

Programme evaluations 2015

Benin, India South, Indonesia and Nicaragua

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Aim

The aim of the programme evaluations was to understand to what extent the programmes owned and coordinated by the SPOs were relevant and effective and contributed to changes on the level of individual children, communities and local partner organisations.

How

External consultants were contracted to undertake the evaluations. Results were presented and discussed with the Strategic Partner Organisations. A synthesis report was written and discussed internally as well as advice was given by the External Advisory Commission of the Liliane Foundation (LF).

Evaluation questions

To what extent has the country programme in the last contractual period contributed to changes by social actors as described at goal level in the results framework? Which (strategic) decision needs to be made in relation to
1 relevance of the programme;
2 relevance of the network, to be more efficient and effective in implementing the (new) strategies.

Summary of Findings

Child Development



Challenge Complex disabilities

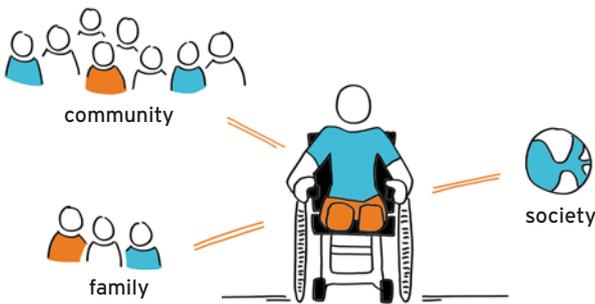
For children with more complex disabilities, such as cerebral palsy, the interventions are primarily related with the health of child. More focus is needed on the other CBR domains such as education, social, livelihood or empowerment.

Success Functionality

The programmes have been able to bring tangible changes in the lives of many children and their families in terms of improving their functional abilities which has thereby helped in making many of them more independent, improving their participation in various spheres of life. Altogether, the programmes have been able to make things possible for many children through facilitating access to assistive devices/aids, therapeutic care, medication support and corrective surgeries.

“Aju, who is operated for Rheumatoid Arthritis Hip ball replaced, was bedridden for few years but post surgery now able to walk at least within his house. A young boy with great leadership skills among his young group, is very happy to be back on his feet.” India

Environment



Challenge Parents

The role and the involvement of the parents was stressed in all reports. The investment in including parents in the rehabilitation process has had positive effect on the acceptance of children within their family and to some extent in their community. At the same time, the absence of parents/caregivers clearly has a negative effect on the rehabilitations of the children with disabilities.

Success Community

Formation of parents groups, self-help groups and inclusive self-help groups were positive in being able to address stigma, but also in the access to government schemes. Disabled people's organisations play a key role in creating a more inclusive community, through lobby and advocacy.

“Children with disabilities were living in the institution and had a lack of engagement with the community around them.” Indonesia

Summary of Findings

Holistic Approach



“...the interventions should be preparing children who are in the transition to productive ages to have life skills and good level of confidence to enter the labour market...” external evaluator

“unless a demand is being generated the duty bearers won’t ensure the supplies and so if the concerned stakeholders do not demand for a strong inclusive education environment, a status quo is likely to be maintained by the existing system.” external evaluator

Challenge Livelihood

POs often lack a long term strategy related to livelihood/vocational training. POs need to move away from a charitable approach and see livelihood from a more professional and systematic approach. (entrepreneurial)

Success Livelihood

POs have facilitated and supported youngsters with income generating activities, small businesses. Being able to earn money has boosted the confidence, morale, acceptance and dignity of the youngsters.

Challenge Education

Although most governments promote inclusive education, it is found from the different evaluation reports that the programmes also still promote special education.

Local Partner Organisations



“The report reflects the country context and will help us in strategic decision making and designing the programme with the partner organizations.” feedback SPO

Challenge PO network

The network of local POs in all four countries is diversely constituted: from service providers to community-based organisations. The reports emphasize the need of collaborating more with disabled people’s organisations in order to achieve better impact on lobby and advocacy. Strong statements are made regarding reducing the number of POs and the lack of capacity of some to adopt the CBR strategy. Next to organizational support such as project management cycle, PO would also like to receive more disability specific knowledge.

Success Capacity of POs

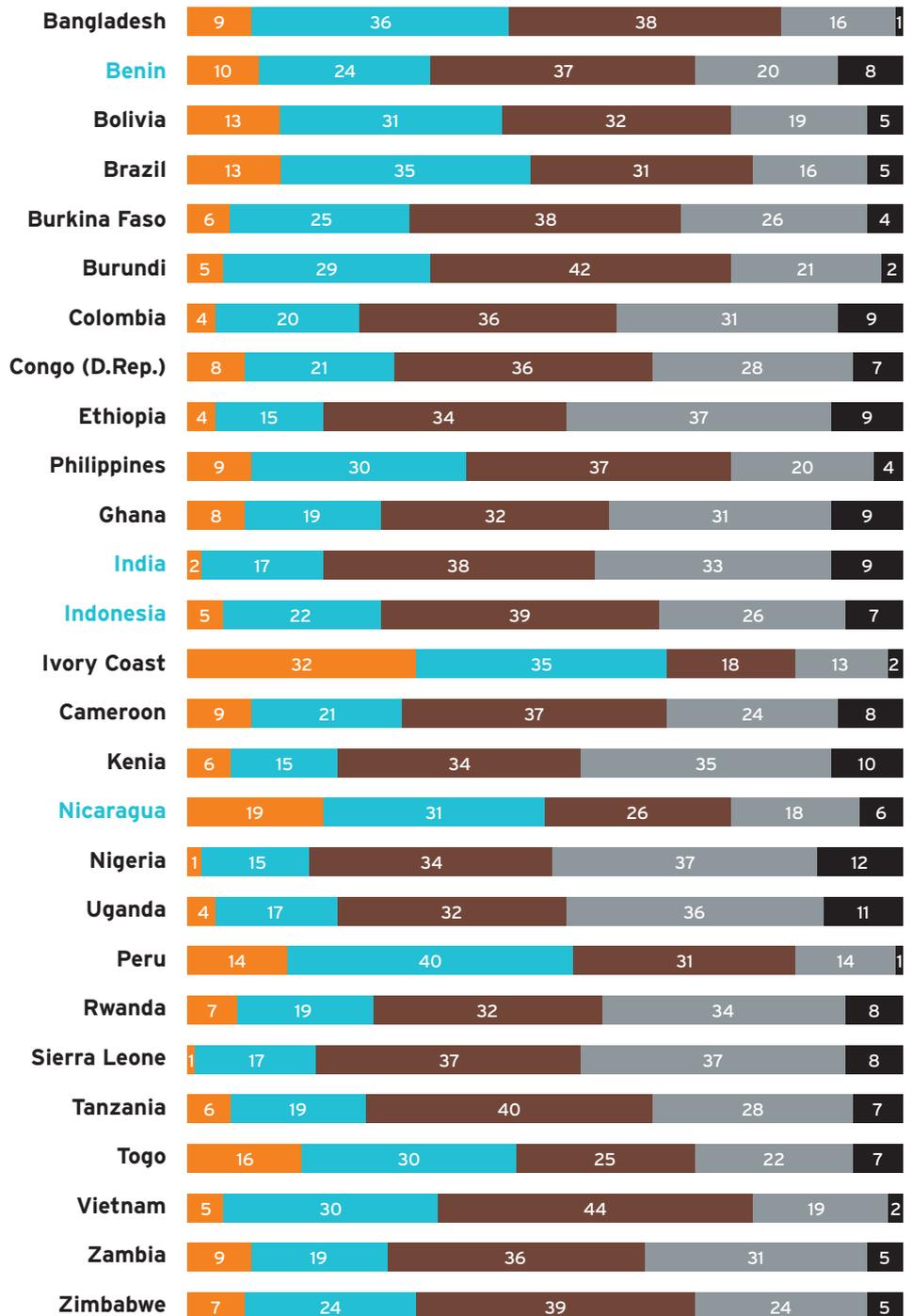
Access to government funding or other types of services are also minimal. Here we clearly see differences between the results achieved by non-institution based organisations and institution based organisations. Non-institution based organisations are often more successful in claiming funding and/or other services, through self-help groups and disabled people’s organisations, than institution based organisations.

Early childhood intervention

Especially in the evaluation in India the question came up about investing more in early childhood interventions and working in close collaboration with prevention programmes and government structures. Although it was most explicitly discussed in the India evaluation, it can be seen as a trend across other countries.

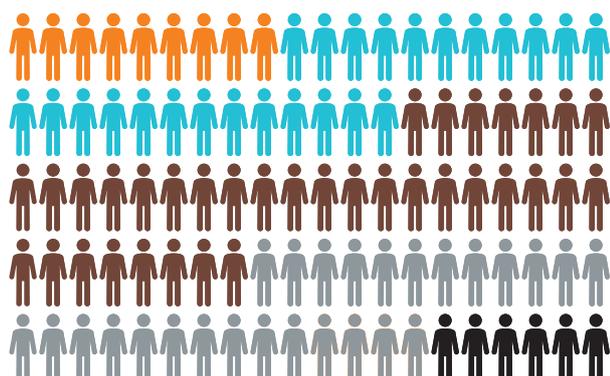
Analysing the different programmes of SPOs it becomes clear that the majority of the children is between 12 and 17 years of age. Especially for more complex disabilities, and for the prevention of secondary disabilities, early childhood intervention is crucial.

Age distribution for SPO countries (in %) July 2016



Ages
 0 t/m 5
 6 t/m 11
 12 t/m 17
 18 t/m 23
 24 t/m 29

Summary age distribution SPO countries (in %)



Reflection and Learning

Effectiveness through CBR strategy

Common understanding of CBR

The evaluations clearly show that the concept of CBR is understood in different ways by different actors. The CBR as a strategy can be made operational based on the following principles:

- focusing on inclusion;
- multi-stakeholder collaboration on all levels;
- active participation of the children and their families in the decisions about their rehabilitation process; making organisations more capable in facilitation of the rehabilitation;
- voicing children's rights for better access to diverse services and opportunities in society.

PO Network: facilitating better access to services for children

It is important to identify community based organisations which are more facilitating organisations, able to network with the existing service providers on the local level, to assess their level of quality of services and match those with the individual needs to the children in the programme. The best interest of the child and the protection of his/her rights should be guiding principles in the rehabilitation process.

SPO: Magnifying the voices from the grassroots

In relation to the CBR strategy, the Lobby and Advocacy activities at the national level become crucial. The SPOs need to become a linking pin between grassroots and national L&A initiatives, bringing the voices from the grassroots level upwards and building evidence for advocacy actions at the national level.

LF Role: towards a coach and facilitator

LF needs to become more of a coach and facilitator. Capacity development for the SPO is crucial. Monitoring visits need to play a more central role in implementing this role of coach and facilitator. These visits need to become more structured, more frequent and address different elements. Translating policy into practice needs to be in line with SPOs and their context. Bringing across these changes needs time and capacity development. LF needs to invest in evidence and knowledge to become an expert in the field of disability and development.

Sustainability through creating demand

Creating demand

The programme evaluations showed clearly that there is much to gain in the use of governmental services and creating demand for (for example) inclusive education. Many children attend special education, which does not create enough demand for the government to invest in inclusive education.

Creating demand consists of several elements which need to be simultaneously addressed for success:

- Sensitization general public
- Awareness raising CWDs & caretakers of their rights;
- Mobilizing CWDs & caretakers to create demand;
- Working with/influencing power holders (insider track);
- Pressurizing government (outsider track);
- Monitoring to check if policies are properly implemented;
- Coalition building to pressure the government.

Role and capacity of partners

Creating demand is complex and is in general related to advocacy. To what extent do the SPO programmes support children and their families in creating demand?

The assumption is that if we keep funding costs for services which is the responsibility of the government, we are not creating enough demand but more dependency. To what extent are PO, SPO and LF well enough equipped to facilitate this process towards more sustainable programmes? Regarding the complexity of the process of creating demand, on what, if any elements does a PO, SPO or LF need to focus?

Working with the government

This will also mean that the LF partners need to work more with the government. Working with the government also includes certain risks.

The main risks are:

- 1 cheap talk by government (paper promises with no real willingness to change);
- 2 poor M&E & accountability;
- 3 change of political leadership resulting in different government policy (no reliable partner).

If SPOs decide to collaborate with the government, what do we want to do together to mitigate the risks?