

**EVANGELICAL LUTHERAN CHURCH IN
KENYA
NORTH- WEST DIOCESE**

EVALUATION REPORT



CHESTA GIRLS SECONDARY SCHOOL PROJECT

2003 – 2008

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ABBREVIATIONS AND ACRONYMS':

BOG –	Board Of Governors'
CAA –	Change Agent Approach
CABESI –	Camel Bee and silk
CBE –	Curriculum Based Establishment
DCC–	District Church council
ELCK –	Evangelical Lutheran Church
KRC –	Kenya Red Cross
MOE–	Ministry of Education
MOPW–	Ministry of public works
PTA–	Parents teachers Association
SEF –	Secondary Education Fund
TSC –	Teacher service commission

Background Information

Implementing organization

ELCK celebrated its 60 years of inception in Kenya on November. In the seventies it started activities in west Pokot District. In 2004, the Church District had grown and formed the bases for establishing North West Diocese. The diocese has about 11,000 registered members in 200 congregations spread across the district, strongly represented in the remote and mountainous parts of the district. Over the past 14 years, the church has been providing area based development services to more than 40 remotely located villages using the change agent approach (CAA), where church team lives and work with the beneficiaries for extending periods.

In this context, the evangelical Lutheran church in Kenya (ELCK) established girls secondary in Chesta, as a normal progression from the ELCK sponsored Girls primary school in the same place.

Chesta girls Secondary school

Chesta Secondary school is situated in Seito sub – location, Chesegeon Division in West Pokot District. It was started in 2003 under the sponsorship of ELCK with funds from NORAD. It was realized that illiteracy among the Pokot community especially women was very high hence a threat to development. The school was started within Chesta girl's primary school through the concerted efforts of the area member of parliament, the community members and the sponsor. Summarily, Chesta girls' secondary school was to be the "B" of Chesta Primary "A".

Target

The school was established as a rescue center for the girls who would have not otherwise had a chance to go to school.

Goals

Chesta Girls Secondary school construction goal is to:

- Promote girl child education through provision of required resources
- Sensitize the community especially the pastoralists on importance of Education without showing discrimination to girls
- Avoid early and forced marriages

Objectives

1. Offering girls with secondary education who graduate from primary schools
2. Give access to education for girl in semi arid area to avoid drop out of schools prematurely due to early and forced marriages a factor Pokot pastoralist attach importance to and have a compromised girl.
3. Provide education for girls for development in order to come out of cultural norms and practices such as female genital Mutilation (FGM)
4. Establish an institution for girls' secondary to act as a role model in the region as it is the only secondary school in the whole of Chesegeon Division. This will correct the motion that educated girls have lost culture hence are uncultured.

EVALUATION FINDINGS

Evaluation was a component of planning and implementation process, each stage was subjected to continuous evaluation so as to keep on track and determine the needs of the next stage. Reports were periodically sent to donors.

There was need to do end of program evaluation to gauge its effectiveness based on its goals and objectives. There was also great need to find out whether the project had gone further in solving problems affecting the community, and make informed recommendations.

The evaluation used was 'mixed' evaluation method because it looked at how things happened, what people say about the project in relation to the quality of their lives and at the same time it tried to measure project attainment of goals and objectives.

PRIMARY PURPOSE

The evaluation aimed at measuring extend to which the project is achieving its goals and also survey what is implicated in the livelihoods of its targets. It also aimed at finding out the efficiency and effectiveness of the interventions within the management structure, implementation process, sustainability and it was flexible enough to investigate how the project addressed community felt needs. It therefore assessed: -

1. Assess Project relevance (appropriateness - at the time the project was initiated).
2. Revisiting the project design
3. Project implementation, ongoing operations with reference to what the staff and participants are doing, the target of the population in the process of meeting the set goals.
4. Assessment of the outputs with respect to the planned targets and reasonable expectations of productivity.
5. Assess the Cost-effectiveness of the project (Balance the inputs and outputs).
6. Examine sustainable effects and impact
7. Project features where there is greatest need for improvement.
8. The review of the outcomes of the assessments mentioned in a, b, c and d above and recommend to supporters and other stakeholders on which activities should be given priority in the future.

EVALUATION OUTCOME

Generally, the project main objectives have been met to a larger extent mainly because the school has been established and it is;

1. Currently offering about 265 girls with secondary education who graduate from primary school
2. Giving access to education for girls in this semi arid area to avoid drop out of schools prematurely due to early and forced marriages.
3. Providing girl child education hence empowering future women in the area.
4. The school acts as a role model in the region as it is the only secondary school in the whole of Chesegon Division.

The evaluation arrangements; briefing and debriefing were satisfactory. The terms of reference were reasonably clear and the time was adequate.

1. PROJECT RELEVANCE

Lack of girl child education is proved to be root causes of poverty in Kenya; Chesta girls' project has proved to be very relevant in eradicating poverty in the entire Pokot district. As narrated in the report, many positive changes are envisaged in the area as a result of this project. Among the people interviewed, 95% stated that the project is appropriate and timely because the communities are beginning to conceptualize the importance of girl child education. They therefore needed an affordable education for their girls. The school cost effectiveness in respond to illiteracy was rated as highly appropriate for the school s within the target community's proximity.

The government of Kenya provides teachers and governance to some extent especially now that the school is registered under the Ministry of Education (MOE). It is also strongly expected that the government will allocate resources to the school through the MOE and Constituency Development Funds (CDF).

It is highly expected that the project outputs would continue to be used once the project is completed because of the increasing enrolments and the stability of BOG. It is however recommended that the church should continue backstopping the projects to ensure integrity and continuity of its mission in this community.

2. PROJECT DESIGN

Generally, the project design was rated good both by the school/project community and the community at large. The clarity of specific objectives, specification of beneficiaries, inputs, outputs and output targets were good. .

Management systems and administration

A well constituted management committee comprising of the school principal, four community members and a representative of the church council were charged with the responsibility to oversee the project work. The committee was appointed by the District Church council which is the supreme body of the church. The management committee held meetings twice a month. However, the frequency increased depending on emerging issues. The school principal, who is a co-opted member of the construction committee

prepared timely reports and periodically briefed the Diocese Council and Board of Governors (BOG) on the project progress.

The BOG members were very supportive and positive from the onset of the project through its implementation and even during the evaluation. Over 90% of the committee members interviewed agreed that the committee meetings were useful and that consensus on key project decisions were often reached. The management structure of this committee is as shown in ANNEX I.

Financial, functionality and effectiveness

The evaluation team found out that all the received funds from the donors were audited annually by competent audit firms. The district church council put in place transparent and prudent financial control systems to ensure proper utilization of project funds.

The audited reports were promptly sent to the donors. The diocesan treasurer ensured that all the financial records and documents that included bank statements, income and expenditure, audited reports and budgets were available.

Over 85% of the respondents felt that the money was spent well and thus the project was a real success because the short term goals were met within the specified time in the strategic plan. The North West diocese council treasurer was in charge of the project financial management. His duties were mainly centered on financial control, report writing and presentation to the church council. On the other hand, the coordinator carried out weekly internal audit and combined reports to be send to the donors promptly

Partnership with other institutions

The project achieved more than satisfactory result in partnering with other related institutions and organizations. It partnered with;

- Ministry works: assisted in architectural designs and supervisions
- Ministry of Education: Quality assurance and standards assessments advices and registration.
- Ministry of public health: Sanitary inspection and advices
- Ministry of water: Technical advices on water resource management and safety assurance.
- Provincial administration: Played a role in mobilization of the community
- Other stake holders: The main stakeholder being the community provided land and willingly sent the children to school. The politicians mobilized resources through fund raising, CDF and bursary allocations.

NB As a result of collaboration with the named ministries and other stakeholders, time lines were met during the project implementation and objectives substantively achieved and realized general cost effectiveness.

3. PROJECT IMPLEMENTATION

The project implementation process was highly rated by respondents. Most of the committees involved knew both of their donor and local budgets this means transparency in fund management. Most of their planned activities were achieved to satisfactory level see ANNEX 2 for construction planned and achieved activities.

The construction process was effective because of the well organized contracting, procurement and payment systems as shown in ANNEX 3

The internal management did an incredible job in ensuring the success of the project. The project work planning, monitoring and reporting was above average. There was good coordination and relation with other organization. The management demonstrated flexibility in responding to problems for instance the community water point was build to assist the neighboring community to access safe drinking water and water for domestic use.

In summary, the administrative role in implementation process was very participatory. Each stakeholder in the committee had a role play in material procurement, labor contracting and supervision. See ANNEX 4 for the implementation process.

4. EXPECTED OUTPUTS AND PRODUCTIVITY

The overall turnout is good, at its initial stages the school was single streamed but it now has two streams from form one to form four. During its inception it had only 32 students but 5 years later the school enrolled a total of 265 students. See ANNEX 5 for school enrollment.

5. COST-EFFECTIVENESS

Compared to other projects this project was very cost-effective.

The project to some extent is addressing poverty issues particularly in relation to meeting their goals:

Employment has been created by the constructions going on in the project. It has enabled girls to acquire education hence future house hold economies will be improved. Due to availability of water within the neighborhood, the project has enabled the women and men engage in IGA'S instead of using time to fetch water. The project has enabled the emergence of shopping center in the neighborhood. It has also created a reliable public transport facility which allows the community to engage in trade and provides easy transport for students and the entire school community.



Local community participate in construction

Target community selection assessment:

According to evaluator's findings, the selection of the target community was appropriately done considering that the community was practicing some harmful cultural practices, which were increasing the rate of school dropouts and hampering access to education. Besides, the target area did not have any secondary school the nearest being 20kms away and the catchments is vast with many primary school graduates who desire to join secondary schools.



Class eight pupils Chesta girls primary school

6. SUSTAINABILITY

The community was involved through consultation from the onset. The local leaders such as the chief, elders etc took a central role in mobilizing the community to donate land for the project. They also participated in the bush clearing, and holding two successful fundraising where each house hold was expected to give ksh. 2000.

They also provided unskilled labour and support staff. In addition, a hundred percent of the members of the construction committee were drawn from the local community. Also 25% of the local students were given fees waiver through Secondary Education Fund (SEF) to motivate them.

Some impacts were measured by people testimonies, see ANNEX 5: for most Significant Change stories

IMPACTS OF THE PROJECT IN PEOPLE’S LIVELIHOODS IN TERMS OF BEHAVIORAL CHANGE TOWARDS GIRL CHILD EDUCATION AND ECONOMIC IMPROVEMENT

1. Increased enrolment in the school.

Many girls from the immediate environment are pursuing their secondary education in the school due to its proximity and complexity. This has in turn reduced illiteracy levels in the area.

The complexity of the school in terms of physical facilities and aesthetic appeal has made it to be nicknamed “Alliance girls of Pokot Central.”

2. Improved way of living.

The presence of the school has positively transformed the locals way of dressing from the traditional skins to the modern type of clothes. The locals have embraced modern lifestyle of housing and as a result there are increased iron roofed houses. This is clearly exemplified by the past records in that before the establishment of the project, there were only two iron roofed houses as compared to 12 now. Besides, there is also improved sanitary and food hygiene that has drastically reduced child mortality.

3. Improved permanent settlement

There is increased permanent settlement around the school due to water availability courtesy of the project .This is in contrast with the Pokot mode of living that is mainly nomadic.

4. Economic activities

There is also a boom of income generating activities due to the heavy presence of the school community (students, staff) that provide ready and reliable market for the goods and services. This progressive growth can be seen from the table below.

Table 1: List of economic structures from 2004 to 2008

Year	General shops	Hotels	Butcheries	Tailoring shops	Grinding mills
2004	2	nil	nil	nil	nil
2008	12	2	2	4	2

5. Road network

There is also increased road maintenance .Initially the state of the road was deplorable. However, with the presence of Chesta girls secondary, the government has upgraded it and now it is a busy road with over ten vehicles using it daily.

6. Other stakeholders (proliferation of NGOs)

Some NGOs such as Kenya Red Cross (KRC) and Camel Bee and silk (CABESI) Have been attracted to the area due to permanent settlement and increased economic activities.

7. Female Genital Mutilation (FGM)

Cases of female Genital Mutilation (FGM) have greatly reduced in Seito sub- location in that more girls have discarded the retrogressive practice courtesy of Chesta Secondary School acting as a rescue center for the girls. A report from the school administration indicated that about 60% of the girls have not undergone FGM.

CHALLENGES EXPERIENCED

1. Secondary Education Fund (SEF) remained the same in the face of increased enrolment and demand for education.
2. Lack of tertiary institutions to absorb secondary school graduates who don't get the opportunity to join
3. Some parents still subject their daughters to forceful FGM though secretly and marry them off.
4. The high demand for education by the most vulnerable children has increased thus exerting pressure on the church kitty.
5. Academic performance of the school is not commensurable with the visible infrastructure
6. Inadequate staff houses
7. Understaffing. The Curriculum Based Establishment (CBE) ought to be 18 but there are only 12 teachers. This has forced the school administration to employ teachers on Board of Governors (BOG) terms.
8. Lack of proper and adequate medical facilities. The area has only one under equipped church sponsored dispensary.

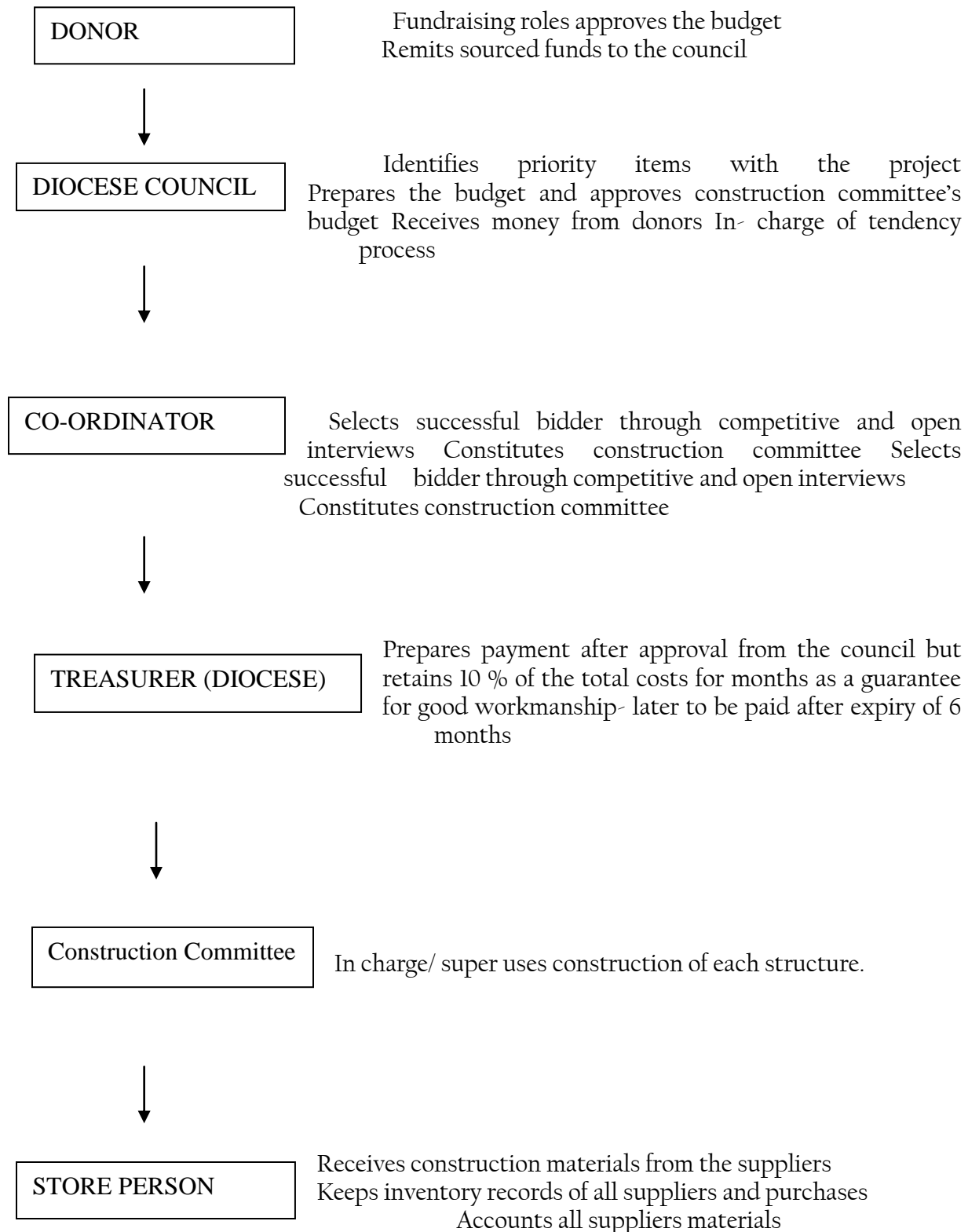
RECOMMENDATIONS

- For continuity purposes, affirmative action should be accorded to the local students to be enrolled in the institution.
- Tertiary institutions should be started to absorb the high number of graduates from secondary schools given that the nearest tertiary colleges is approximately 100km away.
- Since the funds were properly spent and objectives met under the prudent management of the church, a similar project can be replicated elsewhere in the district by the church through the support of the donors.

CONCLUSION

From the information gathered so far the project objectives were realized and continue to be realized hence the vision to have the project was appropriate and relevant. The finances were prudently managed by the church on behalf of the donors.

ANNEX I Management structure of the project.



ANNEX 2: Planned activities and achieved results

i) constructions

Facility/	Planned activity	Achieved results%	Remarks/ comments
1. Administration Block	Complete administration block with: -Head teachers, deputy head teachers' offices, staff room, library, guiding and counseling room, accounts clerk and secretary's offices	95%	All completed, furnished and in use.
2. Classes	Eight completed and furnished standard classrooms (MOE) specifications	95%	They are in use
3. Dormitories	Four completed with a capacity of 64 students each	90%	MOE/ MOPW specifications on safety standards
4. Laborarory	Four completed and equipped laboratories	90%	They are in use and meet the standard sefety precautions
5. Dinning hall/ Kitchen	Completed with store and has capacity 500 students, yet to be furnished	85%	The kitchen and store are fitted and in use
7. Multi-Purpose hall	At foundation stage	75%	Construction on going
8. Water supply facilities	Enough tanks and continuous water supply in the school from the stream. Provision of water available outside the school for the community	96%	Good relationship established between the community and the school
9. Water treatment system	The process was on going	70%	Will Improve health standards of community and the school
10. Sanitation	There were enough toilets and bathrooms in the dormitories and outside the dormitories	95%	The ratio was in line with GOK specifications.

Environment conservation

Trees have been planted within the school compound to conserve the soil. As a learning point it provided the best practices of soil conservation, water resource management as well as a forestation.

The school bus

The bus was purchased at the cost of Ksh 4.2 million. It was cost effective.

ANNEX 3: School enrolments

At inception there were 32 students in form one, five years later enrollment per class was as shown below;

Form	I	II	III	IV	TOTAL
Enrolment	57	88	80	40	265
Streams	2	2	2	1	

11 TCS Teachers

3 on BOG

ANNEX 4: IMPLEMENTATION PROCESS

The construction of the project structures were either carried out through any of the following categories of contracts.

(i) Labour contracting Sub contracting.

This is where the church council supplied the materials fully while labor contracting was required for the work to commence. Tendering was done and the competent and lowest bidder was competitively and openly picked to supply the materials in good time to the contractor. This was applicable to all the project buildings except the complex administration block.

(ii) Full contractors

This was only applied when the complex administration block was being constructed. Here, open tendering was made and the constructor was competitively considered after meeting the requisite requirements which include proven competent and experience.

The contractor fully purchased the materials and provided the required labour force under the supervision of the ministry of public works engineer, the coordinator and the construction committee. This was meant to ensure quality of the work. Often, the diocese council will sign an efficient and legal binding agreement with the constructor after getting the successful company /person.

Criteria for consideration as a contractor.

- Proven competence and experienced
- Lowest bidder
- Proven reputation of the contractor (history)

The bidding/tendency process was undertaken by the constructors committee in has on with the district church council. Application form suitable constructors united without any application fee and the successful candidates were notified in writing.

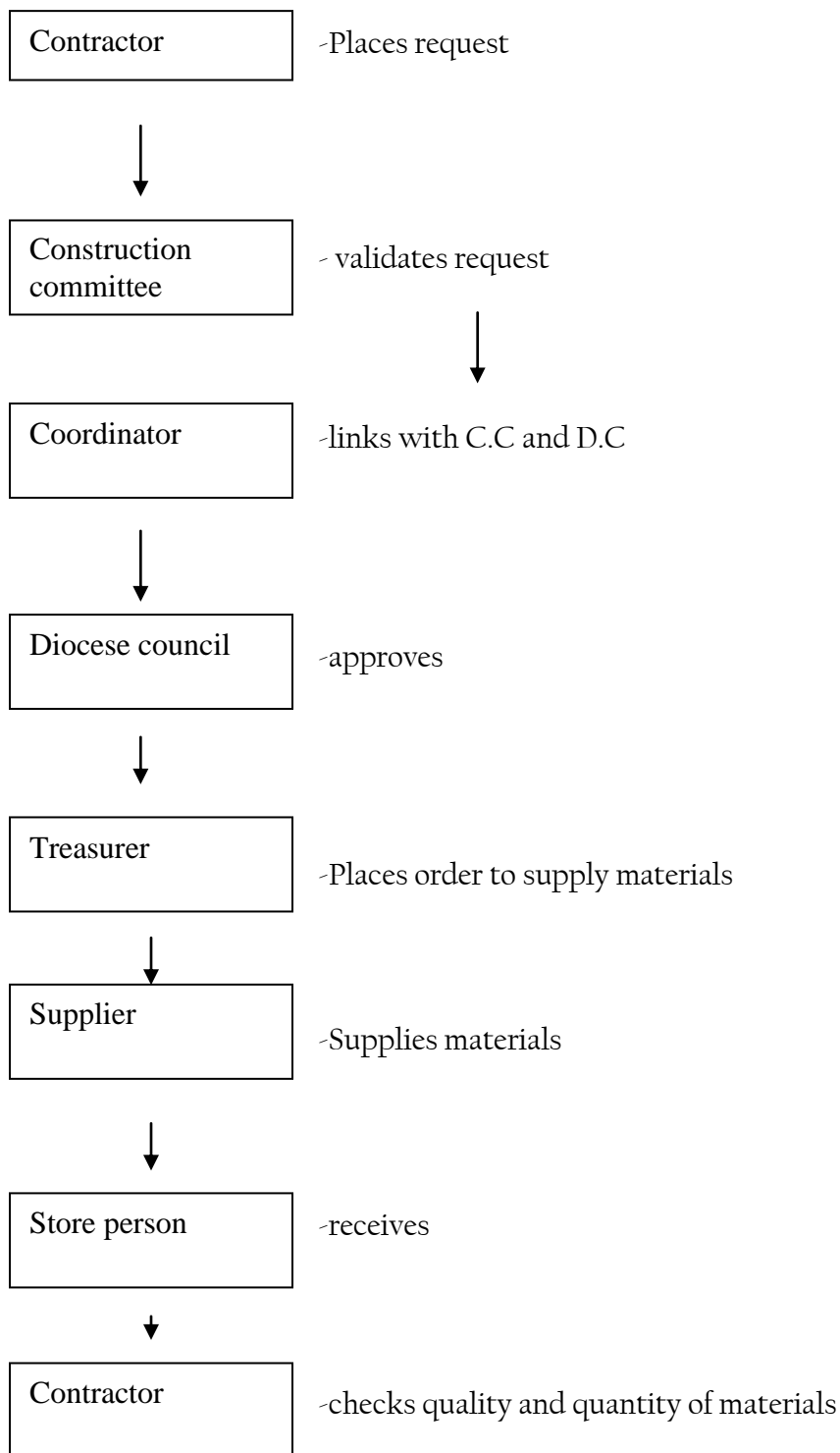
Criteria for selecting the supplier

A supplier of instructional material was considered based on the following criteria

- Proximity of the supplier to the project site
- Quality of the materials
- Rehabilitate/ capacity of the supplier
- Price of the material
- Community ownership for small materials like sand, ballast etc.

NB tendency was done openly and bidders competed fairly.

ANNEX 5: Sub – contract material procurement process.



Payment for the contractor was done in four phases/ stages with the first down payment being made on the foundation stage, wall, roofing and sunshine.

A thorough inspection and certification was done by competent public works engineers' architects before the last payments were made.
Overall, the establishment of the project followed the legal requirements.

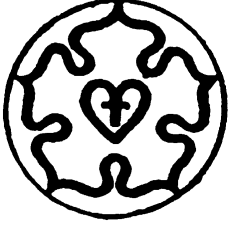
ANNEX 6: Most Significant stories

“I am so grateful to the church because it has “urbanized” this rural part of Kenya through the construction of the complex administration block and the installation of the solar panels. We can now watch world news through CNN and other national channels as the world has increasingly become a global village.” **Teacher**

“This school enabled me to climb the stairs which I hadn’t in my life and hope that I will climb the stairs of education the same way in future.” She went further to ask the evaluators to compel her father to sell the animals and pay her fees as she didn’t want to be sent home for fees frequently.

“Tell the chief to arrest him if he refuses to pay my fees as I want to be the first lady doctor from Mbara, Marich Division. I’ll then buy back all the animals he sold for my Education” **Student; a girl from Mbara**

“The only girl from Masol location is enrolled in Chesta Girls secondary school because of its proximity to their home and the magnificent architectural designs that is comparable to what is in Alliance high school. Indeed, this is the “alliance girls” of Pokot land and I am proud to have it here.” **Community member from Masol**



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North West Diocese
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TERMS OF REFERENCE FOR FINAL, EXTERNAL EVALUATION

PROJECT: 10534 CHESTA GIRLS SECONDARY SCHOOL
DISTRICT: WEST POKOT
(Now Pokot Central District)
PROJECT IMPLEMENTOR: ELCK-NWD
MAIN PARTNERS: NLM / NORAD

AUGUST 2008

CHESTA GIRLS SECONDARY SCHOOL PROJECT EVALUATION - 2008

INTRODUCTION:

Background:

The Pokot people in North-western Kenya constitute a marginalized group in Kenyan society, and live in a remote, neglected and poorly developed part of the country. Pokot women and girls can be said to be doubly disadvantaged, since they are marginalized also within Pokot society. It is extremely rare for a Pokot girl to, as a duty by parents and society at large, be given educational opportunities at all, let alone to secondary level. Moreover, an increasing number of girls who resist female genital mutilation (FGM) are being thrown out by their families and thus turn to the church for help. Recently there was an outcry by young men in East Pokot because the FGM ceremonies had delayed due to famine. They were captured on local Media wondering whom they would marry if girls didn't undergo the FGM.

ELCK is registered as a church in Kenya for more than fifty years. In the seventies it started activities in West Pokot District. In 2004 the Church District had grown, and formed the bases for establishing North West Diocese. The Diocese has about 11,000 registered members in 200 congregations spread across the district, strongly represented in the remote and mountainous parts of the district. Over the past 14 years the church has been providing area-based development services to more than 40 remotely located villages using the change agent approach, where church teams live and work with the beneficiaries for extending periods.

In this context, the Evangelical Lutheran Church in Kenya (ELCK) established a girl's secondary school in Chesta, as a normal progression from the ELCK sponsored Girls' primary school in the same place.

CHESTA GIRLS SECONDARY SCHOOL

Chesta secondary school is situated in Seito sub location, Lomut Location, Chesegon Division in West Pokot District. It was started in 2003 under the sponsorship of ELCK with funds from NORAD. It was realized that illiteracy among the Pokot community especially women was very high hence a threat to development.

The school was established as a rescue centre for the girls who would have not otherwise had a chance to go to school.

The school had the following goals: -

1. Promote girl child education through provision of required resources.
2. Sensitise the community especially the pastoralists on importance of education without showing discrimination to girls.
3. Avoid early and forced marriages.

Chesta girls' secondary school was started in 2003 within Chesta Girls primary school through the concerted efforts of the area Member of Parliament, the community members and the sponsor. It was started in response to the great need for the girl child education in secondary school. *Summarily Chesta Girls secondary school was to be the "B" of Chesta primary "A".*

Its main objectives of establishment are to respond by;

5. Offering girls with secondary education who graduate from primary school;
6. Give access to education for girls in this semi arid area to avoid drop out of schools prematurely due to early and forced marriages a factor Pokot pastoralist attach importance to and have a compromised girl.
7. Provide education for girls for development in order to come out of cultural norms and practices such as female genital mutilation (FGM).
8. Establish an institution for girls' secondary to act as a role model in the region as it is the only secondary school in the whole of Chesegon Division. This will correct the notion that educated girls have lost culture hence are uncultured.

Chesta Girls secondary school was

- Registered in December 2002,
- Established in January 2003,
- Started with a student population of 33 enrolled in form 1 in 2003.

Chesta Girls secondary therefore, was meant to be the Beacon of hope for girls in the semi arid lowlands to have access to secondary education and meet the needs of the vast catchments area.

The school receives support from the Government, under the Ministry of Education (MOE). The Evangelical Lutheran Church in Kenya –North West Diocese is the implementing agent as well as the sponsor and is accountable and answerable to the Board of Governors (BOG), where ELCK has 4 of 10 members, one of whom is the chair.

The Norwegian Lutheran Mission (NLM) has been the main foreign partner to ELCK in the area since its inception. The project proposal was prepared based on ELCK initiatives

THE PROJECT

Funding from NORAD and NLM began in 2005 and expected to end in 2008.

YEAR/ PARTNER	NORAD	NLM	TOTAL
2005	7,714,462.00	857,162.30	8,571,624.30
2006	8,519,040.00	946,560.00	9,465,600.00
2007	6,364,913.40	707,212.60	7,072,126.00
2008	14,075,198.00	1,563,911.00	15,639,109.00
TOTAL	36,673,613.40	4,074,845.90	40,748,459.30

The project was by the end of 2008 to have the following facilities;

1. 8 classrooms,
2. A Home science laboratory,
3. A computer Laboratory,
4. An administration Block,
5. A library,
6. A dining Hall and Kitchen,
7. Ablution block,
8. 4- 64 beds dormitory,
9. Two laboratories (Physics/ Chemistry and Biology/ Agriculture Labs),
10. Water treatment plant,
11. Multipurpose Hall,
12. 8 staff houses,
13. A school bus.

EVALUATING THE PROJECT

As part of the process in establishing the project, evaluation is a component in the planning and implementation. The objective of the evaluation was to;

1. Assess Project relevance (appropriateness - at the time the project was initiated).
2. Revisiting the project design
3. Report on project implementation by examining the ongoing operations with reference to what the staff and participants are doing, the target of the population in the process of meeting the set goals.
4. Assessment of the outputs with respect to the planned targets and reasonable expectations of productivity.
5. Assess the Cost-effectiveness of the project (Balance the inputs and outputs).
6. Examine sustainable effects and impact (in relation to project objectives) sustainable effects and impact mean the extent to which the project outputs/results continue to be applied and used effectively, and can be expected to make a continued contribution to the welfare of ultimate end-beneficiaries and/or the maintenance/preservation of the physical natural environment.
7. Project features where there is greatest need for improvement.

TERMS OF REFERENCE

The evaluation was contained in the project plan as an activity to assess the end results of the project. The evaluation is therefore a mandatory process to be carried out by the local organization (ELCK).

As part of the process in establishing the project, evaluation is a component in the planning and implementation. The objective of the evaluation was to;

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10. Revisiting the project design
11. Report on project implementation by examining the ongoing operations with reference to what the staff and participants are doing, the target of the population in the process of meeting the set goals.
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15. Project features where there is greatest need for improvement.

The results will form the basis for similar future projects and way forward. It will also be used to improve the weaknesses realised during planning, implementation and monitoring of the project. The outcome will also help in mitigating negative emerging issues in the society.

METHODOLOGY

The evaluation team will do interviews based on the questionnaires attached. The other method is physical check, i.e observations. The team will be spending a number of days at the project site. They will also have an opportunity to interact with various stakeholders, students, parents, community, teachers and committee members.

**EVALUATION BUDGET 2008
CHESTA GIRLS SECONDARY SCHOOL**

No.	Item	Unit Cost (Kshs)	No of People	Days	Cost	NOK
						0,089
1	Preparation	2500	3	3	22 500	2 003
2	Data collection	2750	4	3	33 000	2 937
3	Transport				22 450	1 998
4	Accomodation	900	5	3	13 500	1 202
5	Reporting/ Presentation	1200	4	1	4 800	427
6	Lunches				3 750	334
	TOTAL				100 000	8 900

(NB: The currency rate is the same as for the allocation in February, as the currency rate for the reallocated budgets are not set yet.)

TIMEFRAME

August 7 Preparation of evaluation module.
August 11 Sending of evaluation module NLM.
August 15 Feedback from NLM.

September 2 Briefing of evaluation team.
September 3 Travel to Chesta GSS.
September 4 Day 1 of evaluation.
September 5 Day 2 of evaluation.
September 6 Return from Chesta GSS.

September 8 Data analysis.
September 9 Data analysis.
September 10 Data reporting.
September 11 Data reporting.

September 16 Draft report to ELCK.
September 18 ELCK give their response.
September 26 Final report to ELCK.
September 30 Report sent to NLM.

CHESTA G.S.S EVALUATION TEAM

Members:

1. M/s Deborah Katina- Team leader
2. Mr. Raymond P. Nyeris- Member
3. Mr. John Aineah Simiyu- Member
4. M/s Selina Chepkorir- Member

Annex 1

CHESTA GSS EVALUATION QUESTIONNAIRE

(TO BE FILLED BY ALL TEAM MEMBERS IN THE EXERCISE)

The questionnaire has been designed to summarise the basic findings of the project at Chesta Girls Secondary school. It covers all important aspects to be reviewed/ assessed by the evaluation team members and could be used by the each person as a checklist while evaluating the project. The completed questionnaire serves to build up the data bank on evaluation reports which is essential in providing feedback from evaluation in

- improving projects;
- Selection design;
- And management.

The evaluation report will be used to improve either current or future projects for better outcome and meeting objectives laid down before project implementation.

All questions should be answered carefully by the participant.

I. BACKGROUND INFORMATION

Project Title:

Project Starting year	Anticipated Date of Completion
-----------------------	--------------------------------

Total Budget (NOK & Keshs)	
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Evaluation Dates	From:	To:
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Type of evaluation	Mid-term	End of Project	Post Project
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2. EVALUATION TEAM COMPOSITION	Name	Title or Discipline	
GOK/ Department			
NGO/ CBO/ Others (Specify)			
ELCK-NWD			
School Representative			

3

. EVALUATION ARRANGEMENTS (√) (tick one box for each aspect of the evaluation arrangements)

1. Briefing	Poor	Satisfactory	Very comprehensive
2. Debriefing	Poor	Satisfactory	Very comprehensive

3. Clarity of evaluation terms of reference.	Unclear	Reasonably clear	Very clear
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4. PROJECT RELEVANCE * Use a value scale of 1 to 5	Score (1-5)*
1. Did the project address a genuine development problem? (1=not at all 2=hardly 3=yes, somewhat 4=yes to an important problem 5= yes, to a major problem)	
2. If answer to question 1 is 3, 4 or 5: How well did the project provide a cost-effective response to that development problem? (1=not at all 2=barely appropriate 3=satisfactory 4=highly appropriate 5=the most appropriate possible)	
3. Did the project fit in the national project of the government? (1=not at all 2=only slightly 3=linked 4=well integrated 5=totally integrated)	
4. Were there reasonable expectations that adequate national resources could be committed to the project? (1=not at all 2=only slight 3=reasonable 4=very little doubt 5=absolutely certain)	
5. Was it realistic to expect project outputs to continue to be used once the project was completed and adequate resources to be committed for meaningful follow-up? (1=no or very little expectation 2= slight expectation 3=some expectations 4=very reasonable expectations 5=very strong expectations)	
6. OVERALL ASSESSMENT OF PROJECT RELEVANCE (Appropriateness) (1=very poor 2= rather unsatisfactory 3=satisfactory 4=good 5=excellent/highly relevant)	

4. Duration of evaluation in relation to terms of reference	Too short	Adequate	Too long
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III. PROJECT DESIGN			
<p>*Assess the key elements of the project using the following (0-5) value scale: 0 = Not mentioned in the project document (PRODOC) 1= Poor 2= Weak/Less than Satisfactory 3= Average/Satisfactory/Adequate 4= Good/More than Satisfactory 5 = Excellent.</p>		Score (0-5)*	
1. Clarity of immediate objectives, including specification of targets			
2. Specification of beneficiaries			
3. Specification of outputs and output targets			
4. Specification of inputs: - donor			
- national			
5. Validity of means >ends relationship between inputs, outputs and objectives			
6. Implementation arrangements and managerial structure	Clarity of definition		Appropriateness
7. Work plan including timing of inputs, activities and outputs	Clarity		Realism
8. Realism of identified prerequisites and risks for project success			
9. Adequacy of partnerships with other related institutions and organizations			
10. For achievement of project objectives, the realism of:			
- Project duration (time horizon)	Too short	About right	Unnecessarily long
- Project resources	Too few	About right	Too many
11. OVERALL ASSESSMENT OF PROJECT DESIGN (score 1-5)			

IV. PROJECT IMPLEMENTATION		Not included in Project plan nor Evaluation project background	Score (1-5)*
* Rate the implementation of project: Key: 1 = very poor 2 = Less than Satisfactory 3 = Average/Satisfactory 4 = above average/good 5 = Excellent.			
<u>Donor Inputs:</u>			
1. Budget transfers			
2. Expatriates/ consultants			
3. Trainings, capacity building			
4. Other (specify)			
<u>Local Inputs</u>			
5. Budget support			
6. Local staff			
8. Equipment and physical infrastructure			
9. Other (specify)			
<u>Internal Management</u>			
10. Project work planning, monitoring and reporting			
11. Coordination and relation with other organizations/departments			
12. Flexible management response to problems and/or changed circumstances			
13. Local project officer	Was the national project director:	Part time	Full time
	Did the national project director have in practice the main responsibility for project management?	Yes	No
	Assessment of the effectiveness of the local project officer (score 1-5)		
14. Overall assessment of internal project management (score 1-5)			
<u>External Support/Inputs to Management and Implementation</u>			
15. Technical support by donor			
16. Administrative support by donor			
17. Management support/Decision-making by: - donor(s)			
- government(s)			
18. External management committee and tripartite (donor-recipient) meetings			

19. Assessment of evaluation and review processes	
20. OVERALL ASSESSMENT OF PROJECT IMPLEMENTATION (Score 1-5)	

V. PROJECT OUTPUTS	Score (1-5)*
<p>The assessment of the outputs produced should be made with respect to the planned targets and reasonable expectations of productivity.</p> <p>*Assess the outputs of the project using the following (1-5) value scale 1= Very poor, 2= Less than satisfactory, 3= Average/Satisfactory, 4= Good, 5= Excellent</p>	
1. The number of beneficiaries/ overall turnout	
2. Performance in national outlook/ examination (Academic achievement)	
3. Use made, or expected to be made, of outputs (How are the beneficiaries who have undergone the project look like?)	
4. OVERALL ASSESSMENT OF OUTPUTS ACHIEVED (1-5)	

VI. COST-EFFECTIVENESS OF THE PROJECT	Score (1-5)*	
1. Given your knowledge of similar projects, how cost-effective was this project (1= Very poor, 2= Less than satisfactory, 3= Average/Satisfactory, 4= Good, 5= Excellent)		
2. If answer to question 1 is 1 or 2, how could the project be or have been more cost-effective?		
3. Were there substantial cost over-runs (extension of budget) to complete the project?	Yes	No

<p>VII. SUSTAINABLE EFFECTS AND IMPACT (in relation to project objectives)</p> <p>Sustainable effects and impact mean the extent to which the project outputs/results continue to be applied and used effectively, and can be expected to make a continued contribution meeting the objectives and goals of the project.</p>	<p>Planned as objective in the project document. Tick at least one box</p>	<p>Sustainable Effects and Impact (Expected at time of Evaluation – Use scale of 1-5 where 1= none or negligible 2= slight 3= some 4= considerable 5= very substantial)</p>
1. Sustainable effects and impact on the following areas:		
- Policy/planning/legislative/ curriculum improvements		
-Local Institutional capacity (including staff skills)		
- Uptake/use of technical improvements		
- Replication/expansion of pilot activities		
- Follow-up Investment		
- Other (specify)		
2. Can the project be expected to have sustainable effects and impact on the following categories of ultimate end-beneficiaries (categories are not mutually exclusive):		<p>Score 1-3 (1= Negative impact; 2= No impact; 3= Positive impact)</p>
- Pastoralists/ community		
- The rural poor		
- Women/ girls		
- Men/ boys		
- The natural environment		
- Other (specify)		
3. How well did the process of implementation followed by the project facilitate local/ national ownership of results?		<p>Score 1-5 (1= Very poor; 2= Less than satisfactory; 3= Average/satisfactory; 4= Good; 5=</p>

	Excellent
4. OVERALL ASSESSMENT OF SUSTAINABILITY OF PROJECT EFFECTS AND IMPACT (value 1-5)	

VIII. AREAS WITHIN THE PROJECT THAT NEEDS GREATEST ATTENTION FOR DEVELOPMENT AND SUCCESSES

These questions are meant to look at areas that need attention within the project/ any similar one.

1. Give priority on areas within the project that has a bigger attention positively if results targeted are maximally achieved. (Give order of ranking amongst the 4 below)	Rank
- Project Selection (i.e. the concept and immediate objectives of the project)	
- Project Design	
- Project Implementation and Management	
- Project Supervision and Adjustment (revision)	
2. Rank the factors below that MAY reduce chances of sustainability of project goals and objectives as well as achieving the overall goals.	
- Weaknesses in national/ local institutions	
- Non-economic attractiveness/viability of the outputs developed by the project	
- Technical weaknesses in project outputs/recommendations	
- Lack of social/political realism in project outputs/recommendations	
- Insufficient involvement/participation by beneficiaries	
- Insufficient local financial resources to follow-up on the project	
- Lack of local priority/commitment to this type of development	
- Other (specify):	

VIII Comments: (Clarify areas not captured in the above that you may have noted of great significance)

August 2008
Annex 2

CHESTA GSS EVALUATION QUESTIONNAIRE 2

(TO BE FILLED BY ALL TEAM MEMBERS IN THE EXERCISE)

The questionnaire has been designed to get the basic findings of the project at Chesta Girls Secondary school. It covers all important aspects to be assessed by the evaluation team members and could be used by the each person as a checklist while evaluating the project. The completed questionnaire serves to build up the basis of evaluation reports which is essential in providing feedback from evaluation.

PERSONAL DETAILS

Date: -----

1. Name of the respondent.....
2. Sex,
 - Male
 - Female
3. Level of Education (KCPE, KCE, KJCE, KCSE, DIPLOMA, DEGREE).....
4. Address
5. Telephone
6. Mobile No.....

BACKGROUND DETAILS OF THE PROJECT / ADMINISTRATION

1. Name of the project/ community: -----
2. Sub - Location: -----
3. Location: -----
4. Division: -----
5. District:
.....
.....
6. Province:
.....
.....
.....
7. Country: -----

MANAGEMENT OF THE PROJECT

- 8.(a) Do you have any management committee?
 - Yes
 - No
- (b). If yes, what is your comment on its composition? -----

- (c). who constituted it?

9. How often did your committee discuss the project?
 - Once a week
 - Once a month
 - Quarterly
 - Once a year
10. How useful did you find the committee meetings?
 - Very useful
 - Average
 - Not very useful
 - Not at all
11. How often was the team able to reach consensus on project decisions?
 - All the times
 - Sometimes

- Most of the times
- Never

12. How often did the team members complete their assigned duties for the project within the given time frame?

- Often
- Sometimes
- Occasionally
- Never

IMPLEMENTATION AND QUALITY ASSURANCE

13(a). Were the projects prioritized?

- Yes
- No

(b). If yes, were you satisfied?

- Yes
- No
- Somehow

(c) Explain your answer_____

14 (a). Was there work agreement between the committee and contractors for the project items?

- Yes
- No

(b). If yes, was it efficient?

- Yes
- No
- Comment_____

(c) What consideration did the committee have for community ownership?

15. How was the payment to contractors made?

- In stages (foundation, walling, roofing, finishing, etc)
- Once
- Quarterly

16 (a). Was there inspection and certification before payment?

- Yes

- No

(b). If yes, who did the inspection?

17. Did the establishment of the project follow the expected legal provision?

- Yes
- No
- Don't know

FINANCIAL MANAGEMENT

18. How often did your committee account for the project funds?

- Weekly
- Monthly
- Annually
- (Specify others)

19 (a). Do you feel that the project fund was well spent?

- Yes
- No
- Don't know

(b). If Yes or No above, explain -----

20. Who was in charge of the project financial management? -----

21. How often did he/she present financial report for the project to the committee?

- Weekly
- Monthly
- Quarterly
- Annually
- (Specify others)

22 (a). Did the available funds meet the project objectives?

- Yes
- No

(b). If No above, why? Explain-----

23. In general, how did you rate the financial accountability of the project?

- Very good

- Good
- Poor
- Very poor

PERFORMANCE AND SUSTAINABILITY

24. Were the project goals met within the required time frame?

- Yes
- No
- Don't know

25 (a). Were there any team members who failed to produce the results on timely basis?

- Yes
- No

(b) If yes explain _____

26. Who will be in charge of maintenance and repair of the project? -----

27. Briefly explain
measures _____

VISUAL INSPECTION BY THE INTERVIEWER

28. Are there structural problems showing in the project?

- Yes
- No

29. If yes above, what kind of structural problems?

- Pillars damaged
- Cracks on the walls
- Other (Specify)

30 (a). Does the project structure meet the aesthetic value? -----

(b). Does the project items have the aesthesis
appeal?.....
.....

31 (a) . Are there other structures around the project?

- Yes
- No

(b). If Yes above, do you find them useful? -----

32. Is the project well fenced? -----

33. Working on this team project was a valuable experience.

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

34. Please tell us any suggestions you have that would facilitate effective project teams in the future-----

