



**World Vision**

**FINAL COPY**

**EXECUTIVE SUMMARY  
MID-TERM EVALUATION REPORT  
FOR  
THE CHURCH PARTNERSHIP FOR  
CHILD WELL-BEING  
[For Every Child  
Uganda Christian Witness Program]**

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## Abbreviations

ADP	:	Area Development Program
AIDS	:	Acquired Immunodeficiency Syndrome
CARNAC	:	Children at Risk National Collaboration Network of Christian Agencies
CBF	:	Community-Based Facilitators
CDF	:	Community Development Facilitators
CoU	:	Church of Uganda
CPCWB	:	Church Partnership for Child Well-being
CRS	:	Catholic Relief Services
CSDA	:	Child Sponsorship and Development Assistant
CWBO	:	Child Well-being Outcome
FGD	:	Focus Group Discussion
HIV	:	Human Immunodeficiency Virus
IGAs	:	Income Generating Activities
IPs	:	Implementing Partners
MTE	:	Mid-Term Evaluation
NO	:	National Office
OVC	:	Orphans and other Vulnerable Children
PMU	:	Project Management Unit
SOs	:	Support Offices
SU	:	Scripture Union
TEE	:	Theological Education by Extension
USD	:	United States Dollars (Currency)
WV US	:	World Vision United States of America
WVU	:	World Vision Uganda

## **Acknowledgment**

Producing this report has been a process involving different stakeholders. These stakeholders have made different valuable contributions which have culminated into the production of this report. These efforts are worth acknowledging.

First, appreciation is extended to community level stakeholders who provided data for generation of information presented in this report as findings. These include boys and girls, church leaders, caregivers, church children's workers, spiritual nurture club patrons, community-based facilitators and TEE students.

We also thank the staff of the Project Management Unit at World Vision Uganda National Office and Partners (CARNAC and SU) for planning and managing the entire evaluation process. We also thank them for providing data on different aspects of the project. Your continuous availability during data collection and report writing is much appreciated.

We also thank KENWILL evaluation team comprising consultants, data analysts, research assistants and data entrants for leadership, data collection, processing, and report writing.

We are also grateful to World Vision USA for providing funding for the project and the evaluation, and WVU for according us the opportunity to contribute to the development efforts in Uganda.

Our prayer is that this report contributes to the learning and improves the quality of project implementation over the remaining lifetime of the project.

We thank you and God bless you!

Robert Waswaga  
Team Leader  
**Kenwill International Limited**

## **Affirmation**

Except as acknowledged by the references in this report to other authors and publications, the report and research described herein consists of our own work undertaken to advance learning as part of the requirements of World Vision's Design, Monitoring and Evaluation Learning System.

The primary qualitative and quantitative data collected throughout the evaluation process remain the property of the communities described in this report and must be used only with their consent.

Robert Waswaga  
Team Leader  
**Kenwill International Limited**

## **Executive Summary**

The Church Partnership for Child Well-being (CPCWB) project is a five-year intervention that commenced in October 2010. The project is funded by World Vision USA. The project's overall purpose is to support churches to focus on the well being of children and engage in community development and spiritual nurture of children. The project is the first of its kind within the World Vision International Partnership. It is a pilot intervention whose performance would inform decision making on whether to replicate the project in other national offices. Continuous learning and improved performance of the project is therefore a good practice in the management of this project. WVU therefore commissioned a mid-term evaluation (MTE) to assess the progress in delivery of project outcomes and make appropriate adjustment in implementing the remaining part of the project.

In conducting the MTE, comparing the situation before and to that at the time of the MTE and examining issues in reference to agreed actions and good development practices formed key analytical plans. An overall sample of 1,057 participants was sampled across five out of ten districts (11 out of 21 ADPs). The sample comprised a quantitative sample of 798 children, 84 church leaders and 28 primary school teachers, and qualitative sample of 147 participants. Data was collected through structured interviews, focus group discussions, key informant interviews and document review.

The evaluation examined four broad aspects of the project. These issues included project relevance, quality of project implementation, progress toward anticipated impact and outcomes, emerging patterns of sustainability. A summary of findings is presented hereunder:

### **Project Relevance**

The CPCWB Project is very relevant and appropriate in contributing to national office strategic objectives (SOs) and addressing needs of target groups. Its contribution was notable on two strategic objectives. This contribution to these objectives was both direct (intended) and indirect (unintended). The project made strong and direct contribution to SO4 (Increased protection, care and nurture of girls and boys) and indirect/unintended contribution to SO3 (Improved equitable access to and quality education for girls and boys). Its contribution to child well-being outcomes under SO4 included caregivers and church leaders showed children more love, respecting them as members of the congregation and ensuring environments were deliberately made appropriate for safe child play activities. This progress was most notable in churches than anywhere else as 95% of surveyed churches had avenues for children to voice their needs. Also, 72.6% of the churches treated children as full members of the church. Improved spiritual well-being increased by 31.9% over the baseline of 33.5%. Challenges in spiritual well-being were experienced by children both at home and the Sunday schools they attended, hence lowering the level of change expected in spiritual well-being of children.

The project contribution to SO3 child well-being outcomes included improved academic performance in Christian religious education and reading ability due to spiritual nurture activities. There was also notable progress toward good morals among children, ability to separate good from bad, and also speak for themselves on their wishes and demands.

It was evident the project was responding to the identified needs. Both spiritual and physical needs were now a focus in the churches with 50%, 73.3% and 69.7% for Anglicans, Catholic and Pentecostal churches respectively having income-generating activities (IGA). There was notable tolerance among church leaders from different denominations for each other, evident from ability to work together in comparison to the past. Children's ministry in churches was established where it was never existent, revamped where it had collapsed and strengthened where weak. Consequently, the number of children

attending Sunday school had gone up and the same was for number of adults attending church and participating in church activities. Church leaders and their way of leadership had been transformed notably from improved sermon delivery and ability to plan for church and homes. Response to needs was influenced positively by factors such as introduction of play materials for children in churches, training of Sunday/Sabbath school teachers and pastors and set up of spiritual nurture clubs in schools. Negative influence was a factor of low literacy levels and focusing on doctrinal differences among some church leaders.

### **Project Implementation**

Project implementation was largely good and characterised by different good practices. Noted good project management practices included an appropriate project set-up that enhanced its performance. The good attributes of the project set-up included its leanness which minimised cost, improved communication, facilitated quick decision-making and maximised synergies between different partners and divisions within WVU.

The quality of project management was good. There was a high degree of efficiency in project implementation. The level of staffing and quality of staff was very good as evidenced by experienced, committed and passionate staff. In addition, although lower than originally projected, the resource envelope was considered reasonable for effective implementation of activities. The monitoring and evaluation (M&E) function was generally well coordinated and managed as evidenced by existence of different M&E tools, regular monitoring and use of resultant findings to improve performance.

WVU partnership with CARNAC and SU worked well. This partnership worked well due its mutually beneficial nature, mutual respect on basis of contributions (value addition) of each partner and the deliberate capacity building of the two partners by WVU. The attempted partnership with UCU did not work well due to capacity challenges and differing partner expectations.

Project implementation could be improved further by addressing different gaps. The level of involvement of cluster staff in the form of participation in project activities, supervision and monitoring was not sufficient to promote quality control and sustainability of project benefits. The integration of the project into Cluster/ADP programme portfolio remained a challenge. This was due to perceptions that the project was a NO office project and didn't comprise a key performance indicator in staff performance contracts. There were some gaps in project M&E. Indicator definitions were not very clear and the baseline survey information was poor. Efficiency in project implementation was compromised by delayed release of funds to partners.

### **Progress Toward Anticipated Impact and Outcomes**

Overall, there is a very good progress toward anticipated outcome and impact as per specified indicators. The progress against each project outcome and impact is presented below:

#### *Outcome 1: Churches contribute to the physical and spiritual well-being of children*

The percentage of churches engaged in holistic development increased from 38.1% to 77.6% between the baseline and MTE. This represents a 39.9% increase. As of the time of the MTE, already trained churches were reaching 36,156 children compared to the project target of 53,340 children. This represented 68% of the target. Using an average of 147 children reached by sampled churches, it is projected that if 420 churches are reached, they will benefit up to 58,960 children which will exceed the project target of 53,340 children. The MTE however, reveals that churches were lagging behind in aspects of economic development, child protection and supporting disabled children.

*Outcome 2: Children have the opportunity to experience the love of God and demonstrate love to their neighbours*

The percentage of churches with age-appropriate spiritual nurture programs for children increased by 60.6%, from 26.3% to 86.9%, between the baseline and MTE period. The changes on this indicator within Catholic, Pentecostal and Anglican churches were 86.7%, 53.9% and 40.6% respectively.

Analysis of child well-being survey data showed that children reporting improved spiritual well-being increased from 33.5% to 65.4% between baseline and MTE. This translates into a 31.9% increment between the two periods. The analysis revealed that children who were Pentecostals (70%) were more likely to be spiritually well-off compared to Catholics (67.1%), Anglicans (63.8%) and Muslims (50%). These changes are attributed to different practices adopted by churches, intensity of project activities and level of children's involvement in spiritual activities at churches and in homes.

***Project Goal (Impact): Christian transformation and holistic well-being of children and their communities.***

The MTE captured information on child well-being and the score, which ranges from 10 to 30, is an average of 10 themes. Overall results showed a significant increase in the percentage of children reporting improved well-being. The average child well-being score increased from 21.06 to 23.98 (increase of 2.92) between baseline and MTE period. The percentage of children who scored above an average of 23 increased from 25.6% to 67.4% (increment of 41.8%). Using a recommended score of at least 25 out 30, the analysis showed increment from 6.5% to 32.2% (increase of 25.7%).

Of the ten themes, spirituality had the highest average score of (2.79), followed by shelter (2.54) and mental health (2.48). The worst performing theme was economic with an average of (2.09), followed by child protection (2.21) and general health (2.27). In terms of increase in average scores, community theme registered the highest change (0.75), followed by food and nutrition (0.4) and family (0.3). The themes with high averages and changes are strongly associated with the project as the church is a key element in the community.

The project also registered unintended positive outcomes such as strengthening the capacity of partners, improving the academic performance of school-going children in spiritual nurture clubs, improved corporate identity of WVU as a Christian organisation, creating interdenominational unity, initiation of early child development centres, and increased church service attendance and revenue.

**Emerging Patterns of Sustainability of the Project Impact/Outcomes**

The MTE reveals a number of good sustainability practices emerging from project implementation. Key practices that would ensure continuity of project benefits include: improved skills among church leaders and holistic child development, continuous dissemination of information to church members on child development issues and assured regular access to the congregation by leaders. Some 61.9% of sampled churches had started income-generating activities for children's ministry. Churches also regularly budgeted for and availed funds for children's ministry activities. There was strong ownership of project benefits and support within churches and among children.

However, the project ought to pay attention to issues that threatened sustainability of support and benefits. These issues included: low commitment by school administration, low teacher morale and opposition from some leaders of churches to which targeted schools are affiliated, poor integration of project at ADP level, delayed project roll out and poor timing for schools. Other challenges at church level included low literacy levels of leaders, transfer and death of some trained church leaders and contrary behaviour of other family members at home from what children were taught in spiritual nurture.

### **Promising Practice and Innovation Arising from Project Implementation**

Project is being implemented only in Uganda as a pilot. Key promising factors were working in partnership with faith-based institutions of different denominations for development and using other institutions to do overall implementation with WVU only supervising. Project provided linkages to other Christian denominations for development beyond just the Pentecostal movement that it had been associated with. Churches were implementing IGAs without WVU financial support because they had realised this was part of their mandate. For once, WVU had partners in full charge of planning and implementing full project components other than co-opting them for specific activities. These promising practices had enabled WVU implement the project at a lower cost than they would have done.

### **Conclusion and Recommendations**

Overall, the project is relevant in contributing to child well-being outcomes and addressing needs of the children, church leaders, teachers and WVU staff. There are many good practices in project implementation that have enhanced project performance. Progress toward intended outcomes and impact is impressive and different encouraging practices are emerging from implementation. In the spirit of seeking for excellence in project performance, lessons learned in the main text should be reviewed and gaps identified should be addressed. To this effect, the following key actions are recommended:

The PMU and partners should develop a clear implementation strategy to accelerate implementation of project activities that were found to be average.

Disbursement of funds to partners should be done within agreed time to avoid affecting activity implementation and adherence to schedule. There was no indication that funds were unavailable at the beginning of financial years. The delays could therefore be performance related.

The project team should explore ways of bringing on board parents and community members in school spiritual nurture activities. Inviting parents to a school spiritual nurture day may be one of such activities.

WVU should raise extra resources to sub-grant faith-based coalition interventions aimed at addressing child protection issues at the community level. Only unique and innovative ideas should be appraised and funded to enable the project to improve and consolidate its outcomes/impacts documented by the MTE. This support, coupled with close supervision monitoring and creating non-financial incentives for churches, should enable them to fully address child protection issues.

Raise extra resources to maintain the original outlay of activities or consider reducing the number of churches and schools but targeting optimal number of participants in each of these institutions to maximise results. This proposal will save resources which can be sub-granted to coalitions with innovative ideas.

The PMU should refine indicator definitions, re-analyse baseline survey data and make corrections to indicate values and outcome indicator targets in light of new values

For the next phase, CARNAC and SU should interact with each other beyond project review meetings. Schools that are attached to churches as founding bodies should be those selected for intervention so that SU and CARNAC activities complement each other.

The People and Culture Unit of World Vision should integrate NO-led/initiated projects into staff performance contracts as a measure of generating motivation and commitment toward activities of such projects at cluster/ADP level. Such projects should be part of key performance indicators for assigned staff and a requirement for integration into cluster plans and performance reports.