



Description

The Asonga Kuchio Foundation received support from the FIRE PROGRAMME grant to run a the Cybersecurity Project for School children. This preliminary report contains the framework for communicating project status information to FIRE PROGRAMME.

The project has three parts:

Part 1 talks about Project proposal and planning.

Part II is about stakeholders emphasis on users

Part III is about internal stakeholders like ethnic groups, universities, colleges,

Version Control

Version	Description	Author	Date
1.2	Initial version	Reginald Nalugala	20 th May 2015

PART 1:
GUIDELINES OF THE REPORT

PLEASE READ CAREFULLY

Reporting guidelines

FIRE PROGRAMME Reports should focus on reflecting on the lessons learned during the project implementation, while documenting what was achieved with the money and time invested during the life of the project.

FIRE PROGRAMME understands that reporting can be a demanding, time-consuming exercise that if conducted for the benefit of the funding agency alone, might overlook aspects of project implementation of great relevance for the project team and their future work.

FIRE PROGRAMME encourages recipients to experience the benefits of developing reports for their own use, by identifying the main area(s) where the project team wants to focus their evaluation efforts to gain a deeper understanding of the project implementation for the benefit of the project team and the organization as a whole.

FIRE PROGRAMME requires two types of reports -financial and technical- to be submitted to the FIRE PROGRAMME secretariat:

- **Progress report:** FIRE will use this document for internal monitoring purposes (not for public distribution) focusing on processes and operational issues, providing context for project implementation and revised timeframes. Progress reports should be short, concise (maximum 20 pages long excluding guidelines, project factsheet information and content table). Findings documented as part of the progress report, as part of the progress reports will be used by the FIRE secretariat to promote the supported project. Only selected content from the technical report will be use for promotion purposes. Recipients are encouraged to define the ways they want to use the reports for their own benefits. Progress reports are reviewed and approved by the FIRE Steering Committee to be able to process disbursements as per the signed contract. No disbursements will be processed until progress reports are submitted, reviewed and approved.
- **Final report:** FIRE will use this document for public distribution. Recipients are encouraged to define the ways they want to use the reports for their own benefits. Is important that the project team defines uses and users in the progress report, so the final report can focus on that. FIRE secretariat will help to facilitate the use of the report findings, by identifying other opportunities aligned with your requirements. The final reporting is an opportunity to synthesize and assess the activities conducted as part of the grant, while reflecting on the project's management, limitations, and achievements during the project lifecycle. It should include a review of the findings included in the progress report. Short, concise (maximum 30 pages long excluding guidelines, project factsheet information and content table). Findings documented as part of the final report, as part of the progress reports will be used by the FIRE secretariat to promote the supported project. Final technical reports

will be edited by AFRINIC Communications Unit to be made available for the general public for download on the FIRE PROGRAMME website.

Reports must be submitted by email to fireprogram@afinic.net using the following **template**, as per the proposal originally approved for funding.

Please **do not modify the template** layout and use the structure provided to guide your reporting process. All the *Tips* coloured boxes at the beginning of every section in the template will be removed by AFRINIC from your reports before public distribution.

Please use only *Heading 2 and below* for formatting your project report, so when you update the Table of contents all requested information is easily located throughout the document. *Heading 1* has been used when designing this template, to define the sections requested by FIRE PROGRAMME.

FIRE PROGRAMME Grant Recipients are encouraged to share the progress of the project through fireprogram@afinic.net mailing list, where current recipients are subscribed.

FIRE PROGRAMME encourages project teams to document project activities using other forms of information sharing, such as blogs, wikis, collaborative tools, social media feeds, etc. The reports should include a brief description of the communications strategy implemented by the project team. Please share the links for additional documentation efforts conducted as part of your technical reports.

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Tips for effective reporting

Reports are a tool to learn from the project implementation, to describe the change experienced by the project team, project beneficiaries and partnering organizations, share information, promote accountability and transparency.

They provide evidence of the project development and implementation helping others to understand the rationale behind the project, the challenges faced, the processes and procedures involved, the solutions provided, the lessons learned, among other uses.

Other donors, sponsors and investors used them as a tool to allocated new funding to organizations, award prizes, etc. so is in your best interest to produce good quality reports.

- Project leader should **inform all members of the project team** about the reporting requirements so everyone can effectively contribute.
- Discuss with your project team what the theory of change behind your project is. What behaviours, processes, procedures, and relationships do you expect to change through your project implementation? What do you want to achieve through the project activities? What do you want to learn through the project implementation? Who is going to use the findings?
- Discuss with your project team **who would be the future users and how they would use the findings throughout the project lifecycle**. The uses identified should relate to the theory of change that you have discussed with your project team. The discussion about theory of change, users and uses, will be a very important input to your communication strategy: depending on who the user is and of what use will be the findings, a communication strategy can be developed. For example, if the users of the findings are policy makers and the use is to influence a change in the regulatory framework, which communication approach will work the best?
- Remind the reader of the context where the project plans to intervene. This **baseline information** will help the project team to identify the changes that can be attributed to the project intervention.
- **Document the project cycle and its activities**. It is recommended to keep a project diary about the activities conducted and all the financial records related to those activities on file, to be able to write a narrative of the project implementation.
- **Compare project records with the approved proposal** will allow you to track progress, keeping the project and its budget on track and making any necessary adjustments.
- Reflect on the lessons learned by the project team and identify the **key messages** that the project team would like to convey through the project reports, especially in the Overall Assessment section of the report.
- **Reports should be self-explanatory**, which mean that you should not exclude information, which has been already included in either the proposal, grant agreement or any previous report, as the reader probably

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might not have access to any additional documents.

- **Share templates created for your project.** Sometimes the most innovative aspects of a project reside in the processes and procedures used to implement the project activities. The templates your organization has created to collect data, analyze it, store it might hold the key of your project success.
- **Be creative and use online resources to share** the lessons learned through the project, document the project lifecycle and that best serve the key messages you want to convey. For example:
 - Provide online access to materials produced as part of the project for easy access;
 - Create online photo gallery for your project activities.
 - Keep attendance records to document an event and organize mailing lists to facilitate communication and encourage exchange of information.
 - Design surveys that fit your project activities. Write clear and direct questions to avoid misunderstandings in the collection of responses. Identify the key people that should participate in the survey as the source of information.
 - Capture interviews in short videos, structuring their script in a way that you can minimize the need for editing, to facilitate access and use.
 - Create info-graphics to explain your research findings (qualitative and/or quantitative).
 - Generate diagrams to explain the project timeline and how milestones have been achieved during the life of the project.

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PART 2: PROJECT INFORMATIONS

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Project factsheet information

Project title:	School Children Cyber Safety Project
Grant recipient	Asonga Kuchio Foundation
Dates covered by this report	January 2014 to April 2015
Report submission date	30th May 2015
Country where project was implemented	Kenya
Project leader name	Dr. Reginald Nalugala
Team members (list)	Yvonne Asonga, James Kuchio, Tamara Midimba and Calvin Opiyo
Partner organizations	N/A
Total budget approved	\$10,000/-
Project summary	The projects seeks to create cyber security awareness amongst school going children and enable them safe guard themselves online.

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Project Summary

Tips: *It is recommended to **complete this section once you have finalized the text of the report.** It will be easier to go back through to build the summary based on the highlights of the report the project team just put together.*

*The Project Summary can be up to **one page long.***

It should include a brief justification; an outline of the project objectives to be achieved; the project real timeline and the main activities conducted.

The abstract of the project written when FIRE PROGRAMME initially approved the project and the objectives listed in the Grants Agreement signed by AFRINIC and your organization should be useful inputs when preparing this section of the report.

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AK Foundation is promoting use of ICT information and communication technologies in public and private school in Kenya. It is also concerned about safety and secure cyber environments. An increasing number of cyber attacks on public and private sector organizations has created an economic “ripple effect” across the globe. To solve this urgent issue, organizations need to recruit, build and train a cyber security workforce of IT professionals that can keep up with sophisticated security threats. With the introduction of free laptop program for primary school children there is an urgent need to ensure online safety for the students aged from 5- 6year olds were to be given tablets from January 2014. In view of the amount of data available online, that is pushed to end users exposing them to threats in the form of spam, pop-windows with lascivious content, cyber-bullying, identity theft, online fraud and online hacking to name a few, the AKF saw the need to reach out to the young minds within their environment of study. The AK Foundation is engaged with children who are seen as the primary threat from the moment the laptop project kicks off. For this FIRE project the target groups are mostly primary and secondary school going children who are being introduced to the use of ICTs and their instructors. From the response coming out of our ongoing cyber security awareness campaign we see the programme reaching out to their parents, uncles and aunties too. There are three key ways in which Asonga Foundation intends to reach out to the children of Kenya to create awareness on cyber security. The Foundation Goals for this ICT project are as follows:

1. Directly: Kenyan children will be more aware of risks of online access as well as some mitigation factors
2. Strategically: The program involves using ICTs to empower primary and secondary school children to protect themselves when they go online. The children in both primary and secondary schools will be encouraged to set up IT Clubs that will allow them to make the most of the technology that will be availed to them.
3. Internally: The program shall focus on the development of a safe online environment for young minds Therefore the use of ICT information and communication technologies such as mobile phones, the Internet and email will become indispensable tools in cities and offices around Kenya and the rest of the world.

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Background and Justification

The background summarizes the main features of the project and describes the project's objectives and general purpose. It should include:

- Name of the recipient
- Project location
- Rationale of the project
- Project history
- List of relevant studies and basic data
- Issues to be resolved
- Activities to be carried out

The Asonga Kuchio Foundation is the recipient of a FIRE PROGRAM GRANT to run a School Children Cyber Security Program in Kenya. The Purpose of AKF is to enable many young people access ICT and use it for economic growth and self actualization. It aims to create space for the youth of Kenya to pursue their potential by using ICT.

From the moment the project was initiated in January 2014 when schools opened their new year, AKF embarked on a spirited campaign to build awareness on cyber security and challenges young pupils and youth in Kenya were bound to experience. The program has been carried out in a number of counties within Kenya. The program brings students together in various groups of classes, club members or computer students to discuss the challenges they face in engaging within the cyber space and possible solutions. In one school called Eastleigh High school the students were asked if they knew anything about cyber security, cyber bullying and tools used to bully others. They were reluctant until we asked those who had mobile phones to turn them on and look at their own text messages. What did they see? The responses were overwhelming. There was rampant bullying from

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friends. They seemed helpless to handle the problem. To help them learn how to deal with the issue we decided to show them some videos. Most of the videos were online where certain celebrities were sharing their own experiences and what they did to handle the problem. The videos were educative on how to protect oneself from bullying. Of interest to us was one famous Kenyan newscasters who had suffered bullying and infiltration of her social media space. Those who did not even know her started calling her and bullying her. She was very depressed for weeks. The reflection was sobering, enriching and very educative. It was discovered that if adults could face such a scary experience how would children aged 5-6 deal with the same questions?

We transferred the same information to parents through small leaflets to assist in passing over information on what they needed to know about cyber bullying. We encouraged students to share what they learnt from the cyber security class with their family members. We also provided a form for feedback. About 65% of the feedback was that parents would like to see more of the AKF cyber security awareness programme to reach churches and youth centers. We have dedicated part two of the programme to combine school visits with education at youth centers located within the churches and residential areas. We believe the project is meeting its core objectives and helping Kenyans learn how to manage their use of ICT better.

The recipients were the Primary and Secondary School students in Kenya, covering Nairobi County and Kiambu County.

Rationale of the Project is to create awareness on the dangers of cyber bullying among the youth and develop a preventive mechanism through constant educational processes. These include school visits, meeting youth in their youth centres, using the religious centres to educate the youth, involving parents, teachers, guardians and youth leaders in the awareness. The table attached with provide more details on the outreach population so far.

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Project History: In January 2014, the Primary school children will begin to receive laptops and tablets to enable them learn digitally. These devices will have online capabilities since the content used shall be from a common database. The challenge this will pose to the 5-6 year olds who will be the first beneficiaries of this program is their safety online, especially outside the classroom hours.

The Mission of AFK is to empower the children with online safety knowledge to recognize and optimize their full potential using technology. This will be derived from generally accepted ICT security policies and practices with regards to social media and networking. The children will need to know what precautions to take so as to effectively deal with online abuses such as cyber bullying and identity theft. The AKF Foundation has been organizing workshops in schools and setting up computer clubs where none exist to be used as a channel for cyber security awareness to school children. An important assumption is that where as technology shall improve the end users learning experience; the right information shared with children will enable them use the internet responsibly.

Justification The Foundation Goals for this ICT project are as follows:

1. Directly: Kenyan children will be more aware of risks of online access as well as some mitigation factors
2. Strategically: The program involves using ICTs to empower primary and secondary school children to protect themselves when they go online. The children in both primary and secondary schools will be encouraged to set up IT Clubs that will allow them to make the most of the technology that will be availed to them.
3. Internally: The program shall focus on the development of a safe online environment for young minds Therefore the use of ICT information and communication technologies such as mobile phones, the Internet and email will become indispensable tools in cities and offices around Kenya and the rest of the world.

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Innovation

We are aware of other similar projects but these are targeting industry operators and the business community on cyber security run by various organizations such as Symantec, industry bodies and organized security response teams. The approach of this is different for children since the information needs to be broken down into a language that the child can relate to and understand. This program looks into incorporating existing initiatives that are enabling the children to access the online space. In addition, an interactive online portal shall be maintained to enable the children learn as well as report their experiences so as to learn from each others experiences.

Relevant data from the ongoing survey; see the appendix II for the table showing schools visited and responses. There were 19 schools visited and reached over 20,000 students in 6 months. Our target is to reach over 60,000 by February 2015. The initial time of getting the project was spent seeking permission from relevant authorities to run the program in the schools.

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Project objectives

Tips: Please include here the **original objectives** as listed on the Grant Agreement.

If any objectives were modified, added or removed during the reported period this should be explained/justified.

1. Create awareness to children on the cyber environment and the associated risks.
2. Create awareness on measure to reduce exposure to risks
3. Provide an avenue for guidance and support in the event of incident occurrence.
4. Involve children in Internet Governance discussions within their respective communities.

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Users and uses

Tips: Discuss with your project team who would be the future users and how they would use the findings throughout the project lifecycle. The uses identified should relate to the theory of change that you have discussed with your project team. The discussion about theory of change, users and uses, will be a very important input to your communication strategy: depending on who the user is and of what use will be the findings, a communication strategy can be developed. For example, if the users of the findings are policy makers and the use is to influence a change in the regulatory framework, which communication approach will work the best?

Who are the main stakeholders and how can they affect the project?

Who will be the user of these findings?

What are the more relevant things the project team wants to learn about or evaluate through the lifecycle of this project?

Who are the main stakeholders and how can they affect the project?

1. Local Govt bodies: Mins of education, Mins of culture and social services, department of gender, Communication technology....
2. Religious bodies: Evangelicals, NCCK, KCCB, Supkem, Hindu, Buddhists, Bahai,
3. NGOs: National Council of NGOs
4. Commissions: Media Commission, CIC, NCIC, Judiciary on hacking and security
5. Private agencies: TESPOK, to build awareness among ICT providers and consumers.

Who will be the user of these findings?

Schools, Government bodies on ethics and moral etiquettes e.g. NCIC, faith based bodies on moral and good social behaviour...

What are the more relevant things the project team wants to learn about or evaluate through the lifecycle of this project?

1. The laptop project is a worthy initiative. However, AKF has seen the gap in trying to give so much without protection of simple innocent minds. AKF will help young minds be aware of a world they are going to be exposed to without prior warning of its dangers.

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2. Look at Government policy on implementation of public based programmes without clear guidelines on the dangers hidden and lurking in the dark of the unknown. Society has the right to know the pros and cons of any given programme.

The project aims to build on existing value systems by providing the right information about cyber security. It will cover the youth, the ICT users, traders, policy makers and general public.

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PART 3: THE PROJECT

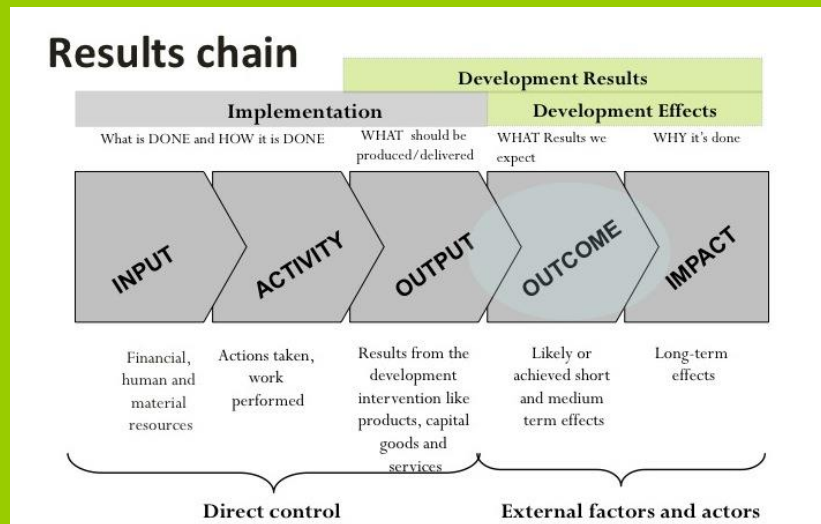
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Project

- Understanding the chain that leads to results**

Tips: This is the most important section of the report. Here, the reader will **understand the processes and operational issues** of your project and how they contribute to the achievement of the objectives and the theory of change behind the project implementation.

It is possible that the project team’s understanding of the development problems to be addressed with this project will have evolved or **changed** from those described when the project was originally submitted and approved. If that is the case, please share what motivated the change and what course of action the project team identified.



Results chain diagram provided by In Develop

Narrative - project planning

The project statement: In the fast changing technological environment, with children getting early exposure to the cyber space, how can they best safe guard themselves.

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Stakeholders:

The identified stakeholders involved during the planning of the project implementations were identified as:

1. The School administration
2. The students
3. The Teachers especially those teaching Computer studies, providing club supervision and guidance and counselling.
4. The parents

Our core target was to reach the youth in primary and secondary schools in Nairobi and adjoining counties like Machakos, Kajiado, Kitui and Kiambu. We engaged the stakeholders on the AKF project objectives before implementation. The **involvement** of project beneficiaries, during all phases of project sufficiently assisted in the implementation of the project. The project objectives were shared with them as follows:

1. Create awareness to children on the cyber environment and the associated risks.
2. Create awareness on measure to reduce exposure to risks
3. Provide an avenue for guidance and support in the event of incident occurrence.
4. Involve children in Internet Governance discussions within their respective communities.

Risks and associated mitigation plan:

Risk	Mitigation
<p>Lack of interest and tools from some school administration: They feel they don't yet have the government issued laptops so ask that the program wait until the government has delivered on the laptop to primary schools project</p>	<p>We are encouraging the schools to get involved in the program since it is best the laptop project finds them prepared to deal with the cyber space exposure. AKF is also focusing on the interested schools on a first come basis with the target of eventually reaching the over 30,000 primary and secondary; public and private schools in the country.</p>

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<p>Desire to have the project cover more than the set objectives: Some of the schools especially those that already have computers realised they had problems related to cyber security that needed to be addressed that go beyond the scope of the project such as a case for attention on one specific issue affecting a group of students.</p>	<p>We are identifying other organizations/individuals we can work with on a case by case basis. For example where students have sought to be taught computers we have approached the Telecommunications Service Providers to give the training as part of their Social Responsibility Program. This has enabled the foundation run its project meeting set objectives and the school receiving the additional assistance it may require from appropriate entities.</p>
<p>Schools giving academic work priority over a program such as ours since it is considered a non-examinable matter.</p>	<p>AKF has agreed to meet the students during their designated after class hours with the project sessions been organized after 4:00pm when class ends or over the weekends on Saturday or Sunday</p>

The main milestones of the project

- 1. Increased Cyber Security Awareness:** From the schools already involved in the project 80% have accommodated the project for the four weeks awareness sessions per school spread over the school year. AKF is able to have repeat visits and collect the required data. With each visit we find the students are now aware of issues affecting them and their role in enhancing their safety online.
- 2. Increase in requests from Schools:** AKF has had requests from schools in other counties to be involved in the project. This means the school administration, parents and students are sharing the information since there has been no advertising on the project.
- 3. Online Portal:** This is a work in progress and yet to be uploaded but will significantly help to reach the students we cannot physically get to due to distant logistics.

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PARAMETERS	INDICATORS	CHECKING SOURCES	RISKS	TIMELINE	ASSESSMENT
	How do you measure project progress, linked to your objectives and the information reported on the Implementation and Dissemination sections of this report?	Where do you find the information to document the indicators	Identified above	Dates when the listed activity should be developed	Assessment indicating how the activity should be conducted
IMPACT <i>Likely or achieved long-term effects</i>	Greater cyber security awareness by chain flow information to others; teachers and parents Caution by children when going online and reporting inappropriate engagements	AKF send out field officers to engage the school children and collect data. Students are asked to share materials and information then during follow up visits their reports are received	Lack of tools to communicate appropriately with the students since they have very limited internet access when at school and most households have no internet access	By the time schools close in December 2014 and students are moving to the next class When the government starts laptop project and also ask schools PTA to invest in computer labs	There has to be a continuous feedback mechanism for the children. The AKF is in the process on developing a portal that will offer a continuous feedback channel for children cyber safety support.
OUTCOME <i>Likely or achieved short and medium term effects.</i> <i>Focus on the changes facilitated by the project for its beneficiaries</i> <i>Outcomes tend to be under the influence of</i>	Greater awareness and eagerness from students to learn about dangers of cyber security and mitigation factors	AKF send out field officers to engage the school children and collect data. The Portal will provide a continuous feedback mechanism	Limited access to communication tools is to public schools a long term risk since they are heavily dependant on government processes. Private schools face a lessor risk	December 2015	The AKF is in the process on developing a portal that will offer a continuous feedback channel for children cyber safety support.

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<p><i>the project team but not under direct control</i></p> <p>Short term:</p> <p>Long term:</p>					
<p>OUTPUTS</p> <p><i>Result and/or deliverable produced as a direct result of the project activity</i></p> <p><i>Outputs are under direct control of the project team</i></p>	<p>Outreach activities in schools</p> <p>Reports to partners with information collected from the schools</p>	<p>The numbers of Schools visited and students reached</p> <p>School management involvement in facilitating the activities</p>	<p>When schools close or exams are coming the demanded number of activities in school reduces</p>	<p>December 2015</p>	<p>A quantitative report of the activities, the numbers of stakeholders reached and their responses.</p>
<p>PROJECT ACTIVITIES</p> <p><i>Actions taken, work performed</i></p>	<p>Communications with various stakeholders</p> <p>Workshops and seminars with different stakeholders</p>	<p>AKF reports on activities undertaken and the various stakeholder positions</p>	<p>Whens schools close or exams are coming the demanded number of activities in school reduces</p>	<p>December 2014</p>	<p>A qualitative and quantitative report of the activities and recommendations for change in the next round of the same activity</p>
<p>INPUTS</p> <p><i>Financial, human and material resources</i></p>	<p>Financial Resources,</p> <p>Human Resources</p> <p>Administrative requirements</p>	<p>Project financial report and activities reports</p>	<p>Delay in getting feedback due to tools used such as questionnaires so as to report appropriately.</p>	<p>31st December 2014</p>	<p>Appropriate management of resources to meet set objectives</p>

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Narrative – Project implementation

The work on the project is still underway however, AKF has observed and can report on that the current results are aligned with planned objectives. In all occasions feedback through presentation and engagement has been instrumental in how we drive the program forward. We set out with the above objectives and obtained the following results for each.

i. Creating awareness to children on the cyber environment and the associated risks. This objective was met through meeting with pupils, students, teachers and school administrators. We have so far created awareness on the need to increase cyber security and measures to reduce exposure to risks of using ICT without mitigation processes.

ii. Create awareness on measure to reduce exposure to risks. This objective has been met through communication to pupils, students, teachers and administrators at planned sessions geared towards the sharing of information with them. The pupils were further educated on cyber security dangers, to become awareness ambassadors and share the information with their friends and family members.

iii. The chance to provide an avenue for guidance and support in the event of incident occurrence. AKF saw that as part of our presentation we stated a framework on how to report any harmful content or interaction with the world they do not know. Here we mean the exposition triggered by entering a blog, face book and other Internet channels, which can lead to harm. For social media networks we encouraged the children to un-friend, block and report any content to their parents, teachers and local authorities that they considered harmful content. We are informing pupils that should they be forced by online service providers to download programmes they feel are harmful and create negative interactions; they should report to their teachers parents, guardians, Communications regulator hotline and police. The students were presented with contact details of the report office of the Communications Authority Of Kenya.

iv. Involve children in Internet Governance discussions within their respective communities. We fully engaged children in Internet Governance discussions by asking the questions on how they could

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participate in indecisions on what they want to consume and what they should not. We however have put in efforts to establish cyber awareness clubs that will be used to raise issues faced by children.

The project is still ongoing however, the outcome of the whole study has opened us up to assessing the results as acceptable both in terms of the quantity and their quality. First, the total number of schools visited was 18 with over 20,000 students reached. Those who actually participated in the group discussions and agreed to continue the campaign were over 12000 in the 18 schools covered in the first half. The results thus far are acceptable both in terms of quality and quantity. The quantity of results was measured both in terms of the number of schools reach and the schools populations too. To ensure we obtained the required quality we sought to have questionnaire to ascertain the levels of awareness among the different schools. We also used post presentation questionnaires to gather feedback from the different schools. It was a notable learning experience from AKF that Cyber awareness has never been discussed in Kenya schools prior to this project. We are consequently tackling an issue few organizations have sought to address. With the distribution of free laptops and easy access to free internet the young minds are bound to face insurmountable challenges on their own security, dignity and ethical behavior. This has created an elaborate strategy to measure acceptable quantity and quality. Out of the 60,000 projected population of students and youth to be reached we have managed to reach out to 20,000 with 12,000 as actual ambassadors of cyber security awareness in Kenya. The population of 12,000 were young pupils and youth who saw the need to form an Internet club in their schools and be meeting each week to discuss the latest inputs in internet and cyber security.

With over 30,000 primary and secondary schools with the resources currently available to the foundation we are yet to meet a significant part of the target audience. We expect that with the data and experience from the sample group we shall develop an interactive portal accessible via mobile so as to create more awareness and gather more data on school children's experiences.

The **involvement** of project beneficiaries, during all phases of project implementation was sufficient to assist the implementation of the project. It started by involving school administration, teachers, parents and pupils. Letters were written asking about the need. The head teacher responded by inviting AKF to meet the administration. Then the head teacher handed over the responsibility to the teacher in charge of the ICT or the one on duty to meet AKF staff. The students could only be met during their club days. Those in boarding school like Ngara Girls, Alliance Girls, Lenana Boys, Precious Blood Riruta and Nairobi Girls, Light Academy, all asked to meet their students on a Sunday afternoon. In all occasions their feedback through presentation has been instrumental in how we drive the program forward.

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The **gender, ethnic and generation gap** issues were tackled in the presentations. We observed that boys had slightly different approach from girls to cyber security. Where as the boys saw the cyber space as another technology and did not pay much attention to what they were doing and its impact on others the girls were slightly more sensitive and as such had more experiences of cyber attacks to share. This has had an impact on how we developed the project material seeking to share more male experiences with boys schools and vis versa for the girls.

In implementing the programme we found that some of the issues in cyber security affected girls more severely than boys. This was evidenced by citing cases of cyber bullying and harassment which were found to be higher among girls than boys due to their vulnerability and exposure to people they have never met online. They had unsolicited attention paid to them by older men was common among high school girls. The men found the girls naive, innocent and easy lured into meeting these men they have never met before for small favours without knowing the greater danger lurking n the horizon. There were many cases in local newspapers where girls had been affected this way. Excerpts from the papers, videos posted on you-tube acted as good resources materials. In three girls schools the shock was more on AKF than themselves. They were faced with the problem because their school was within a residential area and could not complain for fear of being exposed and expelled. Yet, they got sweets, chips, sausages, even cash from people they did not know provided they kept their phone number to start silent communication by texting or creating facebook account. This lesson have been incorporated into the programme and is guiding us on how we improve the programme.

Ongoing Project monitoring:

The monitoring is conducted through ongoing evaluation. We created a form for evaluation after each class. The feedback helped AKF staff to plan the next event better. For example, in one school we realised that none had been using facebook and youtube accounts because the school had blocked them. So to explain that process took time. But after the school was informed they allowed the access only during the training by AKF. We are achieving our set objectives and strategy by developing a table of achievements as detailed below. From the table we could assess if we had deviated or not and if our clients were with us or not.

The **involvement** of project beneficiaries, during all phases of project implementation was sufficient to assist the implementation of the project. It started by involving school administration, teachers, parents

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and pupils. Letters were written asking about the need. The head teacher responded by inviting AKF to meet the administration. Then the head teacher handed over the responsibility to the teacher in charge of the ICT or the one on duty to meet AKF staff. The students could only be met during their club days. Those in boarding school like Ngara Girls, Alliance Girls, Lenana Boys, Precious Blood Riruta and Nairobi Girls, Light Academy, all asked to meet their students on a Sunday afternoon. In all occasions their feedback through presentation has been instrumental in how we drive the program forward.

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The monitoring is conducted through ongoing evaluation. We created a form for evaluation after each stakeholder session. The feedback helped AKF staff to plan the next event better. For example, in one school we realised that none had been using facebook and youtube accounts because the school had blocked them. So to explain that process took time. But after the school was informed they allowed the access only during the training by AKF. We are achieving our set objectives and strategy by developing a table of achievements as detailed below. From the table we could assess if we had deviated or not and if our clients were with us or not.

Please use the table below to report about project implementation...

Input	Project activities	Outputs	Outcomes	Timeline	Status	Assessment
Financial, human and material resources	Actions taken, work performed	Result and/or deliverable produced as a direct result of the project activity Outputs are under direct control of the project team	Likely or achieved short and medium term effects. Focus on the changes facilitated by the project for its beneficiaries Outcomes tend to be under the influence of the project team but not under direct control	Dates were the listed activity was developed	Indicate when the activity started, on-going or completed (describe the status in terms of percentage)	Assessment indicating how the activity has been conducted Describe technologies implemented, methods and techniques used and any challenges that have been identified

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			Short term: Long term:			
Financial, human and material resources	Administrative Communications and logistics	Permission to proceed with project in schools Field officers access to school children	Ability to proceed with project	January 2014	February 2014 Ongoing	The number of schools and activities per school that are performed
Financial, human and material resources	Curriculum development	Project content development	Cyber security Syllabus for primary and secondary schools	November 2013	March 2014 Ongoing	The level of participation from the students and teachers
Financial, human and material resources	Workshops and seminars	Status reports on stakeholders views and experiences on cyber security for school children	Data to lobby for appropriate policy interventions	November 2013	April 2014 On going	The number of schools and parents wanting to be involved in the program

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Indicators

Tips: Indicators help to measure project's progress.

Indicators help the objectives that were set by the project team to be affordable, tangible, and measurable.

They help to verify the success and rewrite the course in case we are not achieving it.

An indicator could be quantitative (percentage, amount) or qualitative (perception, opinion).

The FIRE secretariat suggests the SMART approach to indicators:

- S Specific**
- M Measurable**
- A Achievable (acceptable, applicable, appropriate, attainable or agreed upon)**
- R Relevant (reliable, realistic)**
- T Time-bound**

Please use the table below to share your project indicators...

Baseline	Indicators	Progress	Assessment	Course of action
Refers to the initial situation when the projects haven't started yet, and the results and effects are not visible over the beneficiary population. Lack of awareness on cyber security amongst school children	How do you measure project progress, linked to your objectives and the information reported on the Implementation and Dissemination sections of this report? cyber security awareness checks being carried out through workshops, questionnaires and portal feedback	Refer to how the project has been advancing in achieving the indicator at the moment the report is presented. School presentations reveal limited access by students in schools yet cafes are allowed to access any materials that could be harmful to young minds.	Descriptions should be clear and ideally contain operational terms where needed. Please describe the quality dimensions. Activity reports, technical reports, financial reports	What is the project team planning to do next is very important to document, especially if changes to the original plan have to be implemented for the success of the project. Focus heavily on management of the portal as a key tool for outreach to school children in Kenya

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Project outputs, communication and dissemination activities

Tips: Take into account that the reader of your report has not been involved in project implementation, so readers do not have any further knowledge besides the information you are providing here.

This section of the report will allow you document the communication and dissemination efforts that the project team has conducted, which might be part of a specific communication strategy design as part of the project, or in place for the organization as a whole. When possible, please provide information about strategies in place and the rationale behind them.

Lessons can be learned from many aspects of project implementation, covering a wide variety of aspects such as technical, social, cultural and economic. Taking the rationale behind the project and its objectives can serve as a framework to draw your conclusions. Lessons can be identified by project partners, beneficiaries and general staff from the organization. A project diary and other activity records can serve as a tool to reflect during project team meetings and immediately after project activities are conducted.

Outputs are immediate, visible, concrete developmental change that is the tangible consequence of project activities, under direct control of the project team.

Example of possible outputs to report are:

- New products and Services (software, online platforms, applications);
- Information sharing and dissemination (publications, conferences, multimedia, social media);
- Knowledge creation (new knowledge embodied in forms other than publications or reports, such as new technologies, new methodologies, new curricula, new policies);
- Training (short-term training, internships or fellowships, training seminars and workshops) and
- Research Capacity (research skills; research management capacity and capacity to link research to utilization of research results).

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Please use the table below to report about project dissemination...

Project outputs	Status	Assessment	Dissemination efforts
Output No. 1 (use the same names as per the listed outputs in the table above, see Project implementation). Cyber security training	Please select the option that better describes the status into the development of this output: Visiting schools, booking appointments with youth centres for weekend learning on cyber security and challenges	Descriptions should be clear and ideally contain operational terms where needed. Please describe the quality dimensions. Learning dangers like abuse, pornography to simple minds	Please specify what dissemination efforts were made, with special attention to those intending to reach target groups by gender, age, ethnic and socio-economic profiles to impact marginalized and disadvantaged groups. Leaflets, posters, brochures and online portal

Project dissemination

Where as the AKF website and domain name are ready the details of the cybersecurity project that will be on a portal for the general public to access are still being developed. AKF is reaching out to additional partners to that would have a critical role to play in facilitating a safe cyber space for the children such as the Communications Authority. These efforts have seen the Communications Authority launch a Child Safety Online Campaign with School Administration. The CA program was launched in August 2015 and AKF is looking into being part of it before December 2015.

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Project outcomes

Tips: This section should be completed **ONLY** for the final report.

FIRE PROGRAMME expects you to report about the **outcomes** of the project as defined in the table below, based on the project implementation section of this report. Project team is encouraged to discuss the questions provided below to guide the reflection:

Can you identify and describe the relationships between the activities implemented and the social, economic, cultural and/or political benefits of your project implementation?

Outcomes can be defined as:

- Medium-term effects
- Effect of a series of achieved outputs
- Should capture the changes for the beneficiaries
- Take place during the life of project/strategy
- Influence but not direct control

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The outcomes of the project have been very encouraging. First, on knowledge on internet use. Out of the 19 schools visited 7 did not have access to internet. They requested AKF to set up a computer club through which the school can buy computers for their own research, class assignments and research into subjects they are handling in class. 5 schools had access to computers but access to internet was limited. 8 schools even had computer labs and were serious users of internet. What they did not know is the cyber crimes and infringement of their own security. We demonstrated by use of Youtube materials just to argue our point why they should be more vigilant. This was a good outcome from all the hard work of trying to implement the project as planned.

Second outcome was the level of awareness among families. The data from the 19 schools revealed that most parents do not follow what their children access on internet. For instance, we asked students to fill out forms at end of each class whether their parents knew anything about internet and cyber security. The responses were that over 80% did not and hardly shared internet information with their children. AKF has decided to develop a curriculum for both parents and their children. The children will create a *bush school approach* where they learn and share the same knowledge with their parents. The early missionaries in Africa used the bush systemic approach to passing knowledge to new catechumens and the whole village was converted while they gave instructions to only a few people.

Third, the stakeholders especially the department of education was not very sure whether there was serious threat to children accessing internet and making use of it. Three schools complained that unless the Ministry of Education sanctioned the process of imparting cyber security knowledge to young minds they would not be party to the training. But on learning about the laptop project, the cyber security dangers and the impact it would have on young minds they have now beaten an about turn and created a demand for more information to their students. We can only imagine what will happen in the second phase when we go to remote counties of Kenya. There will be a greater need for more education to teachers, government officials before starting the programme in county school schools. Policy formulation seems geared towards parliament enacting an act to handle cyber security in Kenya by suggesting what should be covered at different stages. At the moment the internet cafes have been privy to open access and destruction of the moral fibre in society.

Fourth, there has been more interest from the Communications Regulator on Child Safety Online that has seen the creation of a program targeting the head teachers of school around the entire country. This significantly pushes our course forward as the school administration is more willing to be involved in our program for the Children.

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Project management and sustainability

Tips: Please comment on the general project **administration, staffing, procurement**, etc. specially those aspects contributing to the fulfilment of the project objectives as well as those that have delay project implementation.

Indicate **how the project team has strengthened its capacity** and work towards sustainability with the support provided by FIRE? (new equipment, training, improved administrative skills, lessons learned from the project). Has the organization increased its research or administrative skills of the team involved? Has the project allowed for a particular contribution to capacity building of women or marginalized social groups? Special attention should be paid to the expected or unexpected impact on marginalized social groups.

Have you done **anything different** to provide administrative support for this project **besides your “business as usual”** processes and procedures? Has the project inspired change inside your organization?

Sustainability is to be examined not only in terms of staff retention and financial stability of the organization supporting the project but about the communities’ appropriation of benefits perceived from project implementation.

The FIRE Secretariat is very interest to learn if this project has generated opportunities for future development (new funding from partnerships, sponsorships, investment or other funding mechanisms), please provide details.

Please explain if the FIRE grant has helped to consolidate your organization and how. If any of the project activities will continue after the end of the FIRE grant, please describe how your organization is planning to support future developments.

School Children Cyber Safety Project has helped the staff develop new skills in giving information to different age groups. We have seen the need to work closely with teachers who understand children of a certain age compared to the adults who grasp things fast. We realized that even the staffing would not follow the conventional way of advertising and get the right people but finding out from school we visit if there had a teacher competent in the required field to assist in the presentation of the subject area. The combination of the local school teacher and our own staff generated confidence, openness and deepening the understanding of the subject at hand: cyber security concerns.

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Our own staff would have to under go skills development on how to work with children between 5-6 years whom the government is eagerly waiting to influence with laptop use. However, we have seen that in order to cover the 47 counties we would have to create avenues of training if trainers workshop to have more staff join AKF. At the moment the research and interaction has been based in two counties (Nairobi and Kiambu Counties). It means there is plenty of work to be done in the other 45 counties on cyber security.

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Impact

*Tips: This section should be completed **ONLY** for the final report.*

*This section of the report does not refer to the project activities, but about the “**bigger picture**”. It will be desirable if the project team can reflect on the **impact that the project has contributed to as part of other actions implemented by your organization and/or your partners.***

Impact refers to the influence the project may had on the way people does things through the use or adoption of the project outputs; changes in the context the project was implemented; changes in the community the project has been working with; and/or changes inside the organizations that have participated in the implementation or the relationships established through the project’s implementation.

Impact is often impossible to measure in the short term and is rarely attributable to a single activity. Impact can be linked to a vision or long-term development goal that your organization might be working towards.

It can be identified as a logical consequence of achieving a combination of outputs and outcomes.

Impact is usually measurable after the project life and is outside the direct control of the project team and the organization.

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Overall Assessment

Tips: This section of the report is extremely valuable for the FIRE secretariat as it provides evidence about the role and relevance of FIRE contributions in the AFRICA region.

Tips: Briefly provide **your own views** on the value and importance of the project relative to the proposed innovation, investment of time, effort and funding involved. Include the strengths and weaknesses of the project and the steps taken to strengthen the credibility and reliability.

This is your opportunity to conduct a **team reflection about the value of the project for the organization**. The following questions might help you to prepare a substantive overall assessment.

- To what extent the project meet its objectives?
- What were the most important findings and outputs of the project? What will be done with them?
- What contribution to development did the project make?
- Were certain aspects of project design, management and implementation particularly important to the degree of success of the project?
- To what extent the project help build up the research capacity of your institution or of the individuals involved?
- What lessons can be derived that would be useful in improving future performance?

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My own views about the value and importance of the project relative to the proposed innovation, investment of time, effort and funding involved by FIRE is that in most cases the idea of a corporate social responsibility had not arisen in soft ware consumer programmes. What agencies would be thinking about would be profit maximization without returning anything to the community. By the internet providers deciding to set up the funds for internet research and education (FIRE) it has brought a new image of social transformation using internet practically.

First, the strength of the internet use is the positive side as the fastest medium of communication across the world. Instead of sending all your savings criss-crossing the globe looking for business, one can sit at home and touch the whole world. But at the same time the levels of abuse accompany this comfort in conducting business. The cyber crimes have risen due to the creativity nature of man. The ethical dimensions have not spared either. Therefore, by AKF working through one of the core objectives of FIRE(research and education) it has helped generate awareness in the area mostly overlooked by the ordinary people. We believe that we have touched the core fabric of Kenyan society which is grappling with cyber abuse and working through a rectitude strategy before it runs out of control when laptop project in Kenya takes root in all schools in Kenya.

One strategy of rectifying the problem is through a policy oriented approach to how internet use is spearheaded in Kenya. The stakeholders like the Ministry of Education, Culture and social services, Ministry of Information and Technology and other government and private machinery benefitting from internet use can also direct attention to the abuse. Through a series of workshops and seminars involving stakeholders, it is envisaged that education on cyber security will not stop with the school visits. But conduct a concerted effort to serve more people.

The introduction of AKF programme to schools has helped fill n existing gap in the education system in Kenya. Most schools seem understand the importance of internet use but few think about the ethical dimensions. We shall continue creating awareness to the youth so that harm does not come their way.

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PART 4:

RECOMMENDATIONS

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Recommendations

***Tips:** Include any recommendations in this section that you and your project team, the organizations supporting the project and the community you worked with, would like to make to other practitioners or researchers on the field facing similar problems or implementing similar solutions.*

Please take a minute to share recommendations with the FIRE secretariat that might help to improve the support provided.

To date the Project has put forward the following recommendations:

1. The involvement of School administration in Cyber security awareness. The effort of CA has recommended that all school put in place ICT clubs that will become focal contact point for the school children on cyber safety.
2. The reporting of incidences by student to appropriate authorities and to the authorities the need for an office addressing such offenses
3. The encouragement of continued dialogue and discussion amongst the students, teachers and parents to mitigate online abuse
4. The promotion of online etiquette as a first step to keeping oneself safe. Making use of the freedom of expression without abusing the rights of others.
5. Due to scheduling challenges the program best fits in with the 1st and 3rd terms of the school program thus requiring it be extended so as to effectively cover all areas that need to be covered.

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PART 5: BIBLIOGRAPHY

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Bibliography

Tips: Include complete bibliographic references to all sources (printed, on-line, quotes, etc) used to prepare the different sections of this report. The APA style guide offers examples about how to reference a variety of sources. <http://www.apastyle.org/learn/quick-guide-on-references.aspx> (as accessed on 3/7/2013).

Please write the project bibliography here...

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APPENDIX I: SCHOOLS VISITED BETWEEN JANUARY AND JULY 2014

School	Population	Number of visits	Level of cyber awareness	Challenges	Emerging needs
Nairobi primary	1350	3	Moderate	Inadequate cyber security system was not working well. It required AKF to improvise its own facilities at the school. In addition some mobile phones were used as demonstration to challenges the youth need to be aware of. 65% of the population was reached by form of announcements, discussion and awareness campaigns.	The schools computer system was down and poorly maintained. It gave the impression that the Government might have been rushing through the laptops project without prior plans on equipping the Schools first, training personnel to run the programmes and passing useful knowledge to students. AKF has offered to help in this intent.
St. Georges Primary School	1200	1	Low	Inadequate computer facilities, Scheduling difficulties due to short school day and many clubs running at the same time. AKF decided to form computer club as an answer to educating students within their class club period. 70% of the population was reached by AKF.	The school could benefit from having a computer lab set up. AKF offered to help train the staff who will be employed.

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Kilimani Primary School	1200	2	Low	Even though the Government was committed to providing computers and laptops to every school going child in Kenya the biggest challenge was lack of adequate facilities. 80% of the population was reached by AKF through the school management.	The content of the program should not Students expressed concern that the cyber freedom they experienced was causing students to engage in negative online behaviour. Uncontrolled cyber information meant even minors could go to any cafe and access 'adult' things.
Moi Avenue Primary School	1200	2	Low	Scheduling difficulties, Concerns about content impact on pupils and whether the Government had sanctioned the training. We agreed to continue building the relationship with the school and encourage more learning by students.	Ensure the programme has the recommendation of statutory bodies. The school saw the programme as informative but asked also to involve the Ministry of Education. AKF saw this point as very good indeed.
Aquinas High School	1200	3	Moderate	Scheduling difficulties in second term. But the awareness campaign was presented anyway. Over 45% of the students were reached. This is because the school is day and getting everyone together at same time was a challenge.	-Asked more time and perhaps run the programme more in 3 rd term and first term. After mid term they do not allow talks.
Nairobi Milimani Secondary	300	5	Moderate	Scheduling difficulties due to school programs. All the 300 students got interested.	More opportunities for students to see possibilities in careers in ICT are being pursued

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Highway boys Secondary School	1200	4	High	Scheduling difficulties	The school head saw the opportunities for students to learn about technical aspects of cyber security. He requested for a continuing programme in ICT and other programmes related to it.
St. Georges Girls High School	800	2	High	Concerns about legal liability in case some students offended by content	AKF has had to engage legal counsel to advise on what the possible liability would entail and how to address it.
Parklands Boys High School	800	2	Moderate	Scheduling difficulties due to irregular meeting hours.	Plan to have emphasis on online pornography and way to block it on school computers. The school further requested that AKF assist in providing guidance on appropriate use of ICT amongst the students.
Jamuhuri Boys High School	1100	2	Moderate	Scheduling difficulties	Plan to have a special speaker to guide the participants on the dangers of porn addiction and how to recover.
St. Teresa's Boys High School	600	7	Moderate	Scheduling difficulties	Some student require basic computer literacy as the access the internet through mobile devices

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Nile Road Secondary School	600	2	Moderate	Scheduling difficulties, mild interest by school administration. They need more time to re-organise themselves. We see a programme starting in January 2015.	-Most students did see the need until they watched the video on bullying. They requested for more information which will follow soon.
Ofafa Jericho Boys High School	1000	2	Moderate	Scheduling difficulties for follow up meetings	Include more content on safety on social media
Precious Blood High School Riruta	1000	2	High	Scheduling difficulties	-
Alliance Girls High School	1000	3	High	Scheduling difficulties	Have expressed interest in being involved in the program
Moi Girls Nairobi HighSchool	1000	3	High	Scheduling difficulties, mild interest by the school administration	-
Our lady of Mercy	400	3	Moderate	Compatibility of equipment during presentations	-
Ngara Girls High School	900	4	Moderate	Scheduling difficulties for follow up talks	There was appreciation of the information shared and the girls were open about their online experiences. The girls had a desire to learn more about opportunities for women in ICT. There is preference of 3 rd term for engagement.

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Buruburu Girls Secondary School	900	2	Moderate	Scheduling difficulties	-
Nairobi primary	1350	3	Moderate	Inadequate facilities at the school	The schools faces challenges maintaining their computer systems
Our lady of Mercy Primary School	400	3	Moderate	Inadequate facilities at the school	-
Kilimani primary School	1200	3	Moderate	Inadequate facilities at the school	The schools faces challenges maintaining their computer systems

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