project over the last two years.

#### **4.5. Capacity building for school pupils/students.**

The project did not only strengthen the capacity of the school administrators and teachers but also created awareness among the school-going children. Through

the formation of school clubs, the school children were facilitated to engage in activities that do not only increase their capacity to fight sexual abuse but also increase their engagement in the prevention of abuse. Over 32 child-led school clubs (each with 30 members on average), were strengthened by the project and a network of over 960 peer educators established. Pupils in these schools were facilitated to participate in debate on child abuse, talk shows/discussions, music, dance and drama competitions, essay writing and art competitions on issues of child sexual abuse. With regard to school competitions, two annual competitions on issues of child abuse were organized and 23 schools participated where more than 1,000 students were sensitized on sexual abuse and child protection issues.

The school clubs had a patron, who in most cases was either the head teacher or any senior teacher in the school responsible for the activities of these clubs. Teachers attached to these clubs provided guidance to the pupils and sensitized children on issues of child abuse. It was also found out that every school, where the project worked, had at least three teachers trained in child protection issues both male and female teachers.

Discussions with the pupils in schools that had formed the school clubs and where the project had its activities indicate that the children had become confident in reporting cases of child abuse, but more importantly they had become more aware about the possible ways of avoiding abuse by learning the potential sources/causes of abuse and also how to help those who have been abused. The pupils were more confident and at least knew that any cases of abuse should be reported to the police, school teachers, parents and local leaders;

*We have a children's rights club in our school. Among other things we undertake debating, and we have been taught about children's rights in this club. So, as children, we ensure that children do not sexually abuse their fellow children and also teachers do not sexually abuse children. We told girls to stop taking books to teachers' houses (FGD, Members of Child Rights Club, Kinyamira Primary School, Kalangala)*

*Through our school club, we have learnt about child rights and child abuse and also our roles as students. We feel more confident to report cases of child abuse, and I also feel that through the trainings by UYDEL the community's attitude towards child abuse is positive (FGD Participant, Strive High School, Kawala, Rubaga division Kampala)*

From the above, it is clear that the most visible achievement of the project with school children is that the project has increased children's awareness about child abuse and child protection. As such, the children have become more confident in reporting abuse to the relevant authorities. Discussions with the school teachers and administrators corroborate the findings from the discussions with the pupils/students. The teachers, the evaluation team talked to, mentioned that the children/pupils had become more aware about children's rights and responsibilities and child sexual abuse; and were more confident in reporting cases of abuse involving teachers and other fellow pupils.

*As a result of UYDEL activities in our school, children have become more aware about child abuse. They report to us whenever they feel sexually harassed. I can say they are now more confident and we also now understand how to receive and counsel them. For example, last year, a male teacher confiscated a girls' phone and he started demanding sex from her before she could receive her phone back. So the girl came and reported to me and we took the necessary action. The teacher was made to apologize and this served as an example for others. If it was not that UYDEL had sensitized them, I do not think she would have reported and most likely the teacher would have abused her. So we thank UYDEL for the sensitization of our children (Deputy Head Teacher, Tristar High School, Mukono)*

Although this appears an isolated incident, the evidence from this evaluation indicates that there is increased awareness on child abuse and child protection. In all the districts visited, the evidence pointed to a general sense of responsibility especially on the part of children with regard to capacity to reporting abuse.

#### **4.6. Training and support for out-of school peer educators**

As an avenue to empower the children with skills and information on child abuse and child protection, the project facilitated the training of out of school children as peer educators. These peer educators in turn assist in reaching out to other children in the community with information on child abuse. They act as a link between the project and the other children in the community especially on issues of child sexual abuse. The project, through trainings, drama shows, life skills trainings has built the capacity of the peer educators to help carry on the message of child protection to other children. From the project documents, it was established that during 5-day training workshops, 180 out of school peer educators (100 in Kampala, 60 in Mukono and 20 in Kalangala) were trained in peer education and equipped with information, skills and knowledge on child abuse. Discussions with the peer educators revealed that the peer educators have learnt a lot from the project and have on several occasions been used as a vehicle to reach out to other children/ youths in the community;

*We have been sensitized on issues of child abuse and we are also given IEC materials to distribute to other people in the community (FGD, Peer educators Mukono district)*

It is through such avenues that the project has been able to make inroads in the community sensitizing the community about child abuse and particularly child sexual abuse. Such avenues are also critical components for sustainability of the project benefits.

#### **4.7. Using the peer educators to create awareness on child abuse**

The peer educators have been used to create awareness about child abuse through music and drama. For example, over 305 children (250 in Kampala and 55 in Mukono) competed in creating and presenting songs, plays, poems and answering quiz questions on child protection, with messages on child sexual abuse and other issues such as HIV/AIDS, alcohol and drug abuse and child trafficking that have an effect on child protection. It was revealed from the project progress reports that, in 2009 and 2010, two music, dance and drama competitions were organized to sensitize over 1,170 children.

These competitions were organized under the themes: *"It is everyone's responsibility to protect children from abuse, have you done your part?"* (in 2009) and *"know your rights, speak out, and prevent child sexual abuse"* in 2010. The same drama were shown in 17 slum communities and dialogues with over 1,000 community members were conducted on issues of protecting children from abuse. Also through the peer educators, it was revealed that over 129 girls who suffered sexual abuse participated in art therapy activities using jewelry making to encourage disclosure of abuse. Code named "jewel girls" they participated in three community radio talk shows that were aired on one local station and encouraged their peers to speak out on sexual abuse. Over 63 of the peer educators participated in advocacy events-*International day of the African child, international day against child labour, national orphans and vulnerable children's conference, International Children's conference-Geneva and the Uganda national pediatrics conferences*-where rights of children were promoted.

## 5.0 Achievement of project objective 2.

### 5.1. Introduction

The project's second objective was: *To facilitate the provision of medical, legal temporary shelter and psycho-social support services for abused children in a coordinated and effective manner in Kampala, Kalangala and Mukono Districts by October 2010.*

To achieve the above objective, a host of intervention activities were implemented by the project. The project facilitated life planning skills training sessions for in-school and out of school children to enable them make better life choices to protect themselves from abuse. The project also facilitated training workshops for children peer educators to raise awareness about child protection through peer-led activities and worked closely with police, teachers and parents to provide counselling and other psycho-social support to children at police stations, communities, schools and UYDEL centres, who have faced abused. The project also facilitated education talk shows at UYDEL rehabilitation drop-in centres for out of school children and in school child link clubs, conduct inter-school drama competitions to sensitise children about child protection issues, facilitate children access medical services, conduct home visits, resettlement and reintegration of rehabilitated children back with their families and communities.

### 5.2 Provision of psychosocial support

The project facilitated the provision of psychosocial support to 371 abused children and children in risky situations. Behavioral change sessions were conducted, life skills training, counseling, peer support (for in school and out of school children) were provided for children both abused and in risky situations. Other forms of support included medical support, temporary shelter mainly in Kawempe, basic needs (food, clothing e.t.c.), referral services and support (transport, medical report, escort and legal advice) to attend court sessions as illustrated below;

**Table 2: showing number of children and services provided 2009-2010**

Operatio n area	Total cases	Counsell ing	Info sessi ons	Life skills	Peer Educ.	Medical care	Temp shelt er	Voc. skills traini ng	Rese ttled	Sch. Clubs peer groups	Refer red	Legal support
Kawempe	171	127	467	305	60	60	76	68	27	450	51	19
Rubaga	92	55	129	91	40	14	12	45	20	650	14	4
Mukono	108	56	60	92	60	12	0	15	5	353	35	11
Kalangala	113	97	25	0	20	21	0	0	2	280	58	32
<b>Totals</b>	<b>484</b>	<b>230</b>	<b>681</b>	<b>488</b>	<b>180</b>	<b>107</b>	<b>88</b>	<b>128</b>	<b>54</b>	<b>1,733</b>	<b>67</b>	<b>66</b>

*Source: Project Progress report, October, 2010*

With a target of 200, the project surpassed this target and provided services to over 484 children. Out of 484 cases of child abuse handled (371 for year 1, 113 for year 2): Not all the cases were sexual abuse, but the organisation received and handled other cases of violence such as severe beating and serious malnutrition that were too extreme to ignore. Other children that participated in information sessions were at risk of abuse due to situations of poverty, school drop-out and HIV affected families.

### **5.3. Life skills training**

Through life skills trainings, the children were able to acquire the necessary skills to enable them survive within the broader environment, get better employment than child labour and exploitative activities. Life and vocational skills training has been part of UYDEL's efforts to rehabilitate and reintegrate out of school young people in abusive and exploitative circumstances. Through 5-10-day workshops, code named "street smart" 488 children were provided with knowledge and skills on decision making, recognizing and coping with sexual abuse and exploitation, problem solving, critical thinking, life planning and effective communication among others. As a result of these activities, the beneficiaries were able to acquire skills for self-awareness, decision making, identifying and avoiding abuse, communication skills to report to relevant authorities when abuse happens and coping skills to withstand difficult situations including sexual abuse. This approach rhymes particularly well with the current approach of child empowerment. Under this approach, children are empowered with information regarding their roles in preventing their own abuse.

### **5.4 Distribution of IEC Materials**

The project designed and distributed tailor-made IEC materials on child abuse and child protection. Although the exact number could not be easily established, the printed materials were made available in the communities, schools, police stations and any other public places where the information on child protection could be well conveyed to the targeted audience. In all the discussions conducted with the different stakeholders, it was revealed that the IEC materials had an impact in terms of creating more awareness about child abuse and child protection.

*We receive posters, (IEC) materials from UYDEL and we distribute to the communities. In fact some parents abuse children out of ignorance, so the posters are helping to inform them that child abuse is dangerous and bad (Teachers, Mary Learning Community Center/ School, Rubaga division).*

The distribution of IEC materials alongside sensitization and awareness campaigns have increased the community response to child abuse as revealed in the increase in the number of abuse cases reported to police over the project period. Returns looked at by the evaluation team from Mukono police indicate that the number of cases reported have increased, as well as cases investigated, referred and taken to court as well as those convicted.

### **5.5. Development of a standard referral format**

Child protection requires concerted efforts. However these efforts must be well

coordinated involving all stakeholders. In all the districts where the project was implemented, the project involved partners such as the police, health centers, local CSOs and the health service providers mainly health centers. Therefore an effective and harmonized referral system is very critical for all the players. UYDEL subsequently came up with the standard referral form that was used by the different partners at different levels. It is this referral system that has also increased the record keeping component of the project. This referral system has also facilitated easy follow-up of abuse cases as well as documentation. This referral system has also increased the working relationships between the stakeholders such as the police, NGOs, the health centers, and the project.

*UYDEL has actually helped us improve on our record keeping. We have data on all cases of abuse receive here. We know where we refer our cases and follow-up is easy since we keep these records (Police Officer, Kalangala district)*

Other services provided included provision of temporary shelter for abused children and facilitation of witnesses to attend court cases where they are required. Facilitation is usually in form of transportation. In some cases, the project also paid for the provision of medical check-up services for abused children for medical evidence required in courts.

## **6.0 PROJECT STRENGTHS AND CHALLENGES**

### **6.1 Best Practices**

#### **6.1.1 *Partnership and Networking***

The project developed collaborations and partnerships with wide range of institutional partners at local and national levels. The project worked closely and aimed at strengthening the capacity of partners at the different levels. This was achieved through consultations at various levels, capacity building, advocacy and lobbying for services delivery. Collaborations with the police and law enforcement, parents and local leaders, local government authorities through the office of the probation and social welfare officer and community development officer (CDO) and other CSOs was not only established but also strengthened through regular meetings and partnerships. As a result of the project work, in districts such as Kalangala, UYDEL has been co-opted as a member of the DOVCC, a committee that discusses the issues of orphans and other vulnerable children including the abused children. In particular, the referral approach that was promoted by the project relied more on the strength of this partnership at all levels. Through the networks and partnerships, the project was able to generate support from other stakeholders and development partners. The partnerships and networks were found to be particularly important given that child protection requires different forms of expertise. Therefore, forming these partnerships meant that the project was able to tap into the different forms of expertise and skills possessed by different actors for project efficiency and effectiveness.

#### **6.1.2. Working with communities.**

The project interventions have been largely implemented in close contact with the community members. It was realised that working with the communities and linking them to sources of support including CSOs and the local governments mainly the office of the probation and social welfare as well as the police, makes it easier to build sustainable networks. This means that the community members would still be able to engage other actors such as the police even when the program has long ended. One lesson that can be drawn from this is that when the community is involved, it increases ownership of interventions.

The evaluation team found that one of the best practices for this project was community engagement through the parent support groups. The PSGs were facilitated through trainings and awareness creation sessions to not only engage the communities in discussion on child protection, but also enhancing economic empowerment to improve household capacity to provide basic needs. Some of these groups like Kanyanya used their savings to revive their businesses when they were demolished due to road construction. In Nakulabye, the group was facilitated to engage in group catering business while in Mukono the groups were facilitated to engage in joint sand selling activities. These are critical for cohesion, preventing domestic violence, providing basic needs and also for giving positive empowerment examples to other parents in the community. Thus tackling root causes of child abuse like poverty, domestic violence, and ignorance. Besides, this approach is also very critical for creation of a strong force in communities where each one polices the other and care for all children as their own. These groups have bank accounts and even meet without UYDEL which is a strong

sustainability component.

### **6.1.3. Child participation**

Children's realities must be the starting point for any development initiative that seeks to improve the lives of children. Child participation encompasses, among others, children having a voice and being heard in a meaningful way. If honored and done right, child participation influences decision-making and creates change<sup>8</sup>. The project was premised under the major influence of child participation. Children were allowed to participate in activities of the project that sought to address child abuse and promote child protection. Evidence of child participation was pronounced under arrangements such as establishment of school clubs, and peer education groups for out of school children. Under these arrangements, students were involved in child-led activities such as music, dance and drama and debating. In some schools in Mukono and Rubaga that the evaluation team visited, the students had developed confidence in reporting cases of abuse to their teachers. Representatives of school clubs, and peer educators were also from time to time invited to attend training sessions organised by the project on child abuse. During these sessions, they were asked to mention what they were sought were the causes of child abuse and suggest possible ways of addressing abuse from their own perspective. From the face value, this appears to have been critical in ensuring child participation. However, there is no evidence to indicate that their views were incorporated in the overall design of the project. Nonetheless, it remains critical for project success.

## **6.2. Project Challenges**

Despite the strengths in the project, through discussions with the relevant stakeholders, especially at the implementation level, a number of program challenges were mentioned.

### **6.2.1 Project duration.**

Child protection is one of the most critical challenges facing development partners and governments in the world. Studies have revealed that child protection requires interventions that build the capacity of all stakeholders/actors at all levels. Interventions must ensure community sensitization, awareness creation; capacity building and direct support services require a substantial amount of time to be able to have a lasting impact. The duration of this project was two years; 2008-2010, which was a short time in view of the wide project components and the subsequent project outcomes. UYDEL had to work with partners such as the parents, teachers, peer educators, police most of whom had

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<sup>8</sup> *ibid*  
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limited capacity, which necessitated strengthening. Strengthening capacity to implement or deliver services takes different time scales and with necessity for flexibility. Working with partners also requires moving almost at the same pace, which can undermine the overall pace of implementation. Yet working with partners like the police, especially in following-up cases of abuse require a lot of patience and time to be able to infuse into their priority structures the project interventions. Therefore two years was found to be such a short duration for the project to have been substantially infused into the priority structures of other partners like the schools, police among others.

### **6.2.2 UYDEL Capacity**

Whereas the project aimed at building the capacity of the partner institutions such as the police, parents, schools, UYDEL's capacity in terms of staff numbers per district against the volume of work was found to be limited. Particularly in Kalangala, where there was only one person sharing an office with the police with no access to a computer or any other facilities like internet;

*I have been managing this project alone here in Kalangala with the police. I have no computer of my own, no access to internet. Sometimes when I want to write a report, I have to borrow a computer for a short while (KI, Kalangala district)*

Although the project design was in such a way that it encourages partnerships and collaboration, mainly with the police and law enforcement, more often the partner agencies/institutions also had limited facilities. In such circumstances, the project staff would be overstretched and sometimes made ineffective. It was also revealed that there are components of the project where the UYDEL staff had limited knowledge or capacity to effectively undertake or execute. This was mainly observed in legal protection where cases of child abuse could not be easily followed up by UYDEL staff due to lack of legal expertise. The project would have been well implemented had the legal person been hired to join the team. As such, the project relied more on the referral arrangements to legal organizations, Probation and Social Welfare Officers, the Resident State Attorneys and other law enforcement officers.

### **6.2.3 Capacity of project partners**

Although the project worked closely with other stakeholders such as the police, parents support groups, the schools and other community leaders, there were concerns regarding their capacity to implement project activities. In particular, there were concerns with regard to the capacity of the police to receive cases of abuse and follow-up such cases to completion. It was reported that the police usually have limited facilities to follow-up cases due to limited and or lack of transport facilities such as vehicles or even motorcycles. It becomes hard especially for places like Kalangala where public transport is very poor. This therefore derails the following up cases to completion and timely prosecution of offenders.

## **6.2.4 Managing community and stakeholder expectations**

One of the critical challenges experienced during project implementation is the expectations of different stakeholders. Whereas the program has been credited for increasing the capacity of stakeholders through training sessions and workshops, it was revealed that some stakeholders such as the parents, police had a lot of expectations from the project. Some of the expectations included financial allowances. As such, the participation of these stakeholders was always, most times, tagged to financial expectations:

*Our main challenge with the community members, especially the parent support groups (PSG) was mainly because of their high expectations. You would invite them for the training, but the first thing they would ask you is "how much are we getting?" so they would give you their time depending on how you facilitate them financially (Project Officer, UYDEL Kalangala)*

It is important to note that although this didn't necessarily affect the project's success, it was one of the key challenges that the project team had to grapple with. Discussions with the project implementing team at the district level indicate that this was a common occurrence across the project districts. This in the long term may affect the sustainability of project benefits, more so when the project partners feel they should be facilitated for every other thing that must be done. It was also revealed that the composition of the parents support groups was affected by the constant mobility of members. Parents and other partners such as the police were constantly shifting and transferred from one place to another, which meant that every time a project activity had to be implemented in the community, new members would be invited. This would imply that training and retraining sessions had to be organized time and again.

## **6.3. Opportunities**

The project interventions are well aligned within the overall international and national frame work on child protection. It suited well within the government's five year program plan for the protection of orphans and vulnerable children under the NSPPI-1 2004/5-2009/2010. This means that the project itself presented a significant opportunity towards the implementation of the government's priority areas in child protection.

The project also benefited from the existence of willing partners such as the parents, teachers, police and law enforcement, CSOs and local leaders. For example, in Mukono agencies such as Noah's Ark, Kyetume Community Based Organisation while in Kampala and Kalangala agencies such as Right to Play in Rubaga, Ssesse Child Welfare Revival Ministries and in Kampala, Wakisa Ministries and Refugee Law Project among others have been critical in addressing child abuse. This is particularly important given that child protection requires concerted efforts from all the partners and institutions. As such, the project seized this opportunity and strengthened the capacity of partners in child protection. Such structures and inherent partnerships present an opportunity for project continuity and sustainability of project benefits. It is also clear from the project target group and target community that the project targeted the most affected communities.

The project substantially engaged the community members through parent support groups drawing from their experiences as key stakeholders in child protection. The

involvement of the community members presents a significant opportunity for sustainability of project benefits. Some PSGs, such as Lutoboka parent support group in Kalangala, are closer to the people than other structures like LCs. The PSGs are composed of parents who are also members of the community. They understand the issues of children and if well-equipped will continue to serve the communities in the area of child protection. This is a significant opportunity that the project has created but, which must also be scaled up if the benefits are to be sustained. These groups are more likely to be sustained because they are voluntary in nature. Members who join these groups do so at their own free will and zeal to address child protection. To make them more relevant, there is need to continuously support these groups and scale up in other communities.

The involvement of children in project activities through school link clubs and peer education clubs presents significant opportunities for creation of an environment where children are active in the prevention of abuse. When children participate in project activities, they become more aware of the environment that increases.

## **7.0 LESSONS AND SUSTAINABILITY ISSUES**

### **7.1 Lessons Learnt**

A host of lessons can be drawn from the project design and implementation and address all the components of the project. The lessons were mainly drawn from the actors directly involved in the design and implementation of the project.

#### **7.1.1. Partnerships**

The project's main strength as already noted was its reliance on forming partnerships, capacity building and alliances with other CSOs, parents, local leaders and law enforcement officers on a range of issues. This approach was found to be advantageous but also provided a learning experience for UYDEL. This mainly because, it was realized that engaging partners helps to tap into their capacities, skills, knowledge and expertise which the project implementing team itself may not have in abundance. It was particularly found useful during the following up of court cases that police was heavily involved, while other partners had wide experience in providing psychosocial support to the abused children. So the project was able to draw from their rich experience, while building the capacity of partners to implement the program. This was found to be cheap, sustainable and can be replicated in other future interventions.

#### **7.1.2. Working with communities.**

Working with communities was found to be the most effective means of addressing the issues of child protection at the community level. The program interventions have been largely implemented in close contact with the community members, particularly the parents, the local leaders and other religious and opinion leaders. The parents have particularly been organized into groups such as the parent support groups and the peer education clubs. These groups are a vital means of mobilizing communities around children's protection and wellbeing. It was found that these groups are making it possible and contextually appropriate to: identify, prevent and respond to significant child protection risks; mobilize communities around child protection issues; and provide a base of local support and action that can be taken to scale through links with other community groups such as well other government protection systems such as the police, the probation and social welfare office.

### **7.2. Sustainability**

This evaluation has revealed that the program approach has embedded the elements of sustainability. The key project strategies adopted provide a simple but comprehensive package for addressing child abuse and fostering child protection in the community and therefore creating a favorable environment suitable for protection of children. There is evidence that by working with and through partnerships and networks of CSOs, community members, police, peer educators and local governments, the project did not only build the capacity of local partners but also sowed seeds that would see the benefits being enjoyed over the next generations. In this evaluation, there was evidence that the community members, parents and local leaders had developed a strong and positive working relationship with the police in all the districts visited. This was mainly in the

area of reporting cases of abuse to police and follow-up. It is no wonder that in all the discussions conducted with the police and law enforcement officers, it was revealed that the community members are more willing to report cases of abuse than before. Maintaining this close working relationship between actors and players is very critical for sustainability of project interventions.

The project approach of building the capacity of the community and mainly the beneficiaries was found to be critical for sustainability purposes. The project has supported the networks of PSGs, peer educators and local leaders in identification and reporting of child abuse cases. The project supported the law enforcement officers through capacity building trainings which increased the capacity of the beneficiaries to scale-up the interventions and sustain the benefits. In almost all the discussions conducted with the beneficiaries, it was revealed, that under normal circumstances, the project has built enough competence to be able to carry on the interventions.

The involvement of the leaders, especially the local leaders increased the involvement of the community. For example, in some communities in Kampala and Mukono, LCs were at the fore front in mobilizing the community and making referrals of child abuse cases to UYDEL drop-in centers, the police and other NGOs districts. UYDEL's approach of training leaders to be able to identify children at risk and refer them to service points is very critical for sustainability.

The project benefits are likely to continue especially the child protection messages largely because of the use of the peer educators who were trained to carry on the messages to the rest of the community members even after the project has ceased to operate. As earlier mentioned, the project trained and sensitized both out of school and in-school children on issues of child protection more especially on the identification of abuse cases and places where to report such cases. The evidence available indicates that the peer educators have been empowered to take on the message to the rest of the community members to address issues of child abuse. The role of peer educators is attributed to the multiplier effect where fellow youths are empowered to talk to their fellow youths and other community members about the need for child protection and more specifically being able to identify cases of abuse within the community. The challenge, though, is that there was no evidence of any structures in place to follow-up the activities of the peer educators.

Therefore the above evidence indicates that the program's approach of empowering the partners and facilitating capacity building is critical for capacity building and therefore sustainability of interventions. The advantage with this approach is that it creates a sense of program ownership, a critical ingredient in program sustainability.

### **7.3. Current approaches to child protection**

The project approach to child protection informs and is informed by some of the existing approaches to child protection. The project interventions to child protection appear to have relied on a host of approaches, well blended within the project design. Some of these approaches include;

- **Use of community-based child protection groups:** Through the use of PSGs and involvement of local leaders, parents, pupils and other community structures, has been documented as one of the critical approaches for child protection. Because child abuse takes place in the community, community members become critical actors in child protection. This approach in the context of the project can be made stronger by emphasizing a clear definition of roles and responsibilities of such groups, emphasize control-oriented roles versus help-oriented roles, helping groups to understand their place in the child protection systems, and provide the training needed to perform multiple tasks.
- **Formation of partnerships:** Child protection interventions have tended to shift towards pursuing unitary interventions that involve interventions seeking active partnerships with the relevant actors. Evidence from a host of child protection interventions implemented elsewhere indicates that partnerships are critical in child protection. Partnerships involve the local governments, local CSOs, the community and all the stakeholders. The argument is that each of these actors has a role to play in child protection. As already explained, this was well incorporated.
- **Empowerment of children:** Successful interventions are those that actively seek to empower the children to understand their role in preventing abuse by equipping them with life skills information so they are able to detect dangerous situations. This is mainly achievable through active participation of the children and promotion of children's rights. Child participation increase their voice in program design/planning and implementation. This project succeeded in pursuing this approach. This can be made better by ensuring that there is a balance between respecting the rights of children to participation and burdening children with excessive responsibilities for their own protection.
- **Area Based Interventions/Programming:** This approach is based on the premise that interventions become more successful when they are area specific. In other words, this approach presents a fundamental shift from one-size-fits-all approach to a more context specific approach. This approach takes into account the differences in cultural specific understanding of children and their roles in society. The evidence from the evaluation indicates that there was no clear indicator that this approach was well incorporated in the project design. The evaluation team found out that similar activities were implemented across all the districts. To effectively adopt this approach requires that the agency invests time in trying to understand the area specific situations and design specific interventions. It also calls for a clear understanding of all the actors in child protection as well as their involvement.

## **8.0 CONCLUSION AND RECOMMENDATIONS**

### **8.1. Conclusion**

Child protection is one of the most critical issues attracting national and international attention. Therefore, any efforts towards addressing child abuse and enhancing child protection are a welcome development both nationally and internationally. The findings of this evaluation indicate that the project has made significant strides in child protection in the districts where the project was implemented. In particular, the evidence from the evaluation indicates that the project has made attempts at strengthening the capacity of police to handle child abuse cases. The community members, through the PSGs, have been trained and sensitized on child protection issues. From the evidence gathered through discussions and interviews with the stakeholders, the community members are now more aware and have developed a positive attitude towards child protection. Also through the peer education groups and the project activities in schools, the project has also raised awareness about child protection among these key stakeholders. All these players and actors appear to have been connected together into appreciating the fundamental roles that each has to play in addressing child abuse and enhancing child protection. In general, the issue of child protection is on the global agenda. The approach adopted by the project in the design and implementation phases is undoubtedly the best any project of this magnitude would have adopted. In particular, the involvement of stakeholders such as the police, the parents, children and the general community is critical in making the child protection interventions work on a small and large scale. The study findings however also reveal that child protection is not a one day activity. It takes time and requires significant commitment from all the stakeholders. More particularly, the results of this evaluation indicate that there are some significant challenges that made the interventions appear less effective. More pronounced was the issue of capacity, the short duration of the project, unlimited community expectations and a host of other significant challenges, which also provide opportunities for learning and redesigning for the project. Based on the study findings, and more particularly the challenges faced, the following recommendations are suggested to make the project and any future interventions more successful.

### **8.2 Recommendations**

#### **8.2.1 Overall recommendation**

As the study findings show, the project has registered successes in the area of child protection and more especially in increased reporting of cases of abuse, as well as provision of psychosocial support. There is no doubt the community, where the project was implemented, is now more aware about their responsibility in child protection and, the police is also more responsible in handling child abuse cases. However, there are serious concerns with regard to the sustainability of these interventions in the event that the project closes. Bearing in mind that two years is such a short period to register tremendous achievements as the project did, it is recommended that the project be replicated and the duration be extended with the sole purpose of scaling up the interventions and building more capacity for sustainability. Another phase of support is thus strongly recommended to consolidate and scale up the gains achieved in the year 2008-2010 and extend these to other communities and districts where child sexual abuse

is prevalent

### 8.2.2 Specific recommendations

**Capacity of UYDEL:** To build or strengthen capacity of other partners in child protection such as the police, parents, local leaders and the schools, requires UYDEL to have sufficient internal capacity both in quantity and expertise. The findings have revealed that in some areas/districts such as Kalangala, the capacity of staff to implement the project was limited especially in the area of following up legal cases. Also in Kalangala, the staff were not well facilitated with computers, printing and internet services to do their work well. Although this did not necessarily deter the implementation of the project, it raises serious concerns for the project and its sustainability.

Apart from being too few on ground, it is rather unlikely that a single person would have all the required expertise vis-à-vis the project components especially where child abuse cases had to be followed up in court. Whereas this weakness was compensated for by having other partners on board, such as inviting probation, social welfare and police officers to facilitate on some sessions, it was still found to be a critical challenge for the project in Kalangala. It is therefore recommended that future implementation of a program of this nature should be undertaken in line with a clear assessment of the internal capacity of the project staff. This is mainly in skills and competency which can be effectively undertaken with regular trainings and refresher courses. Though, again there was evidence of such mentoring through short trainings, this was not sufficient enough for building competent staff. It is also recommended that, in future, projects of this nature should ably cater for the provision of physical facilities such as computers, internet and transport especially where cases have to be recorded and followed up.

**Programme duration:** Although the project was effectively implemented within the allocated time of two years, sustaining the benefits of the project required sufficient time to effectively achieve and build a sustainable base. Projects of this nature require extensive period for the partners to develop and strengthen their capacities and competencies. It is recommended that in future a project of this nature be allocated more time like five years.

**Strengthen PSGs with some grants and encourage male involvement:** The parent support groups were found to be a critical element in child protection efforts at the community level. However, they were found to be mainly composed of females and sometimes appeared to be working in isolation of other existing structures. Based on this, and also the understanding that the PSGs are critical on child protection, it is important that the involvement of male parents also be strongly considered in future project interventions. For sustained attitudinal change at community level, it is important to enlist the participation of men who are usually the decision makers in homes and yet are the majority abusers of children, in regard to child sexual abuse. It is also recommended that in order to strengthen the PSGs, there is need to support them with some grants to facilitate their activities in the community. The existing PSGs should also be followed up and continuously supported with trainings in child protection to sustain the momentum gained during the project period. More importantly, it is

important that the PSGs are linked with the existing structures such as the DOVCC, SOVCC and local council courts so that they become recognized in child protection interventions.

**Strengthen referral links and networks:** Referral is a key component of child protection. This evaluation has established that the project succeeded in establishing referral networks. It is important therefore to consider continuous engagement of the stakeholders to be able to sustain the referral networks established. To make the referral system more acceptable, it is important that other stakeholders are actively involved, through roundtable discussions, to have their in-put into the referral arrangements more especially on developing a standard referral form. Stakeholders such as the police, the local leaders, the probation and social welfare office as well as other agencies should be involved. In particular, it is important to link and engage the established groups such as PSGs, peer education clubs, child link clubs with other structures such as DOVCC, SOVCC and other committees at the community level that engage in child protection.

**Strengthen activities that create spaces for children to freely participate in child protection interventions:** Evidence available indicate that children were highly creative in their approach to communicating essential messages, as they engaged other children through debates, music, dance and drama competitions. Schools should be encouraged to have suggestion boxes where children can report abuse cases and also express their ideas regarding child abuse. Even when the project has closed, it is important to maintain contacts with the school child protection clubs as well as peer education clubs in the community. This could involve continuous support for activities that are more appealing and attractive to children such as debating, music, dance and drama and any other activities that attract the attention of children such as organizing drama competitions between and among schools. It is through such activities that children learn and educate others about child abuse and child protection. In the communities where peer educators have been selected, trained and sensitized about child abuse/child protection, such groups should be followed and organized into a child protection force at community level. These groups could also be linked to other agencies that support child protection in communities such as NGOs and OVC structures.

**Continue strengthening and training the local council leaders in child protection:** Findings of this evaluation have revealed that local leaders are very instrumental in championing child protection issues in the community. These institutions need to be strengthened. In particular, the local council courts can be equipped with information through continuous sensitization to address cases of child sexual abuse so that they are able to deal with conditions that predispose children to sexual abuse. For example, a well-functioning local council can help to identify children who are vulnerable to child labor, children employed in bars as well as help to stop child trafficking. It is these factors that predispose the children to sexual abuse and other forms of abuse. Therefore, equipping these local council courts with the necessary information about child abuse would help to prevent child abuse before it occurs.

**Support the existing child protection structures in the community:** There is need to support and facilitate the created structures and groups with the needed materials to

execute their functions. Needed materials included items such as bicycles, which enable volunteers to go long distances to reach affected areas. Materials also include stipends to support volunteers whose work in child protection is not necessarily rewarded. This would be motivating factors for the actors in child protection.

**Train more child protection actors:** For sustainability of project interventions, it is critical that other actors in child protection are continuously trained and sensitized in child protection issues. These actors could include the police and law enforcement officers, staff in child-focused Non-government Organizations, Community Based Organizations (CBOs), school teachers, children, parents and staff working with the local government at district and sub-county level. It is also important that other service providers such as health professionals, social workers are also identified and trained in areas of child protection such as psychosocial support, care and support but more importantly in prevention of child abuse.

**Clarify and reconcile the roles of the different structures:** The evaluation team established that there are many structures and agencies that are pursuing the cause of child protection. Agencies and structures include the more formally established such as the police and law enforcement officers, the local council courts, various child protection committees at district and sub-county levels- DOVCC, SOVCC- and other CSOs involved in child protection. Other structures, especially where the project had activities include the PSGs, the peer education groups/clubs among others. It is therefore important that the roles and responsibilities of each of these structures are well clarified to avoid potential confusion and clashes over their mandates and power.

## Appendices

### Appendix i: References

1. Project Progress Report, 2009.
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### Appendix ii: List of persons consulted/interviewed

Name	Work Place	
<b>Mukono district</b>		
Nabirye Ruth	Child Protection Dept Uganda Police Mukono	
Sebyara Joseph	Project Social Worker, UYDEL Mukono	
Ntege James	Probation and Social Welfare Officer-Mukono district	
FGD	Peer Education Group-Mukono drop in center	
FGD	PSG	
Ms. Nakayima Marion	School Club Patron- St. Lawrence High School	
FGD	School Green Acres College Mukono	
<b>Kampala District</b>		
FGD	Peer Education group-Nakulabye Drop-in center	
FGD	Kwagala Parents Savings Group- Nakulabye PSG.	
FGD	PSG-Kawala Kampala	
Kaswa Thompson	Probation and Social Welfare Officer and CDO-Lubaga division, Kampala	
Annet Kibuuka	Woman Councilor, Nakulabye I	

FGD	Peer Education Groups- Mary Learning Center	
Mr. Tamale Edward	Teacher-Mary Learning Center	
Mr. Kabaale Umar	Teacher and club patron- Mary Learning Center	
Mr. Katende Andrew	Teacher- Strive High School	
Mr. Katumba Edwin	Patron, School club-Strive High School	
Mr. Katumba Geoffrey	Teacher, Strive High School	
FGD	Mirembe Kawala Parent Support Group	
Mrs/W/sgt, Namukasa Mary	O/C Family and Child Protection Unit (CFPU)- Kawempe Police Station	
Mr. Tumwesige Enoch Apuul	O/C- Community Affairs, Old Kampala Police Station.	
<b>Kalangala District</b>		
Mr. Abraham Bbaale	Community Liaison Officer	
Mr. Sekabiri John Baptist	Teacher-Kinyamira Primary School	
Mr. Lugolobi Willy	Probation and Social Welfare Officer	
Ms. Winnie Nantabo Kisakye	Project Social Worker.	
Mr. Lumunye Muhamad	LCI- Chairperson, Lutoboka Landing Site and member Child Protection Committee	
Ms. Namutebi Vicky	Vice-Chairperson, Kasenyi Landing Site	
Agaba Alex	UYDEL, social worker	
Rogers Semwanga	Parish Chief, Bwaise II	
Robert Semwanga	Youth Chairperson Kikubo Zone	
Regina Kacwamu	Project Coordinator	

### **Appendix iii: Terms of Reference (TOR)**

#### **TERMS OF REFERENCE FOR CONSULTANCY TO CONDUCT EVALUATION OF THE CHILD PROTECTION PROJECT IN KAMPALA, MUKONO AND KALANGALA DISTRICTS**

##### **1. Organizational background**

UYDEL is a Non-governmental organization that was founded in 1993. Our vision is to see hard-to-reach vulnerable young people access friendly services that reduce the numbers and levels of marginalization and exploitation. Our mission is to empower disadvantaged and vulnerable young people with social cognitive life skills that will enable them lead a happy and meaningful life and become useful citizens of Uganda.

UYDEL provides services for young people (children and youth) at drop-in-centers and outreach posts located in Kampala District (Kawempe and Rubaga Divisions), Kalangala District (With the Uganda Police Force), Mukono District (Mukono Town Council), and Wakiso District (Nangabo and Busukuma). UYDEL works with youth/children aged 10-24 years who are vulnerable to exploitation and consequently to HIV/AIDS specifically; Adolescent commercial sex workers and sexually abused children, Children affected by child labor, Street children, Youth and children affected by HIV/AIDS families as well as those from poor families.

##### **2. The child protection project**

This is a collaboration project between Uganda Youth development Link (UYDEL) and the Child and Family Protection Unit (CFPU) of the Uganda Police Force, supported by the OAK Foundation.

The project goal is to contribute to the creation of an environment that recognizes, promotes and protects children's rights through promotion of resilience and child friendly services in the districts of Kampala, Mukono and Kalangala. The core project areas are awareness raising on child protection issues, capacity building for police to provide friendly services at police stations, social and economic empowerment for parents to protect children within their communities and direct psycho-social support services for abused children. The primary target beneficiaries are children below 18 years who have been abused or are at risk of abuse and exploitation while the secondary beneficiaries are Police and law enforcement officers, parents, teachers, community workers, local leaders and other community members in general.

##### **3. The evaluation**

This is a project end evaluation, for a project that has lasted two years 2008-2010. The exercise is intended to assess and document the impact of the child protection project on children and their communities in the project areas Kampala, Mukono and Kalangala

Districts and to identify best practices for scale up and/or replication.

### **3.1 Objectives of the evaluation**

1. To assess the extent to which the project objectives have been achieved and determine the impact it has created on the target population.
2. To assess the relevancy, effectiveness and efficiency regarding design, implementation, monitoring and implementation of the project in addressing child protection issues.
3. To identify and document best practices in child protection particularly at community level.
4. To document challenges, lessons learnt and suggest viable recommendations to guide future interventions

### **3.2 Specific tasks**

1. Review available literature on child protection and related interventions at national, District and NGO levels to provide a picture of the status of child protection in the Uganda.
2. Conduct interviews and focus group discussions with different project stakeholders in the three districts to assess the impact of the project on beneficiaries and make suggestions for improvements.
3. Compile an inception report by 30<sup>th</sup> October 2010
4. Compile findings in a draft report to be submitted to UYDEL by 15<sup>th</sup> November 2010
5. Finalize and submit a final copy of the evaluation by 26<sup>th</sup> November 2010

### **3.3 Output**

The consultant shall submit an evaluation report in hard and soft copies to UYDEL. The report is expected to detail the impact of the project, promising interventions and best practices, case studies of success, challenges and recommendations.

### **3.4 Personal specifications**

- Advanced degree in a relevant discipline
- A clear understanding of child protection issues
- Experience in monitoring and evaluation of child protection project required
- Fluency in English and Luganda languages