

# End of Project Evaluation

## Promoting Child Rights In Koodbuur District

### Hargeisa, Somaliland

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## List of Acronyms and Abbreviations

CISU	Civil Society Fund
CRA	Child Rights Approach
CRGs	Child Rights Groups
DANIDA	Danish Development Agency's
FSP	Family Strengthening Program
HRBAD	Human Rights Based Approach to Development
SM	School Management
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
SMCs	Management Committees
SOS DK	SOS Children's Villages Denmark
SOS SL	SOS Children's Villages Somaliland
TV	Television

## **1.0 Executive Summary**

### **1.1 Introduction**

“Promoting child rights in Koodbuur district, Hargeisa, Somaliland” was a three year project (April 2013 to June 2016) funded by Danish Development Agency’s (DANIDA) Civil Society Fund (CISU). SOS Children’s Villages Denmark (SOS DK) handled the overall project coordination, while SOS Children’s Villages Somaliland (SOS SL) was in charge of project implementation.

The project’s aim was promotion of children's rights in Koodbuur district in Hargeisa, Somaliland that focused on increasing the knowledge and awareness about children's rights, especially the right to education, building capacity of four local public primary schools to enhance the quality of teaching and improve community and child participation in management of education, retention of pupils (especially girls) who are under-represented in the pupils’ population and more prone to drop out.

Immediate objectives of the project were:

- i. By September 2015, School Management Committees (SMC), School Management (SM) and at least 100 teachers have increased capacity to plan and deliver quality primary education in four (4) schools in Koodbuur District, Hargeisa.*
- ii. By September 2015, children, parents, teachers and local stakeholders have increased awareness and acceptance of child rights in Koodbuur District.*
- iii. By September 2015, enrolment and retention of girls has increased by 20% in four (4) schools in Koodbuur District.*

The evaluation of the project took place between 9<sup>th</sup> May and 27<sup>th</sup> June. Evaluation methodology was through desk review, Focused Group Discussions, Key Informant Interviews, questionnaires and a validation workshop. Target groups were School Management Committees (SMCs), School Management (SM), Child Rights Groups (CRGs), SOS SL staff, and local education officials.

The overall purpose of the evaluation was to assess the relevance, impact, efficiency, effectiveness and sustainability of the implemented project, for the objective of informing organizational learning by being a learning tool and process that empowers all project stakeholders; serve as an input to provide decision-makers with knowledge and evidence about performance and good practices and also to enhance accountability to supporters such as project donor, government and even community.

The evaluation was undertaken by Impact Management Consulting. Mr. Hamse Khaire was the lead consultant, assisted by Stephen Mwalo. The team also engaged a number of enumerators in data collection, collation and reporting.

### **1.2 Main Evaluation Findings:**

- 90% of respondents’ feedback was that the project was both relevant in regard to issues addressed and the activities carried out to address the issues. Child Rights Approach (CRA)

was identified as a comprehensive programming approach in addressing child rights issues and suitable for involving both rights holders and duty bearers.

- 95% of the respondents acknowledged receiving some form of capacity building through the project activities (through trainings, awareness raising, material support such as building of toilets, installation of water tanks/taps, building of child-friendly spaces, school fencing).
- Findings of the evaluation revealed different levels across participating schools/communities of existence of exclusion, violence, discrimination (based on sex), low parental engagement and inadequate sanitation infrastructure, these based on local factors such as parental and child participation, poverty and involvement of government and non-governmental collaborators.
- The evaluation established success in project's strengthening of school-based SMC structures – structures were capable of supporting school-based learning and management processes and actions; participating schools have work plans for the SMC prepared against the school's strategic plans; SMCs have Roles and Responsibilities Manual that stipulates selection and tenure of office of SMC members, and SMCs meeting periodically.
- Child Rights Groups were identified as key structures and enabling tools that support both adults and children in entrenching participation of children in decision-making processes and activities that affect their lives in the schools.
- The project achieved remarkable levels of district-level community and partners' mobilization and awareness on children's rights to education. Despite its scope, the project reached national audience through media (broadcasted its activities).
- There was adequate periodic project information sharing and learning with stakeholders in such government-coordinated forums as Education Steering Committee (quarterly) Education Sector Coordination Meetings (monthly) and Child Protection Working Group (monthly).
- Due to water shortage in the area where 18<sup>th</sup> May Primary school is situated, it is experiencing specific challenges on sanitation (the area has no constant and reliable supply of water). Ahmed Dhagax Primary School, due to the presence of the stadium, faces challenges on ensuring proper access, utilization and maintenance of the toilets.
- Respondents demonstrated improved knowledge and understanding of issues affecting girls' education (enrolment, retention and performance).
- The evaluation established that there is a sharp fall to traditional reasons relating to girl child being denied education. The common reasons are now related to economic hardships, child labour, limited or lack of unfriendly sanitation facilities for girls, and limited support (for example psychosocial, reproductive health) from parents and teachers.
- The project management structure was reported as adequate, able to support higher and lower levels of management. A steering committee involving school and community members provided vital field information to better inform management decisions and actions.
- The log-frame matrix was constantly utilized to capture progress of the project in view of implementation of activities, outputs attained, and assumptions or risks that could affect the project. A mid-term review was undertaken, and monitoring of the project undertaken through monthly, quarterly and annual project reporting processes.
- The CRA approach adopted by the project was potentially conducive to longer-term sustainability due to the high-levels of buy-in and engagement it encouraged from the

outset, particularly in terms of its capacity to mobilize teachers, parents and children, and other key education stakeholders.

- Establishing and/or strengthening of structures such as the SMCs and CRGs played a pivotal role in institutionalizing CRA at program, policy and practice levels. These structures were key pointers to better sustainability of project activities, scale-up in scope and impact.
- 85% of respondents felt that should the project continue it would do well to continue working on the same issues, with 70% of respondents arguing for a deeper focus rather than scale.

#### **1.4 Lessons Learnt**

- The CRA process is viewed to be as important as the outcomes, and constitutes a key factor in delivering the outcomes and ensuring long-term capacity of both rights holder and duty bearers to bring about quality education by strengthening children and child supporters and care-givers to demand accountability from duty bearers.
- Despite CRA approach focusing largely on soft-ware capacity building, provision of services and materials strengthens capacities of both right-holders and duty-bearers.
- Establishment and/or strengthening of school/community based structures is a more sustainable approach for continuity of achieved results and impact.

#### **1.3 Recommendations:**

- Extend support on issues of sanitation infrastructure and/or services that specifically affects Ahmed Dhagax and 18<sup>th</sup> May Primary Schools, to build on the achievements attained, ensuring this takes issues related to gender and accessibility into account.
- Empower children (girls and boys, including children with disabilities) to engage meaningfully in advocacy work at all levels and use effective child participation work to support this.
- Ensure child-friendly trainings and materials on children's rights are made available for children and CRGs agents are visible and available in schools.
- Child Rights Groups: More focus should be placed in including lower grade classes, who have enough time to learn and share the learnt skills and knowledge to other children before they finally graduate from the schools.
- Provide more capacity building to the SMCs to strengthen their structural, operational and supervisory functionalities.
- Support in efforts of entrenching further the established SMCs and CRGs into local government planning and budgeting processes to cement their sustainability.
- Develop the capacity of SOS SL staff on CRA through frequent trainings on the changing dynamics and standards of the approach, to enrich their capacities for local CRA contextualization.
- Develop activities aimed specifically at improving children's learning outcomes in areas of literacy, numeracy, and other subject areas by utilizing child participation methodologies to measuring and assessing performance.
- Ensure teachers, parents and children are clear on reporting and referral procedures for cases of school-based violence and abuse and work in collaboration with Education Authorities to create simple posters outlining procedures to be followed.

- Review of the Juvenile Justice Law to incorporate child-friendly discipline, conflict resolution and role modelling.

## 2.0 Evaluation Results

### 2.1 Relevance: Did the project do the right thing in the right way?

Children, teachers and parents all provided positive feedback that the project was relevant to the issues affecting children in the school and community. Children mentioned issues such as corporal punishment, limited knowledge of their rights and responsibilities and lack of psychosocial support in schools as some of the issues the project focused on, and which affected them as children.

Discussions with respondents suggested that the main value added by the project was its capacity to raise awareness of children’s rights to education, protection and participation both at community level (amongst parents, teachers and children) as well as amongst a broad range of stakeholders. To a large extent this was guaranteed by the participatory approach of the baseline study which engaged education authorities, community members, teachers, parents and children in the collection and analysis of the data.

70% of the respondents reported that rather than simply seeking to highlight the value of education, the CRA provided stakeholders and beneficiaries with the capacity to understand education as being a fundamental right of all children, to monitor its implementation at all levels and demand accountability from duty-bearers.

“It helps children and other stakeholders know their rights and Government is also aware that they know their rights and can claim them.” – SMC member, Sheikh Madar Primary School.

Some respondents also highlighted the uniqueness of this model’s capacity to combine child rights law and community mobilization to promote citizen action and engagement:

“It is using human rights law and collecting evidence from community based models to demonstrate if duty-bearers are following through on their commitments....child rights approach in education have served as an experimentation as to how this approach works with the education sector. It’s exciting to see how this works in education and I am not aware of other initiatives quite like it. There are a multiplicity of approaches but this could bring it all together.” – Regional Education Officer, Hargeisa.


In addition, around 85% of respondents emphasized their appreciation for this project’s focus on children’s rights noting that previous work failed to engage children directly but that this approach contributed to empowering and enabling children themselves to challenge traditional perceptions of their capacity and roles within society:

“It is an empowering framework. Now we have children asking teachers ‘why are you not teaching?’ We had a meeting for parents and SMCs and the agenda was charged. Children

had a report and they presented it. I believe this project empowered the children so they can participate. SMCs now know their roles and responsibilities (...) before the project, children didn't know they had rights." - Principal, Ahmed Dhagax Primary School.

This increased awareness was also verified at field level during discussions with children, teachers and parents and are explored in greater detail under the section on impact.

In addition, whereas previous work<sup>1</sup> may have focused on ensuring access to education, the CRA takes a holistic perspective and focuses on what actually goes on inside schools and classroom. For around 70% of respondents, the emphasis on issues related to girl-child education was a new and exciting area, which had not so far featured prominently in their work and would merit being explored further for impact and scale.



"We have worked with SOS Somaliland for 3-5 years and done so much in education. This is the only project that directly focuses on girl-child education. In the past parents knew that there is no benefit to sending both girls and boys to school and tended to give preference to boy child. This project enabled us to view both girls and boys as having equal right to education, and to particularly promote non-discrimination against particular children such as girls." – SMC member, Ahmed Dhagax Primary School.

In terms of the project's capacity to implement and achieve its theory of change in practice, it was established through review of reports that progress was cumulative over the project period, such that in the first year of project, a lot of emphasis was laid on mobilization, organization and establishment/strengthening of structures; support in sanitation infrastructures and services, while subsequent years focused on capacity enhancement through trainings, awareness and advocacy activities, monitoring, linkages and networking. It is observable that the project utilized coordination forums under the auspices of government to share learnings with other child-centered organization. The project's design benefitted from previous joint initiatives - Child Rights Situation Survey<sup>2</sup> in Somaliland that was a joint venture involving several agencies.

From the evaluation, it was evident that the project espoused the challenge of achieving quality basic education within the wider context of child rights, and contributed to this through promotion of awareness on children's right to education, participation and protection. Findings of this evaluation reveal some of the inequities and gaps in provision at school level including exclusion, violence, discrimination (based on sex), low parental engagement and poor infrastructure, which the CRA approach adequately embraced in activity implementation.

In the course of project implementation, adjustments to the initial design were undertaken in regard to material support for improved access to sanitation facilities. Ahmed Dhagax and 31<sup>st</sup> May Primary Schools were supported with water tanks/taps installation; toilet block built in 31<sup>st</sup> May

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<sup>1</sup> Somalia Education Sector Assessment Report, USAID, 2003

<sup>2</sup>Child Rights Situation Analysis, 2010, Save the Children, UNICEF, CESVI, SOS Children's Villages and ADRA



Primary School; and all the SMCs and CRGs trained on sanitation, all these contributing to an enabling learning environment to promote girls' right to education.

18<sup>th</sup> May Primary School is situated in an area experiencing unreliable water supply thus the school population experience specific challenges on sanitation (the area has no constant and reliable supply of water). Ahmed Dhagax Primary School, due to the presence of the stadium, faces challenges on ensuring proper access, utilization and maintenance of the toilets.

In regard to whether the project was still relevant given the achievements attained so far, changes to knowledge are relatively easier to achieve than changes to attitudes, practice and policy and whilst the project has succeeded in raising awareness of education rights of girls and children's participation in management of education affairs in the schools, and the CRA both within SOS Somaliland and amongst other stakeholders, much remains to be done. Overall, key respondents felt that should the project continue it would do well to continue working on the same issues, with 70% of respondents arguing for a deeper focus rather than a wider scope of work in a potential second phase.

*"We should continue working on these issues. It was just three year so some issues have just been uncovered. I feel strongly that those issues are key to the local context so it would be better to continue for a reasonable period and see the impact." – Deputy Regional Education Officer, Hargeisa Region.*

*"The three years allowed the project to raise awareness and begin identifying potentially successful strategies for addressing issues of discrimination, and violence in the learning environment and there is a need to begin to dig deeper into the issues in order to see real results." – SOS SL Staff.*

## **2.2 Impact: Did the project achieve intended and planned results?**

The section below reports on the progress made against each of the project's three key objectives:

*Objective 1: By September 2015, School Management Committees (SMC), School Management and at least 100 teachers have increased capacity to plan and deliver quality primary education in four (4) schools in Koodbuur District, Hargeisa.*

The project by and large was able to conduct activities geared towards building the capacities of School Management Committees and School Management. The capacity building activities undertaken included trainings that focused on children's right, conflict resolution and positive discipline (among children and children, and children and teachers), resource mobilization through proposal development, leadership and management, teacher motivations, gender and school management, financial management and strategic planning.

The respondent's evidence attesting to achievement of this objective included participating schools have work plans for the SMC prepared against the school's strategic plans; Roles and

Responsibilities Manual that also stipulates selection and tenure of office of SMC members, and SMCs meet periodically:

“Our school’s SMC meets after every two months and whenever we meet, a child from the CRG is invited” – SMC Member, 18<sup>th</sup> May Primary School.

Notably from the respondents are discrepancies and irregularities in the nature, sequence and number of SMCs’ meeting across the participating schools – and this is an area of concern in regard to the policy guidelines of framework establishing the SMCs. More support would be useful towards strengthening operationalization of the Roles and Responsibilities Manual.

85% of the SMCs cited improved teacher attendance, reduced conflict between teachers and pupils, and promotion of girls’ attendance and performance in schools. This implies that the project did integrate well teachers, pupils and community members in regard to possible causes of conflict and how to solve the conflict; SMCs were able to work harmoniously with teachers thereby lifting their morale and motivation, this being indicated by improved attendance; and the CRGs playing a crucial role in bringing on board children’s voices in school management by allowing children to participate in SMCs’ meetings.

*Objective 2: By September 2015, children, parents, teachers and local stakeholders have increased awareness and acceptance of child rights in Koodbuur District*

Awareness raising to children, teachers, parents and other stakeholders formed a core objective and implementation strategy to increase knowledge and change of attitudes on children’s rights, and especially rights of girls and boys to education.

To a large extent the project was successful in increasing awareness of children’s rights to and in education. An analysis of project activity reports, group discussions and interviews showed that a high proportion of targets have been reached under this objective.

One of the key areas where the project managed to add value as compared to other education initiatives and make the most lasting change during its implementation period, was in its capacity to increase awareness of children’s rights to and in education:

“I am very happy our school has supported us to have a Child Rights Group in the school, where as children, we talk about issues that affect us, our school, teachers, and how we can improve learning environment and promote children’s rights – Chairperson, CRG, Sheikh Madar Primary School”

It should be noted that, however, concepts of children’s rights are perceived to go against the grain in socio-cultural contexts where children are expected to behave in a submissive manner towards adults with very little scope to voice their opinions. This issue was raised during focus group discussions with the SMCs members who noted that their engagement with other sections of the community brought to the fore the socially embedded view that children are to be seen and not listened to:

“Some of these rights give children a big head...for example, it is making children difficult. They actually misbehave and refuse to do what their parents tell them at home and at school...” – Elder, Sheikh Madar Primary School community, as reported by SMC member, 31<sup>st</sup> May Primary School.

SMCs discussions deduced the fact that it is necessary to consider how to discuss issues of children’s rights in such closed (to children) social contexts and considerable thinking-through are in order for community members to see the advantages that knowledge about their children’s rights and entitlements to education can bring to their children as well as the wider community, rather than a threat to authority or social order. Collaboration and discussion between teachers, parents and others shows that there is already evidence of some adults with a strong grasp of the empowering potential of this knowledge:

“People see (children’s rights) as something foreign rather than being part of their everyday lives. We have discussions where we share and debate issues and we have been able to break some of the myths here and help people understand that rights are nothing but part of our everyday lives.” – SOS SL staff.

One of the key purpose of the CRGs was to promote among children the right to know their rights. Whilst adults, regardless of their view on the matter, demonstrated some level of awareness about children’s rights, the same cannot be said of the children interviewed for this evaluation. Although both girls and boys in the CRGs were able to comfortably identify a range of rights, children who were not members of the CRGs had low or minimum levels of knowledge and/or skills.

Remarkable levels of knowledge of rights among children and SMC members was evident, and linkages in the school and community in this regard strong. National level linkages of project activities was promoted through broadcast media (TV).

Strong district-level engagement with education authorities contributed to awareness, buy-in and action and, potentially, onward sustainability and their involvement from the outset led to a range of immediate and concrete results for example placement of female teachers in the four participating schools. In the last three years of project life, the ratio of placement increase of female teachers against male in the four schools is 4:1<sup>3</sup>.

*Objective 3: By September 2015, enrolment and retention of girls has increased by 20% in four (4) schools in Koodbuur District*

This objective was from the onset difficult to establish baseline, track and measure given poor record keeping or lack of record keeping in the target schools. One of the elements of the objective was reduction of barriers that contribute to girls’ poor enrolment or access to education. Such barriers include household chores that makes girls fail to attend to school, limited access to reproductive health materials and services, low number of female teachers in the schools, Female Genital Mutilation/Cutting, early marriage and child labour. Addressing of these barriers were through the training and awareness raising activities that targeted the SMCs (parents and teachers) and children. To the extent that SMCs during discussions and interviews with them attested to improved knowledge of girls’ right to education indicate changes to levels of knowledge among key stakeholders in school management.

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<sup>3</sup> Ministry of Education data.

Closely tied to hurdles affecting girls' access to education are factors leading to their drop-outs, such as early marriage, lack of school fees and material requirement (and in cases where the family has limited resources, boys would always be given first priority) and limited reproductive health services and materials.

Despite inputs by the project in terms of support to the schools - water installation for Ahmed Dhagax and 31<sup>st</sup> May Primary Schools; building of a toilet and girl-friendly space for 31<sup>st</sup> May Primary School - limited access to toilet and/or water (especially in Ahmed Dhagax Primary School due to the stadium next to the school, and limited access to water in 18<sup>th</sup> May Primary School) are challenges that affects girls' attendance and performance in the schools. Except Sheikh Madar Primary School (located in next to the Ministry of Water), other participating schools' SMCs generally expressed differing levels of concern in regard to access to sanitation facilities and materials, sufficient and appropriate girls-specific toilets, and in some schools, the girls have to go knocking at nearby homes to use their toilets, which can offer them some privacy.

Community recognition of rights of girls to equal access to education as boys is still a matter that draws sharp and divergent sentiments from community members, especially the aged population who still categorize roles of boys as distinct from those of girls in a highly patriarchal society:

“Rights are universal but tradition is not, so in households. Girls and boys experience different treatment and get assigned different responsibilities. Rights have no gender but we have to think about how we marry issues of rights and tradition and how you convince a boy that sweeping will not make him a girl or that a girl can be a prefect” – CRG Agent, 31<sup>st</sup> May Primary School.

One key determining factor in girls' performance in the schools is the number of female teachers. It was established that over the last three years of project implementation, there has been an increase of 40% in the number of female teachers. Discussions with teachers, parents and children revealed that the increased availability, presence and therefore access to female teachers could have been one of the reasons for the surge of girls' enrolment, retention and performance in the schools.

The evaluation established that there is a sharp fall to traditional reasons relating to girl child being denied education, low performance due to inconsistent school attendance. The common reasons are now related to economic hardships, child labour, limited or lack of unfriendly sanitation facilities for girls, and limited support (for example psychosocial, reproductive health) from parents and teachers, some of whom are still stuck to the notion that the place of girls (and later women, wives or mothers) is the kitchen.

In enrolment, the trend of many girls being found in lower grades, and many drop as you up the grade ladder is reversing. However, according to Ministry of Education, the national rates of transition to secondary education is still low, at 60% for girls<sup>4</sup>.

### **2.3 Achieving value for money: effectiveness and efficiency**

The term 'value' in this evaluation was viewed in terms of what stakeholders, most notably rights-holders, valued in terms of what the organization promised to deliver and covers a range of issues such as: how the organization managed costs; improved efficiency and demonstrated the right thing was being done in the right way.

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<sup>4</sup> Ministry of Education data

Whilst broader value for money questions can be addressed by many of the points highlighted in the sections on relevance, impact and sustainability, the section below seeks to focus primarily on those related to efficiency and effectiveness.

### **2.3.1 Efficiency: what measures were taken to ensure effective planning, implementation, monitoring and reporting?**

The majority of respondents both in SOS SL (project staff) and schools highlighted the delay to implementation associated with this project and this was captured both in the mid-term review and approved project proposal.

A range of management and decision-making structures were established to support successful implementation of the project:

The project was managed by SOS Somaliland's Family Strengthening Programme (FSP) staff, who are also engaged in social and community work, which is a combination of service delivery and capacity building to vulnerable families. There were four fieldworkers and one project coordinator. Each fieldworker was assigned to a geographical area, thus each could attend to the school falling within the assigned geographical area. The overall coordination was managed by the programme coordinator.

This project management structure was reported as adequate, able to address low levels issues, which could be escalated to higher levels of project management (Project Steering Committee); and also management decisions would trickle down to lower cadres, thus effective communication facilitated better management of the project.

A steering committee made up of four SMC members (one from each of the participating schools), four SM (one from each of the participating schools) was established, and this ensured involvement, participation, accountability and transparency of project decisions from the target group. This structure strengthened ownership of processes and actions by the participating schools, and by extension, communities.

Project budgeting and utilization was optimum, and through monthly, quarterly and annual reviews/reports, adequate measures were undertaken to ensure allocation and utilization of funds for activities are appropriate, sufficient and timely.

Regular reviews and up-dates were effected on the log-frame matrix, to capture progress of the project in view of implementation of activities, outputs attained, and assumptions or risk. Reviews/revision of the original project documents (or addendums thereof) detailing changes made in the implementation period of the project were undertaken, thus providing information in regard to changing dynamic in the context and content of project implementation.

Annual work plans were undertaken; monthly, quarterly and yearly report done, these being tools used for project review and monitoring processes.

Log frame matrix provided "SMART" objectives of the project that were monitored by use of monthly, quarterly and yearly report, outcomes and impact of the project.

One notable gap was additional specific tool to enable teams to collect and analyse information and assess progress on Objective Three.

*"There was an M&E framework but we did not develop data collection tools to be utilized in tracking and measuring Objective Three of the project. This limited project staff's ability to*

assess impact and much of the achievements in the objective. We, however relied on the periodic reports generated.” – SOS SL staff.

In regard to project effectiveness in ensuring project is beneficial to the target groups, beneficiaries were involved in the project from the outset, as part of the baseline research and were also involved in community-level stakeholder committees. Information about the project in general as well as ongoing progress were shared with beneficiary groups at regular intervals including with the government departments and other partners in the periodic Education and Protection Cluster meetings.

## 2.4 Sustainability

“If you as an organization are taking up something and you don't involve other people, sustainability becomes a problem, buy-in becomes a problem. But once you get other people to be involved from the outset, they can make the issue their own. We had a lot to learn from working with others (...) if they take your message for you then you have a whole host of people on board and they can sing the anthem for you where you are not. That is the beauty of working together.” – SOS SL staff.

There is evidence already that the CRA adopted by the project was potentially conducive to longer-term sustainability due to the high-levels of buy-in and engagement it encouraged from the outset, particularly in terms of its capacity to mobilize teachers, parents and children, and other key education stakeholders.

In order to sustain this though, 40% of respondents felt that it was crucial to continue encouraging buy-in and focus on developing capacity, skills and understanding of different stakeholders to continue using CRA methods and approaches once funding comes to an end.

In regard to whether the project resulted to any policy reform at local or national level, a lot of media outreach were conducted through national TV stations that would basically form the foundation for any policy reform or advocacy work at the national level.

The initial work on the development of school rules, SMCs' Roles and Responsibilities, SMCs' work plans and School Strategic Plans were mentioned as strengthening school community capacity, thus the potential to sustain activities of SMCs and CRGs in the schools.

Discussions with SMCs and CRGs established that there was considerable strength in regard to mobilization of parents, teachers, children and local education officials on issues of child rights to education. The SMCs and CRGs were identified as valuable structures that mobilized and educated parents and teachers, and children, respectively, to bring about changes in wider awareness thus building on wider ownership and thus providing momentum to changes to policy and practice that can support scale and impact through the formulation of local by-laws.

In regard to which areas of the project could be replicated/scaled up, interviews with respondents showed that the project's approach was widely applicable and that there was a potential for wide learning across/between SOS country programmes, regions in Somaliland and even schools at community level. The flexibility and adaptability of the CRA framework was recognized, as was the fact that given the interconnected nature of rights, even by just focusing on a limited number, the scope for touching on several issues was considerable.

### 3.0 Conclusions:

- The child rights project served as an opportunity to experiment with the operationalization of the CRA (one of the aspects of Human Based Approach to Development, HRBAD) framework in four different schools in Koodbur district, Hargeisa region.
- On balance, despite the relatively short implementation period (given that rights-based approach mechanisms focusing on software – information, trainings for change of attitudes, increase in knowledge and skills, community mobilization, organization and advocacy for change of systems and structures take considerably longer time), it is clear that the basic premises of the CRA were covered practically and that broader stakeholder engagement in participatory processes promoted an improved understanding, buy-in and action for children’s rights in education.
- Although pre-determined, the focus areas of the project were largely considered to be relevant at all levels and progress was made in all the four target schools towards the achievement of the project’s three objectives.
- Overall some of the projects main areas of achievements were felt to have been in the areas of awareness raising on children’s rights to and in education (including the rights of girl-child to education), achieving stakeholder buy-in and beginning to tackle some of the root causes of violence and discrimination against children in education by empowering SMCs, CRGs, disseminating policy documents such as the School Strategic Plans, SMCs’ Roles and Responsibilities Manual, training teachers on positive discipline and how to support girls’ performance in schools.
- In addition anecdotal evidence suggests that school-based clubs (CRGs) have contributed to increasing confidence levels of girls and boys and promoting their engagement in school management.
- Similarly, specific activities such as building of toilets, installation of water tanks/taps and building of girl friendly space contributed in the attainment of girls’ enrolment, retention and performance result areas.
- The project succeeded in forging close collaboration at school community level among parents, teachers and pupils; at district level, it was able to share project learning with various ministerial forums on child rights, and despite its scope, reached the national audience by broadcasting its activities to national TV channels.
- Strengthening of the local structures (SM, SMCs and CRGs) provided support in project implementation, accountability to the community and also established base for sustainability of project results and impact.
- Project staff provided cross-learning and skill development in that the project was housed under the FSP, thus were able to benefit from experiences and practices acquired in the overall FSP program.
- Project management structure was adequate and efficient, both at organizational level (Program Coordinator and four field officers) and at field and organizational level (Steering Committee). There was shared learning at the organizational level (project being under FSP facilitated this); community level (Steering Committee) and district level (presentations on project being shared at the Education and Protection clusters).

#### 4.0 Lessons Learnt:

- The CRA process is viewed to be as important as the outcomes, and constitutes a key factor in delivering the outcomes and ensuring long-term capacity to bring about quality education by strengthening children and child supporters and care-givers to demand accountability from duty bearers. However, to assess its impact a robust M&E system is needed to allow a realistic set of outcome indicators to be measured in a systematic way. This should include indicators that will measure overall changes in the quality of education including retention, pass rates and acquisition of key skills, knowledge and values.
- Despite CRA approach focusing largely on soft-ware capacity building, provision of services and materials strengthens capacities of both right-holders and duty-bearers. The project demonstrated a good mix of both soft-ware and hard-ware inputs, these mainly being determined by participating school's Strategic Plans (needs).
- Establishment and/or strengthening of school/community based structures is a more sustainable approach for entrenching child rights and ascertaining continuity of achieved results and impact. The SM, SMCs and CRGs played and will continue to play critical roles in the promotion, protection and fulfilment of children's rights.
- Involvement of government and other actors engaged in child rights work ensures sectoral learning, sharing and improvement of practices. Strong coordination capacities of government bodies/departments strengthen entrenchment of the practices into official policies and plans and across child rights sector.

FINAL



## 5.0 Recommendations:

- Extend support on issues of sanitation infrastructure and/or services that specifically affects Ahmed Dhagax and 18<sup>th</sup> May Primary Schools, to build on the achievements attained, ensuring this takes issues related to gender and accessibility into account. Through consultation with the schools and referring to the schools' Strategic Plans, additional material to teaching aid, improving learning environments would enhance fulfilment of children's right to education.
- Empower children (girls and boys, including children with disabilities) to engage meaningfully in advocacy work at district and even national levels and use effective child participation (peer networks), work to support this. This could be through formation of district children's councils, and nationally, a children's parliament.
- Ensure child-friendly trainings and materials on children's rights are made available for children and CRGs mentors are visible and available in schools. More support (incentives) to boost morale of Child Agents would enable growth of CGRs.
- Child Rights Groups: More focus should be placed in including lower grade classes, who have enough time to learn and share the learnt skills and knowledge to other children before they finally graduate from the schools.
- Enhance local outreach through use of radio by organizing radio call-in-shows, children round-table meetings and cultural events.
- Provide more capacity building to the SMCs to strengthen their structural, operational and supervisory functionalities. These will support in ensuring SMCs deliver on the basis of developed schools' Strategic Plans.
- Support in efforts of entrenching further the institutionalization of SMCs and CRGs into local government planning and budgeting processes to cement their sustainability – access to resources and linkages to official government development plans and processes.
- Develop the capacity of SOS SL staff on CRA through frequent trainings on the changing dynamics and standards of the approach, to enrich their capacities for local CRA contextualization.
- Develop activities aimed specifically at improving children's learning outcomes in areas of literacy, numeracy, and other subject areas by utilizing child participation methodologies to measuring and assessing performance.
- Ensure teachers, parents and children are clear on reporting and referral procedures for cases of school-based violence and abuse and work in collaboration with Education Authorities to create simple posters outlining procedures to be followed.
- Review of the Juvenile Justice Law to incorporate child-friendly discipline, conflict resolution and role modelling.
- Encourage girls and boys to engage in cross-cultural joint activities (e.g. through CRGs) and build on existing good practice on working with boys (e.g. in Kenya and Uganda) to ensure boys become 'champions' for girls' rights.
- Build baseline analysis into the project cycle as a matter of course to ensure that data is available for tracking progress and that stakeholders and beneficiaries are engaged.
- Create a simple yet effective M&E system for the project that will allow teams to collect key data and assess progress towards outcomes on an annual basis.

## APPENDICES: Evaluation Tools:

### FOCUS GROUP DISCUSSION GUIDE – Child Rights Groups

LOCATION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

No. OF PARTICIPANTS: \_\_\_\_\_

TIME: \_\_\_\_\_

#### Introduction:

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SL, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SL, SOS DK and DANIDA. During our discussion we will be talking mostly about your own experiences of involvement in the project and I am keen to hear about any changes (positive or not) that have happened here in the school and community over the three years. Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report.

I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

#### Preliminary:

Go around the circle and ask participants to introduce themselves, stating their NAME, ROLE and one thing they LIKE ABOUT THEIR JOB. Recap on ground rules for the focus group and ensure everyone feels comfortable and is aware everyone has a chance to speak and that there are no right/wrong answers.

#### **A. Relevance**

The “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**” project was implemented in Koodbuur district, Hargeisa, in four primary schools and its aim was to ensure that children's rights to education are respected and fulfilled, especially focusing on the rights of girls (enrolment and retention) to education, building capacities of the target schools and communities to

enhance quality of teaching and improve community and child participation in management of education.

- Who here was actually involved in the project directly?
- Can you tell me a bit about what you did?  
Probes: is he/she a member of child rights group?; how was he/she recruited? Was he/she trained, on what topics? What are some of the activities the child rights groups planned and did with other children in the school?
- How appropriate do you think the project's aims were relevant here in your school or community?
- Do you think you have gained or learned anything as a result of being involved in the project? Probe: child right group
- In what ways are you different since you started participating in this project?

## **B. Impact**

### **Awareness of rights**

The project focused a lot on raising awareness of children's rights to quality education, especially for girls (enrolment and retention), community and children's participation in management of school activities.

- What reactions have there been to the issue of children's right (especially girls) to education here in the community/school?
- What are your views on children's right to education?
- Have community members participated in any way in the running of school activities? Give examples.
- Have children participated in any way in management of school activities? Give examples.
- What changes have occurred as a result of participation of community members and children in the management of school activities? Give examples.

### **Safe, non-violent environment**

#### **Probes:**

- What happens when children misbehave in class? What kind of discipline is administered here in the school?
- What happens when a pupil is hurt or abused here in the school?
- Have there been any such incidents recently?
- Can anyone tell me what happened? Probe: disciplinary processes
- Would you say this school has enough clean, safe toilets for teacher and pupils (separate for girls and boys)?
- Is everyone able to access them? Probe: girls

### **Girls' right to education**

The project aimed to benefit ALL children but especially girls:

- How many girls are in your class/school?
- Have they been here for long or did they recently enroll?
- Has the school taken any specific measures to improve enrolment and performance of girls? Can anyone tell me a bit about them?
- What has been the result? Probe: any changes in attendance, performance or confidence?
- Are there any issues that are still preventing girls from attending school here? What are they?

- What else do you think can be done by the school and community to improve enrolment, retention, performance and confidence of girls?

### **Transparency and accountability**

- Can anyone tell me the way the SMC/SM functions here in the school?
- Who is involved in the SMC/SM?
- How much are parents involved in school affairs?
- Do teachers share with children their teaching plans/syllabus?
- Are there any children involved in SMC/SM meetings? Probe: How? Boys/Girls/
- Has the SMC taken any actions recently to bring about improvements in the school? Can anyone give any examples?

### **Sustainability**

- If this project should continue, what kind of thing do you think it should focus on?
- What kind of support would be needed at school and community levels to ensure children's right (and girls in particular) to quality education is respected and fulfilled?

*Those are all the questions I have for the moment. If you would like to add anything important that has not been raised in the discussion please feel free.*

**Thank you very much for your time and attention. SOS SL will get back to you with feedback from this evaluation.**

## **FOCUS GROUP DISCUSSION GUIDE – Girls Only**

LOCATION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

No. OF PARTICIPANTS: \_\_\_\_\_

TIME: \_\_\_\_\_

### **Introduction:**

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SL, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SL, SOS DK and DANIDA. During our discussion we will be talking mostly about your own experiences of involvement in the project and I am keen to hear about any changes (positive or not) that have happened here in the school and community over the three years. Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report.

I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

### **Preliminary:**

Go around the circle and ask participants to introduce themselves, stating their NAME, ROLE and one thing they LIKE ABOUT THEIR SCHOOL/COMMUNITY. Recap on ground rules for the focus group and ensure everyone feels comfortable and is aware everyone has a chance to speak and that there are no right/wrong answers.

### **C. Relevance**

The “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**” project was implemented in Koodbuur district, Hargeisa, in four primary schools and its aim was to ensure that children's rights to education are respected and fulfilled, especially focusing on the rights of girls (enrolment and retention) to education, building capacities of the target schools and communities to enhance quality of teaching and improve community and child participation in management of education.

- Who here was actually involved in the project directly?
- Can you tell me a bit about what you did?  
Probes: is he/she a member of child rights group?; how was he/she recruited? Was he/she trained, on what topics? What are some of the activities the child rights groups planned and did with other children in the school?
- How appropriate do you think the project's aims were relevant here in your school or community?
- Do you think you have gained or learned anything as a result of being involved in the project? Probe: child right group
- In what ways are you different since you started participating in this project?

#### **D. Impact**

##### **Awareness of girls' right to education**

The project focused a lot on raising awareness of children's rights to quality education, especially for girls (enrolment and retention)

- What reactions have there been to the issue of children's right (especially girls) to education here in the community/school?
- What are your views on children's right to education?
- What are some of the reasons that make girls not to be enrolled in school?
- What are some of the reasons that make girls not to attend school daily?
- What are some of the reasons that make girls' performance low?
- Can you mention what your teachers, parents and children have done to address the above issues? Any changes?

##### **Girls' right to education**

The project aimed to benefit ALL children but especially girls:

- How many girls are in your class/school?
- Have they been here for long or did they recently enroll?
- Has the school taken any specific measures to improve enrolment and performance of girls? Can anyone tell me a bit about them?
- What has been the result? Probe: any changes in attendance, performance or confidence?
- Are there any issues that are still preventing girls from attending school here? What are they?
- What else do you think can be done by the school and community to improve enrolment, retention, performance and confidence of girls?

##### **Safe, non-violent environment**

###### **Probes:**

- If girls fail to attend school regularly, how do the teachers treat them? Have there been any such incidents recently? Can anyone tell me what happened?
- How do girls feel about that treatment?
- How do you think girls who fail to come to school or drop from school should be treated?
- Would you say this school has enough clean, safe toilets for teacher and pupils (separate for girls and boys)?
- Is everyone able to access them? Probe: girls

**Sustainability**

- If this project should continue, what kind of thing do you think it should focus on?
- What kind of support would be needed at school and community levels to ensure children's right (and girls in particular) to quality education is respected and fulfilled?

*Those are all the questions I have for the moment. If you would like to add anything important that has not been raised in the discussion please feel free.*

**Thank you very much for your time and attention. SOS SX will get back to you with feedback from this evaluation.**

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## FOCUS GROUP DISCUSSION GUIDE – School Management Committees

LOCATION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

No. OF PARTICIPANTS: \_\_\_\_\_

TIME: \_\_\_\_\_

### **Introduction:**

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SL, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SL, SOS DK and DANIDA. During our discussion we will be talking mostly about your own experiences of involvement in the project and I am keen to hear about any changes (positive or not) that have happened here in the school and community over the three years.

Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report.

I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

### **Preliminary:**

Go around the circle and ask participants to introduce themselves, stating their NAME, ROLE and one thing they LIKE ABOUT THEIR JOB. Recap on ground rules for the focus group and ensure everyone feels comfortable and is aware everyone has a chance to speak and that there are no right/wrong answers.

### **E. Relevance**

The “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**” project was implemented in Koodbuur district, Hargeisa, in four primary schools and its aim was to ensure that children's rights to education are respected and fulfilled, especially focusing on the rights of girls (enrolment and retention) to education, building capacities of the target schools and communities to enhance quality of teaching and improve community and child participation in management of education.



- Who here was actually involved in the project directly?
- Can you tell me a bit about what you did?  
Probes: is he/she a member of SMC? How was he/she recruited? Was he/she trained, on what topics? What are some of the activities the SMC planned and did (do the school have a School Development Plan? Do the SMCs have work plans?)
- What document guides SMC? When are elections/selection done for new members?
- How appropriate do you think the project's aims were relevant here in your school or community?
- Do you think you have gained or learned anything as a result of being involved in the project? Probe: being a member of the SMC
- In what ways are you different since you started participating in this project?
- In what ways is the school/community different you having participated in the project (especially being a member of the SMC)?

## **F. Impact**

### **Awareness of rights**

The project focused a lot on raising awareness of children's rights to quality education, especially for girls (enrolment and retention), community and children's participation in management of school activities.

- What reactions have there been to the issue of children's right (especially girls) to education here in the community/school?
- What are your views on children's right to education?
- Have community members participated in any way in the running of school activities? Give examples.
- Have children participated in any way in management of school activities? Give examples.
- What changes have occurred as a result of participation of community members and children in the management of school activities? Give examples.
- Why do you think teachers are unwilling to be Agents of the CRGs without additional monetary compensation?
- Did you receive any form of compensation from SOS SL wherever you met as SMC, or participated in an activity organizes by SOS SL? If Yes, what forms of compensation were these?

### **Safe, non-violent environment**

#### **Probes:**

- What happens when children misbehave in class? What kind of discipline is administered here in the school?
- What happens when a pupil is hurt or abused here in the school?
- Have there been any such incidents recently?
- Can anyone tell me what happened? Probe: disciplinary processes
- Would you say this school has enough clean, safe toilets for teacher and pupils (separate for girls and boys)?
- Is everyone able to access them? Probe: girls

### **Capacity building.**

#### **Probes:**

- What types of capacity building activities took place targeting 1. SMCs 2. Children/Child Rights Groups 3. School infrastructures (building or rehabilitation of toilets, repair/purchase of desks etc) 4. Teachers
- What activities did SMC support (helped organize, participated in) Child Rights Groups conduct?

### **Girls' right to education**

The project aimed to benefit ALL children but especially girls:

- How many girls are in your class/school?
- Have they been here for long or did they recently enroll?
- Do you think girls have special needs? What are they?
- Has the school taken any specific measures to improve enrolment and performance of girls? Can anyone tell me a bit about them?
- Has the school in the last three years employed any female teacher? How many?
- What has been the result? Probe: any changes in attendance, performance or confidence?
- Are there any issues that are still preventing girls from attending school here? What are they?
- What else do you think can be done by the school and community to improve enrolment, retention, performance and confidence of girls?

### **Transparency and accountability and value for money**

- Can anyone tell me the way the SMC/SM functions here in the school?
- Who is involved in the SMC/SM? How often to SMCs meet?
- How much are parents involved in school affairs?
- Do teachers share with children their teaching plans/syllabus?
- Are there any children involved in SMC/SM meetings? Probe: How? Boys/Girls/
- Has the SMC taken any actions recently to bring about improvements in the school? Can anyone give any examples?
- Do you think the project satisfactorily delivered what it set out to achieve with the funds available?  
Yes/No  
What makes you say that?
- Do you think there is any way the same results could have been achieved for less?  
Yes/No  
How?
- Which of the methods used in this project do you think were most effective and why?

### **Sustainability**

- If this project should continue, what kind of thing do you think it should focus on?
- What kind of support would be needed at school and community levels to ensure children's right (and girls in particular) to quality education is respected and fulfilled?

*Those are all the questions I have for the moment. If you would like to add anything important that has not been raised in the discussion please feel free.*

**Thank you very much for your time and attention. SOS SX will get back to you with feedback from this evaluation**

## KEY INFORMANT INTERVIEW SHEET – Leaders of CRGs

LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

### **Introduction:**

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SX, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SX, SOS DK and DANIDA. This interview will cover five main areas: relevance; effectiveness, efficiency (value for money), impact; and sustainability. Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report. I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

NAME: \_\_\_\_\_

FULL JOB TITLE: \_\_\_\_\_

Length of time involved in project and role: \_\_\_\_\_

### **A. Relevance**

1. Given your knowledge of other education initiatives, what would you say is the added value of this particular project and for whom?  
Probe answers using child rights approach and focus on SMC, SM, children, girls (enrolment and retention), participation of children, parents and other stakeholders in the management of school activities.

2. In light of the project's achievements to date, do you think it would be important to continue working on the same issues?  
Yes/No  
Why/Why not?
3. Do you think the project managed to enhance the rights of children (and especially girls' enrolment and retention) to quality education in any way?  
Yes/No  
If so, can you give any examples?
4. How significant was the project in ensuring that children, parents and other stakeholders are involved in management of school activities? Give any example?

### **B. Effectiveness and Efficiency**

1. What would you say are the specific advantages or added value of the project to:
  - Children (especially girls and child participation)
  - School (especially school management)
  - Community (community participation in ensuring quality education in schools)
  - Enrolment and retention of girls in schools (addressing and delivery of quality education).
2. What kind of management and decision-making structures were put in place to support the project implementation and how helpful/supportive were these structures?
3. How frequently did the project team meet to discuss progress/challenges? Was this effective?  
Yes/No.  
Why/Why not?
4. What (if any) challenges did you (as schools, parents, children, SOS SX) have with regard to budgeting, forecasting and reporting on this project?
5. Was any capacity development support provided to you (as schools, SMC, parents, children, SOS SX) to support in successful implementation, monitoring and reporting of this project?  
Yes/No  
If yes, how useful was this?
6. To what extent was the project able to react to risks? Can you give an example?
7. Do you think the project satisfactorily delivered what it set out to achieve with the funds available?  
Yes/No  
What makes you say that?
8. Do you think there is any way the same results could have been achieved for less?  
Yes/No  
How?

9. Comment on the project period: short, long, medium. Give your reasons for the choice made
10. Which of the methods used in this project do you think were most effective and why?
11. How effective would you say the project's approach was to M&E, data collection and learning and what impact has this had on the project's capacity to achieve its results?  
Probe: collection of school based data/collection of data against agreed indicators at end of year?
12. To what extent was learning from baseline incorporated into the project's implementation plan and what, if any changes occurred as a result?
13. What approaches did the project take to ensure accountability to beneficiaries?

### **C. Impact**

1. To what extent would you say the project has made progress towards the achievement of its three key objectives? Do you have any specific examples to illustrate this?  
Probe: learning outcomes, participation, discrimination, measuring reduction in violence.
2. Are there areas where progress towards the three objectives was slower?  
Yes/No  
Which ones and why?
3. Which activities do you think were most useful in bringing about changes to people's knowledge, attitudes and practice as part of the project and why?
4. Do you think there were any activities that were not particularly useful?  
Yes/No.  
Which ones and Why?
5. Have there been any unexpected or unintended outcomes (positive or negative) as a result of this project?  
Yes/No  
Can you give any examples?
6. This has been a 3-year project, what do you think is/are the most lasting change or changes that is/are a result of its implementation?

### **D. Sustainability**

1. Do you think the project's approach would be relevant elsewhere?  
Yes/No  
Why/Why not?
2. Are there any elements of the project that could potentially be scaled up? How? To what level?  
Can you for-see any challenges?

3. What did the project do to specifically encourage local participation and ownership? To what extent was this successful?
4. Do you think any of the project's activities will be carried on by local partners/beneficiaries after the funding comes to an end?  
What might be needed to support this?

*Those are all the questions I have for the moment. If you would like to add anything important that has not been raised in the discussion please feel free.*

**Thank you very much for your time and attention. SOS SX will get back to you with feedback from this evaluation.**

FINAL COPY

## KEY INFORMANT INTERVIEW SHEET – SMC and Others

LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

### Introduction:

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SX, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SX, SOS DK and DANIDA. This interview will cover five main areas: relevance; effectiveness, efficiency (value for money), impact; and sustainability. Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report. I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

NAME: \_\_\_\_\_

FULL JOB TITLE: \_\_\_\_\_

Length of time involved in project and role: \_\_\_\_\_

### **A. Relevance**

1. Given your knowledge of other education initiatives, what would you say is the added value of this particular project and for whom?

Probe answers using child rights approach and focus on SMC, SM, children, girls (enrolment and retention), participation of children, parents and other stakeholders in the management of school activities.

2. In light of the project's achievements to date, do you think it would be important to continue working on the same issues?

Yes/No

Why/Why not?

3. Do you think the project managed to enhance the rights of children (and especially girls' enrolment and retention) to quality education in any way?

Yes/No

If so, can you give any examples?

4. How significant was the project in ensuring that children, parents and other stakeholders are involved in management of school activities? Give any example?

## **B. Effectiveness and Efficiency**

1. What would you say are the specific advantages or added value of the project to:

- Children (especially girls and child participation)
- School (especially school management)
- Community (community participation in ensuring quality education in schools)
- Enrolment and retention of girls in schools (addressing and delivery of quality education).

2. What kind of management and decision-making structures were put in place to support the project implementation and how helpful/supportive were these structures?

3. How frequently did the project team meet to discuss progress/challenges? Was this effective?

Yes/No.

Why/Why not?

4. What (if any) challenges did you (as schools, parents, children, SOS SX) have with regard to budgeting, forecasting and reporting on this project?

5. Was any capacity development support provided to you (as schools, SMC, parents, children, SOS SX) to support in successful implementation, monitoring and reporting of this project?

Yes/No

If yes, how useful was this?

6. To what extent was the project able to react to risks? Can you give an example?

7. Do you think the project satisfactorily delivered what it set out to achieve with the funds available?

Yes/No

What makes you say that?

8. Do you think there is any way the same results could have been achieved for less?



Yes/No  
How?

9. Comment on the project period: short, long, medium. Give your reasons for the choice made
10. Which of the methods used in this project do you think were most effective and why?
11. How effective would you say the project's approach was to M&E, data collection and learning and what impact has this had on the project's capacity to achieve its results?  
Probe: collection of school based data (especially enrolment of girls)
12. What approaches did the project take to ensure accountability to beneficiaries?

### **C. Impact**

1. To what extent would you say the project has made progress towards the achievement of its three key objectives? Do you have any specific examples to illustrate this?  
Probe: learning outcomes, participation, discrimination, measuring reduction in violence.
2. Are there areas where progress towards the three objectives was slower?  
Yes/No  
Which ones and why?
3. Which activities do you think were most useful in bringing about changes to people's knowledge, attitudes and practice as part of the project and why?
4. Do you think there were any activities that were not particularly useful?  
Yes/No.  
Which ones and Why?
5. Have there been any unexpected or unintended outcomes (positive or negative) as a result of this project?  
Yes/No  
Can you give any examples?
6. Were there activities initially planned but later dropped/cancelled? If Yes, Why? How were other stakeholders involved?
7. This has been a 3-year project, what do you think is/are the most lasting change or changes that is/are a result of its implementation?

### **D. Sustainability**

1. Do you think the project's approach would be relevant elsewhere?  
Yes/No  
Why/Why not?

2. Are there any elements of the project that could potentially be scaled up? How? To what level? Can you for-see any challenges?
3. What did the project do to specifically encourage local participation and ownership? To what extent was this successful?
4. Did the project achieve any changes in terms of policy reforms at local or national level? Which were they?
5. Do you think any of the project's activities will be carried on by local partners/beneficiaries after the funding comes to an end?  
What might be needed to support this?

*Those are all the questions I have for the moment. If you would like to add anything important that has not been raised in the discussion please feel free.*

**Thank you very much for your time and attention. SOS SX will get back to you with feedback from this evaluation.**

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## KEY INFORMANT INTERVIEW SHEET – SOS Staff

LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

### Introduction:

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SX, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SX, SOS DK and DANIDA. This interview will cover five main areas: relevance; effectiveness, efficiency (value for money), impact; and sustainability. Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report. I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

NAME: \_\_\_\_\_

FULL JOB TITLE: \_\_\_\_\_

Length of time involved in project and role: \_\_\_\_\_

### **A. Relevance**

1. Given your knowledge of other education initiatives, what would you say is the added value of this particular project and for whom?

Probe answers using child rights approach and focus on SMC, SM, children, girls (enrolment and retention), participation of children, parents and other stakeholders in the management of school activities.

2. In light of the project's achievements to date, do you think it would be important to continue working on the same issues?

Yes/No

Why/Why not?

3. Do you think the project managed to enhance the rights of children (and especially girls' enrolment and retention) to quality education in any way?

Yes/No

If so, can you give any examples?

4. How significant was the project in ensuring that children, parents and other stakeholders are involved in management of school activities? Give any example?

## **B. Effectiveness and Efficiency**

1. What would you say are the specific advantages or added value of the project to:

- Children (especially girls and child participation)
- School (especially school management)
- Community (community participation in ensuring quality education in schools)
- Enrolment and retention of girls in schools (addressing and delivery of quality education).

2. What kind of management and decision-making structures were put in place to support the project implementation and how helpful/supportive were these structures?

3. How frequently did the project team meet to discuss progress/challenges? Was this effective?

Yes/No.

Why/Why not?

4. What (if any) challenges did you (as schools, parents, children, SOS SX) have with regard to budgeting, forecasting and reporting on this project?

5. Was any capacity development support provided to you (as schools, SMC, parents, children, SOS SX) to support in successful implementation, monitoring and reporting of this project?

Yes/No

If yes, how useful was this?

6. To what extent was the project able to react to risks? Can you give an example?

7. Do you think the project satisfactorily delivered what it set out to achieve with the funds available?

Yes/No

What makes you say that?

8. Do you think there is any way the same results could have been achieved for less?

Yes/No  
How?

9. Comment on the project period: short, long, medium. Give your reasons for the choice made
10. Which of the methods used in this project do you think were most effective and why?
11. How effective would you say the project's approach was to M&E, data collection and learning and what impact has this had on the project's capacity to achieve its results?  
Probe: collection of school based data/collection of data against agreed indicators at end of year?  
Reports – Quarter, Six-month, annual – frequency of reporting (capturing of lessons – use of MSC stories, case studies)  
LFM – How often was it reviewed? (to incorporate mid-term recommendations – review activities, gender strategy, steering committee etc); review of indicators (esp for objective 2 and 3)
12. To what extent was learning from baseline incorporated into the project's implementation plan and what, if any changes occurred as a result?
13. What approaches did the project take to ensure accountability to beneficiaries?

### **C. Impact**

1. To what extent would you say the project has made progress towards the achievement of its three key objectives? Do you have any specific examples to illustrate this?  
Probe: learning outcomes, participation, discrimination, measuring reduction in violence.
2. Are there areas where progress towards the three objectives was slower?  
Yes/No  
Which ones and why?
3. Which activities do you think were most useful in bringing about changes to people's knowledge, attitudes and practice as part of the project and why?
4. Do you think there were any activities that were not particularly useful?  
Yes/No.  
Which ones and Why?
5. Have there been any unexpected or unintended outcomes (positive or negative) as a result of this project?  
Yes/No  
Can you give any examples?
6. Were there activities initially planned but later dropped/cancelled? If Yes, Why? How were other stakeholders involved?
7. This has been a 3-year project, what do you think is/are the most lasting change or changes that is/are a result of its implementation?

#### **D. Sustainability**

1. Do you think the project's approach would be relevant elsewhere?

Yes/No

Why/Why not?

2. Are there any elements of the project that could potentially be scaled up? How? To what level? Can you foresee any challenges?

3. What did the project do to specifically encourage local participation and ownership? To what extent was this successful?

4. Did the project achieve any changes in terms of policy reforms at local or national level? Which were they?

5. Does SOS belong to any network that addresses issues related to those in the project? If Yes, give example.

6. Do you think any of the project's activities will be carried on by local partners/beneficiaries after the funding comes to an end?

7. What might be needed to support this?

*Those are all the questions I have for the moment. If you would like to add anything important that has not been raised in the discussion please feel free.*

**Thank you very much for your time and attention. SOS SX will get back to you with feedback from this evaluation.**

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## QUESTIONNAIRE - CHILDREN

### Introduction:

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SL, to support an independent end of project evaluation of the “**Promoting child rights in Koodbuur district, Hargeisa, Somaliland**”. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SL, SOS DK and DANIDA. This questionnaire seeks your valuable responses mostly about your own experiences of involvement in the project in the school and community over the three years. The information will be confidential and your name will not be linked to anything you say in the final report.

I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to fill in the questionnaire but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know

### **QUESTIONNAIRE (children; members of the Child Rights Groups)**

1. What is your age? \_\_\_\_\_ Sex: Male  Female  Grade: \_\_\_\_\_
2. Do you think a school having Child Rights Group is important? Yes



3. How many children do you have in your Child Rights Group? \_\_\_\_\_ How many boys? \_\_\_\_\_ How many girls?  
\_\_\_\_\_

4. How many times do you meet as a Child Right Group?  
Once a week  Once a fortnight  Once a month  Not at all  Any other

5. How many activities has your Child Rights Group organized that involved other children in the school?

\_\_\_\_\_ Give examples of those activities

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6. How many activities has your Child Rights Group organized to support the management to properly run the school?

\_\_\_\_\_ Give examples of those activities

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7. Did your group conduct any activity to raise money or search for support from other community members? Yes  No   
What were some of those activities you did, and who participated?

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8. Does your Child Right Group have a Child Rights Agent/Patron? Yes  No

If Yes, what are some of his/her roles for the Child Rights Group?

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9. Do you think children have rights? Yes  No

Mention some of the rights of children you know?

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10. Did you receive any training? Yes  No

11. Did you enjoy the trainings Yes  No  Reasons:

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12. What can be done to improve the trainings?

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13. Do you think girls need special protection? Yes  No  If Yes, Give reasons

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14. Why do you think girls 1. Miss to come to school 2. Fail to be enrolled

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15. How many female teachers do you have in your school? \_\_\_\_\_

16. What forms of punishment do teachers give to children?

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17. What are the common causes of conflict among children?

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18. Do your Child Right Group support in solving conflicts among children? Yes  No  If Yes, What does it do?

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19. Have you ever heard of SMC? Yes  No

20. Have any of your Group members participated in the meetings/activities organized by the SMC? Yes  No

I don't know

If Yes, how often    Once a week     Fortnight     One a month     Not know     Another  \_\_\_\_\_

21. Mention some of the functions/roles of SMC

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22. Do you think you can continue conducting Child Rights Groups activities without the support of SOS SL?

Yes     No

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## **QUESTIONNAIRE – TEACHERS, PARENTS AND MEMBERS OF SMC**

### **Introduction:**

Hello, my name is \_\_\_\_\_. I am working as a consultant for SOS SL, to support an independent end of project evaluation of the **“Promoting child rights in Koodbuur district, Hargeisa, Somaliland”**. The overall aim of the evaluation is to determine the outcomes and results of the project by finding out how well the project has achieved its objectives, critically examine the log frame matrix (especially the objectively verifiable indicators), document outcomes and provide recommendations and lessons learnt. I will be conducting interviews and discussions with various people who have been involved in the project at the school, community and district levels. The findings from these discussions and other sources will be written up into a report to be used by SOS SL, SOS DK and DANIDA. This questionnaire seeks your valuable responses mostly about your own experiences of involvement in the project in the school and community over the three years. The information will be confidential and your name will not be linked to anything you say in the final report. I understand you are probably very busy and I hope this will not take much more than one hour. I really appreciate your willingness to fill in the questionnaire but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let me know.

### **QUESTIONNAIRE (for Teachers and Parents; members of the SMC)**

1. What is your age? \_\_\_\_\_ Sex: Male  Female  2. Occupation: \_\_\_\_\_
3. Are you a member of the SMC? Yes  No

4. How long have you been a member of SMC? \_\_\_\_\_ 5. Were you Elected  Selected

5. How many members of the SMCs are parents in the school? \_\_\_\_\_

6. What is the teachers' population in your school?

Male: \_\_\_\_\_ Female: \_\_\_\_\_

7. Using a rating of 5 for very high and 1 for very low, grade the following factors in relation to how they affect attendance and performance of girls in your school

Description	Rating				
	Very High (5)	High (4)	Medium (3)	Low (2)	Very Low (1)
Low number of female teachers in the school					
Girls over-burdened by house chores					
Lack of enough girls-only toilets					
Lack of school uniform, school fees					
Low awareness of the rights of girls to education					
Lack of or low encouragement from parents					
Early Marriages					
Lack of sanitary pads					

8. How many teachers received training in your school? \_\_\_\_\_

9. What kind of trainings did they receive?

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10. How many members are in the SMC? Male: \_\_\_\_\_ Female: \_\_\_\_\_

11. How often do the SMS meet?

Once a week  Every Fortnight  One a month  Do not know  Any other \_\_\_\_\_

12. Rank the following roles performed by the SMC (indicate by numbering from 1-7 in order where 1 is the most important)

Role	Rank
Addressing school health, sanitation & hygiene needs	
Resolving conflicts within the school	
Bridging the school, government and the regional office	
Discipline	
Problem solving	
Facilitating general meetings	
Connector for school, students and parents	
Monitoring Teachers	

13. How often does the SMC in your school monitor teachers?

Once a week  Every Fortnight  One a month  not know  other \_\_\_\_\_

14. Any other roles that is performed by the SMC?

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15. Is SMC's work in your school effective

Yes  No

16. Is SMC relevant? Yes  No

17. Have you ever received any form of compensation from school/SMC/SOS SL because you are a member of SMC? Yes   
No

If Yes, what were these forms of compensation?

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18. Do you think children have rights? Yes  No

19. Mention some of the rights that belong to children

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20. What forms of punishment do teachers give to children?

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21. How many activities did SMC support (helped organize, participated in) Child Rights Groups conduct in your school \_\_\_\_\_

Give examples of the activities

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22. Do teachers develop lessons plans? Yes No Do not know

23. Do you think girls need special protection? Yes  No  If Yes, Give reasons

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24. Why do you think girls miss to come to school?

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25. What are some of the causes of inter-students conflict?

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26. What are the common methods of punishing/disciplining children in the school?

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27. Do you think the project satisfactorily delivered what it set out to achieve with the funds available? Yes  No

28. Rate the project period (3 years): 5 means very adequate and 1 means very inadequate

Score	Description	Rate
5	Very Adequate	
4	Adequate	
3	Medium	
2	Inadequate	

1	Very Inadequate	
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29. Do you think SMC can continue to undertake its activities without the support of SOS SL? Yes  No

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