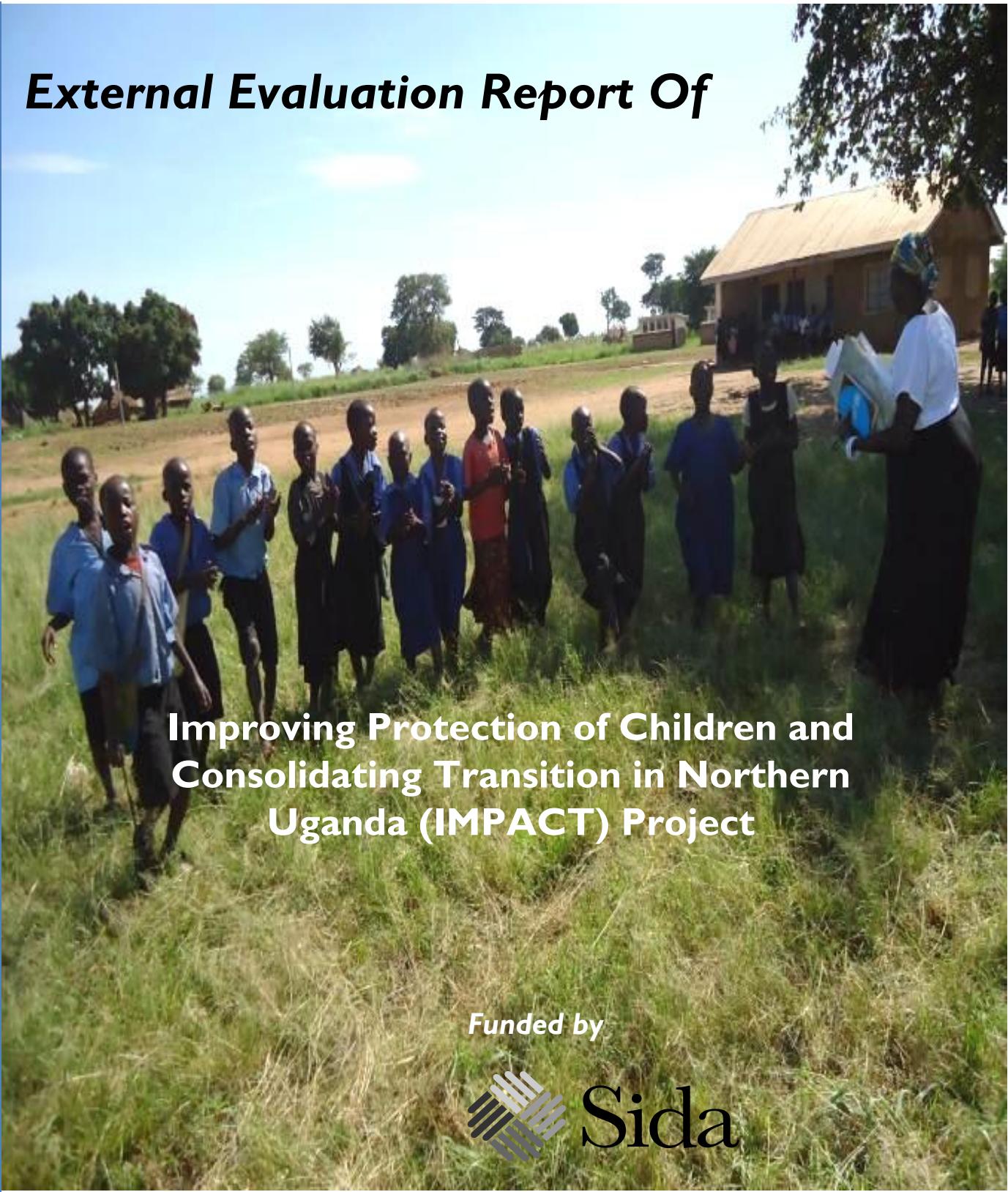


External Evaluation Report Of



**Improving Protection of Children and
Consolidating Transition in Northern
Uganda (IMPACT) Project**

Funded by



MAY 2013

Participatorily conducted with the project key actors, and facilitated by:



Tropical Business Research

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Front page photo of Head Teacher (Ms. Martha Anying: Tel. 0752207689) and pupils of Pawel Lalem Primary School, Atiak Sub County, Amuru District, taken on 25th April 2013 during the Evaluation Exercise in the school.

"Development actors like NGOs always come in handy and appropriate in addressing child poverty, but for the vulnerable children in Northern Uganda, the SCiUG IMPACT project, with funding support from SIDA, would not have been any more timely and significant than at this critical period when an entire generation of children in the region were at the verge of desolation".

Attributed to the observations and sentiments of the ET (Consultants together with the Research Assistants) during the final meeting in Lira Town at the conclusion of the field data collection exercise, on 30th April 2013.

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ABBREVIATIONS AND ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
ARSH	Adolescent Reproductive and Sexual Health
CBO	Community Based Organization
CCF	Christian Counseling Fellowship (Pader)
CCM	Community Case Management
CFPU	Children and Family Protection Unit (Uganda Police)
CPA	Concerned Parents' Association
CPC	Children Protection Committee
CRC	Convention on the Rights of the Child
CRSA	Child Rights Situation Analysis
DDP	District Development Plan
DME	Design, Monitoring and Evaluation
DRC	Democratic Republic of Congo
ECDE	Early Childhood Development Education
EFA	Education for All
ET	Evaluation Team
EVI	Extremely Vulnerable Individual
FBO	Faith Based Organization
GBV	Gender Based Violence
GoU	Government of Uganda
HH	Household
HR	Human Resource
HRD	Human Resource Development
IDP	Internally Displaced Persons (IDPs)
IT	Information Technology
LRA	Lord's Resistance Army
MDGs	Millennium Development Goals
MGLSD	Ministry of Gender, Labor and Social Development
MoU	Memorandum of Understanding
NDP	National Development Plan
NGO	Non-Governmental Organization
OD	Organizational Development
OVC	Orphans and Vulnerable Children
PCA	Project Cooperation Agreement
PEAP	Poverty Eradication Action Plan
PLE	Primary Leaving Exam
SCI	Save the Children International
SCiUG	Save the Children in Uganda
SIDA	Swedish International Development Agency
SMC	School Management Committee
UBOS	Uganda Bureau of Statistics
UCRNN	Uganda Child Rights NGO Network
UGX	Ugandan Shillings
UHRC	Uganda Human Rights Commission
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPDF	Uganda People's Defence Forces
UPFC	Uganda Parliamentary Forum for Children

PROLOGUE

The future looked unpredictable, the challenges ahead more than insurmountable, available opportunities very limited, resources unclear, but the people of Northern Uganda had reached yet another phase in their lives when they had to confront the shadowy unknown ahead, with or without wherewithal. Such was the situation when the return process started in Northern Uganda after the guns fell silent. It particularly presented another feature of disquiet for the most vulnerable children and young people, child headed households and orphans, who could not return home due to lack of support to access their land and other livelihood means. Many had opted to remain in camps to access the little humanitarian assistance available, which exposed them to even further risks of abuse, exploitation and violence. Others resorted to living and working on the streets due to lack of services and supportive environment in the return areas.

Education and community support during this exasperating period, although significant, did not seem a priority when almost everyone was preoccupied with the shrewdness of 'survival for the fittest'. Amidst all these challenges, there was a need to build a protective environment for children and develop necessary skills that would contribute to their protection and participation in community reconstruction. Education interventions for the war-affected children required fundamental strategies for quality, safety, robustness and child-friendliness. Clear emphasis was necessary on supporting implementation of the thematic curriculum, provision of instructional materials and capacity support for teachers; improving learning relevance and learning achievement as well as improving access and retention of the girl-child in school. Classroom based psychosocial interventions in schools was very vital not only to deal with the trauma of the after effects of war, but also to empower children to develop psychosocial coping skills and improve their learning aptitudes.

The capacity of local government structures and systems, that of the relevant departments of police, Community Service Department (including Probation), District Education Office, and the Uganda People's Defence Forces needed not only rejuvenation, but refocusing in order to be adaptable to the changing circumstances. As part of community empowerment, building partnerships was vital so as to lay a foundation for implementing community based interventions such as building capabilities of community based structures, facilitation of referrals and feedback on cases of child abuse, facilitation of child-led initiatives, case management and linking community structures with formal duty bearers and service providers at the sub-county and district levels.

Development actors came in handy and appropriate in addressing child poverty, but for the vulnerable children in Northern Uganda, the SCiUG IMPACT project, with funding support from SIDA would not have been any more significant than at this critical period when an entire generation of children were at the verge of desolation.

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The Consultants are very grateful to all the SCiUG staff members in the Gulu Regional office, for the invaluable support they provided to the ET.

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Except as acknowledged by the references in this report to other authors and publications, the evaluation information described herein consists of the work of support to implementation of IMPACT project, undertaken for purposes of advancing learning and improve programming.

Exception is taken to deeply regret the inadvertent omission of any valuable assistance and contribution of institutions or individuals.

Authored by,

Joseph Wangoolo, Annette Nabuduwa & Henry Emoi Gidudu

External Process Facilitators

EXECUTIVE SUMMARY

The devastation of the malevolent Lord's Resistance Army rebellion in Northern Uganda (from about 1996 to 2008), left behind broken social support safety nets; persistent violence experienced by children; rising numbers of children in conflict with the law; increased conflict over resources such as land; economic desperation; increased numbers of women and child-headed households; and emergence and / or adoption of negative practices and behaviours not supportive of child care and protection. The "Improving Protection of Children and Consolidating Transition in Northern Uganda - IMPACT project (2009 -2012) implemented in the districts of Amuru (later Nwoya), Pader (later Agago), Lira (later Otukenya and Alebtong) by SCiUG and partners with funding support from SIDA (worth SEK 7,000,480), was aimed at improving the care and protection of children and to bridge the gap in service provision during the recovery period. The delivery of the project interventions was through direct activities of SCiUG staff, the designated partners – CCF Pader and CPA Gulu / Lira as well as the District Local Governments of the target districts. The project focused on supporting implementation of thematic curriculum, provision of instructional materials and capacity support for teachers; improving learning relevance and learning achievement as well as improving access and retention of the girl child in school. The introduction of classroom based psychosocial interventions in target schools was aimed at empowering children to develop psychosocial coping skills and improve their learning capacities. The project also had an aspect of building the capacities of local structures to better address issues of child protection, together with strengthening the peace building initiatives in the region

An evaluation of the IMPACT project was put out to tender in March 2013. The winning company, Tropical Business Research, conducted field work and a project literature review in Gulu and Kampala from April to early May 2013. This report outlines the methodology used, and presents the findings and recommendations of the Evaluation Team, which undertook 43 detailed case-studies' focus group discussions with the child protection committees, school management committees and the beneficiary children (both in school and out of school); plus 49 key-informant interviews of partners, national and local government officials, line-agency staff, staff of international NGOs and agencies (including 12 staff from SCiUG), the staff of SIDA in Kampala, and a review of over 26 project and related documents (strategic plans, project proposals, work plans, periodic reports, programme review minutes, advocacy materials among others) .

The main focus of the evaluation was to assess the outcomes and lessons learnt from the project and examine the effects on the primary beneficiaries (children) in the target areas. The scope of the evaluation covered the period 2009 – 2012 during which the IMPACT project was implemented in 8 districts in Lango and Acholi Sub Regions in Northern Uganda. The assessment was focussed on the key elements as provided under the ToRs: Relevance; Efficiency; Effectiveness; Sustainability and impact / changes resulting from the IMPACT project. The evaluation paid special attention to the lessons learnt as a result of the delivery of the expected project outputs.

This report is therefore intended for the audience of SCiUG, Implementing Partners, SIDA and local community stakeholders.

The evaluation team used a multi-faceted approach and a variety of methods and tools to obtain data in the evaluation. These included Document reviews, Field visits to the District headquarters and sampled schools across the target districts (Gulu, Nwoya, Amuru, Pader, Agago, Alebtong, Otupe and Lira) at which Key Informant interviews and Focus Group discussions were held. The Lot Quality Assurance Sampling (LQAS) method was used to select respondents in the communities / schools. All the sub counties of operation were considered as 'supervision areas' and the district a 'supervision unit'. Using the LQAS, a minimum of 19 children were chosen from each 'supervision area' so as to achieve at least 95% confidence level.

Key Findings

Based on the actual deliverables and preliminary outcomes arising from IMPACT Project implementation, we conclude that the SIDA support to implementation of IMPACT in the focus districts was to a great extent a positive contribution to the welfare and development of the children involved in the project. It also supported the returning communities to adjust to the arduous demands of resettlement after over two decades of displacement. Nonetheless, these successes were not without the numerous challenges (as outlined in details in the report) that existed in the project implementation environment.

The IMPACT project conformed with the Swedish Development Agency priorities, the SCiUG strategic goals as well as with the Government of Uganda national priorities, as cascaded to district and sub county local government plans. The project was also very relevant in meeting the needs of the communities and most specifically, those in return areas as normalcy in Northern Uganda begun in the same period of the project implementation, 2009-2012.

Efficiency of costs and timeliness in project delivery were generally found to be less satisfactory and this was attributed to high operational costs, like salaries, exchange rate losses, and other administrative costs incurred at the project start-up phase that shot the budget higher than planned. Delays in resource disbursements and procurement processes contributed to delays in timely project delivery. Project efficiency was affected by irregular partner supervision that led to funds mismanagement, and in trying to address this challenge, valuable project time was lost, creating a 7-months project time lag.

The ET was challenged in adequately measuring the extent to which the project results were realized due to the absence of baseline information, as well as due to the poor record keeping processes during project implementation. Result 1 is admittedly the most realized, standing at over average achievement, based on the level of involvement and skills utilization among the key duty bearers in child protection at both district and sub county levels. Result 2 was mainly realized at training level, but from our evaluation

exercise, only Omoro Sub County in Alebtong and Adilang Sub County in Agago can be said to show case aspects of functional CPCs at community level. Realization of Result 3 was compromised by poor documentation as there is hardly any central data base to show the number of beneficiary children. Skills gaps and lags were apparent in the data storage processes.

The ET also observed that whereas the sustainability measures were not clearly conceived at the design stage, the interventions that were implemented were contributing to strengthening continuity of the project benefits. However, given the project implementation dynamics and challenges of weak documentation identified, sustainability mechanisms seem to have been weakly mainstreamed.

Key Recommendations

The recommendations have been grouped under two segments: programmatic and administrative/management aspects as outlined below.

1. Programmatic recommendations and conclusions

Relevance and Design

Overall, the design of the project was well thought out as it resonated well with the preceding project in the same catchment area. The relevance was equally acceptable since at this time, most communities in the region were only returning to locations 'once called homes' prior to the destruction of the war. Agreeably every aspect of the people's lives required refocusing, and the key field of child protection was more than vital to address.

Nevertheless, the ET noted that design aspects for short term projects like IMPACT should be based on clear needs assessment or a baseline data that exactly identifies particular areas that will be relevant for intervention. This is in light of the trainings that were conducted among the local government structures on child protection, and yet had been conducted by other partners. Training needs assessment if conducted may reveal many other areas or other categories such as community structures that may require regular refresher trainings tailored to address emerging issues in child protection, especially after return and reintegration of communities during the post-conflict period.

Likewise, the role of DLGs should have been made clear in order to determine whether they were project partners or implementing agents eligible for sub granting. This should have been addressed at design stage, or at the MOU stages with DLGs which should have provided benchmarks for supervision and feedback on interventions that are undertaken by DLGs as well as feedback on sustainability of approaches.

Sustainability of benefits of IMPACT

Areas for sustainability, although implied in the design of the project, were however not explicitly expressed. The strengthening of referral systems and ensuring coordination of child protection structures at community level should have been clarified and mechanisms defined for regular meetings and feedback mechanisms from various child protection actors did not consider exit strategies that would have ensured continuity of the project benefits. Mechanisms for maintaining the motivation levels of the volunteers like the CPCs should have been factored into the exit strategy as part of future programming.

Emerging areas of Social Protection and Focus

To deal with the issues of **Children in combat**, the Child Protection Unit in the UPDF was a strong partner of IMPACT throughout the implementation processes. However, the ET noted that child returnees were staying longer at this CPU, which has turned the office into an institutionalized centre for helping children returning from combat. It was noted that these children required intense psychosocial support, rehabilitation and reintegration into the normal community way of life. This is worsened by reports that partners such as GUSCO and World Vision that were supporting such children are in the process of phasing out this kind of support, leaving a key gap in child protection in the region. It is therefore strongly recommended that key child protection actors should consider supporting child returnees as these form a formidable group of children under threat of being alienated from communities.

Collaboration and cooperation in policy influence for social protection of the children

SCUiG and the district based partners including the local governments should consider addressing the bigger issues of child rights and social protection. Some protection issues may require supporting post conflict communities to diversify livelihoods as a strategy to enable them to effectively address the effects of abject poverty that seems to be a major contributory factor to child neglect in the region.

At national level SCiUG and the fraternity in child rights programming should augment their participation in policy influencing with strong lobbying for resource allocation to support social protection of children in the post conflict areas of Northern Uganda for the continuity of the benefits of IMPACT.

Combatting child trafficking, a fast growing phenomenon in the region, requires urgent action, both at policy level and engagement with communities to ensure that this vice is dealt with sooner lest it obscures the hard strides that have been taken in this challenging arena of child protection in the region.

2. Administrative/Management Recommendations:

Management and administrative related issues for the attention of SCiUG

The ET recognizes that from 2012, SCiUG has put emphasis on partnerships with the aim of 'providing appropriate accompaniment, support and advice', that will strengthen partners organizationally and programmatically to improve the thrust and effectiveness of their work as well as create programme sustainability mechanisms to strengthen delivery of children related programmes. This is very plausible given that support to partners under IMPACT ranged from the provision of funds and resources, to provision of detached training and networking, but with limited accompaniment. Although the work to date seems successful, it is evident that the relationships should no longer be ad-hoc, but focused, with a clearer understanding of what SCiUG aims to achieve with its support to partners.

The ET recommends that SCiUG nurtures partnership and capacity building approaches so as to maximize benefits to the vulnerable children in a more sustainable way. There should be genuine participation of partner organisations and agencies that should lead to the development of a relationship of trust and transparency between SCiUG and its partners.

We also recommend that SCiUG redefines its strategies for documentation, reporting, branding and visibility, especially as it relates to results-based programme delivery. Staff orientation and induction, though defined in the various manuals of the agency we were availed, still seemed unclear among sections of the staff cadres. We noted instances of staff behavioural competencies and ways of working not conducive to team work and that would eventually compromise programme delivery and the SCiUG brand. The tendency of compartmentalization was very apparent and in some instances it was evident that programme accountability was not carried beyond financial and narrative paper work, thereby short of the consideration of the value for money dimension in programme work.

Aspects of risk management, diligence in the assessment of partners to be engaged, staff turnover issues, strong and results-based monitoring and evaluation, and defining key performance indicators at all levels of project work need strong follow up. We recommend that for SCiUG to strategically position itself in a competitive position in executing its mandate of child rights programming, it needs to nurture an organisational orientation of leaving a 'programme legacy', which goes far beyond delivering project outputs and outcomes.

1 INTRODUCTION

1.1 Background to the Evaluation

- 1.1.1 The IMPACT project (2009 -2012) was implemented in Northern Uganda, a region that had just emerged from over two decades of degeneracy occasioned by one of the world's most obnoxious conflicts. The devastation of this malevolent war can be counted¹ in terms of loss of life and assets, including abduction of up to 60,000 children (12,000 in 2004 alone), deaths of tens of thousands, people tortured and maimed, destruction and looting of property (*a recent UNSG report refers to 100,000 deaths*). Other war damages included internal displacement of over 1.8 million persons (about 25% of the population of the region) during the 20 years of conflict. Approximately 1.2 million of the IDPs were in Amuru, Gulu, Kitgum, and Pader. Of a total of over 218 IDP camps, some had as high as 60,000 people in a single camp.
- 1.1.2 Aside from insecurity, the trail of the conflict also included food insecurity due to limited access to land, low agricultural production (yet with large tracts of land unused or underutilised), over 84% dependency rate on external food aid, all with a summation effect of lost economic potential, high levels of chronic and acute malnutrition and a near collapsed basic social services delivery mechanism. Congestion in the camps led to moral decadence, rape and defilement, prostitution and poverty which increased people's vulnerability to HIV infection. The cultural practices of widow inheritance, polygamy, early marriages, extended family, silence about sex and alcoholism ultimately worked to exacerbate HIV infection levels.² Children were the principal victims, with their rights to family, parental support, education and health services all undermined. The new phenomenon known as 'night commuting' emerged, whereby tens of thousands of children went to urban centres at night for protection. Orphans increased (from 25% to 28%), child-headed households and widowhood also rose to 12% with a lot of able-bodied men / youth killed. Even when the conflict subsided, women and girls remained fearful of attack during cultivation.
- 1.1.3 Of the many development partners that came to the rescue of the suffering people of Northern Uganda was Save the Children International (SCI), one of the world's leading independent child rights organizations with a dual mandate to do development and emergency work around the globe. Guided by its mission,
"...improve the lives and situation of children by promoting the realization of their rights to survival, protection, development and participation..."),
SCI supports and works with development partners, strengthens their capacities, systems and structures at different levels of the duty-bearing chain, and supports practical actions and interventions to directly address child rights violations and gaps through provision of appropriate services for abused and exploited children. SCI promotes Child Rights Programming and Participation premised on principles of inclusiveness, equity, respect, honesty, transparency, non-discrimination and promotion of active and meaningful participation of children in matters affecting their lives.

¹ GoU (2007): Peace, Recovery and Development Plan for Northern Uganda (PRDP) - 2007-2010

² Rujumba J. & Kwiringira J. (2010): Interface of culture, insecurity and HIV and AIDS: Lessons from displaced communities in Pader District, Northern Uganda. Article published by Bio-Med Central Ltd.

- 1.1.4 In Uganda, where Save the Children has worked for over fifty years, concentration was focused (from 1999) on bringing improved health and food security as well as learning opportunities, life skills and HIV&AIDS education to both children in need and their families. This commitment is echoed in the new Country Strategic Plan, 2010-2014, with focus on five inter-related sectors critical for realization of children's rights to survival, protection, development and participation. (*See summary in Figure 1 below*).

We envision a Uganda in which every child attains the right to survival, protection, development and participation.

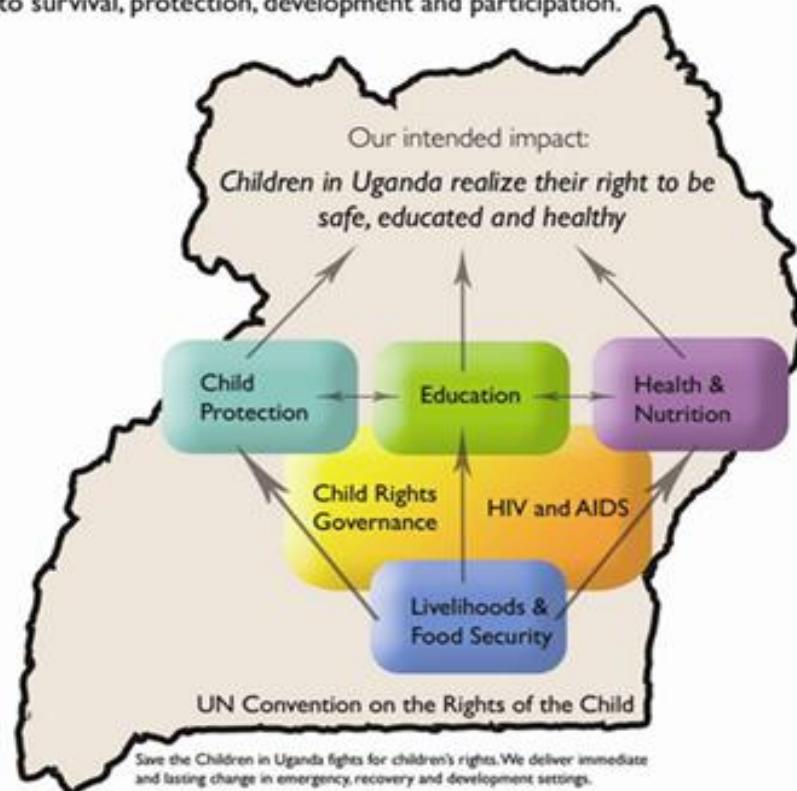


Figure 1: Graphic representation of the SCiUG Strategic Dimensions, 2010-2014

- 1.1.5 In Northern Uganda in particular, and as a result of the Cessation of Hostilities Agreement between the Government of Uganda (GOU) and the Lord's Resistance Army (LRA) in August 2006, and the subsequent displacement of the LRA to the Central African Republic, security improved and return to peace and normalcy looked promising. Consequently, internally displaced persons in Acholi and Lango sub-regions returned to their places of origin after close to two decades of living in Internally Displaced Peoples (IDP) Camps. On its part the SCiUG interventions in Northern Uganda turned its focus on return and reintegration areas. Interventions target increasing households' ability to access sustainable livelihoods and quality education for their children through improved programme outcomes while activities in the broader community aim at strengthening protection structures and systems for children, piloting integrated Community Case Management (CCM) of childhood diseases, and addressing the barriers to accessible and quality education.³

³ SCiUG Country Strategy Plan, 2011-2014 P.4

1.1.6 Between 2006 and 2009, SCI with funding from SIDA implemented the "Support 'Save the Children' Child Protection Strategy in Northern Uganda" project aimed at protecting and giving access to quality basic education for children affected by armed conflict in Northern Uganda. The project's final evaluation indicated significant changes in the lives of children, some which were:

- *Provision of direct services to children severely affected by the conflict.*
- *The creation of an enabling and protective environment through establishing mechanisms for peace building and community reconciliation.*
- *Access to education for children who would otherwise miss out.*

1.1.7 However that evaluation also highlighted the gaps in service delivery for children and the capacities of communities and local government structures to support the care and protection of children against abuse and violence during the post-conflict reconstruction phase, such as the need for:

- *Strengthening the local service delivery mechanisms including the child protection committees (CPCs), the Child and Family Protection Units of the police, the Peace Forums, and the children and youth rights and Peace Clubs;*
- *Aligning and linking CPCs to the district department of community services and integrating this structure in the district and sub-county development plans and budgetary processes;*
- *Revitalizing and supporting the recognized traditional structures and integrating the monitoring and reporting system within the local structures including CPCs for more visibility, ownership and sustainability of the community based protection structures.*
- *Enhancing psychosocial support and other socio-economic opportunities for children and young people affected by armed conflict and other child rights violations,*
- *Strengthening child participation in the protection and development processes,*
- *Increasing child rights and protection awareness, among others.*

1.1.8 Based on these recommendations, the 3-year "Improving Protection of Children and Consolidating Transition in Northern Uganda (IMPACT)" Project was initiated in 2009 to improve care and protection of children by addressing some of the contextual challenges and strengthening the capacities of local communities and government structures to effectively play their roles and meet their statutory obligations in protecting and providing services for and to children. The project was implemented in the districts of Amuru (and Nwoya), Pader (and Agago) and eventually Gulu (*for the peace building only*) in Acholi sub region and Otuoke and Alebtong in Lango sub-region.

1.1.9 As part of the continuing efforts to develop transition programmes after cessation of hostilities in the region, and the on-going refinement of SCiUG national strategy that coincided with the end of the IMPACT project, an evaluation exercise was put out to tender in March 2013. The winning company, Tropical Business Research, conducted field work and a project literature review in Gulu and Kampala from 10th April to 1st May 2013. This report outlines the methodology used, and presents the findings and recommendations of the Evaluation Team.

1.2 Discussions of the Terms of Reference

- 1.2.1 At the time of issuing the ToRs only five districts were indicated as areas of assessment, vid; Gulu, Amuru and Nwoya in Acholi and Otuoke and Alebtong in Lira. However after perusal of the project literature, the ET established that Pader and Agago were missed out in the ToRs and yet they formed a formidable part of the IMPACT project implementation.
- 1.2.2 It was therefore agreed to cover the Pader and Agago project catchment areas as well.

1.3 Evaluation Methodology

The evaluation team adopted a triangulation approach where various methods and tools were applied to obtain data in the evaluation. The technique was helpful in ensuring completeness of the exercise in that where vital information was not captured by one tool and method, it was most likely to be captured by the others. The multi-methods strategy was complimented by comprehensive review of relevant documents. The following diverse methods and approaches were used for data collection:-

1.3.1 Document Review

The ET relied on documentary evidence as the first source of data for the project. The purpose of this literature review was to generate an overview of the context with regard to the thematic areas of interest of the interventions implemented in the respective districts, sub counties and by partners under IMPACT project auspices. The documents reviewed included the IMPACT project proposal, SCiUG Strategic Plan, SIDA Strategic Plan, DDPs of target districts, progress reports, policy documents, work plans, review reports, etc.

1.3.2 Key Informant Interviews

Key informant interviews were held with DCDOs, DPOs, Sub County CDOs, relevant Sector heads of departments like the DEOs, LC Leaders (both at district and sub county levels), SMCs, School Administrators and teachers, SIDA staff, SCiUG staff as well as UPDF and CFPU personnel involved in child rights and social protection issues.

1.3.3 Focus Group Discussions

Focus Group Discussions were held with children and SMCs in the schools visited, as well as CPCs at sub county level.

1.3.4 Respondent groups

The study was based on a cross section sample of IMPACT participants, selected on a gender basis as well as the level of their engagement in the project.

The choice of key respondents was informed by findings from the literature review and on guidance from key staff of SCiUG in Gulu and Kampala. The respondents ranged from district and sub county officials, teachers and school management committee members, project beneficiary pupils and other categories of local leaders.

To ensure authenticity and sustainability of the field materials, video clips and still photographs were used to document some of the processes during the evaluation.

1.3.5 Table 1: "Rationale-tabulation of consultations with various stakeholders"

Category of respondents		Rationale for consulting with this Category								
1	Children in School	To establish and confirm specific points of delivery and implementation of the IMPACT project in Gulu, Pader, Agago, Amuru, Nwoya, Otupe, and Alebtong. Outcomes of the children's social protection deliverables of the project could best be confirmed by the children themselves and other stakeholders								
2	School Management Committees	To obtain final use of the training input knowledge and skills of IMPACT project on school management aspects.								
3	Sub County Staff and line departments	To establish relevant linkages in child protection related programmes at field level.								
4	CPCs	To determine the functionality of these structures and the extent to which they utilize the IMPACT project related skills acquired.								
5	Senior Women Teachers and patron Teachers	To determine the rationale and comprehension of facilitating psycho social and social protection initiatives; understand the challenges faced during implementation and suggest possible adjustments.								
6	Special Interest Groups/ PWDs, Women; Youth	To establish if IMPACT catered for persons with special interests and addressed their protection needs.								
7	SIDA	To establish the main objectives and basis for the PCA, what success, operational challenges and sustainability of the benefits of IMPACT project in Northern Uganda (Acholi and Lango Sub Regions)								
10	CFPU	To determine the operationalization levels of protection and support to families and children-related issues by the police force.								
11	UPDF Human rights Desks	To determine if this unique partner led to actualization of the UN Security Council Resolution 1612, condemning the recruitment and use of child soldiers by parties to armed conflict.								
14	MoGLSD	To determine the role played by this focal ministry for social protection, the initiator of policy changes related to child protection.								
15	District and sub county local governments	To establish sectoral linkages at implementation level and appreciation of IMPACT project in ensuring that children issues are mainstreamed in the DLGs plans.								

1.3.6 Table 2: Methodology Matrix

		Methodology	Outcome Mapping	Document reviews	FGDs	KIIs	Photography voice recordings	Consultative meetings	Individual questionnaire tool using	Case Studies	Appreciative inquiry
Demographics and samples		X	X	X					x		
IMPACT achievements and relevance			X	X	X			X			X
Changes on children's lives by the Project.			X	X	X	X	X	X		X	X
Critical stories of Changes and testimonies			X	X		X	X	X		X	
Documenting Lessons (including case studies)		X	X	X		X	X	X	x		X
Capacity Building for stakeholders			X	x	x			x		x	x
Gender analysis			X			X			X		
Stakeholder Perceptions & analysis			X		X			X			
Sustainability measures			X	X	X			X		X	X

1.3.7 **Table 1** above illustrates the criteria for selection of specific categories of respondents based on the exact roles they played in the IMPACT project processes.

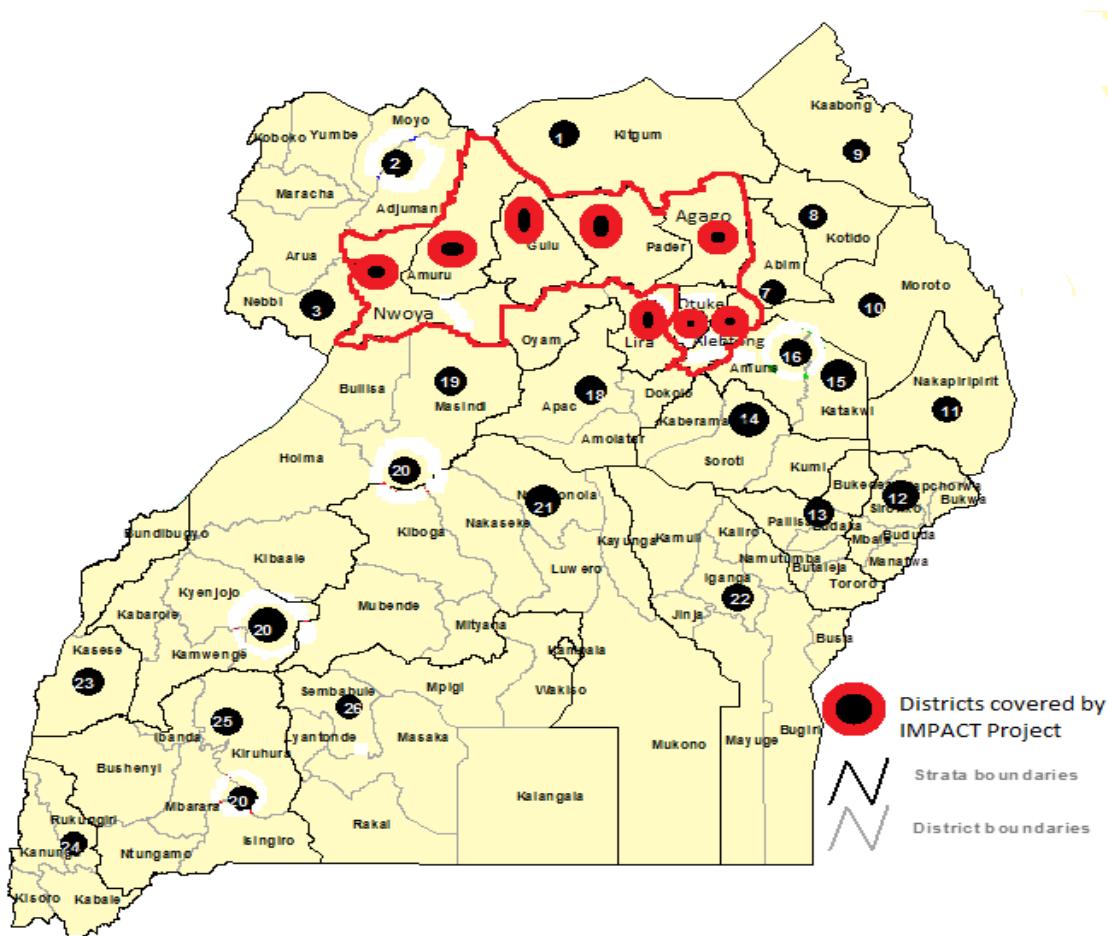
Table 2 above summarises the methodology used for mustering particular segments of information required during the evaluation exercise.

1.3.8 **Table 3:** *Sites by District, Sub County and Respondent Category visited by the Evaluation Team*

District	Category of respondents		Justification for selection
Sub County			
Gulu	Regional CFPU; DCO, DEO, LC V-Vice Chairperson, District Planner, UPDF Liaison Officer, UPDF – CPU beneficiaries,		<ul style="list-style-type: none"> • Technical sectoral linkages at planning level. • Political commitment to child protection issues. • Mechanisms for appropriate resource allocation and accountability issues relating to child protection issues.
Nwoya	DCO / DPO, DEO, LC V V/Chairperson, District Planner, CFPU		
Amuru	DEO,		
Pader	DEO, Senior Inspector of Schools, DCO / DPO, CFPU		
Alebtong	DEO, CFPU, DCO,		
Otuke	DCO / DPO		
Lira	DCO, DPO		
Gulu	Unyama, Bungatira, Paicho, Patiko Koch Ongako	CPCs, School pupils, Out-of-school youth	
Nwoya	Alero	SC/DCO, School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils, Out-of-school youth,	<ul style="list-style-type: none"> • Technical sectoral integration at programme delivery level to the communities.
	Anaka	School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils, Out-of-school youth,	
	Purongo	School pupils, Out-of-school youth,	
Amuru	Atiak	SC/DCO, School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils,	<ul style="list-style-type: none"> • Lower level political commitment to child protection issues.
Pader	Acholi Bur	SC/DCOs, School Head teachers, SMCs/PTAs, Teachers, CPCs,	<ul style="list-style-type: none"> • Involvement and participation of children and parents / guardians in child protection issues.
	Latanya	School Head teachers, SMCs/PTAs, Teachers, School pupils,	
Alebtong	Omoro	SC/DCOs, School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils, out-of-school youth,	<ul style="list-style-type: none"> • Emerging ownership issues and aspects of sustainability mechanisms
Otuke	Olilim	SC/DCOs, School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils, out-of-school youth,	
	Omur	SC/DCOs, School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils, out-of-school youth,	
	Ogor	SC/DCOs, School Head teachers, SMCs/PTAs, CPCs, Teachers, School pupils, out-of-school youth,	
Lira	N/A		

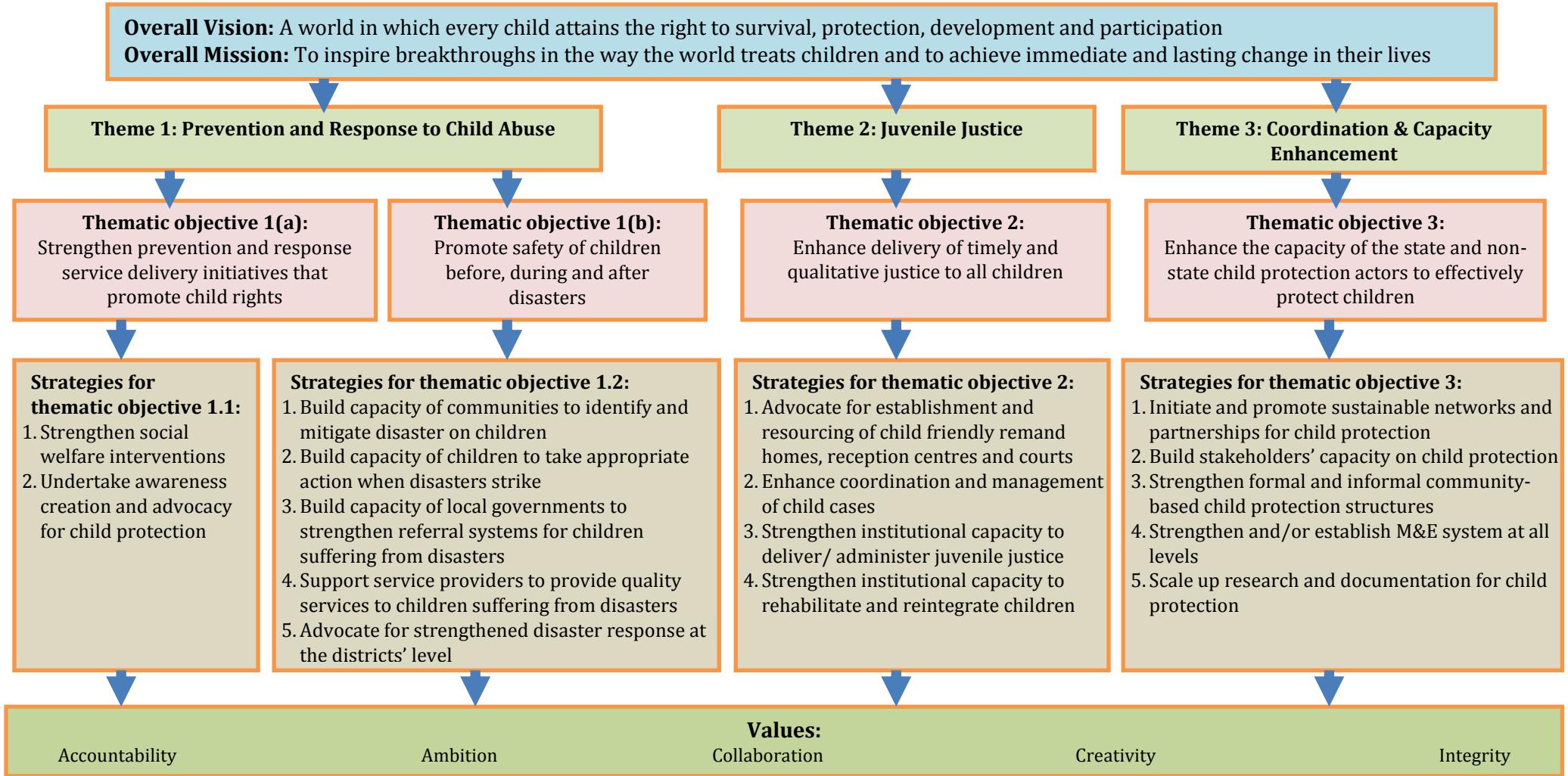
1.4 The IMPACT Project catchment area

- 1.4.1 At the design time, the IMPACT project was initially targeted to cover only 3 Districts of Amuru, Pader and Lira, with at least two sub counties per district. However when the new districts were carved out from the target districts, it emerged that some of the respective sub counties identified and mobilized to participate in the IMPACT project implementation were parts of the new districts. In Amuru district, Alero Sub County fell within the new district of Nwoya while Atiak Sub County remained in the precincts of Amuru. In Pader, Adilang Sub County fell within the new district of Agago and Acholi Bur Sub County remained in Pader. Gulu district was presumably later absorbed as a project area because of its traditional role of 'mother' district in the Greater Gulu.
- 1.4.2 The scenario in Lira was even more complex, Olilim and Omur (and eventually Ogor) sub counties became parts of the new district of Opute. On the other hand Omoro Sub County fell within the confines of the new Alebtong district. The original focus on Lira as a district was therefore completely lost although as a 'mother' district, most of the district based interventions remained focused on Lira.



1.5 SCiUG approach to interventions in the war affected region of Northern Uganda

Figure 3: The SCiUG Child Protection Strategic Framework for Northern Uganda⁴



⁴ Extract from: "Final SCiUG Northern Uganda Child Protection Policy, April 2013", attributed to Ignatius Odongo

1.5.3 The new SCiUG Child Protection Strategy in Northern Uganda illustrated in **Figure 3**, not only builds on the current child protection programme, but also responds to emerging issues brought about by the changing context of Northern Uganda, especially as informed by the recent SCiUG child protection strategy review process, which revealed the following challenges:

- Continued domestically perpetrated child abuse
- Low reporting of cases of child abuse
- Weak referral structures especially at the family and the investigative and justice administration levels
- Lack of sustainable support to enable the different structures to continue providing services without the support from Save the Children
- Few, congested, poorly sanitised remand homes with poor nutrition
- Weak coordination mechanisms at all levels
- Few resources especially from government to children issues

The SCiUG recognizes that although child protection is the mandate of Government of Uganda, there is need for concerted effort with other development actors, working within the context of national legal, policy and strategic frameworks that seek to protect and promote the rights of children, especially the most vulnerable. Overall the ET observed that SCiUG maintains the commitment to contribute towards the fulfilment of the objectives of these frameworks, especially as reflected in the above Strategy Outline.

1.6 Overview of the Efficiency with which SCiUG and its partners implemented IMPACT project.

- 1.6.1 The ET sought to establish the extent to which the IMPACT project results were efficiently delivered in regard to the implementation strategies used and the utilization of resources in terms of funds, equipment, time etc. We engaged in detailed discussions, especially with the monitoring and the finance teams, both at the field and Country offices in Gulu and Kampala respectively. However, owing to limited clarity on the documentation processes and the shifts in the field office locations (at one time from Lira to Gulu), as well as the observed staff changes in the field office then, the information received was not adequate enough to make an informed opinion on some critical and prime aspects as pertains to all required parameters for cost - efficiency factors. The specific parameters obtained are outlined in **Box 2** under **Annexures**.
- 1.6.2 Nevertheless, from consultations with the SCiUG Head office, the ET used the available audited accounts for the first two years of the project operations, and together with the forecast costs and concluded expenditures for the third year, we were able to form an impression of the cost-benefit analysis as reflected in Sections **2.3.6** to **2.3.10** of this report. We however believe that the audited accounts for the 2 years provide a good basis for making an opinion on cost-efficiency of the project

2 FINDINGS

A This section of the FINDINGS specifically address the first Two (2) points of the TORs, namely:

1. Assess the appropriateness of the project design in bringing about maximum benefits for children.
2. Ascertain relevance of the project and efficiency in terms of costs and other resources to the situation of children through this intervention.

Efficiency with which the project was implemented - the extent to which the project results were efficiently delivered in regard to the implementation strategies that were used, the use of resources – funds, equipment, time etc.

Relevance - the extent to which the project's objectives were consistent with the priorities and the needs of the children in the sub-regions and appropriateness of the implementation strategies that were adopted.

2.1 Design and Relevance

2.1.0 Positive aspects of the design and relevance of the IMPACT project

2.1.0.1 The design of the IMPACT project, and therefore, the genesis of its objectives was a direct result of the recommendations of the evaluation of the preceding project, "Support 'Save the Children' Child Protection Strategy in Northern Uganda, 2006 - 2009". Many emerging issues from that evaluation required urgent attention, but key among them was.....

"to improve care and protection of children by addressing some of the contextual challenges and strengthening the capacities of local communities and government structures to effectively play their roles and meet their statutory obligations in protecting and providing services for and to children....."

The ET therefore noted that the IMPACT project design and relevance was consistent with beneficiaries' requirements, local needs, institutional priorities and development partners' policies that had already been at play in the foregone project.

2.1.0.2 The underlying ethos in the delivery of IMPACT as part of the subsequent phase of partnership in the war ravaged Northern Uganda was empowerment of communities in the post conflict situation on child rights, working towards protection of children to allow them grow and fully realise their potential. The project specifically targeted increasing knowledge and skills as well as improving practice for community based child rights actors, systems and structures to effectively respond to emerging child protection issues. It also targeted strengthening the capacities of district and sub-county duty bearers and stakeholders to coordinate, supervise and provide services that prevent and respond to child rights violations in the recovery phase. The IMPACT project was therefore relevant in meeting the needs of the communities in return areas as normalcy begun in the same period of the project implementation, 2009-2012.

2.1.0.3 The IMPACT project addressed service delivery gaps mainly through empowering the communities and local government structures to ensure the rights of children are guaranteed and raising awareness of their rights. The ET found good examples of strong involvement of district political and technical cadres who intimately articulated the roots of the project and how they were involved in its design phases.

"We were involved in almost all the project aspects: design, implementation, monitoring and now evaluation..... ...we were contacted to identify needs of vulnerable children and to take part in the reintegration of children issues in our plans and work. We saw the relevance of involving the children themselves, and going beyond just sensitization."

DCDO Nwoya District, during KI interview in Gulu Town on 23rd April 2013

2.1.0.4 The project was aligned to aspirations of SCiUG in the period 2010-2014, during which it envisions a country in which every Ugandan child attains the right to survival, protection, development and participation. The project was also premised on the UN Convention on the Rights of the Child (UNCRC). It was also in tandem with the Reconstruction of Northern Uganda and Post Conflict Development which is one of the main topics of the revised National Development Plan. Likewise the project was in conformity with the SIDA strategies for Uganda, especially on ensuring the rights of children and women.

2.1.0.5 From field findings, the ET noted that the project effectively responded to the needs of the target population. The various DLGs consulted confirmed that the IMPACT project was timely as the communities in transition needed guidance on pertinent issues like child rights. The interventions conformed to priorities identified in the various DDPs for most of the districts visited. Given the abysmal state of all services in the war torn region, no serious intervention aimed at improving community wellbeing will ever fall outside the stated needs of target groups.

2.1.0.6 The ET also found that the design was straightforward from the onset, since it involved key stakeholders. It took cognisance of the changing circumstances of child protection during the difficult time of transition. Coordination, management and financing arrangements to support institutional strengthening and local ownership were well defined on paper. Project adaptability and the realism in timescale and range of activities with regard to the stakeholders' capacities was realistic as the stakeholders, especially children were already existent in their respective capacities.

2.1.0.7 On the flow of the project intervention logic, the ET observed that a log-frame was put in place from the beginning of the project, with a focused overall objective and purpose. Given that the principal partners, SCiUG and the DLGs, as well as its implementing partners, had just concluded another project premised on child protection, the project plan was essentially achievable. The OVI's and targets were significantly informative, specific, and measurable. All the planned interventions were therefore appropriate.

2.1.1 Challenges related to the design and relevance of the IMPACT project

- 2.1.1.1 The quality of the project design was lukewarm in terms of allocating responsibilities to the respective actors at various levels of local governance, with only two district departments (CDO and Education), bearing the unenviable role of executing the project. This was potentially a high risk of limited ownership of the project and yet with immense cross cutting relevance to all aspects of lives of the people. Political involvement was only evident in Nwoya and Gulu districts while the Production department was hardly felt yet the project had a livelihoods component for the youth.
- 2.1.1.2 **Box 1** in the **Annexures** explores detailed prime issues related to relevance and design of this project. Although the IMPACT project log frame showed the main directions of the project, the frame was not used by the project team to effectively plan activities. There was limited supervision and inadequate technical guidance that in turn could have contributed to the lapses like poor documentation in the delivery of the project objectives. More importantly, monitoring outputs and results were not contingent with the overall plan. The ET noted that largely due to limited monitoring, the implementation processes became distorted and in some cases led to the termination of the Project Cooperation Agreement with some partners (CPA Gulu), with far reaching effects on both the project and agencies concerned.
- 2.1.1.3 On the flow of the project intervention logic, the ET observed the greatest weakness as being the lack of baselines against which to judge performance. Narrative reports were largely activity based (and not premised on measurement of expected change), to be useful to determine project efficiency, effectiveness or impact to date. The ET noted specific challenges related to certain interventions like IGAs for youth, which required innovativeness and dynamism at all times. Again we base this on the fact information about the type of IGAs for the youth was lacking at the design stage of the project.
- 2.1.1.4 The ET farther noted that despite the clear division of responsibility between SCiUG staff and partners, no systematic assessment of progress towards purpose was done. Such documentation and analysis should have incorporated a description of the legacy of the project linked to the broader SCiUG agenda in the Northern Region. At the design stage the project had a strong focus on the issues of gender, human rights, governance and a number of results aimed at improving the capacity of local government, increasing their accountability and responsiveness to the needs of the children. However the ET did not access any risk register that would have been useful in tracking some of these pertinent issues during project implementation. A draft risk register received later from CCF Pader could not be confirmed as having been used for purposes of managing the IMPACT project.
- 2.1.1.5 The ET did not find any documented evidence to indicate involvement of children and / or their parents / guardians in the design stages of the project, although the local district staff and some political leaders were noted to have been involved. Given that most of the benefiting children were accessible, the project design processes should have included their views in order to capture their input to the project.

2.2 Alignment with MDGs, SCiUG, SIDA and GOU Development Priorities

- 2.2.0 IMPACT focused on increasing service delivery targeting children's rights, especially right to education and protection. This is in tandem with the MDGs and Ugandan national priorities envisaged in the National Development Plan (NDP) for the period 2009/10-2013/14, which highlights the strategic agenda for development and acceleration of economic growth to reduce poverty. IMPACT project was in tandem with the Reconstruction of Northern Uganda and Post Conflict Development which is one of the main topics of the revised National Development Plan. On the other hand the project also fitted into the Save the Children in Uganda (SCiUG) Strategic Dimensions, 2010-2014, which envisions a country in which every Ugandan child attains the right to survival, protection, development and participation. Built around integrated thematic areas of child rights governance, education, child protection, HIV and AIDS, health and nutrition, and livelihoods and food security - and premised on the UN Convention on the Rights of the Child (UNCRC) - SCiUG's strategic framework is designed to ensure that all children in Uganda realize their rights to be safe, educated and healthy.
- 2.2.1 The IMPACT project clearly falls within the mandate and Strategic Aims and Objectives of SIDA in Uganda, viz Objective and Priority No 1:

"The over-riding goal of Swedish development cooperation with Uganda is:

- *Increased respect for and enjoyment of human rights, with special emphasis on women's and children's rights and democracy"⁵*

The ET interaction with the SIDA team revealed the significance that the agency attached to the implementation of IMPACT project, which was critical to the attainment of SIDA's strategic dimensions in Uganda.

- 2.2.2 The ET therefore found that the IMPACT project conformed to the Government of Uganda national priorities, as cascaded to district and sub county local government plans, the Swedish Development Agency priorities, and the SCiUG strategic goals as envisaged in its strategic provisions for Uganda.

⁵ SIDA: Strategy for development cooperation with **Uganda**: March 2009 – December 2013. P.3

2.3 Efficiency

The ET looked at project efficiency from the perspective of assessment of the prudent use of resources in the delivery of planned outputs and outcomes. The IMPACT project results were delivered with a budget sum of over UGX 2,000,000,000 (Uganda Shillings two billion only) dispensed between 2009 and 2012 for project related interventions.

2.3.0 The ET noted that many interventions under the IMPACT project were built on previous interventions, and this was a good basis for generating added value from the project, especially during implementation. Under the previous project, "Support 'Save the Children' Child Protection Strategy in Northern Uganda", a foundation had been laid under the key aspects of:

- *Provision of direct services to children severely affected by the conflict.*
- *The creation of an enabling and protective environment through establishing mechanisms for peace building and community reconciliation.*
- *Access to education for children who would otherwise miss out.*

By designing and implementing the IMPACT project, SCiUG and its partners were therefore efficiently leveraging the work of child protection using the very actors and structures that had already been involved in similar undertakings. And rightly so, the project moved a step farther by targeting capacity building at community level for child protection actors like the CPCs, school structures, etc.

2.3.1 It was however noted that more efficient approaches ought to have been used in the delivery of key interventions and support to existing structures, CBOs and associations involved in child protection interventions in the IMPACT project catchment area. These approaches should have been closely coordinated with other major agencies also working in the same areas so as to avoid duplication of efforts and resource wastage. The ET noted that in a number of occasions, training modules delivered under the IMPACT project were found to be either repeating or closely related to what had already been carried out by other agencies in similar work. *In Alebtong, the participants in the training workshop for the District, Sub County, LC officials and police organized by IMPACT project in the last quarter of 2012 confessed that the training was indeed similar to what had been done by Plan International (Lira office) earlier in the year for the same target trainees.* This denoted a lapse in the planning processes. A training needs assessment should have been conducted prior to the actual delivery of the training. Planners should match scale of action with probable use (not "one-size fits all") without losing sight of quality and value for money.

2.3.2 Under the education component of the IMPACT project, the ET noted the good intentions of the project and appropriateness of the interventions such as provision of scholastic materials and other similar items to schools. In some cases however, efficiency was not observed in the delivery of such items to the target beneficiaries as in certain instances materials were delivered towards school holiday times and yet items were meant to be used during term time. *Of the several cases, one eye catching situation was the late delivery of items to schools in Nwoya and Amuru districts during December 2012 school holidays and yet these were actually expected to have been used in the preceding Term 3, which is a vital term in the primary school calendar.* Although the items were eventually used in the subsequent school terms, the initial purpose (facilitate the primary pupils of 2012 to pass their examinations), was not met.

- 2.3.3 Most of the IMPACT interventions involved training of the various groups of individuals either as structures that were to support child protection or increase awareness of child rights at different training venues. The ET established that the training of the CPCs and the SMCs took a duration ranging from two days to one week, phased over a period of time. The medium of instruction was local lingua franca (Luo) and English; training materials were readily available and some had been translated in the local languages. CPCs and SMCs who interacted with the ET at the community level had a fair knowledge on child protection issues, referral path ways and case management. The ET observed compliance with efficiency in terms of localizing training and ensuring the quality assurance is done to ensure child rights and gender sensitivity is taken care in the delivery of the training.
- 2.3.4 The above notwithstanding, many trainees had misgivings with collaboration at a local level, as was stated by the CPC of Atiak Sub County in Amuru District:
- 'If possible NGOs should deal with the CPCs directly because the office of the CDOs does not take certain CPC issues seriously they prefer to work with the LCs which are usually very corrupt.'*
- 2.3.5 The component of support to livelihoods initiatives, especially at a time when communities are rehabilitating their lives after years of war and displacement, was a plausible intervention. However for efficiency, the ET observed that these should have been subjected to proper feasibility studies, and, if shown to be viable, should have received technical and business mentoring after establishment of proper support mechanisms. Despite the good intentions for the income generating support to the out-of-school-youth under the IMPACT project, the ET noted that some of what was seen as support was more of conventional traditional interventions. In Nwoya district the support given to the youth in terms of ox-ploughs and bulls, goats, vegetable growing, piggery, etc. ought to have been more targeted and of added value so as to generate better income. The local breed of bulls in some cases had to be exchanged for cows 'perhaps for want of a more tangible benefit' rather than indulge in the longer process of land tilling. Other projects of immediate value and wider market openings could have been explored such as apiary which is already rudimentarily carried out in the area.
- 2.3.6 The ET could not easily access all financial information on all admissible transactions for the entire project in order to determine the cost-per-beneficiary as well as the costs that directly accrued to the children. However, using the budget template and the various concluded audit reports for 2010 and 2011, we made an opinion of what could directly be attributed to children, as reflected in Figure 4 below.



Figure 4:
**Analysis of IMPACT
 Project cost centres**

This cost centre distribution shows a skewed pattern towards overhead costs whereas direct costs towards children-based interventions are of a bare minimal. It is evident that Project management, salaries and exchange rate loss consumed 47% of the project budget. This pattern did not efficiently consider the project cost centres that would directly benefit the vulnerable children.

Obj. 1	268,413,904	17%
Obj.2	248,452,714	15%
Obj. 3	202,636,447	12%
Salaries	212,174,365	13%
Cap Bldg	132,128,998	8%
Proj Mgt	493,788,622	30%
Exc Loss	66,875,743	4%
	1,624,470,793	100%

- 2.3.7 From the above, the ET observed that perhaps owing to start of the implementation, numerous costs were invested in preparatory activities, thereby escalating the operational costs. Nonetheless the SCiUG and implementing partners needed to observe a less disparity in operational costs, especially given that both SCiUG and the partners were earlier involved in implementing a similar project, and should thereby have drawn lessons from that experience that could have reduced costs.
- 2.3.8 Budget management and financial reporting was initially done at Gulu Regional Office for resources disbursed directly to district or local governments. Later SCiUG operated a cash budget based on the work plans and activities presented therein. In many cases, spending rates were not in tandem with the planned figures. Overall, as detailed in **Box 2** under **Annexures**, the ET team has noted that the critical efficiency considerations under the IMPACT project were not observed. Most notable was that although the donor conformed to timeliness in disbursement of funds as requested, this was not reciprocated in accounting for the said funds. There were numerous accounting delays among partners, thereby delaying the entire processes of project implementation. Likewise, the partners complained of lengthy processes in SCiUG regarding approvals of requests and inadequate feedback on reports from partners:

"we would find piles of papers and files on the Project Officers' desk....he would tell us to leave ours behind with a promise to respond... but we would wait forever till we had to go back ...after waiting for a long time"

A confession from CCF Pader Programme Team

In our opinion, this calls for deliberate legacy monitoring mechanisms on the part of SCiUG.

- 2.3.9 Assessment of timely delivery of inputs, availability of human resources and their competencies in the several areas were analyzed to assess the efficiency. The project implementation structures had competent resource persons to provide protection and promote child rights observance and respect at the respective levels. The implementation modality of working with and through the selected local partners as conceived was efficient. During the implementation, the ET noted that the capacity in managing the resources for vulnerable children was not sufficient because it was reported that the irregular disbursement of funds by SCiUG to the programme implementation partners hindered efficiency. Material support like the procurement and distribution of learning materials and other materials like sanitary towels was undertaken by SCiUG Regional Office in Gulu and delivery was reportedly late.
- 2.3.10 Technical and management support to the project from SCiUG Headquarters and SIDA was regular and schedules of the visits had been drawn. There was evidence through visitors' books and project supervisory reports. However, the frequency of supervision of the partners seemed irregular and this tepid support may have affected efficient operations of the service delivery to the children who were the ultimate beneficiaries. To a major extent the efficiency in timeliness of the delivery of services was compromised and efficiency-related challenges persisted throughout the project life span. **Box 2** in the **Annexures** explains farther the other aspects of efficiency as shared with the stakeholders.

2.4 Case study # 1

IMPACT Effectiveness: Reconstruction of an almost broken innocence

"I was once a complete girl full of hope in life, like an egg about to burst," narrates Abwono Santina, a 12 year P.6 pupil of Ciga Ciga Primary School in Adilang Sub County, Agago District.

"Then life of frustration set in as my father daily beat my mother basing on any small excuse. I lost concentration in class and the breaking point was when my mother ran away from home. Just as I expected, my father stopped me from coming to school because he wanted me to take care of my siblings."

Almost amidst tears, Santina suddenly burst out with a lot of energy:

"After staying home for almost one term, I remembered what we had been taught at school about our rights as children and how to report to people we thought could help us. One afternoon, after my father had gone to his drinking place, I ran with my siblings to our grandfather's house and cried for his help...., ...next day, together with other family members, they came and held a meeting, talked tough to our father who then accepted our mother to come back."

"I am happy for the training we received on children's rights and violence in families. I was able to save our family and at the same time return to school where I hope to finish and become a teacher."

Santina proudly states in a wavering voice.

"Today I feel like a star and would like to thank CCF - Pader and Save the Children for recognizing us the children. I am encouraging all children to strongly fight for our rights so that we get good education and happy lives..."
 ...she concluded with emphasis.

As narrated to Adio Carol and Beatrice Akello, on 26th April 2013 at Ciga Ciga Primary School in Adilang, Agago District.

B This section of the FINDINGS specifically addresses Items Four (4) and Five (5) of the TORS, namely:

4. Establish the extent to which the project realized its objectives in light of the project's expected results; what impact can be noted in the lives of children within the three objectives?
5. Establish the extent to which the capacity of local governments and community-based structures have been built throughout the project period.

2.5 Efficacy

2.5.0 Progress towards Outcomes and Objectives

The evaluation team reviewed progress made towards the achievement of the outcomes and objectives and noted that in general the project made significant strides towards realizing tangible benefits in the field of child protection in the target districts. Specifically on:

Result 1: Strengthened capacity of local government structures to prevent and respond to abuse, neglect, exploitation and violence against children at risk of harm by December 2012;

The ET found that the project strengthened local government structures through providing logistical support (mainly fuel, per diems, bicycles, etc.) to the respective District Community Services Departments of Lira, Amuru, Nwoya, Pader and Gulu to sensitize local government actors on child protection and train lower level (sub county) child protection players such as CDOs, CPCs, SMCs, selected school teachers and Child and Family Protection Units at police. This was aimed at empowering these structures with knowledge to effectively coordinate, monitor and supervise child protection activities within their areas of jurisdiction. In particular locations where these actors operated, coordination structures and referral pathways for handling child abuse cases were found to be functional. The CDO of Omoro Sub county in Alebtong district was found in custody of files containing minutes and cases handled by the CPCs in the sub county. In the case of Adilang CDO, the Children's Resource Centre, constructed by SCiUG in previous projects, is being utilized as a coordination centre for CPCs and as an office where children can drop in to report cases of abuse. Under IMPACT, the Centre was supported by CCF Pader to continue operating. In Nwoya district, the ET team found the CFPU was awash with activity, and discussions with the personnel indicated the usefulness of the support from IMPACT project.



The Nwoya District CFPU personnel providing counseling support to a mother from the community on 24th April 2013

The ET specifically noted that most of the relevant government institutions and departments like District Probation Offices, District Community Development Offices and the District Education Offices were supported to provide services to children. In turn these departments extended their services to the respective community based structures such as schools and sub county CDOs to execute their responsibilities. We noted that approximately 205 members of the school management committees (comprising 85 women and 120 men) received training on their roles and responsibilities. This in turn contributed to improved monitoring of children's school attendance. Some of the SMC members interviewed were proud of the knowledge they acquired and the work they are currently carrying out:

....because of our work as SMC members, our communities are now involved as a team and working with our pupils and teachers. It has created happiness among children and people in the community. It has improved learning among the children and parents are now aware of the children's' rights. It has created friendship among the children and people in the community...."

FGD with the SMC members of Omoro South Primary School in Omoro Sub County, Alebtong District –
 30th April 2013

Most school management committees however had serious challenges of attrition as the regular changeover of these structures did not entail proper continuity between the new and old committees.



Evaluation meetings with the SMC members of Pawel Langeta and Juba Road primary schools respectively

2.5.1 Coordination of structures at sub county level:

The Community Development Officers (CDOs) at sub county levels acknowledged that 70% of their work was into child protection issues. This followed the trainings by Community Services Department, which was a wake-up call for CDOs to pay more attention to issues of child protection. CDOs interviewed acknowledged providing supervisory, monitoring support and general overseeing the CPC activities in their respective sub counties. This was achieved through monthly coordination meetings where CPC quarterly work plans were shared and discussed. A number of monthly coordination meetings were directly supported by SCiUG (Gulu, Amuru and Nwoya) or indirectly through their partners (in Pader, Agago, Alebtong and Otuoke). CPC meetings provided a basis for sharing feedback on their activities on child protection.

The ET noted that the offices of the CDOs now play a key role in case management and referral pathways for child protection in the sub counties. They follow up cases of child abuse referred to police by CPCs.

"In Atiak Sub County, there were two boys and two girls all aged 14 to 15 years who eloped in 2012 and went to live as couples in Juba, South Sudan. However, through the CPCs, we were able to trace the children, managed to bring the girls back while the boys escaped. One girl was taken back to school and is now in senior two in Central High School in Atiak."

CDO Atiak Sub-County, Amuru District

2.5.2 Efforts to achieve Result 2 stated below, involved peace building initiatives for in-school children, income generating activities for vulnerable youth and school exchange visits to enhance learning. Peace building initiatives promoted and encouraged children's understanding of peace mainly in schools through child rights club activities that included music, dance and drama and sports. Vulnerable children were given household items to enable them settle in after returning from conflict situation.

Result 2: By the end of the Project, there will be functional community structures participating in monitoring, referral and reintegration of children at risk of or affected by abuse, neglect, exploitation and violence

2.5.3 Access to community based child care was achieved to a large extent resulting from institutional support to the community services department that cascaded to the community based structures composing of LCs, CPCs, SMCs and teachers through trainings and sensitizations on child protection policies and positive parenting. These were aimed at enhancing their capacity to protect children and reinforcing the efforts of the community based services departments in responding to child protection issues. Despite evidence of reach in all the sub counties visited by the ET, follow up of these interventions was not adequately undertaken posing a challenge of tracking outputs and feedback. The FGDs with CPCs showed evidence of participation of this structure in following issues of child protection in their communities. However record keeping by these community structures was reportedly very poor due to logistical issues and limitations in coordination between the structures and the sub county leadership organs such as LC IIIs.

2.5.4 One of the most notable structures for child protection that the IMPACT project contributed to is the UPDF child protection unit in Gulu. The unit currently spreads its operations as far as the DRC and South Sudan. This is in addition to its local operations in all the districts of Northern Uganda, specifically covering the 4th and 5th Divisions based in Gulu and Pader respectively. The unit actively participates in child protection both within the sections of the army as well as among the civilian population attached to the UPDF structures like the barracks. (*See quotation from the in- charge of the CPU on page 34 below*)

To demonstrate their commitment to child protection, the UPDF child protection team has in place a graphic representation of the current structure of the operations of their CPU as illustrated in the **figure 5** below.

...even within the UPDF quarters alone we live with a big number of people....we have a lot of child neglect...and children who do not want to go to school and whose parents require a lot of sensitization on child rights...we also have very many returnee children with no fathers, ...mothers, but are just brought to the barracks....our CPU has done more than just carry out sensitization of soldiers on child rights, but we also involve the local leaders and traditional structures like rwot in our areas of operations to help in demystifying the issue of army/community conflict in an effort to ensure that children caught up in the conflict are not subjected to abuse and other evils..."

KI interview with Maj. Patrick Ocira, the in charge of the UPDF CPU in Northern Uganda

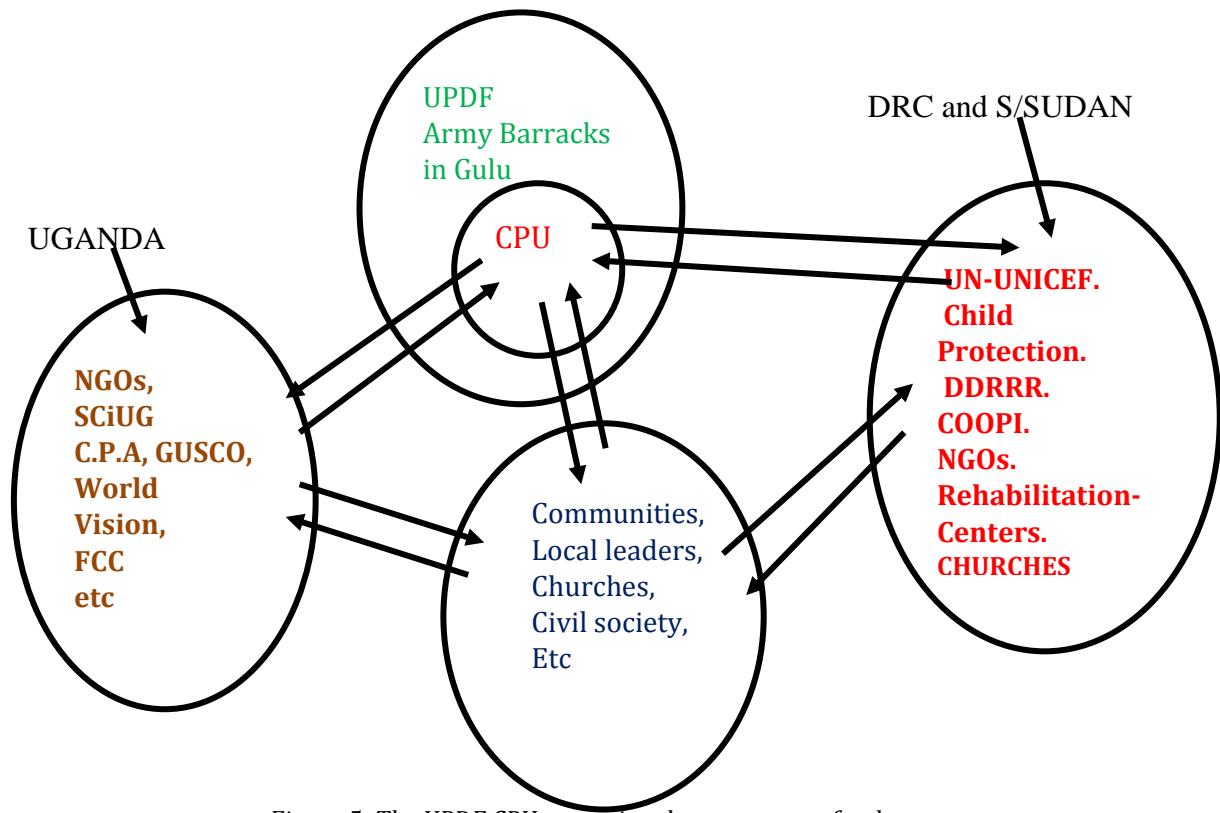


Figure 5: The UPDF CPU operational structure as of today



The ET sharing the experiences of the beneficiaries of the UPDF CPU, with the **returnee child soldiers from DR Congo** on the left and the **returnee child mothers** on the right, at the CPU headquarters in Gulu on 28th April 2013

2.5.5 The ET noted that Result 3 below, was compromised by poor documentation as data was hard to come by to show the number of beneficiary children over the project period.

Result 3: By 2012, 12,000 children benefit quality education in a child friendly and safe learning environment

- 2.5.6 From available Annual Reports for Year 1 and Year 2, the project had made strides to deliver the planned interventions that included enhancing the teachers' skills in interactive teaching with the aim of improving teachers' classroom delivery and handling of slow learners in the teaching-learning process as well as in identifying and supporting psychologically distressed children. Other interventions included equipping members of the SMCs and PTAs with knowledge and skills on school governance, management, children rights and participation aimed at enhancing safety for children. Some initial work was carried out for production of homemade sanitary towels for girls with the aim of empowering schools and the girl child to make sanitary towels out of local materials so as to reduce girls' absenteeism or total drop out of school due to menstruation. 38 schools in Amuru and Pader districts were supplied with learning and instructional materials that included wall maps, alphabetical charts, black boards, sets, text books, manila papers etc. aimed at increasing access to learning and improving children retention at school and to motivate children to participate actively in learning. Pader district was supported to develop and disseminate the education ordinance as a working tool for enforcement of education. Overall the project benefitted an average total enrollment of 89,202 pupils (42,743 girls and 46,459 boys) from 2010 to 2012.
- 2.5.7 The ET farther noted that the IMPACT project implementation processes were also elastic enough to take cognisance of key emerging issues in the region like the land conflicts, which prominently featured in the project catchment areas. Todate this remains a simmering issue in Northern Uganda and the project is particularly applauded for absorbing this component in its operations as it is one of the major potential causes of child vulnerability. *Both political and security leaders in Amuru, Gulu and Nwoya were quick to recount numerous cross-district border meetings that were facilitated by the IMPACT project in 2011 -2012 when neighbouring communities clashed with each other over land disputes.*
- 2.5.8 The ET also noted some unplanned positive effects that are likely to enhance the IMPACT project results and services, like the discovery of oil in the region. This oil industry is expected to earn the respective DLGs (especially Nwoya and Amuru) more revenue, thereby possibly leading to increase in resources allocation to child protection. On the other hand the most prominent unplanned negative effect on the target groups during the project implementation period was the outbreak of the nodding disease in the region that threatened to disrupt project interventions. This was however contained by the GoU and other actors in the area.
- 2.5.9 The above successes notwithstanding the ET also noted various challenges that made the project less efficacious. For the project of this magnitude, the ET was unable to access any risk register, nor evidence of any risk assessment exercise that was done.

2.6 Case Study # 2

IMPACT Efficacy: Improved children empowerment from interactive teaching methodology, as a result of psychosocial training for teachers.

Background and Context

Northern Uganda suffered 20-years of armed violence and conflict, leaving behind devastating psychosocial effects on children. Because of the extreme social pressures caused by conflict and displacement, the consequent break down of social support safety nets, the erosion of positive cultural values, chronic violence, the continued spread of HIV and economic desperation, there was an increase in women and child headed households, as well as the adoption of negative practices and behaviours not conducive to child care and protection.



Capacity building for teachers in psychosocial counselling

The IMPACT project facilitated the training and equipping of teachers with skills to identify and support psychologically distressed children. They were also supported to conduct classroom based psychosocial interventions aimed at enhancing peer to peer support among target children. Due to changed attitudes and conduct of children, there is better relationship between: (i) children and fellow children; (ii) children and teachers and, (iii) children and parents. The improved skills in interactive teaching especially in handling slow learners has led to improved school attendance, better academic performance, and advancement of personal initiatives.

Children's Testimonies

"The support we get from teachers in school is good these days. They teach us well, cooperate among themselves and counsel their children instead of beating them. We now like to stay in school".

FGD with pupils from Lalar Primary School, Alero Sub-County, Nwoya District, on 25th April, 2013.

Jasper Emune, P.6 pupil from Ogweno Primary School, Ogor Sub County, Otuke District, on 29th April, 2013.

"Children now involve themselves in decision making roles, at home, in their community and at school. We also report cases of violence on children to the teachers and at home to our parents, the police or to the LC 1 in the area."

FGD with pupils from Kanyipa Primary School, Adilang Sub County, Agago District, on 26th April, 2013

Bright Future Ahead for the Children of Northern Uganda

'We look ahead with confidence and hope that with the support of all concerned, our children will grow up to equally compare with the rest of the children in the world, despite the traumatic background we have come from.'

The LCV Vice Chairperson / Secretary for Finance, Nwoya DLG

C This section of the FINDINGS specifically addresses the Item six (6) of the tors, namely:

6. **Sustainability** - the sustainability mechanisms established by the project which includes strengthening local delivery mechanisms within the target districts among others and make necessary recommendations on how they should be linked with existing programmes and the development frameworks set up in the Peace, Recovery and Development Plan for Northern Uganda, among others.

2.7 Sustainability and Replicability

Project Sustainability was assessed in terms of the likely continuation of net benefits from the IMPACT Project interventions beyond phase-out of SIDA/SCiUG support. It also included determining the level of uptake and absorption of the IMPACT project initiatives and interventions in the respective partners' planned interventions and development plans. In addition the ET also undertook an assessment of the likelihood that actual and anticipated results will be resilient to risks beyond the project's life.

- 2.7.0 The ET applauds the SCiUG's attention to context and to process, and their conscious efforts in capacity building, thereby laying the groundwork for the development of replicable social protection projects for most vulnerable children in the Acholi and Lango sub regions. The above notwithstanding, the ET also noted that in the case of IMPACT project the design stages did not incorporate exit strategy and this has had implications on the continuity of the child rights and protection issues fronted by the project.

Nonetheless, other aspects of sustainability measures that the IMPACT project worked towards are detailed below:

2.7.0.1 Institutional Strengthening and Project Sustainability:

We noted the stipulation in the project proposal submitted for approval by SCiUG to SIDA for funding of the IMPACT project,

"... Capacity building interventions for local government structures and systems will be implemented by Save the Children in Uganda...."⁶

The ET understood that this should have been followed by developing implementation modalities and commitment to deliberate institutional strengthening to be translated into activities like capacity assessment, supporting strategic management, systems building and participatory management practices of the structures and partners who were key in ensuring delivery of the social protection and child rights aspects in the focus areas of the IMPACT project. Hopefully these aspirations should have contributed to the strengthening of these institutions and structures as competent and child rights focused organs. In reality however the ET did not access any evidence adduced to testify to this commitment.

- 2.7.0.2 In terms of an approach to meeting the needs of the target group - the vulnerable children, through the use of community structures and working with relevant local government departments, the ET found this a very commendable move to ensure that there is a wide range of choices for delivery of the required services for the most vulnerable children. Capacity enhancement for the community support structures and understanding of key child protection issues like, OVC care and support, child rights awareness is part of the recipe to finding sustainable solutions to the needs of the target beneficiaries. The increase in local knowledge and skills allowed for continuity in raising awareness and better care and protection of children. This was evident in the feedback from the CPCs, Local government staff, UPDF and CFPU institutions that interfaced with the ET. Field findings clearly indicate that community structures with community participation, if monitored and given additional technical guidance, will contribute to continuity and ownership of child protection initiatives in the communities.

⁶ IMPACT Project Proposal ...P.9

2.7.0.3 Reduction of dependency and enhancing sustainability in areas with high OVCs

Given the magnitude of the effects of armed conflict on the communities in Acholi and Lango sub regions, child protection and child rights support programmes will still need support from outside the community. The ET envisages a two pronged approach to support vulnerable children. One facet carried by the community and the other of the community structures supported by external donor interventions. The above scenarios reflected in the two boxes need to be considered as efforts to build sustainability of project interventions since SCiUG IMPACT project activities hinged on mitigating the negative effects of conflict on the children and community.

Community led interventions for Vulnerable children.	Donor supported community interventions for vulnerable children
<ul style="list-style-type: none"> • Apprenticeship/life skills, e.g., for self-reliance, relations and negotiation • Support formal and informal education • Provision of farm inputs and tools • Build capacity of families and community traditional institutions. • Protect rights of vulnerable children • Build hope, dignity and self esteem 	<ul style="list-style-type: none"> • Value added access/utilization of local resources. • Build capacity of the community, including all stakeholders. • Building financial capital among the community. • Secure government financial and technical support. • Improve the living conditions of the community • Address the income poverty at household, community and national levels.

2.7.0.4 The ET therefore noted that:

- All beneficiaries and other stakeholders still want SCiUG supported interventions to continue, indicating a strong justification (even pressure) to develop or roll over some of the interventions into, a yet-to-be-agreed-upon project.
- Other actors in the Acholi and Lango sub regions offer opportunities that need to be tapped for continuity particularly the district and sub county local governments. This is a strong indication in the PRDP II 2012-2015 implementation modality that allows CSOs and development partners to implement activities that are consistent with the PRDPs goal and objectives to complement government efforts and ensure the unmet needs in child rights and social protection are addressed.
- The IGA component of IMPACT, if well implemented enhances the capacities of the communities to provide care, support and protection of the vulnerable children.

2.7.1 The ET noted some outstanding challenges in sustainability as outlined in the box below.

Areas of Concern that impeded sustainability:

Key concerns that remain include:

- Keeping the community structures like CPC members motivated to support the most vulnerable children in their respective areas of operation.
- Building confidence and ensuring the key implementation stakeholders participate and buy into the project interventions
- Identification of clear and earmarked resources for child rights interventions that call for more transparency to ensure that downward and upward accountability builds confidence for ownership and sustainability.
- Embedding exit strategies for SCiUG in the current areas of operation and ensuring that they are well elaborated and understood by the community.
- Highlighting the possible root causes of the perceived staff turnover of the project staff, thus reducing inconsistency while bringing forward the institutional memory to support continuity of the project benefits.

The ET therefore observed a need to factor in staggered, exit strategies right at the beginning of the implementation of planned projects and to operationalize this into a series of outputs for the support structures at community level. District departments can advocate for increased allocations to child rights issues even amidst the budget cuts occasioned by donor withdrawal from budget support arising out of the OPM scandals in August 2012. Working with and through partners is seen as a right approach and increased networking especially in referral pathways and can certainly contribute to continuity of the benefits of the IMPACT project.

- 2.7.2 The ET farther observed that sustainability per se of the institutional arrangements may not be feasible in a sector that is purely service oriented, amidst an outcry of poverty. Emphasis on capacities enhancement will therefore remain the viable and proven strategy of ensuring continuity of project benefits for the wellbeing of the vulnerable children in Lango and Acholi Sub regions.
- 2.7.3 Finally the ET observed that whereas the sustainability measures were not conceived at the design stage, the interventions that were implemented were by themselves contributing to strengthening continuity of the project benefits. However, given the project implementation dynamics and challenges identified, especially inadequate follow up, this aspect of the IMPACT project intervention is a strong area for learning for future projects of the same nature, as this marks the grey area of assessing the extent to which development projects implemented with donor funding can be said to have residual effect for the beneficiary communities. **Box 5** in the **Annexures** below highlights additional issues of sustainability as identified during the evaluation exercise.

2.8 Case Study # 3

Swift vigilance saves the day: “Mistaken philanthropy or Child trafficking”

With the decadence that had befallen Northern Uganda, and after the guns fell silent, every seemingly helping hand was readily accepted, not only by the desperate communities but by the leaders alike. Because every sector of development was affected it became easy for fraudsters to take advantage of the suffering people. Education on its part was worst hit with most institutional infrastructure in tatters, compromised by inadequate qualified staff and rampant poverty affecting the people.

“....the people of Acholi, especially Nwoya are easily finding their children taken into ‘modern slavery’ under the guise of accessing the so-called quality education in Kampala” burst out the Nwoya DEO.

He then explained his case:

“Early in 2012, a team of so-called philanthropists swarmed Acholi sub region claiming that there were cheap quality education institutions in Kampala and Jinja that would offer the ‘children affected by Kony –war’ scholarships to attend such schools and favorably compete with the rest of the children in the country.

To prove their case these unscrupulous people even approached the local Council leaderships at various levels with ‘appropriate documents’ to endorse. With all intents, any well-wishing individual would not doubt such well-intentioned support.

Armed with ‘signed documents from the leadership’, the ‘philanthropists’ roamed the villages, convincing the unsuspecting villagers of the God-given chance for their children. Assured that their trickery was working, they then struck: each parent / guardian had to contribute ‘a modest UGX 200,000’ for transport and upkeep of the children’, as the so-called NGOs would meet ‘the rest of the costs like fees, accommodation etc.’

When I heard of this ‘education offer’, I was hesitant and advised the leadership against involvement in such issues. At first most of the LC V Councilors thought I was being retrogressive and selfish by refusing the people to benefit from free support. But I held my ground, especially on the basis that when I asked the so-called NGO officials / philanthropists to share their school details and curriculum, they out rightly refused.

On the fateful morning when the children were to be transported to Kampala, I rushed to the police station to register a case of children kidnap and trafficking, and the LC V Chairman promptly withdrew his signature. When the bus packed with the children appeared in town ready to depart for Kampala, it was impounded by the police based on my recorded statement. Those children were freed.

However despite my advice a few other parents still went ahead to clandestinely send their children to the so-called modern schools in Kampala. But, after one school term passed and the children had not returned for holidays, the local leadership eventually followed up the incident together with the police. The children were discovered, NOT IN SCHOOL, but confined in small houses in Luzira, Kampala and working as farm hands.

As an individual, I was encouraged to take the action against these evil fellows because of the empowerment from the IMPACT project training and sensitization, especially while still attached to Amuru district. I suspected something being wrong, I stood by it, as a trained child rights activist”.

As shared with the ET by the DEO Nwoya DLG on 26th April 2013

2.9 Horizontal and cross cutting issues

Of the relevant horizontal and cross cutting issues identified, the field findings have been categorized under the main headings below:

2.9.0 Staffing and technical assistance:

For effective implementation of the IMPACT project, SCiUG provided the necessary technical support as indicated in **Annex 3** (*Extract from the 2011 organogram in place*). The ET accessed a well-structured staffing outline that provides for the necessary policy support in terms of the Senior Leadership at country level. This in turn is within the technical programme framework with a clearly designed hierarchy of support within the programme department. The programme support systems in procurement, finance, human resources and other logistical support were available within the support departments.

At the partner level, the ET noted that the project contributed to building of capacities for the local partner staff as a result of participating in the planning, implementation and management. Although more assistance will be required, some of the partner staff strongly felt motivated to take on more project work:

"....I feel empowered enough to take on any other project with the skills I have gained from being part of the IMPACT project team..."

Child Protection Officer, CCF Pader . KII 26th April 2013.

The CPA staff who participated in the programme equally felt elated by the capacity he felt he gained from implementing the IMPACT project:

"...despite my rank as a Programme Assistant, I felt robust and enthusiastic whenever involved with project beneficiaries because I had the confidence of the knowledge I possessed from the training sessions I had undergone through IMPACT..."

Programme Assistant in charge of IMPACT implementation, CPA Lira.

- 2.9.1 This notwithstanding, the ET also found the undertones of limited support in terms of monitoring and supervision especially at the field level. In many instances the implementing partners felt the staff at the SCiUG field office were either overwhelmed with work, or else not well placed to provide the necessary technical assistance. Feedback on reports was not timely, thereby leading to delays in funds disbursements for the subsequent periods.

While tending to agree with these sentiments from the implementing partners, the ET equally noted the limited documentation of the project implementation processes. This was farther confounded by our inability to access some vital project documents despite numerous requests. In some cases, follow up at higher levels yielded results, whereas in others we could still not access all the said information.

2.9.2 Adaptation to the context and existing capacity

The ET noted that the project was adaptable to the context and existing capacity. Perhaps related to the traditional structures of the extended family ties (a child remains a community responsibility), the CPC memberships were happy to note the relevance of the IMPACT approach of using community structures;

"...although we do not have identity cards in the community, our role is appreciated by the community that elected us and we are proud of what we do especially protecting the rights of children as well as providing counselling and guidance. We handle almost all cases of child protection in our community and sometimes refer them to the CDOs and others to the police"

FGD with the CPC of Paicho Sub County, Gulu district, on 30th April 2013

2.9.3 In terms of institutional memory and SCiUG programme legacy, we noted that almost all the staff initially associated with the IMPACT project at its inception had since moved on. Although the ET managed to interface with some of these former staff, it was evident the transition processes were not as smooth as they should have been. This apparently left an information gap for the subsequent implementers, especially amidst poor documentation processes and transition processes. As stated by a partner staff:

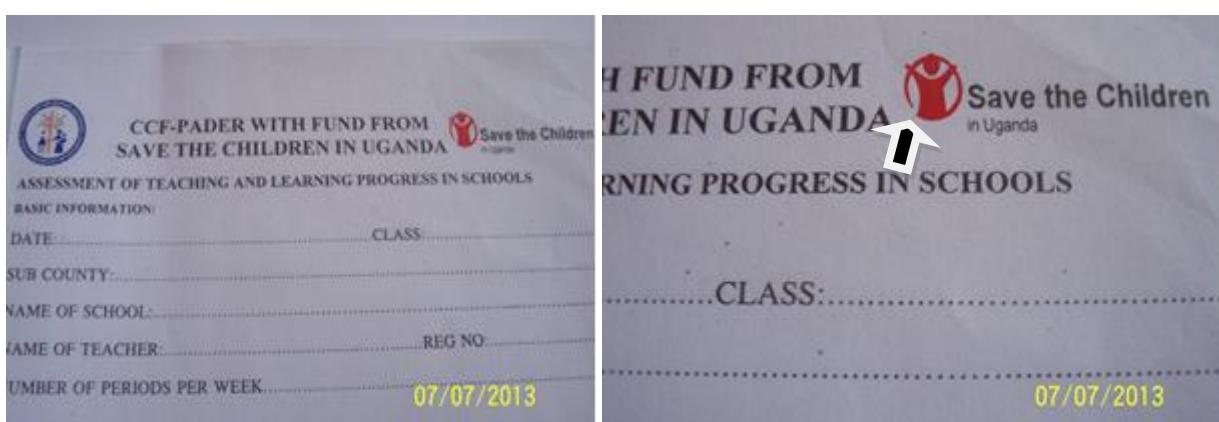
"...at the rate we witnessed staff changes taking place in SCiUG team, we thought perhaps the agency itself was in need of transition management..."

The ET however noted the availability of staff exit procedures but which unfortunately do not seem to have been adhered to, especially at field level.

2.9.4 Another critical horizontal dimension the ET noted was the weak or inadequate attention paid to the **branding** and **visibility** of SCiUG and the donor SIDA in the project delivery processes. Despite clear provisions in the PCA between SCiUG and SIDA,⁷ and between SCiUG and the implementing partners, we found instances where educational materials were produced using funding from the IMPACT project, but without due recognition of either SCiUG or SIDA. In another case we found the logo of SCiUG wrongly used and yet the materials had been circulated widely. **See examples below.**



A photograph of a copy of the Education Ordinances produced with funding support from SCiUG and SIDA. Other funders are acknowledged, but conspicuously SCiUG and SIDA are NOT included in the acknowledgement of support (see arrow above)



The above photo is from one of the pages with the SCiUG logo in the Assessment Book for teachers, produced by CCF - Pader. We noted that the **SCiUG logo is inverted**, with the broken part of the circle on the left hand side of the child, (See arrow above), unlike the correct version of the logo, which should be on the right hand side, as indicated below.



⁷ "Agreement between SIDA and SCiUG", for Implementation of IMPACT project, Article 4, second last paragraph.

3. Key Lessons Learnt

This section mainly relates to the TOR Item 4 stated below:

Overall the ET sought to establish the extent to which the project had brought about:

- *Changes in the lives of children and young people*
- *Changes in policies and practice affecting children and young people's rights*
- *Changes in civil society and communities' capacity to support children and their rights.*
- *Changes in capacity of government institutions (Police, UPDF, CBSD, etc.) to support children*
- *Changes in terms of equity and non-discrimination of children and young people*

We noted that the IMPACT Project has been able to contribute to the mitigation of the negative effects of the conflict especially as it pertains to child protection and child rights interventions. These are laid out in the varying lessons that have been learnt as outlined below:-

3.1.0 In terms of bringing about "***changes in the lives of the children and young people***" especially those still in school, IMPACT brought to the surface the critical lesson of "*using a multi-faceted approach in supporting child protection and provision of material support to the school set up for improved performance.*" The project provided training to the teachers in psychosocial counseling and other relevant topics, supported the training of school management committees, as well as giving educational materials to the same schools. It is strongly possible that this could have had a big contributory factor to improvement in performance in those schools.

From the findings in the twenty six (26) of thirty eight (38) schools in the target project area, the data indicates a marked drop in pupils (both male and female) who fail PLE, represented by Grade U, (Column L&M) in **Table 4**. Likewise there is also a marked drop in the number of pupils of both genders failing to appear for PLE (Grade X), after being registered, (Columns J & K) in the table below. The findings also show a shift in performance from the Grade 4 (Columns H & I) to better grades, especially Grades 3 and 2, (Columns D-E). It is also noteworthy that the number of girls getting better Grades (1 and 2), improved from 2008 with a total of 34 girls, to 124 girls in 2012.

PRIMARY LEAVING EXAMINATIONS RESULTS (2008 - 2012)																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	GRADES	
YEAR	I		II		III		IV		X		U		TOTAL		M	F
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
2008	2	0	97	34	190	110	131	52	51	49	109	100	580	345		
2009	7	1	301	62	193	137	155	81	40	34	90	95	786	410		
2010	18	0	299	87	142	82	118	73	20	27	46	67	643	336		
2011	8	2	312	105	157	92	100	79	13	16	42	47	632	341		
2012	22	1	362	123	173	85	80	57	7	13	37	40	681	319		
TOTAL	57	4	1,371	411	855	506	584	342	131	139	324	349	3,322	1,751		

Table 4: PLE results for 5 years in 26 out of the 34 schools targeted by IMPACT project

3.1.1 On the other hand school enrolment within the period of the IMPACT project and based on the 26 of the 38 target schools, it is evident that **more children were able to access education.**

From the discussions with both pupils, the trained teachers, the school management committees and the CPCs, the apparent lesson was of “*extension of knowledge on child rights and child protection to both school leadership and the communities that gave a strong impetus for parents and guardians to send and maintain their children at school.*”

PRIMARY SCHOOL ENROLMENT & DROP OUT RATES						
A	B	D	C	D	E	F
YEAR	GIRLS	BOYS	TOTAL	DROP OUTS OVERALL IN THE SCHOOL BY GENDER		
				GIRLS	BOYS	Overall Total
2008	7,290	8,172	15,462	278	238	516
2009	8,030	8,846	16,876	308	254	562
2010	8,043	8,683	16,726	267	203	470
2011	9,738	10,341	20,079	342	255	597
2012	9,642	10,417	20,059	431	344	775
TOTAL	42,743	46,459	89,202	1,626	1,294	2,920

Table 5: Primary school enrolment and dropout rates

The ET captured the following testimonies to this effect from various categories interviewed:

“The support we get by teachers in school is good these days. They teach us well, cooperate among themselves and counsel their children instead of beating them. We now like to stay in school”,

FGD with pupils from Lalar Primary School, Alero Sub-County, Nwoya District, on 24th April, 2013.

“We observe most children are sent to school, others were supported to go back to school with our efforts, especially those who had dropped out, others are now tailors, carpenters as we recommended them to organisations carrying out those activities.”

FGD with the CPC of Ogor Sub County, Otuuke District on 29th April 2013.

“We discuss with the teachers to guide the pupils on how to perform better. The training helped us to monitor school enrolment and we follow up drop outs weekly.”

FGD with the SMC of Ajobi Primary School in Alebtong District on 30th April 2013.

‘We were trained specifically on how to handle the vulnerable children. In my school, the girls’ hygiene has improved, as they can make their own pads even from home. Girls have built confidence within themselves and in teachers. Our teaching has also improved.’

KI interview with Teacher trainee in PSS, Okinga Primary School, Acholi Bur Sub County, Pader district on 26th April 2013

- 3.1.2 As can also be noted in **Table 5** above, there was a sharp increase in the dropout rates noted for 2011 and 2012 for IMPACT project supported schools, with more girls dropping out than their male counterparts. The ET was not able to establish whether the rate was only in the IMPACT supported schools or as a general problem facing schools in the region. All interviews with school authorities attributed the drop outs to early marriages, mainly affecting girls.

'...poverty among the parents encouraged the thinking of girls being a source of income...thereby increasing the phenomenon of early marriages for the girls...in turn raising the dropout rates. But since the various training by child protection actors like SCiUG and others we are seeing a change among the communitiesthey even confront families where parents are refusing girls to attend school...'

Head Teacher, Ogweno Primary School, Ogor Sub County, Otuuke District on 29th April 2013

- 3.1.3 On ToR of lessons based on "**Changes in policies and practice affecting children and young people's rights**", we noted that SCUiG and the district based partners, including the local governments needed to consider addressing the bigger issues of child rights and social protection policy arena. Some child protection issues may require supporting post conflict communities to diversify livelihoods as a strategy to enable them to effectively address the effects of abject poverty that seems to be a major contributory factor to child neglect in the region. In addition, combatting child trafficking (*where children, mainly from poor families are sent out by parents and guardians to urban centres, both within the region, other Uganda towns and outside Uganda to do domestic and / or commercial work in exchange for income for the family*), a fast growing phenomenon in the region, requires urgent action, both at policy level and engagement with communities to ensure that this vice is dealt with sooner lest it obscures the hard strides that have been taken in this challenging arena of child protection in the region. Overall the lesson learnt is to *keep abreast of the requirement to provide capacity development for the DLGs to enact Bye-Laws as a means to strengthen child rights protection in this still fluid environment*.
- 3.1.4 At national level, SCiUG and the fraternity in child rights programming need to *augment their participation in policy influencing with strong lobbying for resource allocation to support social protection of children in the post-conflict areas of Northern Uganda for the continuity of the benefits of IMPACT*. It can for example be done by facilitating the policy makers from the region to form lobby groups that can be used to advocate for appropriate policies for children faced with these type of challenges. This is based on the fact that concentration on delivery of child protection services at the community level requires strong backing of national policy provisions that in turn will provide encouragement to the lower level local governments to give more attention to this delicate sector.
- 3.1.5 Regarding the ToR "**Changes in civil society and communities' capacity to support children and their rights**", the ET noted that *working within the established community structures and existing civil society actors in the return areas has ensured project interventions reach the grassroots' communities*. These structures and actors are effective conduits of community-based responses to common problems. Working with community leaders and local structures in the identification of vulnerable girls and boys promotes continuity and strengthens local capacity to undertake children protection measures.

- 3.1.6 Active involvement of the stakeholders enhances their ability to participate in interventions that affect them. Specifically interventions that target families for economic empowerment will succeed if concerned parties are actively involved in the planning, design and implementation of activities.
- 3.1.7 On the aspect of lessons regarding "***Changes in capacity of government institutions (Police, UPDF, CBSD, etc.) to support children***", we noted that *the use of law enforcement agents who are part of the government structure is effective because they provide practical responses and enforcement helps to instill compliance related child care and protection issues*. This is true for institutions like UPDF and Uganda Police that the project closely worked with. It is now evident that the return of law enforcement in the conflict region is vital in enabling the communities to take on their responsibility in child protection issues.
- 3.1.8 Developing and planning expansion and exit strategies, the need for long term commitment in the support for protection and care; and scaling up interventions is essential in the effort to work for observance of child rights in a post conflict situation like that of Northern Uganda. The key lesson here is to ensure inclusion of exit strategies at the project planning stages, unlike what was done under IMPACT project which did not make these provisions at the design level.
- 3.1.9 Working with and through local partners to implement interventions for child rights and child protection can be synergistic but requires due diligence to ensure proper stewardship of resources entrusted to these institutions for the interventions that will enhance the protection of children is sustained. Checks and balances and continuous risk assessment are essential components in the effective management of resources in such sensitive sectors like child protection.
- 3.1.10 The lesson on "***Changes in terms of equity and non-discrimination of children and young people***" is entailed in the fact that *thorough community mobilisation for identification and linking of vulnerable children is critical and paramount in effectively getting the entire community to champion the interests of children and ensuring those who are vulnerable are protected*. Provision of a continuum of services through linkages and referrals reinforces active and focused participation of all stakeholders. Through IMPACT there are now improved networking and collaboration between the project and other service providers and actors. This has enhanced the effectiveness of these actors in responding to child protection, care and support mechanisms. This was found true of the referral systems where children at risk were able to access services and support. However, these still call for more elaborate monitoring mechanisms.
- 3.1.11 Finally the ET noted that for project results to be more tangible, there is need to have clear benchmarks for measurement of changes. Baseline information is very essential to benchmark progress and in the event that this data is absent, it becomes a daunting task to quantify progress made in any intervention. The IMPACT project did not have any baseline surveys, thus affecting the would have been a high profile intervention in supporting and caring for children in a post conflict environment in the regions affected by conflict over a long period of time.

4. Major Challenges

The implementation of activities under the IMPACT project faced numerous challenges (occasioned by both internal and external factors):

- 4.1.0 Amidst the enormous scale of community needs including child protection, IMPACT project operated within Acholi and Lango Sub regions that were enormously affected by conflict. The challenges of return and emerging needs to cope with, challenges of dislocation of massive rural populations still remains. As a result, the community is still faced with a multitude of problems, which range from poor health conditions, inadequate economic opportunities and general absence of social amenities. Because of the high level of poverty prevalent in the community and the constant struggle of survival by the households, the community therefore expected IMPACT to solve a greater proportion of their problems and contribute directly to the needs of vulnerable children and enhance child protection measures. But because the project operated on a limited budget which was exacerbated by the creation of new districts, it put stress on the resources available for protection and child rights awareness interventions. In addition, follow up and monitoring became a challenge because of the increased number of LGs that the project had to work with.
- 4.1.1 Coordination for the stakeholders was not all smooth and the practice of building synergies was inadequate and in some of the new districts the field findings show that coordination was clearly poor. This had great impact on the referral pathways for children in need of support. Poor service delivery especially in return areas made referrals a challenge as service points are yet to effectively function. Poor coordination also limited information sharing between different actors especially those in the newly created districts that experienced increased administrative costs associated with working with relevant departments.
- 4.1.2 Lengthy systems within SCiUG such as in financial and procurement processes contributed to the delay in the disbursement of resources to respond to needs of the vulnerable children as it delayed delivery of interventions. This in many instances led to a lag in the project implementation processes.
- 4.1.3 Absence of practical skills training opportunities for out-of-school youth made the IGA component of the project more of a traditional intervention rather than innovative strategies to improve child protection through poverty alleviation.
- 4.1.4 Emergence of child trafficking as a result of pull-factors in terms of demand for domestic workers in urban areas and the newly created Republic of Southern Sudan complicated the child protection interventions. Many families that find themselves unable to sustain their children in school (through payment of school requirements like uniform, scholaristic materials etc.) easily offer the children to work as domestic workers as this also promises to give the family additional income.

- 4.1.5 The project was also affected by frequent staff turnover within SCiUG, coupled with weak transition and handover processes. This in many cases affected the coordination and implementation of activities. The effect was much felt in the supervision and monitoring of partners.
- 4.1.6 There were instances of delays in accountability of funds and this presented a high risk of corruption and misuse of the resources by some of the stakeholders.
- 4.1.7 The community structures that were supported remained weak internally, and self-sustaining mechanisms were not strong enough. As a result, these have not been very effective in terms of sustaining the motivation to work on child protection and child rights issues. Apart from Omoro Sub County in Alebtong District, most CPCs elsewhere seem to have gone into limbo and efforts to rejuvenate some of the community structures should inform the design of the next interventions in the region.
- 4.1.8 Related to weak structures, volunteerism is key for community responsibility and ownership. The IMPACT project did not have deliberate mechanisms focusing on sustaining volunteer motivation. This is critical because communities tended to look at the project for everything, including allowances to perform their own duties.

5. SUMMARY OF CONCLUSIONS

- 5.1.1 Based on the actual deliverables, outcomes and preliminary changes that have been observed arising from IMPACT Project implementation, the ET concludes that the SIDA support to implementation of the project in the focus districts was well intentioned focussed and targeted. It is one of those projects where value for resources can be noted. However due to challenges of weak supervision and monitoring by both SCiUG and its partners, the project lacked clear documentation processes that would have given it a high rating in terms of a successful project. We therefore rated it at a medium percentile on a continuum of unsuccessful (*as the lowest rating*) and very successful (*as the highest rating*). This is because much as the project visibility and implementation within the catchment area, (and among the target beneficiaries) can be traced, it is rather difficult to accredit all existing outcomes and / or changes to this project alone as there have been many other similar actors that have also been involved within the same locations and with the same beneficiaries.
- 5.1.2 The IMPACT project conformed with the Swedish Development Agency priorities, the SCiUG strategic goals as well as in line with the Government of Uganda national priorities, as cascaded to district and sub county local government plans. The project was also found to be very relevant in meeting the needs of the communities and most specific, those in return areas as normalcy begun in the same period of the project implementation, 2009-2012.
- 5.1.3 Efficiency of costs and timeliness in project delivery were generally found to be less satisfactory. This was attributed to high operational costs incurred at the project start-up phase that shot the budget higher than planned. Delays in resource disbursements and procurement processes contributed to delays in timely project delivery. Efficiency was affected by irregular partner supervision that led to funds mismanagement that, in trying to address this challenge, valuable project time was lost creating a seven months project time lag.
- 5.1.4 The ET generally found it difficult to establish with a reasonable degree of accuracy the extent to which the project results were realized due to the absence of baseline measurements as well as the poor record keeping. Result 1 is admittedly the most realized, standing at over average achievement of all the OVI's under it. Result 2 was mainly realized at training level, but only Omoro S/county in Alebtong and Adilang in Agago can be said to have some aspect of functionality of CPCs. Others like the SMCs, teachers, peace committees etc. that received training could not be said to continue functioning at the evaluation time as most of the trainees had either been transferred from their stations, or had been voted out of offices they then held and new office bearers elected. Realization of Result 3 was compromised by poor documentation as there is hardly any central data base to show the number of beneficiary children.
- 5.1.5 It was observed that whereas the sustainability measures were not conceived at the design stage, the interventions that were implemented had inbuilt aspects that contributed to strengthening continuity of the project benefits. However, given the project implementation dynamics and challenges identified, this aspect of the IMPACT project intervention is assessed to have been less satisfactory.

6. RECOMMENDATIONS

6.1.1 Relevance and Design

We recommend that project design should be based on a needs assessment or a baseline survey so as to exactly identify particular areas that will be relevant for intervention. This is in light of the trainings that were conducted among the local government structures on child protection, which had also been conducted by other partners. Training needs assessment if conducted may reveal many other areas or other categories such as community structures that may require regular refresher trainings tailored to address emerging issues in child protection.

The role of DLGs should also be made clear as to determine whether they are project partners or implementing agents eligible for sub granting. This should be addressed at design stage, and MOU stages with DLGs which will provide benchmarks for supervision and feedback on interventions that are undertaken by DLGs as well as feedback on sustainability of approaches.

6.1.2 Sustainability of benefits of IMPACT

Based on the shortfalls under the IMPACT project, we recommend that subsequent interventions should put in place exit strategies that will ensure continuity of project benefits. *Areas for sustainability should mainly involve the strengthening of referral systems and ensuring coordination of child protection structures at community level that entail regular meetings and feedback mechanisms from various child protection actors.*

6.1.3 Emerging areas of Social Protection and Focus

Children in combat: The Child Protection in the UPDF was a strong partner of IMPACT in its second phase. However, the ET noted that child returnees are staying longer at the CPU, which has turned the office into an institutionalised centre for helping children returning from combat. It was also noted that these children required intense psychosocial support, rehabilitation and reintegration into the normal community way of life. This is worsened by reports that partners such as GUSCO and World Vision that were supporting such children are in the process of closing down this kind of support, leaving a key gap in child protection in the region. *We recommend that the next design phase should look into supporting these child returnees as they stay in the CPU.*

6.1.4 Collaboration and cooperation for Policy influence for social protection of the children

SCUiG and the district based partners including the local governments should consider addressing the bigger issues of child rights and social protection. Some protection issues may require affirmative action on setting up bye laws owing to the emerging dynamics in the region of child abuse such as child trafficking. *Other critical areas that may require immediately policy consideration includes aspects of supporting post conflict communities to diversify livelihoods.*

At national level, and with the aim of leveraging the continuity of the benefits of IMPACT project, we recommend that SCiUG and respective stakeholders with a child protection mandate should *strengthen their policy advocacy especially in the allocation of resources to support social protection of children in the post conflict areas of Northern Uganda.*

6.1.5 Management and administrative related issues for the attention of SCiUG

The ET noted that under the IMPACT project, support to partners ranged from the provision of funds and resources, to provision of detached training and networking, but with limited accompaniment. The work to date has been successful, however it has also been recognized that the relationships should no longer be ad-hoc, but focused, with a clearer understanding of what SCiUG aims to achieve with its support.

Nonetheless the ET recognizes that from 2012, SCiUG has put emphasis on partnerships with the aim of 'providing appropriate accompaniment, support and advice', that will strengthen partners organizationally and programmatically to improve the impact and effectiveness of their work as well as create programme sustainability mechanisms to strengthen delivery of children related programmes.

This ET therefore strongly recommends that SCiUG nurtures partnership and capacity building approaches in order to maximize benefits to the vulnerable children in a more sustainable way. There should be genuine participation of partner organisations and agencies that should lead to the development of a relationship of trust and transparency between SCiUG and its partners.

The ET farther *recommends that SCiUG redefines its strategies for documentation, reporting, branding and visibility, especially as it relates to results-based programme delivery.* Staff orientation and induction, although defined in the various manuals of the agency the ET was availed, still seemed unclear among sections of the staff cadres in the field. The ET noted instances of staff behavioural competencies and ways of working that were not conducive to team work and that would eventually compromise programme delivery and the brand of SCiUG. There was a tendency of compartmentalization and in certain instances it was evident that programme accountability was not carried beyond financial and narrative paper work, thereby failing to take into consideration the value for money dimension in programme work.

Aspects of risk management, diligence in the assessment of partners to be engaged, staff turnover issues, strong and results-based monitoring and evaluation, and defining key performance indicators at all levels of project work needs strong follow up. *The ET recommends that for SCiUG to strategically position itself in a competitive position in executing its mandate of child protection, it will need to generate an organisational orientation of leaving a 'legacy', which goes beyond merely delivering project outputs and outcomes.*

ANNEXURES

Annex 1

Terms of Reference

Overall purpose of the Evaluation

The overall purpose of the evaluation was to establish whether the *IMPACT* project had realized its objectives.

Specific objectives of the evaluation:

The evaluation was expected to:

1. Assess the appropriateness of the project design in bringing about maximum benefits for children.

2. Ascertain relevance of the project and efficiency in terms of costs and other resources to the situation of children through this intervention.

Efficiency with which the project was implemented - the extent to which the project results were efficiently delivered in regard to the implementation strategies that were used, the use of resources – funds, equipment, time etc.

Relevance - the extent to which the project's objectives were consistent with the priorities and the needs of the children in the sub-regions and appropriateness of the implementation strategies that were adopted.

3. Document the lessons learned from this intervention that could inform programming of similar or related interventions for children in Northern Uganda in future. The changes could be documented in light of the following dimensions:

- Changes in the lives of children and young people
- Changes in policies and practice affecting children and young people's rights
- Changes in civil society and communities' capacity to support children and their rights.
- Changes in capacity of government institutions (Police, UPDF, CBSD, etc) to support children
- Changes in terms of equity and non-discrimination of children and young people

4. Establish the extent to which the project realized its objectives in light of the project's expected results; what impact can be noted in the lives of children within the three objectives?

5. Establish the extent to which the capacity of local governments and community-based structures have been built throughout the project period.

6. **Sustainability** - the sustainability mechanisms established by the project which includes strengthening local delivery mechanisms within the target districts among others and make necessary recommendations on how they should be linked with existing programmes and the development frameworks set up in the Peace, Recovery and Development Plan for Northern Uganda, among others.

7. **Document lessons learnt and good practices** that could be incorporated into the wider child protection and other SCI programming for children in Northern Uganda and make recommendations on how the project's impact, effectiveness, efficiency, relevance and sustainability could have been better (if at all) for program learning purposes. Case studies should be considered and included.

Annex 2: Risk Assessment Register for 2010as provided by CCF Pader.
Project: Child Protection and Care

#	Risk	Level of Risk	Causes	Consequences (Impact)	Controls systems in place	Management Response
1.	Diversion of funds / resources	<ul style="list-style-type: none"> •High as some accountability in conducting community dialogue meetings, community trainings and follow up cases are unsatisfactory. •Repairs of the government owned motorcycles using project funds 	<ul style="list-style-type: none"> •Inadequate supervision of project activities •Duplication in funded activities (different donors funding similar activities that are implemented by a partner organisation) •Engaging government agencies (civil servants are highly prone to engage in irregular conduct while implementing project activities) 	<ul style="list-style-type: none"> •Project impact not adequately realised •Loss of donor trust or faith in funding projects 	<ul style="list-style-type: none"> •All requests are reviewed and approved by the CCF executive 	<ul style="list-style-type: none"> •Approval is done by the Programme coordinators, programme Manager and deputy Director. It is not the domain of the Director alone. Reviewing of all requests is done by the finance Officer •Approval level of funds put in place i.e. funds below 500,000/= is being approved by the project coordinators and funds above that limit is approved by the Programme Manager, Deputy Director or the Director •Some activities were implemented jointly with the district e.g. some trainings were conducted by the district in together with CCF staff. •Close supervision and monitoring of activities implemented by the district. Most of the sensitisations / trainings conducted by the district were highly checked and reports were sought from the implementing department or officer. •Empowerment of the respective officers /budget holders to do budget monitoring and through programme meetings report budget performance
2.	Failure to comply with donor agreements, partnership agreements, and all other forms of contracts	<ul style="list-style-type: none"> •Low 	<ul style="list-style-type: none"> •Inconsistencies in the partnership agreement with the annexed documentation hence creating ambiguity •Inadequate monitoring of contract clauses •Insufficient reviewing planning and budget documentation 	<ul style="list-style-type: none"> •Donors reducing funding in the event of significant contract breaches •Negative reputation in the face of donors and subsequent failure of the organisation to fundraise in future 	<ul style="list-style-type: none"> • Joint planning and budgeting 	<ul style="list-style-type: none"> •Internalization of the legal documents for easy compliance
3.	Delays in implementation of project activities	High	<ul style="list-style-type: none"> • Prolonged planning phase that extended deep into the implementation year • Delays in signing of MOU and transfer of project funds from Save the Children 	<ul style="list-style-type: none"> • Project activities were concentrated in the third and fourth quarters • Crush implementation may not only be stressful to the project staff but could also reduce the quality of implementation. 	<ul style="list-style-type: none"> • Experienced and competent project implementation team that considered working on weekend to reduce the effect 	<ul style="list-style-type: none"> • Development of highly monitored catch up plans. • Working closely with departments in the organization with similar staff competencies
4	Delays in programme reporting to donors	Low	<ul style="list-style-type: none"> • Delays in funding and there for implementation. 	<ul style="list-style-type: none"> • Donors may be prompted to withhold additional funds. This action can lead to project delays. 	<ul style="list-style-type: none"> • Partnership agreement in place which spells out the reporting obligations 	<ul style="list-style-type: none"> • Adherence to the funding terms and conditions of by both partners.

#	Risk	Level of Risk	Causes	Consequences (Impact)	Controls systems in place	Management Response
5	Submitting donor financial reports that are infested with errors, inaccurate information, and omissions	Low	<ul style="list-style-type: none"> Capacity limitation in the finance department to cope with the growth demands as the staff were inexperienced High turnover in the finance department lengthening the learning phase throughout the year Inadequate accounting records and posting errors in the cash book 	<ul style="list-style-type: none"> Misleading the donor into wrong decisions 	<ul style="list-style-type: none"> Reports are reviewed by senior management and save the Children 	<ul style="list-style-type: none"> Recruitment of more personnel into the programme and finance department to boost onto the existing capacity. In house mentorship of staff in report writing and many other programme and finance related aspects. All reports to go to the donor after review from one of the members of senior management of the line department.
6	Priority/correct needs of beneficiaries not addressed	Low	<ul style="list-style-type: none"> Failure to involve the implementing partner in designing of the 2010 project Absence of a joint key stakeholders implementation review system 	<ul style="list-style-type: none"> Project failure arising due to the expectation gap between the project team and the beneficiaries 	<ul style="list-style-type: none"> Adequate needs assessment done and mapping of OVCs was done but when implementation had already started. 	<ul style="list-style-type: none"> Community participation at the point of project initiation is paramount for the successes of the project and for the involvement of all stakeholders
7	Project contributing to dependency attitude, that is, beneficiaries failing to appreciate that projects aim to enhance their ability to manage their affairs, and that projects do not persistently aim to provide relief services	Low	<ul style="list-style-type: none"> Failure to adequately monitor the progress of the adoptions of skills 	<ul style="list-style-type: none"> Maintenance of the Poverty cycles Beneficiaries may lose the sense of responsibility to manage their affairs 	<ul style="list-style-type: none"> Formal strategic plan in place and involvement of the community selected committees e.g. Child Protection Committees, Parish Development Committees etc has enhanced community organisation structural development and capacity to manage own resources 	<ul style="list-style-type: none"> Continued empowerment to community organisations to be able to respond to dependency attitudes and continuously help in the monitoring of the project activities within their reach Formation of community groups and provision of support through groups. This allowed adoption of skills •

Prepared by:

For Markhouse Partners

Date: _____

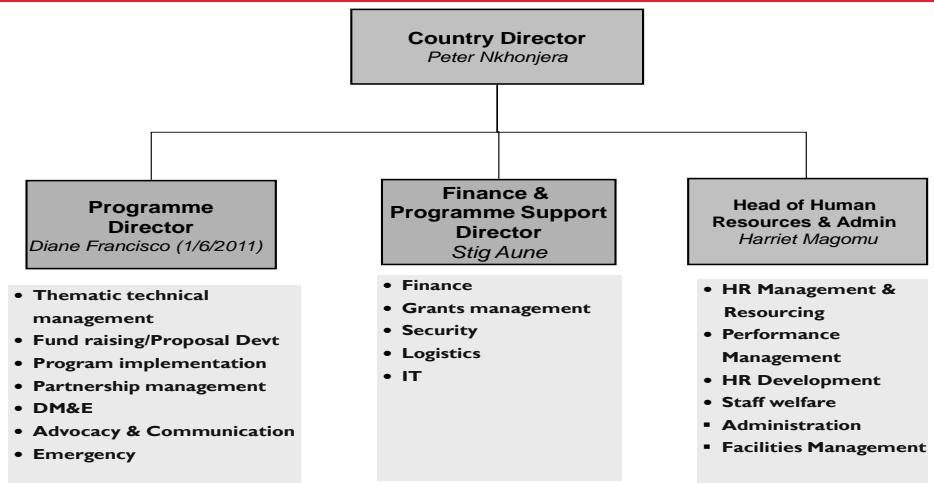
Acknowledged by:

For CCF Pader

Date: _____

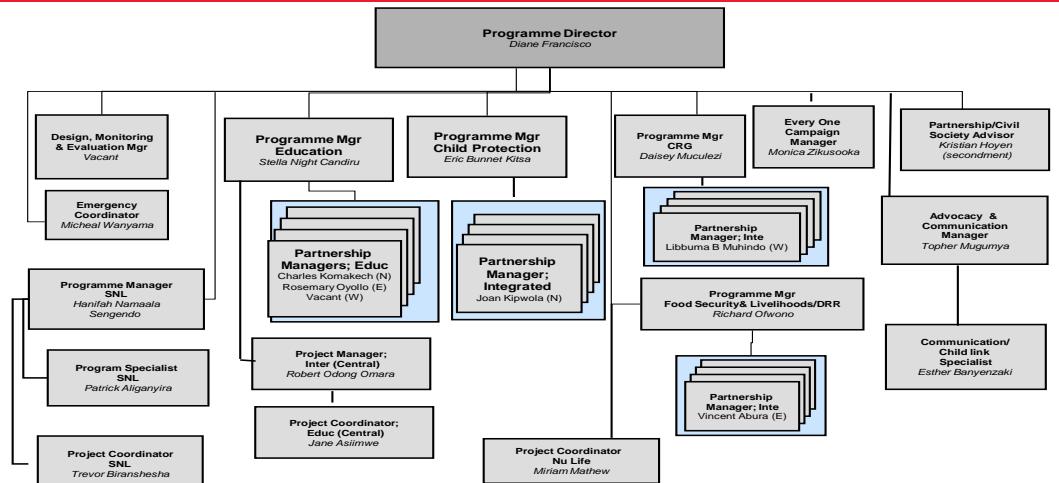
Annex 3: Extract from part of SCiUG ORGANOGRAM - 2011 charged with the implementation and supervision of the IMPACT project.

Senior Management Team



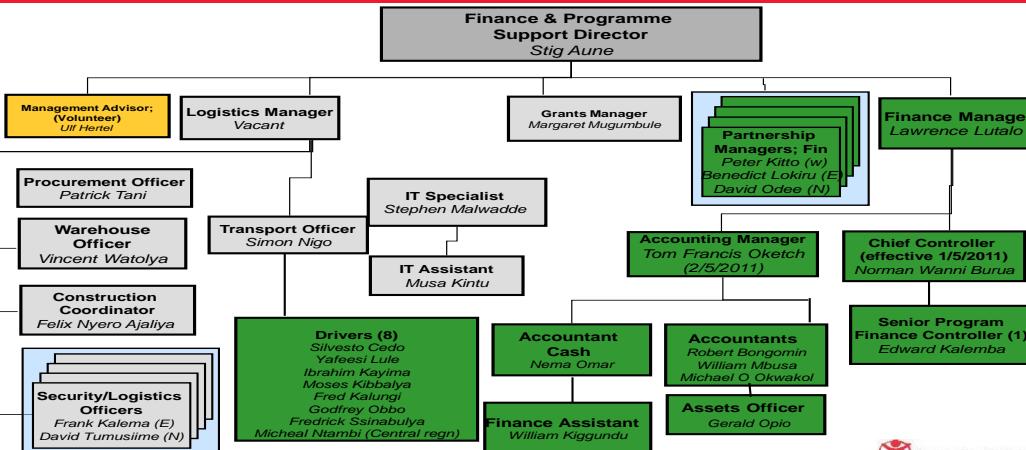
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Programme Department



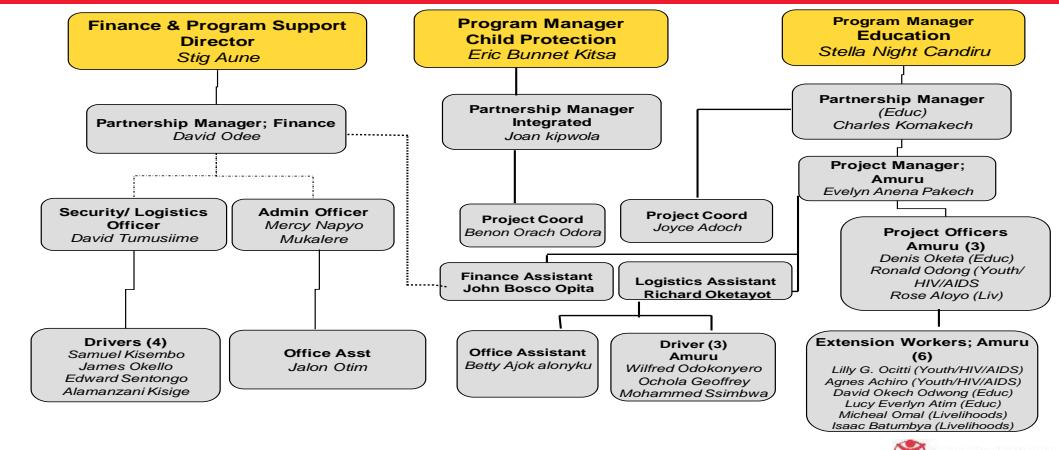
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Finance & Programme Support Department



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Northern Uganda, Gulu District



7

Annex 4: LIST OF SCHOOLS VISITED BY THE ET / UNDER IMPACT PROJECT SUPPORT BY SAVE THE CHILDREN

ATIAK SUB COUNTY, AMURU DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	ATIAK SUB COUNTY	AMURU DISTRICT
		HEAD TEACHER	CONTACT
1	PAWEL LALEM	MARTHA ANYING	0752207689
2	PAWEL LANGETA	ACENG JULIAN	0784767568
3	PUPWONYA	OCHOLA KENEDY	0753331114
4	OKIDI	OLANYA N. PATRICK	0775989928
5	KARUTU	AYIKO	0779756876
6	MURULI	OBALO BENNETH ARCHER	0779756876
7	JUBA ROAD	OKOT FRED	0779708514
8	BIBIA	GISMALA FELIX	0712085870
9	PALUKERE	AJWAYO LAWRENCE	0711675676
10	PONGDWONGO	CANDANO JAMES	0712684884

Nb. These schools were identified and supported by CPA GULU in 2010

ALERIO SUB COUNTY, IN NWOYA DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	ALERIO SUB COUNTY	NWOYA DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	ALERIO	ANYWAR DICK	0777327529
2	LALAR	LILIAN LAKARABER	0775779910
3	ST.PETERS BWOBOMANAM	ODOKI MARGRET	0782487219
4	BIDIN	OBALO PETER	0783097825
5	PAMINYAI	ODOCH WALTER	0779748313
6	ALELELE	OKELLO PHILIPS	0773471002
7	LEB-NGEC	LAMONY BONIFACE	0712167272
8	LUNGULU	ORYEM GEORGE	0772417261
9	LULYANGO	ADONGA EMMY	0782608834
10	KINENE	OJERA PETER	0784765063

NB. These schools were identified and supported by CPA GULU in 2010

ADILANG SUB COUNTY, IN AGAGO DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	ADILANG SUB COUNTY	AGAGO DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	KANYIPA	ONYANGO DICKENS OKIDI	0782994870
		ANOK CHRISTINE ROSE	0784779276
2	CIGA CIGA	OKELLO BETTY ROSE	0789542485
		OLANYA SANTO DOKOMOI	0787074395
3	ADILANG LALA	OKIDI DONIN OYARO	0779614826
		ATOCHAN MARY	0774528485
4	KILOKOITIO	TOOKURU BAPTIST	0753441490
		LAKONY WILLY	0774887516

NB. These schools were identified and supported by CCF PADER in 2010

ACHOLI BUR SUB COUNTY, IN PADER DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	ACHOLI BUR SUB COUNTY	PADER DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	ACUTOMER	LAM KENNETH	0791664461
		OKOYO JAMES BOBO	0785540993
2	ACHOLI BUR	NYEKO JAMES	0711435755
3	LABWOROMOR	RUBANGAKENE KENNETH OBOL	0711019585
4	OKINGA	KALOWGRA GEOFREY	0775593500
		ONYUTA DAVID LAM	0712984808

NB. These schools were identified and supported by CCF PADER in 2010

LATANYA SUB COUNTY, IN PADER DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	LATANYA SUB COUNTY	PADER DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	LAMIN NYIM	AYIGI ROSELINNE	0791293853
		OUMA ISAAC	0774831613

NB. These schools were identified and supported by CCF PADER in 2010

OMORO SUB COUNTY, IN ALEBTONG DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	OMORO SUB COUNTY	ALEBTONG DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	AJABI	ACWERA PETER	0759074798
2	OMORO NORTH		
3	OMARARI		
4	OMORO SOUTH	ATIM DOLORES	

NB. These schools were identified and supported by CPA LIRA in 2010

OGOR SUB COUNTY, IN OTUKE DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	OGOR SUB COUNTY	OTUKE DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	OGWENO	OCEN HENRY	

NB. These schools were identified and supported by CPA LIRA in 2010

OLILIM SUB COUNTY, IN OTUKE DISTRICT

S/N	NAME OF PRIMARY SCHOOLS	OLILIM SUB COUNTY	OTUKE DISTRICT
		HEAD TEACHER/CONTACT PERSON	CONTACT
1	OLILIM	ODONGO BOSCO	
2			

NB. These schools were identified supported by CPA LIRA in 2010

Annex 5: List of Respondents

1	Geoffrey	Akena		CDO	Nwoya District
	Solomon	Lukwiya	071612787	DCDO	Nwoya District
2	Ociti Tom	Oryema	0772604409	Vice Chairman LC V /Secretary for Finance Planning and Administration	Nwoya DLG
3	Richard	Irwenyo	0777049417	DEO	Nwoya District
4	Cpl. Augustine	Obwong	0772667283	In Charge CFPU	Nwoya
5	SP. Ambrose	Sabiti	0772436119	DPC	Pader District
6	AIP. Alice	Ayoo	0782883952	In Charge CFPU	Pader
7	Charles Obol	Okidi	0756197522	Ag. DEO	Pader District
8	Margaret	Alanyo	0782444058	Education Officer i/c Special Needs Education	Pader District
9	Anthony Too	Olanya	0752976274	District Probation Officer	Pader District
10	Sgt. Betty	Ejang	0782798407	In Charger CFPU (in coming)	Alebtong District
11	Betty	Ajali	0772661181	CDO – Omoro S/C (now on transfer)	Alebtong District
12	Peter	Ogwal	0783933703	CDO - Omoro Sub County	Alebtong District
13	District CDO			District Community Development Officer	Alebtong District
14	Gorreti		0774010035	District Probation Officer	Gulu District
15	CDO			Unyama Sub County	Gulu District
16	CDO			Bungatira Sub County	Gulu District
17	CDO			Patiko Sub County	Gulu District
18	CDO			Ongako Sub County	Gulu District
19	District DCO			District Community Development Officer	Gulu District
21	Uhuru Severeino	Kibwota		Ag. Assistant Secretary / Clerk to Council	Gulu District
22	CDO			Atiak Sub County	Amuru District
23	District Education Officer			DEO	Amuru District
24	Akello	Christine	0754683784	ACDO - Ogor S/C	Otuke District
25	DPO			District Probation Officer	Lira District
26	CDO			Adilang Sub County	Agago District
27	Agnes	Apolot		Head of Child and Family Protection Unit	Northern Region
28	John Afrique	Odwogo		Head Professional Standards Unit	Northern Region
29	Maj. Patrick	Ocira	0773528905	CPO & In Charge UPDF CPU	Northern Uganda
30	Capt. Ray	Apire		ToT	CPU - UPDF
31	Anthony	Kwerekig	0782717610	Executive Director – CPA	Lira / Gulu Districts
32	Moses	Ogwen	0781571834	Programme Assistant in charge of IMPACT implementation,	CPA Lira
33	Milton	Obua	0782142284	Child Protection Coordinator	CCF Pader
34	Alice	Achan	0772551430	Executive Director	CCF Pader
35	Maureen Nahwera		0772707109	National Programme Manager - Human Rights and Democracy, Justice Sector, Gender and Civil Society.	Embassy of Sweden / SIDA
36	Cecilia Chroona		0772740972	First Secretary	Embassy of Sweden / SIDA
37	Christine	Lamunu		PM – Northern Uganda	SCiUG
38	David	Odee	0701684217	Finance Manager – Northern Uganda	SCiUG
39	Helen	Namulwana	0772750719	Child Protection Advisor – Country Office	SCiUG
40	Tom	Oketch	0772328401	Accounting Manager – Country Office	SCiUG
41	Benon	Orach	0782394546	Specialist SRH & GBV – Northern Uganda	SCiUG
42	John	Kyejusa	0706308383	PM – Integrated Projects – Northern Uganda	SCiUG
43	Joseph	Akol	0772750627	M&E Advisor – Country Office	SCiUG
44	Harriet	Magomu		HR & Admin. Director – Country Office	SCiUG
45	Shraz	Khan		Finance & Programme Support Director – Country Office	SCiUG
46	Gabriel Oling	Olang		Country Partnerships Advisor	SCiUG
47	Ronald	Odong	0772087690	Project Officer – Youth HIV/AIDS project	SCiUG
	Trained Teachers and Male Teachers	Senior Woman	5 teachers	Ciga Ciga, Kilokoitio & Lalal Primary schools	Agago District
	Trained Teachers and Male Teachers	Senior Woman	6 teachers	Lalar, Alelele, Alero Primary Schools	Nwoya District
	Trained Teachers and Male Teachers	Senior Woman	1 teacher	Okinga	Pader District
	Trained Teachers and Male Teachers	Senior Woman	4 teachers	Olilim, Ogor Primary Schools	Otuke District
	Trained Teachers and Male Teachers	Senior Woman	3 teachers	Omoro North, Omoro South Primary schools	Alebtong District
	Trained Teachers and Male Teachers	Senior Woman	7 teachers	Palukere, Pawel Lalem, Juba Rd, Primary schools	Amuru District

Annex 6: Detailed Boxes on specific aspects of the Project
Box 1: Relevance and Design: Prime Issues

The level of relevance of the project	
i. Consistence of the project purpose and overall objectives with the SCiUG organisational strategic plan	The project was aligned to aspirations of SCiUG in the period 2010-2014, during which it envisions a country in which every Ugandan child attains the right to survival, protection, development and participation. The project was also premised on the UN Convention on the Rights of the Child (UNCRC). It was also in tandem with the Reconstruction of Northern Uganda and Post Conflict Development which is one of the main topics of the revised National Development Plan. Likewise the project was in conformity with the SIDA strategies for Uganda, especially on ensuring the rights of children and women.
ii. How the project supported the development and cooperation strategies of SIDA and strategies outlined in the relevant child rights provisions, e.g. MDGs, Children Rights legal provisions, N/Uganda development Agenda,	The various DLGs consulted confirmed that the IMPACT project was timely as the communities in transition needed guidance on pertinent issues like child rights. The interventions conformed to priorities identified in the various DDPs for most of the districts visited. Given the abysmal state of all services in the war torn region, no serious intervention aimed at improving community wellbeing will ever fall outside the stated needs of target groups.
The flow of project intervention logic.	
i. Quality of the IMPACT project log frame. The logical flow of the project logic flows.	A log-frame was put in place from the beginning of the project. Although it showed the main directions of the project, the log-frame was not used by the project team to effectively plan activities. More importantly, monitoring outputs and results were not contingent with the overall plan. The ET noted that <i>largely due to limited monitoring</i> , the implementation processes became distorted and in some cases led to the termination of the Project Cooperation Agreement with some partners (CPA Gulu), with far reaching effects on both the project and agencies concerned.
ii. The logical flow of the project outputs plans and results in response to the identified needs.	The overall objective / purpose of the project log-frame were focused and, although contributing towards the identified objectives, the delivery of the project was neither closely monitored nor supported technically to achieve the expected changes.
iii. Achievability of the project framework	Given that SCiUG and its implementing partners had just concluded another project premised on child protection, the plan was essentially achievable. However limited supervision and lukewarm technical guidance contributed to the lapses like poor documentation, in the delivery of the project objectives.
iv. The suitability and informativeness of the OVI/targets	The OVI/targets were significantly informative, specific, and measurable. The greatest weakness was the lack of baselines against which to judge performance. Narrative reports were largely activity based (and not premised on measurement of expected change), to be useful to determine project efficiency, effectiveness or impact to date. The ET has raised specific issues related to certain interventions like IGAs for youth which required innovativeness and dynamism at all times.
v. The appropriateness of the activities, outputs and outcomes as planned to achieve the project plan.	The ET had no doubt that all the planned interventions were appropriate. However failure to achieve the project plan could be attributed to limited monitoring and poor documentation. Despite the clear division of responsibility between SCiUG staff and partners, no systematic assessment of progress towards purpose was done. Such documentation and analysis should have incorporated a description of the legacy of the project linked to the broader SCiUG agenda in the Northern Region.
vi. Aspects of risks and assumptions and risk management arrangements in place.	The ET did not access any risk register, although a draft received later from CCF Pader could not be confirmed as having been used for purposes of managing the IMPACT project.
vii. Sustainability as an integral part of the project design, i.e. the phase out and hand over strategy.	The project had no deliberate plan for sustainability in place although, if fully implemented according to plan and within the planned frame work, the DLG and community structure strengthening was targeted for capacity building and strengthening as a sustainable approach.
Involvement of a range of stakeholders in the project design processes.	
i. Involvement of stakeholders in the design processes.	DLG staff was involved in the design process, but there was hardly any documented evidence to indicate involvement of children and / or their parents / guardians.
i. Coordination, management /financing arrangements to support institutional strengthening and local ownership.	These were well defined on paper although at implementation level inadequate monitoring and weak follow up mechanisms compromised their compliance.
iii. Perception by the partner of the Overall Objective and Project Plan.	Apparently partner implementation plans remained largely based on activity delivery and little emphasis was put on tracking change attributed to the project.
iv. The realism in timescale and / or range of activities with regard to the stakeholders' capacities.	This was realistic as the stakeholders, especially children were already existent in their respective capacities though their mobilization for implementation seems to have been done in haste
v. Project adaptability.	The design was straightforward from onset, since it involved key stakeholders. The design took into consideration the changing circumstances of child protection during the difficult time of transition.
Consideration of cross- cutting issues within the design stages	
i. Mainstreaming of the relevant cross-cutting issues (environment, gender, HIV/AIDS, human rights, governance, etc.) in the project design.	The project had a strong focus on the issues of gender, human rights, governance and a number of results are aiming to improve the capacity of local government, increasing their accountability and responsiveness to the needs of the children. The major "teething problems" of the project were lack of keen supervision and technical guidance to the implementing partners.

Box 2: Efficiency: How well were means / inputs and activities converted into results (as in) 'outputs'?
Efficiency: Prime issues

Management of project inputs	
i. The extent to which the inputs from all parties were availed on time to implement activities.	Partners and staff expressed delays in funds disbursements and procurement of inputs. This hampered the timely achievement of planned outputs. In some cases where the education materials were procured, these were delivered very late during the subsequent school holidays. The value of such deliveries was not recognized by the beneficiaries.
ii. The degree to which inputs were provided at planned costs (or lower) from all parties.	Partners' performances did not appear to be checked with the frequency required from the SCiUG field office. The ET could not access any documentation of financial supervision except accompanying the annual audit teams.
iii. The level of monitoring of inputs to encourage cost effective implementation of activities.	Costs per beneficiary (Number of children reached versus the cost of project delivery) was not easy to establish owing to inadequate documentation. This was further complicated by lack of evidence of follow up of the partner performance. Our ratios are therefore based on the annual audit reports for the first 2 years of the project.
iv. Management of resources (transparency and accountability)	Due to lack of technical support to partners regarding a cost- effective approach to project delivery, our conclusion is for SCiUG to fast track changes to programme delivery based on value for money considerations.
v. The extent to which all the contractual procedures were understood.	Contractual procedures seem not to have been clearly understood by all parties concerned. There was an outcry of delays in accounting for funds, especially by the DLGs, while the partners complained of lengthy processes in SCiUG regarding approvals of requests and inadequate feedback on reports from partners. This calls for deliberate legacy monitoring.
Management of the implementation of activities.	
i. The use of the log frame as a management tool.	The project log-frame does not appear to have been used as a management tool. The cross-overs between, and the lack of clarity within projects (as seen in the case of the staff in the SCiUG Amuru Office claiming ignorance of IMPACT project and yet they actually operated in the same schools where IMPACT was implemented). Limited effort was given to pull all the components together, in detail thereby concretizing the project's results. This further raises issues of visibility of the IMPACT project which should have been addressed by project management. However, overhead costs in terms of salaries for the staff was well catered for at the design stage and hence the need for them to have sensitized the partners and other stakeholders about the IMPACT project.
ii. The use of an activity schedule (or work plan) or resource schedule by the project management.	Although the initial project planning indicated the resource schedule, the actual implementation processes were done in a rather disjointed manner, thereby occasioning delays. The ET was not able to access a comprehensive three year work schedule.
iii. The timeliness of the activities and how delays were rectified	The ET was told of numerous delays in analyzing the partner reports as staff in SCiUG field office 'seemed' too overwhelmed with project work. There was need for space, time and budgets for technical monitoring of on-going actions and legacies of new projects.
iv. Commitment and expenditure of funds in line with the implementation time scales.	Annual narrative reports for 2010 and 2012 suggest this to be the case, though, the ET noted that the project activities were not monitored closely enough or managed tightly enough to be certain that this is so. Statements from the field team suggest that some actions were not undertaken (e.g. IGAs for youth, exchange visits for children, etc.) as they appeared in the project documents, possibly due to lack of staff time. In this many faceted project, it is important to maintain an accessible, transparent, dynamic work-plan that indicates actions dropped, postponed, abandoned, with explanations.
v. Activities' monitoring by the project staff and corrective measures taken.	The partners complained of limited monitoring and support from the SCiUG staff.... <i>"we would find piles of papers and files on the Project Officers' desk....he would tell us to leave ours behind with a promise to respond... but we would wait forever till we had to go back after a long time"</i> A confession from CCF Pader Programme Team
i. IMPACT appropriateness in adapting to the changing needs and conditions in the programme area.	Being implemented during the transition period, the project was quite adaptable and responsive to the communities' needs.
ii. Coordination with similar interventions to encourage synergy / avoid overlaps	Coordination was clearly limited, to the extent that some of the training interventions were similar to what had been done by other actors.
Achievement of outputs.	
i. Timely and logical delivery of planned outputs to date and reasons for delay(if any)	The project requested a no-cost extension so as to deliver on the existing backlog, mainly occasioned by the severing of the PCA with a partner. This mostly affected activities for Yr. 3 interventions.
ii. The quality of outputs to date.	The quality is very varied, ranging from those with just the 'traditional value' like the goats for youth IGAs in Nwoya, to refined qualitative training outputs for district officials who are able to use the skills acquired. <i>All training courses designed to affect behavior should be based on clear behavioral objectives, and should be followed up by mentors.</i>
iii. The contribution of outputs achieved to the intended results.	The achieved outputs in all the result areas point to leveraging the IMPACT project 'change', and should be able to contribute to wider appreciation of child protection in the war torn region.
iv. Extent to which achieved outputs were coherently reflected in the OVI targets.	Due to poor documentation, the ET was unable to authoritatively determine the coherence of the planned OVIs as there were no baselines or progress details to compare with.
The partner contribution and how well it worked	
i. Functionality of inter- institutional structures e.g steering committees, monitoring structures.	Annual Reviews, scheduled twice annually only regularly took place in Year 1, but happened once in Year 2 and once in Year 3. Available information indicated issues of staff changes in SCiUG having contributed to this lapse.
ii. Provision of partner contributions as stipulated in the MoU.	There were diverse challenges with the partnerships and one of the partners (CPA) had its MoU terminated in Year 2, thereby compromising the project plans.
iii. Communication between actors in the project management.	Communication with the donor was maintained through reports and visits, although the intra-communication within the implementing actors (field partners) was limited.

Box 3 Efficacy: The contribution made by the project's results (outcomes) to the achievement of the project purpose
Efficacy: Prime issues
Achievement of project planned results.
i. Level of achievement of planned results to date.
Three Result areas were planned, namely:

- 1 By 2012, the Local government structures demonstrate improved capacity to prevent and respond to abuse, exploitation and violence against children
- 2 By the end of the Project , there will be functional community structures participating in monitoring, referral and reintegration of children at risk of or affected by abuse, neglect, exploitation and violence
- 3 By 2012 ,12,000 children benefit quality education in a child friendly and safe learning environment

It is evident that some aspects of the result areas have been realized although this attainment is clouded by lack of focused documentation of interventions.

- **Result 1** is admittedly the most realized, reflected in the high levels of perceptions of project outputs from the district and sub county visits.
- **Result 2** was mainly realized at training level, but only Omoro S/county in Alebtong and Adilang in Agago can be said to have some aspect of functionality of CPCs from all the visited CPCs in the 11 sub counties.
- Realization of **Result 3** was compromised by poor documentation as there is hardly any central data base to show progressive numbers of beneficiary children.

ii. Appropriateness of the OVI s / targets for the planned interventions and how they were reported against.
OVI s for Result 1

- # Government institutions and departments supported to provide services to children
- # and type of Stakeholders per District trained on the IASC/MGLSD child protection core competencies modules
- # and types of community conflicts resolved
- # of reported cases of abuse handled/responded to
- Policies and guidelines defining UPDF roles in protection of children in place

The OVI s for **Result 1** were clear and appropriate except for aspect of policies and guidelines expected to have been adopted. The 3 Year span of the project was not adequate for this expectation to be attained. Nevertheless the ground work has been laid by this project.

OVI s for Result 2

- # of people trained in child rights , child protection and positive parenting
- # of IEC Materials produced and radio programmes conducted
- # of people reached by awareness raising activities.
- # of children and youth participating in peace building and reconciliation initiatives in their communities
- # of children accessing recreational facilities and Psychosocial Support Activities
- # of youth and households engaged in productive skills training programmes
- # of learning visits organized and children participating in Child Rights Awareness days

To effectively report on these OVI s, there was need for strict documentation of field data. Thus these OVI s for **Result 2**, despite being appropriate, were not adequately reported against, especially in Year 2 and 3.

The production of IEC materials was not supervised leading to compromises in quality and compliance. In documents seen as seen in the Plates below, there was hardly any recognition, neither of SCiUG as the contract holder for the project, nor of SIDA as the funding source, this despite clear provisions in the MoUs at various levels.

OVI s for Result 3

- # of children enrolled in classroom based PSSA
- # of children showing improved attendance and attention in classroom activities and increase in peer interaction
- Improved capacity of teachers and schools to support children's psychosocial well-being.
- #of SMCs/PTAs members trained
- #of girls regularly attending classes in target schools
- # of mobilization meetings on girl child education and children with disabilities held
- # of children involved in monitoring implementation of UPE-including UPE funds utilization
- # of learning study materials supplied / effective usage
- # of schools adopting alternative disciplinary measures

Result 3 was supposedly the easiest to report against, but due to poor documentation it was difficult for the ET to strictly attribute successes in schools to IMPACT project per se. Many other actors had entered the arena, albeit with more aggressive approaches for documentation. However as analyzed under **Sections 3.11 and 3.12** with accompanying **Tables**, the contribution of IMPACT project, together with other actors, significantly led to improvement on the key indicators of *pupils' performance* at school and *reduction in school dropout rates*.

The outcomes reflected in the schools' improved performance as well as reduction in the dropout rates can be viewed as having a contributory effort of IMPACT project.

iii. The quality of the results / services available.

Under the existing circumstances, the quality was expected to be much better if only more efforts had been put into supervision, monitoring and documenting the results.

iv. Accessibility by the planned target groups to use the project results.

At school level, all children have access to the services, although this is compromised by the high turnover rates of teachers. The same is evident at the DLG levels, police and UPDF. Out of school youth are yet to realize the full project benefits.

v. Factors which prevent the target groups from accessing the project results / services.

Apart from high turnover rates of the project trainees, (Teachers, SMC members, CPC members, etc.) other attendant factors included poor follow up, inadequate documentation and high expectation levels among beneficiaries themselves.

Adaptability of IMPACT to the conditions in the target areas

- i. The extent to which the project was adaptable to changing external forces (risks and assumptions) in the area in order to ensure benefits to the target groups.
- ii. Unplanned negative effects on the target groups, and action taken to mitigate the same.
- iii. Unplanned positive effects likely to contribute to the project results / services.

The ET was unable to access any risk register, nor evidence of risk assessment. However the project implementation was elastic enough to take care of key emerging issues in the region like the land conflicts, which prominently featured in the project.

The outbreak of the **nodding disease** in the region threatened to disrupt project interventions. This was quickly contained by GoU and other actors in the area.

The discovery of oil in the region is expected to earn the respective DLGs (especially Nwoya and Amuru) more revenue, therefore possible increase in resources allocation to child protection.

Box 5. Sustainability: The likelihood of a continuation in the stream of benefits produced by the project after the period of external support has ended.	
Sustainability: Prime issues	
Financial / economic viability	
i. The extent to which project results / services were supported institutionally, and funds likely to be available for continuity.	The various DLGs have the willingness to support child protection interventions and the Gulu and Nwoya DDPs already had most of the interventions earmarked for funding, albeit from development partners.
ii. The extent to which the results / services are affordable to the target groups at the completion of the project.	The biggest result from the project is perhaps the capacity building component for the duty bearers of child protection. What now remains is establishing strategies for follow up and refresher training.
iii. Possibility of maintaining the project results if economic factors change (e.g. inflation etc.)	The nature of the services that IMPACT project brought about is mainly of community ownership, if properly embraced with supervision.
iv. Ability of the beneficiaries and relevant authorities / institutions to afford maintenance or replacement of the technologies / services introduced by the project.	Essentially all the software of the project was supported by the DLG functionaries, who already have running contracts with their employers. There is a firm foundation laid for enhancing the project benefits.
v. Existence of a financial / economic phase out strategy and the likelihood of its being implemented	Unfortunately the phase out strategies were not effectively inbuilt into the project planning processes.
Level of ownership of the project by the target groups, and the continuity after the end of external support.	
i. The project's embedment in the local structures.	The CPCs for example are part and parcel of the existing structures in sub counties.
ii. The extent to which the target groups and other relevant interest groups / stakeholders were involved in the planning and implementation of the project.	There is no evidence of children's participation in the planning process, but a lot of their presence is clearly felt at implementation level. The DLG and other leadership structures were involved in all the project stages.
iii. The extent to which the target groups and other relevant interest groups / stakeholders were involved in the decision making of the project.	Involvement in decision making was as limited as it was in the planning process.
iv. The likelihood that the target groups will continue to make use of the project results.	The trained CPCs, motivation notwithstanding will continue applying their knowledge in handling child abuse cases.
v. Plans by the target groups to continue delivering the stream of benefits.	The ET did not find any deliberate plans by the target groups to continue delivering project benefits.
The level of policy support provided and the degree of interaction between project and policy level.	
i. The support provided by the relevant national, sectoral, district and budgetary policies.	The policy environment in the region on child protection is favorable and the districts in particular are keen to further the cause of child protection.
ii. Changes in policies and priorities affecting the project and how well the project adapted in terms of long term needs for support	Other than changes through creation of new districts, there is no significant policy change. For districts, the project budget was stretched to reach the new districts to support structures in child protection.
iii. Public or private sector policy support likely to continue after the project has phased out.	The public policy support for child protection in the region is likely to continue given its embedment into the national policies such as the PRDP.
The level of the project's contribution to institutional memory and management capacity	
i. Level of the project embedment in institutional structures that are likely to survive beyond the life of the project.	To a large extent and with respect to DLGs and sub-counties, the project activities are part and parcel of these units. The Community Services Department is mandated to handle child protection issues.
ii. Development of project partners (technically, financially and managerially) to continue delivering the project's benefits / services	These were developed, however, it must be noted that continuity of CSO partners in particular will be dependent on the availability of funding.
iii. Levels of suitable qualified HR available to deliver the project's stream of benefits.	HR in DLGs and partner CSOs is available.
iv. Relations with new or existing institutions and plans to continue with some or all of the project's activities.	Having worked mainly through partnerships and given ongoing parallel projects by SCI in the region, there is a general good relationship with partners-all partners and even possible renewal of partnerships that may not have gone well during project implementation.

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