



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère des Affaires étrangères
et européennes



North-South Cooperation



Final Evaluation on Human Rights' Education and Promotion in the Slum of Korogocho (Nairobi, Kenya)

Final Report

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June 2022

Executive Summary

Background

North-South Cooperation (NSC) is an NGO that specializes in providing education and training to marginalised communities to enable their empowerment. NSC partnered with local partners to implement a 3-year Human Rights Education and Promotion Project with the aim of equipping talented young people with skills to demand and defend the human rights of the slum dwellers in Nairobi. The project was implemented in Korogocho, Huruma and Kariobangi slums of Nairobi and was expected to empower citizens to identify, claim and demand their rights; equip learners with skills to solve social problems; and train proactive agents for community engagement and development.

To achieve this, the project targeted 40 students from St John's and Emmaus Educational Center primary schools; 20 students from St Francis Secondary School; 20 young adults who followed the DCDE programme; teachers and headteachers from the three schools. Additionally, two more schools (Watoto Wetu Centre and St. Martin's Primary School) were targeted with human rights activities through human rights clubs. Moreover, marginalised in Kenyan society were identified as the direct beneficiaries of this project who had the potential to become the voice of Korogocho, and teachers and headteachers acted as the multipliers on the ground. The project also targeted to reach about 100 direct beneficiaries; about 500 indirect beneficiaries in the short term, specifically families of the young beneficiaries of the trainings; and another 150,000 indirect beneficiaries in the long term from across the communities in Korogocho, Huruma and Kariobangi slums.

End of project evaluation

After the three years of implementation of the Human Rights Education and Promotion Project, NSC assessed the results of the project as this is a requirement by the Luxembourg Ministry of Foreign Affairs. Specifically, the end of project evaluation sought to assess the extent to which the project contributed towards the project's overall goal; assess the extent to which the project achieved its objective; assess the impact of the project and its sustainability after the exit of NSC; identify good practices and learning points, including what went wrong and make recommendations in order to avoid similar issues in the future; establish the feasibility of a follow-up project to support the Human Rights Network created by this project and how the Network can contribute to a positive social transformation; determine the main interventions required, and the potential local partners sharing similar mission and who could effectively contribute to a positive change in the slums.

Methods

This end of project evaluation employed participatory mixed approaches including quantitative survey, qualitative methods and analysis of secondary data. A quantitative survey was conducted among 1,174 adult respondents in Korogocho, Huruma and Kariobangi. Additionally, 5 focus group discussions were conducted with learners; 7 key informant interviews with key project stakeholders and 38 in-depth interviews were conducted among selected project beneficiaries. Additionally, verification of selected project outcomes was conducted using direct observations.

Through face-to-face interactions, quantitative data was collected using computer-based application and data was aggregated and cleaned at the end of each day. Qualitative data was recorded using audio-recorders and was then transcribed. Quantitative data was analysed using Statistical Packages for Social Sciences (SPSS), while analysis of qualitative data entailed use of NVivo and content analysis.

Findings

Basing on the logical framework, the project achieved its goal, objective and outputs. Additionally, the project was assessed against the standard evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability.

Project goal: the project empowered the communities of Korogocho, Huruma and Kariobangi with skills to negotiate with the Government and demand for positive social transformation and respect for human rights

Project objective: the project formed two self-sustaining human rights networks (Senior & Junior Human Rights Networks) that are expected to continue to exist even beyond the project life. Members of the networks are enthusiastic about supporting their communities on human rights matters

Relevance: the project was relevant to the setting of Korogocho slums where communities have been experiencing cases of human rights violations, including poor living standards, inadequate health and sanitation facilities, rampant insecurity, limited access to education and increased environmental degradation. The choice to empower young people suited this project as it ensured sustainability of interventions even for future generations, and that young people are motivated to change the status quo, they are more likely to bring change compared to the older generation.

Efficiency: the project was implemented within the planned 3 years and achieved its objective during this period, utilizing the planned financial and human resources. To enhance cost-effectiveness, the project partnered with local organisations in implementation of its activities, thus ensuring cost-saving.

Effectiveness: the project trained 20 community change agents to spearhead social transformation among the young people and increase their knowledge and skills as human right defenders. This number represents 133% achievement of the planned target of 15. Additionally, the project ensured formation of human rights clubs in all the 5 schools, each club comprising 40 learners. This represents 267% achievement of the target of 15 per school. The project equipped the learners with skills to solve social problems in their communities, including environmental conservation which led to the reclamation of an illegal dumping site in the area. The project also sensitized communities on human rights, leading to increased knowledge of human rights in the communities.

Impact: the project impacted on the young people in numerous ways, including enhancing their participation in civic activities; and improving their ability to articulate challenges affecting them both at school and away from school. The scholarship programme on DCDE equipped beneficiaries with skills and knowledge on handling human rights issues including advocacy and management of programmes and projects in the human rights sector. The project also increased awareness of communities in Korogocho, Huruma and Kariobangi on human rights issues.

Sustainability: through the project, two human rights networks were established and operationalised. The DCDE beneficiaries formed Utetezi Network which had several community engagement activities, including medical camps, social and development talks to self-help groups, and sexual and reproductive health talks. The members of HR clubs which was compromised the 5 partner schools also formed a network. This network also identifies itself as the Junior Network, and meets monthly, also conducted several activities including a peace walk, sports tournament, and debating sessions on human rights matters.

Recommendations

Future implementation of a similar intervention should consider the following:

- Increasing community engagement to ensure communities are adequately empowered on human rights issues to enhance their demand for human rights
- Initiating the creation of human rights networks early enough, particularly at the start of the project to ensure the network's active involvement in project activities and to enhance the potentiality of its sustainability.
- Supporting the already established human rights networks at the early phase of the project to ensure that it is capable of undertaking its activities sustainably
- Enhancing community and vulnerable population participation by involving the larger community in creating awareness and participation in decision making around response to human rights violations.

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List of Acronyms and Abbreviations

CBO	Community-based Organisation
CM	Comboni Missionaries
CSO	Civil Society Organisation
DCDE	Diploma in Civic and Development Education
F2F	Face to Face
FGD	Focus Group Discussion
GPS	Global Positioning Services
IDI	In-depth Interview
KII	Key Informant Interview
MC	Management Committee
NGO	Non-Governmental Organisation
NMS	Nairobi Metropolitan Services
NSC	North-South cooperation
SPSS	Statistical Packages for Social Sciences
TU	Tangaza University

1.0 Introduction

1.1 Background

North-South Cooperation is an NGO that specialises in providing education and training to marginalised communities to enable their empowerment. Projects implemented by the organisation in the South are based in Sub-Saharan Africa, and the main beneficiaries are the poorest of the poor. The organisation contributes to the local economies by supporting local cooperatives and by offering mentorship services to local small entrepreneurs. Additionally, the organisation is committed to implement sustainable interventions and to empower all the partners by developing the capacity of partners for self-supporting activities. To achieve their goals, North-South Cooperation partners with local community-based organisations as well as representatives of the beneficiaries.

Working in a consortium of local partners that include Comboni Missionaries-Education Department (CM), Tangaza University College (TU), Management Committee (MC) and selected schools, the organisation has been implementing the 3-year Human Rights Education and Promotion Project which sought to equip a group of talented young people with the skills to demand and defend the human rights of the slum dwellers. The goal of this project was to empower communities in Korogocho with skills to negotiate with local authorities its demands for positive social transformation and respect for human rights. The project sought to achieve this by building the capacity of the Korogocho, Huruma and Kariobangi communities to negotiate with local authorities and demand for positive social transformation and respect for human rights. The expected outcome of the project was to create a self-sustainable Human Rights network that is up and running in the project locations, and whose members are committed to and have all necessary skills for the promotion of human rights and social transformation in the three informal settlements of Nairobi.

To achieve these outcomes, the project targeted the following groups with specific interventions: 40 students from St John's Primary School, Emmaus Educational Center Primary School, Watoto Wetu Centre Primary School and St. Martin Primary School; 20 students from St Francis Secondary School; 20 young adults who followed the Diploma in Civic and Development Education (DCDE) programme; teachers and headteachers from the three schools. Additionally, the direct beneficiaries of this project were identified as the marginalised in Kenyan society, who had the potential to become the voice of Korogocho, Huruma and Kariobangi. The teachers and headteachers acted as the multipliers on the ground.

Over the three years of implementation, the project targeted to reach about 100 direct beneficiaries; about 500 indirect beneficiaries in the short term, specifically families of the young beneficiaries of the trainings; and another 150,000 indirect beneficiaries in the long term from across the whole communities living in Korogocho, Huruma and Kariobangi. It was envisioned that the project should empower these young people to be able to move from a condition of social passivity to a new social role as human rights defenders that could bring about a positive social transformation for the whole community.

1.2 Rationale for this endline evaluation

This project was launched on 1st June 2019 and ended on 31st May 2022. After the three years of implementation, there is need to assess the results of the project as this is a requirement by the Luxembourg Ministry of Foreign Affairs. This evaluation entailed an external analysis from an independent expert advising North-South Cooperation on what went right and what went wrong during implementation of the project, the challenges experienced during its implementation, good or promising practices and learning points. It is on this basis that North-South Cooperation undertook this endline evaluation, and benchmarked it against the baseline outcomes that were established in 2019.

1.3 Purpose of this endline evaluation

The purpose of this endline evaluation was to assess the project achievements and make appropriate recommendations. Specifically, this endline evaluation sought to:

1. Assess the extent to which the project contributed towards the project's overall goal
2. Assess the extent to which the project achieved the specific objective
3. Identify good practices and learning points, including what went wrong and make recommendations in order to avoid similar issues in the future.
4. Assess the impact of the project and its sustainability after the exit of North-South Cooperation.
5. Establish the feasibility of a follow-up project to support the Human Rights Network created by this project and how the Network can contribute to a positive social transformation
6. Determine the main interventions required, and the potential local partners sharing similar mission and who could effectively contribute to a positive change in the slums

2.0 Methodology

This endline evaluation adopted a mixed methods approach to data collection and analysis. The primary data collection process adopted a participatory approach whereby data was collected using Key Informant Interviews (KIIs), In-depth Interviews (IDIs), Focus Group Discussions (FGDs), Observation, and a structured questionnaire. Secondary data collection involved review of the project report and relevant project documents, policy frameworks and initial evaluation reports which was provided by North South Cooperation.

2.1 Study area

The evaluation was done in Korogocho, Huruma and Kariobangi slums, all located in Nairobi City.

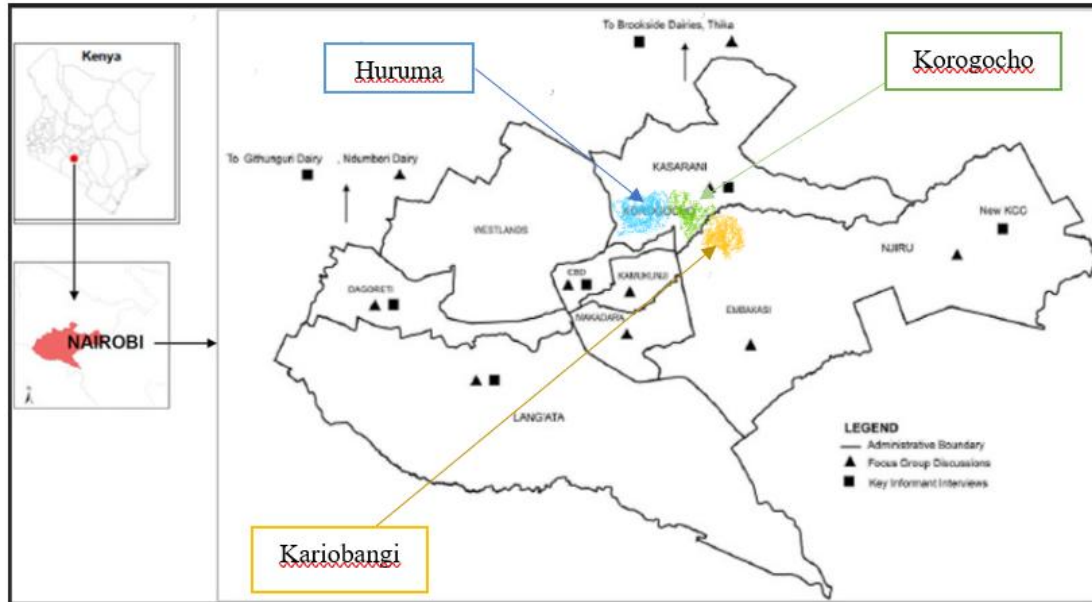


Figure 1: Map of Nairobi City, highlighting project locations

2.2 Sampling for the quantitative methods

In the selection of the targeted respondents for the evaluation, Probability sampling was used to allow random selection of targeted respondents for surveys in Korogocho, Huruma, and Kariobangi. The sampling technique was meant to collect information from the general population around the project area.

Sample size determination

The following sample formula was used to determine the sample size in each of the three sub-locations:

$$n = \frac{N}{1+N(e)^2}$$

Where;

n = Sample size,

N = Population size (5,408 targeted indirectly within the identified location by the project)

N is the estimated population size to be targeted by the evaluation

e = Type I error rate (probability of committing an error in selecting a non-representative sample from the population. (.05).

The computation from this formula yielded a sample of 558. However, considering possibility of unforeseen errors that may result from this evaluation design, a conservative design effect of 2.0 was employed to adjust the sample size as below:

$$n_1 = \text{Computed sample} * \text{Design effect}$$

$$n_1 = 558 * 2.0$$

$$= 1,116$$

Therefore, the evaluation targeted to conduct face to face interviews with **1,116** respondents from the 3 identified sampling points, that is; Korogocho, Huruma, and Kariobangi. This sample was further distributed equally across the three sub-locations, so that **372** interviews was targeted in each sub-location. At the end of data collection, it was established that the survey yielded a sample of 1,174, distributed as shown in Table 1 below:

Table 1: Sample distribution for quantitative survey

Location	Targeted sample	Achieved sample
Huruma	372	414
Kariobangi	372	382
Korogocho	372	378
Total	1,116	1,174

2.2 Sampling for the qualitative methods

Sampling of the Respondents

The survey adopted simple random sampling and purposive sampling techniques. The simple random sampling technique ensured that a representative sample of the general population in Embakasi, specifically Korogocho, Huruma and Kariobangi sub-locations was sampled as respondents to participate in the study.

For qualitative data collection data was collected from the following groups:

Table 2: Sampling for qualitative data collection

Method of data collection	No. of interviews	Category of respondents
Key Informant Interviews	2	Representatives from NSC
	2	Representatives from local partners
	3	Representatives from the local management team
In-depth Interviews	5	Head teachers from partnering schools
	5	Diploma in Civic and Development Education student representatives.

	20	Students from Human Rights Club from 5 partnering schools
	3	Local Authority Representatives
	5	Patrons from the 5 partnering schools
Focus Group Discussions	5	Students from the 5 partnering schools

The FGDs served the purpose of validating and triangulating the key findings in line with the study objectives as well as providing recommendations to be integrated with this study. Additionally, observations were conducted with children/minors as they undertook their regular activities in school.

2.3 Data collection tools

For quantitative data collection, a structured questionnaire was administered among the general populations in Korogocho, Huruma, and Kariobangi. The objective of interviewing the general population was to assess the effectiveness of the Senior (DCDE group) and Junior Human Rights (Human Rights Clubs) groups on the communities. A sample of those communities were interviewed and asked whether they had interacted with those activities and what they learnt from them. For the interviews with partners, qualitative data was collected using guides (KII Guide, IDI Guide, and FGD Guide) and observation checklist for recording outcomes of observations.

2.4 Fieldwork Execution

This phase entailed collecting primary data from the slums of Korogocho, Huruma and Kariobangi. The work plan for this evaluation adopted a summary as shown in Figure 1 below:



Figure 2: Evaluation processes and data collection approach

2.5 Recruitment of the Interviewers

A highly qualified team of 15 enumerators with rich experience in the research industry was engaged to undertake this data collection. Key considerations in selection of data collection team included their general understanding and/or experience in market and social research methodologies and survey techniques- quantitative and qualitative; experience/ track record of conducting similar assignments; ability to read and write in English and Kiswahili to the level required to correctly administer and fill out the survey instrument; having adequate interviewing skills; having good organisation skills; honesty and trustworthiness; knowledge of selected sites of data collection (Korogocho, Huruma and Kariobangi); having undertaken a research ethics training before engagement in this survey; having the ability to work collaboratively in a team; attentive to detail/ accurate; and are available during the survey execution period.

To ensure thoroughness in collection of more in-depth information from persons who were directly involved in the project, the two consultants conducted all the Key Informant Interviews and Focus Group Discussion sessions.

2.6 Training of the Interviewers

A two-day formal interviewer training was conducted, entailing both classroom training and pilot (field practice). During this training, the interviewers were trained on the standard interviewer training and research code of conduct, and signed commitment letters to adhere to these policies and procedures (this was at pre-training before the actual training).

The team was trained on theoretical overview and content of the data collection tools; technical training and the mobile interface; classroom practice with mock-up interviews representing examples of difficult situations; and field practice (pilot). The training included step-by-step review of each question, practicing how to administer the questions and entering the responses. The rationale behind each question was explained and all possible answers simulated to get a full understanding of the questions and the interviewing process.

The qualitative team had a separate training on qualitative interviewing skills and going through the FGD, KII and Case Study guides. For KIIs and FGDs approaches, the data collection team had sessions of practice on administering the discussion guides amongst themselves during the training.

2.7 Data Collection and Quality Control

The enumerators' teams kicked off data collection after all the preparations and approvals were finalised. For ease of management of the teams during data collection, the team was split into 3, such that a team of five interviewers collected data in a specific sub-location.

For the quantitative survey, data was collected at household level using face-to-face approach. Key informant interviews entailed first making appointments with potential participants, then visiting their offices at the convenient date and time, and conducting interviews. For the FGDs, 8-10 participants were recruited to participate in each round table discussion, and each participant was allowed to give their opinions and experiences without any form of bias.

Additionally, the following quality control protocols were adopted in data collection and

management:

- GPS to track location of all F2F interviews;
- Start and finish time of all interviews was checked in real time;
- Substitutions were made by/and/or in consultation with the consultant;
- Data was uploaded into the server every day and checked by the data analyst according to a pre-prepared check-list;
- The data was checked regularly for integrity after receipt of first batch;
- Any outliers identified in the initial stages of data collection were corrected soon enough
- At the completion of data collection, the data was checked, cleaned, organised and analysed for reporting

2.8 Confidentiality of Data, Data Security and Storage

The enumerators were trained to conduct all interviews in privacy. In the field, all written records were kept securely. The mobile devices were password protected and configured to upload the data immediately at the end of the interview. This ensured no data was stored in the devices and that no unauthorised persons have access to the data.

All soft copies of databases and field notes were stored in password-protected computers with access only to the research team. No respondent-identifying information has been presented in the final datasets. The respondents' telephone numbers were kept in a database of contacts detached from the responses.

2.9 Data Management and Analysis

Upon completion of the data collection processes, the following were undertaken:

Data Cleaning: Using the CAPI platform, the protocols of data cleaning such as skip routines, single and multiple coding responses to critical questions (the system bars an interviewer from proceeding unless a question has a response) and logic control were set during the scripting process of the survey instrument. This enabled a relatively clean set of data from the field. The data streaming-in was directly accessed through an Excel / SPSS platform, and was ready for analysis and further quality checks.

Data Coding: A coding frame was developed for closed end questions. For "Other" specify and open-end questions, a code frame was developed in English based on about 100 to 200 randomly selected questionnaires (cases) from all the areas. As a quality control mechanism, and picked a random sample of at least 15% responses and compare it with the code list. Upon development of the coding frame, the coding team was trained by the project manager, who also supervised the coding process until all the questionnaires are fully coded.

Data Security and Storage: All soft copy data was kept under password protected files accessible only to the authorised survey personnel. Data was backed up every day using disks and at the end of each week the week's data is backed up and the disk is stored offsite.

Data Analysis: At the end of data collection, all data was automatically downloaded from the server and exported through the SPSS format. Tabulation, validation and cleaning programmes were specified per the logic of the questionnaire. A comprehensive data processing instructions manual was developed before data analysis process began. Quantitative data was analysed using SPSS to generate descriptive statistics by use of tables, graphs and pie charts among others. The qualitative data was analysed using NVivo and content analysis.

Reporting and presentation: Upon completion data analysis, a comprehensive insights report was prepared detailing the key insights emanating from the analysis of data collected. Recommended courses of action were drawn from the findings and presented in the report.

3.0 Findings

3.1 Demographic characteristics of participants of the quantitative survey

The participants for quantitative aspect of this end of project evaluation were almost equally distributed across the three sampling points, with a slightly bigger proportion (35%) drawn from Huruma compared to Kariobangi (33%) and Korogocho (32%). In relation to their gender, majority (54%) of the respondents were females. Additionally, 45% of the sample were individuals aged between 18 and 29 years, while only 17% were above 40 years of age.

With regards to marital status, majority (54%) of the respondents reported that they were married, while 35% of them had not been married. Again, more than half (54%) of the respondents of this survey reported that they had completed secondary level of education, with only 3.1% reporting that they did not have any formal education. Moreover, majority (54%) of the respondents were members of the Protestant churches, while 40% were members of the Catholic church.

Table 3: Distribution of the participants by demographic characteristics

Demographic Characteristic		Frequency	Percent
Sampling point	Huruma	414	35.3
	Kariobangi	382	32.5
	Korogocho	378	32.2
Gender	Female	631	53.7
	Male	543	46.3
Age	18-29	526	44.8
	30-39	449	38.2
	40+	199	17.0
Marital status	Cohabiting	26	2.2
	Divorced/ Separated	60	5.1
	Married	632	53.8
	Single	416	35.4
	Widowed	40	3.4

Highest level of education	No formal education	36	3.1
	P1-P4	36	3.1
	P5-P8	275	23.4
	Pre-primary level	11	.9
	Secondary level	634	54.0
	Tertiary level	182	15.5
Religion	Catholic	433	36.9
	Muslim	72	6.1
	Protestant	631	53.7
	Traditionalist	18	1.5
	Others	20	1.7
Total		1,174	100.0

3.2 Project's Achievement towards Overall Goal, Objective and Result Areas

A sustainable Human Rights Network is up and running

The project's overarching objective was to have a sustainable human rights network operating in the slums. During this evaluation, it was established that the project created two networks: Senior and Junior Human Rights Networks. The Senior Human Rights Network comprised individuals who had undergone the DCDE training. At the time of this evaluation, the Senior Human Rights Network had 19 active members. The other network, the Junior Human Rights Network, was created by and for the junior members of the human rights clubs across the five schools where the human rights project was implemented. At the time of this evaluation, the Junior Human Rights Network had 60 active members. This evaluation established that the two networks existed independently mainly because of the age gap between the members of the groups, denoting vast interest, interpretation and adoption of human rights in society. From the discussions with qualitative participants, it was established that the two networks are, however, not limited in their membership and composition. This end of project evaluation also established that these networks were structured in a way that they could accommodate any interested members in future.

As part of their mandate, the two networks engaged in joint project activities, such as the Human Rights Festival which was held on 30th October 2021, the planting and beautification of the Emmaus Peace Park at Ngomongo bridge and participating in peace campaigns within the informal settlements. At the time of this evaluation, both networks had sustainability plans even after the end of the project on 31st May 2022. Members of the Senior Human Rights Network, dubbed as Utetezi Human Rights Network, were already developing a Constitution and formal registration of the group to be able to structure and organize themselves for a smoother running. On the other hand, the Junior Human Rights Network had adopted a Parliament operation structure, which they referred to as the Nairobi Slums Children's Parliament.

This evaluation also established that the Junior Human Rights Network held monthly meetings that enabled them to brainstorm and empower members with skills to address human rights issues from different perspectives. There was goodwill from the Government, particularly the

judiciary, with some lawyers expressing interest in offering *pro bono* services in addressing human rights violations as reported by the network. Additionally, participants of the qualitative interviews reported that some Parliamentarians from the Kenyan National Assembly and the UN had been approached to offer guidance, counsel and support for this network and their response to this request was positive. The Junior Human Rights Network held its monthly meetings at the Mathare Community Library which the project secured for their use even beyond the closure of the project. The club members expressed commitment for continuation of the monthly meetings and a lot of goodwill that would enable them come up with planning and activities to promote human rights in their communities. Both networks had adopted the human rights curriculum which was developed by the project. .

A summary of project's achievements

As summarized in Table 4 below, the project achieved all the targets in relation to its overall goal, specific objective and expected outcomes. Moreover, the project successfully achieved four out of the five result areas.

Table 4: Project's achievement towards the goal, objective and results

Item	Target	Project Achievement	% of achievement	Notes
Project overall Goal	The community of Korogocho has the skills to negotiate with local authorities its demands for positive social transformation and respect for human rights.	The project empowered the communities of Korogocho, Huruma and Kariobangi with skills to negotiate with the Government and demand for positive social transformation and respect for human rights	100%	Community empowerment activities undertaken by the project included dialogue sessions with the communities and local authorities, and distribution of knowledge products on human rights
Project Objective	A sustainable Human Rights network is up and running in Korogocho, and whose members are committed to and have all necessary skills for the promotion of human rights and social transformation in Korogocho.	The project formed two (2) networks: Human Rights (Senior & Junior Human Rights Networks)	200%	At the time of this evaluation, two (2) had been formed and were active. These are self-sustaining networks that will continue to exist even beyond the project life. Members of the networks are enthusiastic about supporting their communities on human rights matters
Expected outcomes	By the end of the project, at least 40 beneficiaries of the programme are actively involved in the network.	The project had 78 active members of the Human Rights Networks	195%	At the time of this evaluation, the Senior Network (Utetezi Network Trust) had 18 active members, while the Junior Network had 60 active members.

	By the end of the project, the network has already launched at least one public campaign in favour of the community.	The networks had conducted 2 community-based public campaigns	200%	The network organised community campaigns in Pumwani, reaching out to 34; and Ziwani, reaching out to 35 people on housing and the importance of public participation in housing. The networks also organised for medical check-ups and legal clinics
	The network has enough active participants and available resources to be viable.	The two networks have enough active participants and are leveraging existing resources to undertake their activities	100%	The participants of these networks are actively involved in the network activities. The Junior Network usually conducts their meetings at the Mathare community library
	R1: A group of young adults from Korogocho successfully completes the Diploma in Civic and Development Education (DCDE).	By Q2 of the third year at least, 15 participants successfully complete the DCDE programme.	133%	The project trained 20 participants who fully completed the DCDE programme.
	R2: St Francis Secondary School, St Johns and Emmaus Primary Schools have fully implemented the Human Rights programme.	By Q2 of the third year, at least, 15 students from each school have completed the Human Rights programme.	267%	In each school, the project engaged a minimum of 40 learners who became part of implementation of the project activities. A total of 200 learners were part of the programme.
Result areas	R3: The four target groups work together on a social research and a Human Rights Festival.	By the end of the project, the community, the media and local authorities receive the results of the social research.	100%	The project conducted the social research, and disseminated its findings. 200 copies of the report were disseminated to the various stakeholders.
	R4: A Human Rights network, composed by the beneficiaries of the programme, is established in Korogocho.	By the end of the project, at least, 40 young people trained by the programme get together on a regular basis to discuss Human Rights and social transformation in Korogocho. They carry out social research; organise public activities and events; positively interact with the media and local authorities.	150%	The project trained over 100 young people to be part of the Human Rights Network that would discuss human rights and enhance social transformation in the informal settlements. However, only about 60 of these are actively participating in project activities

R5: The project is evaluated and audited.	By the end of the project, the NSC receives an external evaluation report and a financial audit report.	50%	The project has successfully completed the end of project evaluation. However, the project had not undertaken financial audit at the time of this end of project evaluation.
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3.3 Relevance of Human Rights Education and Promotion Project

Implementation of the Human Rights Education and Promotion Project in Korogocho slums was informed by the successful implementation of two projects prior to this, which targeted to empower marginalised communities in Korogocho slums of Nairobi County. The two preceding projects, *‘Improving Education in Korogocho Slum, Kenya’* and *‘Construction of a Vocational Training Centre for Street Youth and Drug Addicts’*, had aimed at eradicating poverty by providing the communities in Korogocho with educational tools, and also developing vocational training to enable street children and drug addicts who are the most vulnerable and marginalised groups in the community to break out of the vicious circle of unemployment, poverty and drug addiction.

The setting for this project was selected because of the frequently observed violations of human rights in the slums. At the inception, four critical human rights violations were identified: violation of individuals’ rights to education, life and social security, health, and adequate living standards and work. In relation to education, it was established at the design of the project that despite the existence of free primary education in Kenya, it is not wholistically free in the slums as parents have to take care of some costs, including transportation of children to school and opportunity costs in lower quality of education in public schools. It was also noted that there many cases of insecurity and violence in Korogocho streets, as the ratio between security personnel and the general population is generally lower, or the few police officers are usually corrupt and violent. Again, Korogocho, like many other slums in the country, experience inadequate public health services, coupled with poor sanitation and hygiene situation and widespread pollution in the slums, which remain a potential risk to diseases and premature death. The people living in these slums often lack clean drinking water, electricity and job opportunities.

While these violations were continued to be experienced in the slums, the duty bearers did not do much to help solve the problems. The Government did not provide adequate support to the communities living in these informal settlements. The communities blamed the police for their absence or being corrupt and violent towards street youth.

Therefore, this project was timely for empowering the young people to become defenders of human rights and to enable them begin conversations with the duty bearers, such as the various departments of the Government, including the security agents, as well as CSOs to undertake their roles accordingly. The thought process in implementing this project was to empower the communities in Korogocho, Huruma and Kariobangi with the capacity to understand root causes of misery and have human rights champions to be able to approach the problem at a structural level. This in return would work towards breaking the systemic violations in the slum and in the end have a positive and sustainable social transformation.

“I think this project was appropriate for this location because we are faced with many challenges, including insecurity and frequent cases of violations of human rights. Almost daily, people are mugged or robbed of their belongings on the roadside. It is important that we sensitise our community members about their rights so that we live a more decent lifestyle” *Respondent Number 8, FGD with students, Watoto Wetu Primary School.*

“One challenge we have had previously is the lack of cooperation from the police. Sometimes, it is the police that collude with thugs to do these negative activities. So, once we are empowered, we are now sensitizing them on their role in protecting us” *Respondent Number 2, FGD with students, St. Francis Secondary School*

Moreover, implementation of this project was motivated by the unchanging social and economic inequalities in Kenya, despite the country’s economy that is significantly growing. At the conception of this project, it was established that there existed social injustice. For instance, the country’s largest dumping site is located in Dandora slums which neighbours Korogocho slums. The toxic fumes from the dumping sites negatively affects the lives of people who live around it, and yet there is little action by civil society organisations to reverse the situation.

“We were in Nairobi, in Korogocho, for a visit of one of our projects, at St. John’s Community Centre, and Dandora has some dumping site, they were burning the garbage and the air was really bad. We could hardly breath.... From there, speaking with people from St. Johns and speaking with the local partner, came the idea, what can we do? ...so, the idea was coined during a field visit.” *Representative 2, North-South Cooperation.*

“We were already working in the slums of Korogocho with Comboni Missionaries, and we experience the injustices that the inhabitants had to bear in the slum, like lack of full access to free primary education, lack of electricity, lack of water, pollution, violence, lack of police, or quite the opposite as the police was a threat to the local people. Really, we felt these injustices, and we felt this was to do with human rights, we are not talking about fringe benefits. We are talking about very basic human rights which are being denied.” *Representative 1, North-South Cooperation*

Selection of the young people as a target group for this project was hinged on three reasons. First is the understanding that as a process of change, social transformation is usually slow and therefore must put in consideration the future generations. Second, globally, young people have shown that they are open and willing to challenge themselves to achieve higher goals than their parents. Third, engaging young people in school and in higher education presented an opportunity for reduced political risk compared to the strategy that strengthens the already existing civil society organisations.

3.4 Efficiency of Human Rights Education and Promotion Project

Implementation within stipulated timeline and planned resources

This project was intended to run for a period of 3 years, starting 1 June 2019 to 31st May 2022. During this period, the project was expected to achieve specific results. As per the work plan, the project was implemented within the stipulated period, and achieved all the targeted results in the Logical Framework.

To enhance efficiency in utilisation of funds, the project devised cost-saving approaches that ultimately ensured cost-effectiveness. Such included conducting of the DCDE trainings in Tangaza University and allowing the human rights clubs to undertake their meetings within the schools to reduce on potential additional training costs. Moreover, the project ensured efficiency by leveraging existing institutions, CBOs and Government structures. During the peace walk, the local authorities, including the area chief and some police officers joined in the activity and were very instrumental in speaking to communities about peace especially during this election year. During the clean-up of the dumpsite at Ngomongo bridge which was turned into a , the Nairobi Metropolitan Services (NMS) provided resources to the junior network to be able to efficiently clean the dumpsite. This was also noted during the clean-up of the pile of dump close to St. Francis Secondary School. In addition to their presence during the clean-up, the local authorities also provided resources that aided in the clean-up. The human rights champions were trained to support the project at school and community level, and supported the creation and operationalisation of the human rights clubs in schools. They achieved this by volunteering their

time to attend the Diploma Course at their free time out of their normal working hours.

The result of such cost-saving approaches was that towards the end of its implementation, the project achieved an unintended outcome of purchasing text books and stocking them at the 5 partnering schools.

All the project interventions and activities were coordinated by a team of four staff: one project manager, one finance officer, one consultant on activism and one director. The project relied on voluntary support and collaborations to achieve its intended results.



Students of Emmaus Education Centre at the Peace Park at Ngomongo bridge

Leveraging collaboration and cost sharing

Implementation of this project was hinged on collaborating with local partners. An example of such was the inclusion and involvement of different interest groups, including local schools and post-secondary institutions, local administration, human rights actors in Korogocho and human rights network members during the planning and organisation of the human rights festival. This event was attended by 200 human rights club members and another 100 participants including residents, local administration, the police officers, parents of the human rights club members, headteachers from the 5 schools, local human rights organisation, human rights network and project partners. Successful organisation and implementation of the festival was a clear indicator of project adherence to the aid effectiveness principles. Inclusion of these actors ensured that the

project made savings on some resources and activities that would otherwise have been fully financed by the donor.

“We ensured sustainability by providing the resources required and security.” *Environmental Officer, Nairobi Metropolitan Services.*

3.5 Effectiveness of Human Rights Education and Promotion Project

Training proactive agents for community engagement and development

The project empowered 20 participants through the Diploma in Civic and Development Education (DCDE) to act as human rights agents that were responsible for ensuring implementation of the project strategies, including formation of Human Rights Clubs and conduct of club activities. These human rights agents were also responsible for coordinating interactions between the learners and communities from where they originated. A total of 20 participants successfully completed this Diploma course, which was 5 above the target of 15. Those who completed this programme appreciated its usefulness in enforcing human rights skills to learners.

“Since 2019 when the project was started, we were incorporated, a good number schools, and this was the only secondary school which was included. Then, a good number of teachers got opportunity to go study on matters of human rights, that is Civic and Development Education. A good number of teachers, like in Fr. Francis, there were two teachers of which I am one of them.” *Headmaster, St. Francis Secondary School.*

“The knowledge I have gained from the DCDE Programme have enabled me train many people on behavior change, the environment stuff. I am hoping to advance it.” *Patron of Human Rights Club, St. Francis Secondary School.*

Formation and implementation of Human Rights Clubs in schools

At the onset, the project had undertaken to recruit learners from the selected schools to participate in the Human Rights programme. At the design, it was anticipated that at least 15 learners would be recruited from all the project sites - St. Francis Secondary School, Emmaus Educational Centre, St. John’s Primary School, Watoto Wetu Primary School and St. Martins Primary School. According to the participants of the qualitative discussions, in each school, a human rights clubs had been formed, each club comprising at least 40 members.

Due to the anticipated transitions in primary and secondary schools after terminal examinations, the leadership of these clubs devised a strategy of recruiting new membership each year when new learners join the school in order to replace the ones that had transitioned.

“Students in this school are allowed to choose one club. This announcement is usually made in the school assembly. When the Form 4s were here, we had up to 67 joining the club, we had to control the admissions. But now that the Form Fours are gone, we will open admissions for the Form Ones who are coming.” *Patron of Human Rights Club, St. Francis Secondary School.*

Equipping learners with skills to solve social problems

The project achieved this mandate by supporting 5 schools (4 primary schools and 1 secondary school) in Korogocho, Huruma and Kariobangi to form Human Rights Clubs. In these clubs, the learners were trained on how to solve social problems, including problems resulting from violation of human rights in the community.

“Other successes, of course they are many, and what I am very happy about was the involvement of young people especially secondary and university students. Certain awareness was created and they are really awakened in their sensitivity for most students, especially the older ones in secondary and university. That I believe is one of the major achievements of the project. It positively affected the lives of young people in Korogocho towards human rights. The other one, there are practical ones, for example the things of garbage collection and cleanliness. *Director, Napenda Kuishi Trust*

“With a clear understanding of the constitution and especially aspects of human rights, these children know a lot than what we thought they know. They teach us a lot through their stories. As a school head the materials things we have received as a result of the project will stay here even beyond my life. This is something we as a school really appreciate from the project. Whether NSC will be here or not, I am sure this is an initiative that all of us appreciate its importance.” *The Head Teacher, Emmaus Education Centre*

Additionally, the project equipped learners with skills to become responsible for their own physical environment. This was achieved by engaging the learners in environmental conservation activities, including clean-ups, tree planting and sensitisation sessions on environmental management and conservation. Thus, the human rights clubs undertook several activities towards solving human rights issues, including the complete eradication of a dumping site at St Francis of Assisi Secondary School, rehabilitation of an illegal dumping site into a Peace Park at Emmaus Educational Centre and the growing trees at St. John’s Community Centre, all of which remain visible evidences of achievements of the project in solving social issues.

“At least once a month, we try to reach a school. The schools have environmental clubs, and North-South Cooperation had gone ahead and initiated human rights clubs, which some were doubling up as environmental clubs, while in some schools, there were environmental clubs and human rights clubs as well. So, these clubs actually take it up easily and are interested in environmental conservation and in guarding the spaces that we have been able to rehabilitate together.” *Environmental Officer, Nairobi Metropolitan Services.*

The rehabilitation of dumping site that was adjacent to Emmaus Education Centre was meant to promote environmental awareness among communities living in this area thus ensuring clean neighbourhood, and at the same time, the outcome of this exercise became a symbol and instrument of peace among members of this community who have historically witnessed cases of election violence between two dominant ethnic communities.

On the same note, students transitioning from secondary school to their respective communities after completing Form Four were equipped with skills on human rights that would enable them to continue advocating for their rights beyond school.

Implementation of Social Research and human rights festival

The project undertook a social research activity titled ‘*Human Rights Social Survey in Korogocho*’ to understand the community perspectives on human rights. Data for this research activity was collected by participants of the DCDE programme together with selected members of Korogocho community. The research established high levels of human rights awareness among communities living in Korogocho slums. Key drivers for the high levels of awareness of human rights in the slums are civic education, media activities and involvement of Government officers. The research established that majority of the residents had experienced violations of the human rights, key among them, police harassment, arbitrary arrests, rape, abuse and assault from neighbours, gender-based violence, forced early marriages, denied access to education, forceful and inhumane eviction and labour law violations. From the research findings, it found out that residents perceived themselves as capable of demanding their human rights, but were limited by poverty, lack of knowledge, perceived injustices by the public institutions and the persistent corruption. From this research, 200 copies of the report were produced and disseminated to DCDE students, HR Clubs, Project steering committee members and Individuals. Moreover, a dissemination session was conducted through a radio talk show resulted in a petition and also created awareness about the recommendations of the project.

The project also held a Human Rights Festival 31st October 2021 at St. John Primary School, an activity attended by the 200 human rights club members and 100 participants comprising community members, local administration and police officers, parents of the human rights club members, headteachers from the five target schools, local human rights organisation, human rights network and project partners. During this festival, Emmaus Peace Park was launched and Emmaus Peace Walk was flagged off by the Officer Commanding Korogocho police station towards St John Primary school. The peace walk provided opportunity for creating human rights awareness and sensitisation among Korogocho community.

Establishment and running of human rights networks

The project established and operationalised two human rights networks: The Utetezi Network Trust and the Junior Network. The Utetezi Network, which comprises 19 members who are committed and acquired requisite skills for the promotion of human rights and social transformation within the slums, was formed by the DCDE beneficiaries to undertake community engagement activities geared towards enhancing human rights in the slums. Activities implemented by the network included medical camps, social and development talks to self-help groups, and sexual and reproductive health talks. To ensure the community’s positive participation in Kenya’s elections scheduled for August 2022, the network carried out two voter education activities to empower communities on electoral laws of Kenya, the need for peaceful participation in elections and on the role of women in influencing positive opinion and character in the community. Groups that benefited from these civic education processes included the youth, women, members of business community and students of St Francis of Assisi Secondary School. Additionally, these sessions targeted traders and motorcycle taxis who had previously experienced loss of property due to looting by youth during election period.

Additionally, the members of HR clubs which comprised 5 partner schools formed the Junior Network. This network had been meeting monthly (Nairobi Slums Children Parliament), and was able to undertake several activities including a production of a monthly newsletter, peace walk, a sports tournament, and debating sessions on human rights matters. Towards the end of the project, the network planned activities such as signing up a Facebook page that is to be run by the club officials under the guidance of an adult patron. The Facebook page is meant for information sharing and social interaction. The network also plans to continue with the monthly Nairobi Slums Children Parliament sessions during which the network members engage and debate in a parliamentary manner. During these meetings, members update each other on observations in the community as regards human rights. They also come up with critical issues that need reporting, propose and discuss bills, and plan future activities.

“I am the chairperson of the Junior Network. It was formed in 2020. When Corona hit and we were not coming to school we did not have network meetings. For now, the network is more active than the club. Most of the activities we are doing currently are network activities.... We have had a peace walk. We went to a children’s home in Mother Teresa close to Kiamaiko to be able to see the situation there. We are also taking pride in the peace park at Ngomongo bridge.” *Student Leader, St. Francis Secondary School*

“The Junior Network is spearheaded by a committee that comprises a coordinator, a secretary and a committee that includes 3 representatives from each HR club in the partnering schools. The Junior Network is the most active one, they have actively run 3 voter sensitisation exercises. The Junior Network has also done an ICT training and have gained skills that have enabled them to type their stories which are to be published in the monthly newsletter. Almost 80 members in the Junior Network participated in the training. The Junior Network has also formed a Nairobi Slums Children Parliament. This is one of our latest activities. We had the first session late in April and 26 HR club members attended.” *Project Manager, NSC Kenya*

Development of the Human Rights Curriculum

One of the key outputs of this programme was the development and use of the Human Rights Curriculum by learners in schools. This curriculum was meant to help in the smooth running of the Human Rights Clubs and also to ensure harmonisation of activities undertaken across the five schools. Through a collaborative effort that entailed engagement of Human Rights Club members to give feedback on the content they would like to be included, involvement of technical team to undertake the writing, gathering feedback from stakeholders, including teachers, members of the civil society organizations, club members and community persons, the parents, a religious person and Tangaza University and engaging these groups to validate the curriculum, the programme was able to publish 200 copies of the Human Rights Curriculum, of which 150 were distributed to each of the five schools (30 copies each) while the remaining 50 copies were forwarded to the Nairobi Slums Child Parliament.

“...it was a necessity because it was going to help to run the Human Rights Clubs in a similar way, so that they don’t run differently, they run in exactly the similar manner across all the schools. So, what is happening in this particular school is similar to what is happening in another school.... So, we brought them together to discuss the activities that need to be included. So, it

began from feedback from schools – the human rights club members, into what they are doing and then the technical team and then a validation team.” *Project Manager, NSC Kenya*

3.6 Impact of Human Rights Education and Promotion Project

The project’s contribution towards the general goal

This project was implemented to achieve an overarching goal of ensuring that the communities in Korogocho, Huruma and Kariobangi informal settlements are empowered and that the communities manage to negotiate with the local authorities in requesting for a positive social transformation and for the respect of human rights. On this basis, the project has been undertaking sensitisation activities in the three slums to empower the locals to understand and claim their rights. Young people who received training on human rights were able to undertake the distribution of over 10,000 peace fliers which were signed by the participants and communities in Korogocho, Kariobangi, Huruma and Mathare. Moreover, they were able to write petition letters to the local authorities highlighting issues affecting the communities. Such activities have since empowered the communities and they are now able to negotiate for their individual rights and rights of others.

“Also, after the sessions, the network members write petition letters on issues to the local authorities. The network is optimistic and this is a lifetime commitment. They already have a scheduled session this month is as much as the project ended by end on May 31st 2022.” *Project Manager, Human Right Project*

“I was walking in our area here in Korogocho, and then there was this girl, I know her very well because we were with her in primary school. In Korogocho, robbery is rife. So, as we were walking, a guy came from the other side and came closer to that girl to steal from her bag. As he stretched his hand into the lady’s bag, I caught his hand and pulled it out of that bag. Then he wanted to beat me, but got composed and talked to him, advised him that he should not be engaging in such acts, especially in the same locality where he lives.” *Respondent Number 5, FGD with students, St. Francis Secondary School*

The project’s contribution towards Kenya’s Vision 2030 and UN’s Sustainable Development Goals

The project was consistent with the objectives of the Kenyan Government's Vision 2030, particularly those related to the fight against extreme poverty and the support to marginalised communities. Moreover, working to empower local communities, the project implemented activities that ultimately contributed to SDGs, specifically, reduction of poverty; improvement of human health and wellbeing; provision of quality education; ensuring access clean water and sanitation; ensuring decent work and economic growth; reduction of inequalities; ensuring sustainable cities and communities; working towards ensuring sustainable climate; ensuring peace, justice and string institutions; and encouraging partnerships to achieve the goals. Table 4 below summarises the project interventions that targeted each of the SDGs:

Table 4: Sustainable Development Goals that were targeted by the project

SDG Number	SDG Title	Activity Implemented towards to the Goal
SDG 1:	No poverty	Community sensitisation sessions
SDG 3:	Good Health and Wellbeing	Community clean-up sessions
SDG 4:	Quality Education	Formation and operationalisation of human rights clubs
SDG 6:	Clean Water and Sanitation	Environmental conservation activities
SDG 8:	Decent Work and Economic Growth	Community sensitisation sessions
SDG 10:	Reduced Inequalities	Community sensitisation sessions
SDG 11:	Sustainable Cities and Communities	Community sensitisation sessions
SDG 13:	Climate Action	Environmental conservation activities
SDG 16:	Peace, Justice and Strong Institutions	Community sensitisation sessions
SDG 17:	Partnerships for the Goals	Partnering with other organisations and institutions in implementation of activities

Learners’ improved ability to articulate issues affecting them

According to the stakeholders, the project was impactful on the development of young people, as it enabled them to become responsible citizens who are able to identify and articulate issues associated with human rights, including rights to basic needs, quality education and health as well as the right to live in a safe and secure environment. For instance, the project sensitised community members on their civic rights with the aim of ensuring their positive involvement in future elections. According to the stakeholders,

“The impact on younger people, I think it was way beyond expectations, which is great. The impact on certain places in the community is very good – garbage collection, for example, the peace park and then localising like we had to change the overall plan to include election things. I think that was a move that to me made the project more meaningful, because now we are well known by the IEBC.” *Director, Napenda Kuishi Trust*

Through the project, learners are now able to articulate challenges affecting them in school and at home. This enables them to get potential solutions to such challenges.

“They articulate well with current issues, especially violations. They are able to share violations in a polite way on issues such as punishment on students. It also made us to involve parents of the students in matters rights of the students. A learner just comes to me, “Sir, teacher X did this to me, but I didn’t feel very well. Maybe he or she would have done it like this way.” That would be a good one, but I know how I would address it during the teachers’ meeting without mentioning names. I would just give advice on the best standards.” *Patron of Human Rights Club, St. Francis Secondary School.*

The role of Computer Training in the production of Human Rights Magazine

Moreover, the project enhanced the skills of the human rights club members on ICT. This



Production and distribution of the Newsletter: The network distributed 1,000 copies of the newsletter

led to increased capacity of the Junior Network members in production of newsletters and magazines. It is envisaged that the production of such publications would be an income-generating activity through which corporates could post their commercial advertisements.

Impact of community sensitisation activities

NSC partnered with local organisations, educational institutions and community-based organisations to undertake sensitisation of citizens on human rights and empower them to identify, claim and demand their rights. Through these engagements, the respondents of this end of project evaluation reported that their knowledge, attitudes and practice of human rights improved, compared to the period before the project.

3.7 Sustainability of Human Rights Education and Promotion Project

From the analysis of progress reports and discussions with the respondents, it was evident that a number of strategies that were implemented in the project will ensure continuity even beyond the NSC support.

Production of Human Rights Magazine

The project successfully produced a Human Rights Magazine with contributions from human rights club members across all the 5 schools. A total of 2,000 copies of the magazine were printed and distributed across the villages.

To ensure increased publicity of the first edition, each human rights clubs was allocated 400 copies of the magazine to distribute even beyond Korogocho, thus ensuring a wider audience in other areas as Mathare, Huruma, Lucky summer and Dandora. Participants of the discussions for this end of project evaluation were optimistic that the human rights networks should continue producing such publications on monthly basis, thus ensuring sustainability of this intervention even beyond the project.

Partnership with local schools and university

That the project was able to partner with local schools and university, there is potential that the schools and CBOs will ensure continuity in implementing the activities even after the project comes to end. According to the participants of qualitative discussions, these schools and CBOs had shown adequate capacity to continue engaging in activities that were initiated or implemented in partnership with the project.

“In the absence of NSC, the clubs will continue to operate. The knowledge the learners have acquired and the knowledge we have gained is adequate enough to ensure that the learners can still have the same knowledge even when NSC is not there. So, it is about knowledge, not about support.” *Patron of Human Rights Club, St. Francis Secondary School.*

“That is why we talk about public participation and engagement. Most of the partners are youth groups that are focused on environmental management and conservation. These groups are able to own the spaces and sustain them. If we have rehabilitated a dumpsite and beautified it, if we just leave it there, the trees and flowers will die eventually.” *Environmental Officer, Nairobi Metropolitan Services.*

Equipping schools with books on human rights

Moreover, the project was able to equip schools with books on human rights. According to the respondents, the existence of these books in the school library will allow students to access information about human rights even beyond the project implementation period.

“As I had mentioned earlier on, one of the good things was the ability to adapt to the local environment. The library has been equipped with books that will remain relevant even after the project is ended.” *Director, Napenda Kuishi Trust.*

The role of Human Rights Curriculum in enhancing continuity of Human Rights activities

The publication of the Human Rights Curriculum and distribution of its copies to the libraries across all the five schools is instrumental in ensuring that human rights activities continue to be implemented in the schools, and that the Human Rights Clubs are able to use the curriculum as a reference material in running the clubs and also in recruitment of new members. The existence of this curriculum also provides an opportunity for introduction of this intervention into other schools that may develop interest in implementing similar Human Rights activities.

“So, it is there for referencing and it will help the schools to always continue running the clubs and recruiting new members. They have copies of it, and the idea is that it will help to introduce the human rights clubs to whoever is interested in the school, they can be given a copy of the booklet easily. So, they have several copies that we they will be able to use whenever there is a school requesting to begin a human rights club.” *Project Manager, NKT Kenya*

3.8 Good practices and learning points

Good practices

During the 3-year implementation period, the project was able to empower young people to articulate their rights and speak openly whenever they identified cases of violation of human rights. Consequently, there were several instances where they took it upon themselves to promote human rights in their spaces.

“As me, what I can say, in our area here, there was a mother who had a child, a boy, whereby that mother used to force her child, giving him tobacco. But when I reached that place, I stopped it. I talked to her and told her the effects of using drugs. I talked to her like my own mum. As from that day up to today, she stopped forcing her son to take tobacco, and that mother also stopped smoking tobacco.” *Respondent Number 3, FGD with students, St. Francis Secondary School*

Moreover, the level of interactions between the teachers who were trained as change agents and learners have increased considerably, as learners are now willing to share their experiences with these teachers. This level of trust is useful because it ensures that learners are able to communicate the human rights-related challenges they go through in school and at home.

“Before we closed just previously, I met two girls, one was a Form Four girl, she came to me crying. Okay, I got them sitting with her friend, at the parade section. So, she was with her friend and I got her crying, and I asked her why she was crying. Then the friend shared with me that she has not opened up. So, I told them, “Let me give you more time, when you cool down, kindly let me know.” Then later she came and shared. When she shared, she told me that the guardian – the husband to her sister. They live in a single room, and when the sister and her husband were sleeping, the husband stretched his hands and touched the girl’s private parts. So, I am male teacher, but she opened up and shared with me. So, with the extent to which they know I understand human rights and related matters, they trust me, because she was a member of the Human Rights Club. She opened up, and I picked the issue immediately, and shared with child protection officers within this locality, and she was rescued. She was taken somewhere else. Now, she has completed her KCSE and gone. So, it started there and she opened up and she was rescued. I even called the sister and we shared privately.” *Patron of Human Rights Club, St. Francis Secondary School.*

The project has successfully held dialogue sessions with duty bearers. This was achieved through the petition letters that the network members wrote to local authorities with the aim of engaging them to become responsive to already identified human rights violations in the communities.

“Also, after the sessions, the network members write petition letters on issues to the local authorities.... They already have a scheduled session this month is as much as the project ended by end on May 31st 2022.” *Project Manager, Human Right Project*

Learning points for the project

According to the discussions with respondents, the initial plan for this project was to offer DCDE training to young adults. This, however, was changed to identifying the targeted DCDE beneficiaries as groups of people who were already committed in the field of human rights. It is on this basis that selected teachers and members of selected CBOs were recruited to participate in the DCDE course. While those who attended the DCDE course were appropriate, there is a chance that some of them joined the course with wrong motives. This evaluation established that some of the trainees saw this course as an opportunity to acquire additional skills that would enable them seek better employment opportunities. Thus, there was potential of such mentors not undertaking their roles in the project effectively. The heat of COVID-19 had a great impact on DCDE learners. Most of them were caught up with the pandemic and practical activities as required by the course were hardly achieved. DCDE learners who were teachers were also affected once schools resumed early in 2021. It was a delicate balance for them to do their professional jobs and fully participate in the DCDE program. The human rights network could often miss attendance by the intended members.

Whereas there was efficiency in implementation of the project, in terms of the human resources the project had only one Project Manager, who was supported by two staff from Napenda Kuishi Trust (Financial Consultant and Human Rights Coordinator), the project did not consider

recruiting a specialist in Monitoring and Evaluation (M&E). A critical component in management of project, the M&E personnel should ensure proper collection and management of data, development of quality reports as well as documentation and sharing of project interventions and results.

By the end of this project, a Junior Human Rights Network had been created and was already holding monthly meetings. Moreover, the network had participated in some activities including peace walk and conducted 2 sports tournaments. This network had since transformed into Nairobi Slums Child Parliament. Additionally, the project established a Senior Network, dubbed Utezi Network Trust. However, in terms of sustainability, the Senior Human Rights Network did not exhibit any potential of self-sustaining beyond the project because of financial constraints limiting implementation of its activities, and limited commitment on part of its members.

In October 2021 the first human rights festival was held at St. John's Centre in Korogocho. This was an event that saw the project beneficiaries organise several activities towards expressing and interpreting human rights in the slums. There were poems and dances expressing the message around human rights. The community was invited to the event that was flagged off by the area chief. There was a peace walk during this festival. Some of the topics discussed during the festival included peace and security as the country geared through the electioneering period and also the fight against illicit brew, substance abuse and drugs in Korogocho. This festival was attended by 200 HR club members and other 100 participants representing the community in Korogocho, local administration leaders, Korogocho police boss including several police officers. However due to low commitment of the target groups to work together and lack or inadequate resources, this plan may not be achieved after the end of this project, and indication of lack of sustainability on part of this activity.

3.9 Feasibility of follow-up project

It will be of great essence to have a follow-on to the Human Rights Education and Promotion Project in order to achieve both intended and intended objective of the project. Despite the project having achieved a significant proportion of the expected outcomes, there were gaps identified during implementation of activities, which the follow-on project could capitalise on. A follow-on project will also provide support to the human rights network that was created by this Human Rights Education and Promotion Project so that the network can undertake its planned activities and ensure attainment of its goals. The follow-on will coordinate and monitor the activities undertaken by the network members.

In the locations where the project was implemented, there are several organisations that implement health, environmental, security and education-focused interventions. Integrating implementation of a project that focuses on human rights with one or some of the already running interventions in these sectors would be ideal, considering that all these are part of the broader human rights. Partnering with Comboni Missionaries has been beneficial to the project as it has facilitated engagement with the network of the human rights clubs. Additionally, the project should consider continuity with the existing partners because as at the time of this

evaluation, the networks were structured and what they will need is support on strengthening its existence.

Moreover, the follow-on should consider scale-up of activities to reach a wider scope of beneficiaries, including learners in selected schools in Mathare, Huruma, Kariobangi and neighbouring informal settlements

4.0 Conclusion and Recommendations

4.1 Conclusion

There is a general agreement among the stakeholders that the project achieved its overall goal and specific objective. During the period, the project was able to form to empower citizens to identify, claim and demand their rights, equip learners with skills to solve social problems and to train proactive agents for community engagement and development. These was achieved through recruiting selected teachers and members of CBOs and taking them through a Diploma in Civic and Development Education (DCDE) course which would eventually be useful in formation of Human Rights Clubs in their respective schools and coordinating trainings on human rights.

That these students learned about human rights and introduced application of human rights concepts in school and at home is a big plus. From these lessons, the students had increased understanding about several aspects of life that have previously not been given attention are actually defined in the Constitution of Kenya as basic human rights, including the right to live in a clean and healthy environment, that is a human right. And that every human right comes with a responsibility, all the leaners were engaged at that young age so that they would grow with lessons in their mind.

However, it is notable that despite the successes of this project, still there are challenges that may erode the gains made during the life of the project. To be able to fully create a social transformation in the community a scale-up response project is necessary for strengthening the already existing human rights network and also be able to address emerging challenges. The scale up project will be an essential measure to introduce accountability especially to the human rights champions and by extension, the law enforcement agencies and necessary players in the human rights sector.

4.2 Recommendations

That the majority of project activities focused on equipping learners with knowledge about human rights, implementation of similar programs should consider imparting practical skills to learners to enable them articulate and apply such skills at the national and international levels. This would require allowing the students to expand their engagements beyond the schools and local communities, to extend to other locations outside the counties and countries. Additionally,

NSC should consider equipping more schools in the selected locations with books on human rights. This will ensure that such educational materials will remain and promote ongoing education so that people can learn by themselves beyond the project. As a matter of education for life, it will ensure that every school is equipped with quality books on human rights and other relevant subjects. Future implementation of a similar intervention should consider the following:

- Increasing community engagement to ensure communities are adequately empowered on human rights issues to enhance their demand for human rights
- Initiating the creation of human rights networks early enough, particularly at the start of the project to ensure the network's active involvement in project activities and to enhance the potentiality of its sustainability.
- Supporting the already established human rights networks at the early phase of the project to ensure that it is capable of undertaking its activities sustainably
- Enhancing community and vulnerable population participation by involving the larger community in creating awareness and participation in decision making around response to human rights violations.

Additionally, in the event of a follow-on project, the organisation should consider the following:

- Enhancing community and vulnerable population participation by involving the larger community, including parents, street children, persons with disabilities, teenage mothers out of school teens, and students in vocational training colleges, in creating awareness and participation in decision making around response to human rights violations. The design for the follow-on should ensure 360° involvement so that all voices from the community are heard.
- Recruiting a Monitoring and Evaluation Specialist to support collection and analysis of routine data, development of reports and documentation of project results

Considering the inadequacies practice of human rights in informal settings like Korogocho, Huruma and Kariobangi slums, organisations supporting human rights activities, especially among children should consider applying the following approaches:

- Increasing training opportunities on human rights for young people. Trainings can be conducted in schools, religious centres and during school vacations.
- Creating awareness by forming study groups and human rights clubs. These will provide opportunity for peer-to-peer engagements among the young people
- Finding more interesting ways of attracting the youth with projects that tap into their talents and at the same time educating them, eg through music, art and increasing sporting activities to keep youth busy
- Engaging the youth through religious activities that target to enhance their knowledge about human rights
- Increasing the parents' level of participation in human rights activities to enable them offer more support and direct engagements with their children