

Emergency Education and WASH Assistance to Returnees and IDPs in Kunar Implemented by Shanti Volunteer Association (SVA) in Kunar

SUMMATIVE EVALUATION REPORT

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For
The Japan Platform



Report Developed by:
Health Protection and
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The findings within this document, however, are entirely the responsibility of the third part monitoring agency.

HPRO

April, 2021

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Executive Summary

Background

The Emergency Education and WASH Assistance was launched on March 2020, with the ending deadline of March, 26th, 2021. The project was implemented in Kuz Sagy and Salarbagh schools in Asaad Abad of Kunar province by Shanti Volunteers Association (SVA) with funding from the Japan Platform. It builds temporary classrooms and WASH facilities for IDP and returnee children and provide sanitation and hygiene awareness-raising training to teachers. A School Management Committee (SMC) which oversees the project is formulated. The project overall aim is to provide the children with increased access to education and WASH services and reduce their vulnerability to protection risks. Building Temporary Learning Classroom's, establishing an SMC; Coordination with the government agencies, host community, and NGOs; building WASH facilities (toilets, water reservoir, and hand washing facilities) were key activities of the project

Methodology:

The purpose of the summative evaluation was to accurately capture information, monitor activities and analyse data on these project activities and to use the outcome of this monitoring and evaluation for improving the current and future JPF projects and programme. This evaluation covered the period of project (March 2020 – March 2021) of the project implementation in two schools in Kunar province. Data collection was conducted March 27-30 2021.

A mixed design approach was adopted for the evaluation. Both schools the project targeted were covered by the summative evaluation exercise. Observation checklist and interview with school head master was conducted that looked at the TLC construction and furniture as well as at the WASH facilities. Participants for KIIs were purposively selected and includes key stakeholders involved in the project such as school teachers, School Management Committee, project management and provincial authorities. Over 15 KIIs were conducted.

Findings

Summary table of results achieved against plan

Key activities	Plan	Achieved	%
Establish School management committee	2	2	100%
Training on hygiene for SMC and teacher	32	37	116%
Training for SMC and teachers on maintenance of TLC and WASH facilities	32	37	116%
Construct Classrooms in two schools	9	9	100%
Construct Toilet facility in Salarbagh school	4	5	125%
Install water reservoir in two schools	2	2	100%
Install hand washing taps in two schools	18	18	100%
Install and use by students and teachers full set of desks, chairs, fans and education materials in classrooms	9	9	100%
SMC members take lead for maintenance of the classrooms and WASH facilities	20	20	100%
Teachers received teaching materials	24	24	100%

Temporary Learning Classrooms (TLC)

- Three TLCs that included nine classrooms were constructed and furnished with desks and chairs, electric fans and other teaching materials. Kuz Sagy was found catering to higher number of students 464 boys and 156 girls as compared to Salarbagh senior

secondary school 391 boys and 98 girls. Salarbagh also has high female to male ratio of 0.336 as opposed to 0.25 in Kuz Sagy which translates to for every girl there are 3 boys in Kuz Sagy and 4 boys in Salarbagh. End of previous educational year many girls graduated from these middle schools and shifted to high schools. With the new enrolment it is expected that the ratio will increase. However, none of the schools had a female teacher though not in the scope of the SVA project. In addition, lack of female teachers is a chronic issue in spite of SMC having raised the issue with education authorities to address it.

- The Temporary Learning Classrooms were found to be supportive of frontal teaching, individual student work and group work. The buildings were disaster proof. The flooring material was plastered and hard finishes such as tile, painted cement plaster was used.
- The other important feature of TLC construction highlighted by teachers, community members and SVA staff was sound proofing of rooms which will facilitate the effective teaching
- In order to make classrooms disabled friendly, two key elements were incorporated: ramp and first row seating arrangement for differently abled. The ratio of disabled students as per current enrolment rate is 0.6% in both the schools (SKuz Sagy: 4 in 620; Salarbagh: 3 in 489).

SMC

- A total of two SMCs were established with the following members in each school (students 2, religious leaders 1 PTA members 2, teachers 2, elders 1 and DoE representative 2). These were trained on hygiene and on school maintenance.
- Women SMC members were selected by women community and the male community (SMC) members were selected by village elders after discussion among themselves in a village gathering. School teachers were also consulted during the process.
- The TLC and water reservoir sites were approved by department of education. Additionally, community SMC members played active role with project team in selection of sites for construction of TLCs and water reservoir. The site for construction was changed as per initial selected place based on inputs by community members
- SMC Members were involved in the supervising and monitoring of the TLC, water reservoir construction and installation of water points. Community SMC members mentioned weekly monitoring of project site. Community members were found well aware of the supervising activities conducted throughout the project implementation and were engaged in decision making related to construction material. Students SMC member were largely involved in monitoring of toilets and to some extent monitoring of water reservoir. PTA members were also monitoring sites once a month.
- The school environment policies developed by the ministry of education addressed air, water, sanitation and waste management and monitoring. However, these government policies did not cover, hazardous chemicals, transportation, food and vector borne disease management which could be addressed through SMC in future projects through advocacy.
- Teachers and community leaders interviewed were aware about maintenance kit and protocol for Operation and Maintenance (O&M) of school WASH facilities after

construction. While by the time of the data collection, they hadn't received any documentation/protocol from SVA regarding the maintenance, the project affirmed the plan to address it.

WASH

- All the 4 toilets and a washroom construction, water pipeline and water connection have been completed by the SVA project as planned and are functional within both the school premises.
- Two water reservoirs and 18 water points were established in both schools. Water quality was tested by DACAR organization and the results of quality test were satisfactory for drinking. Water points has a ratio of about 1 water point per 66 students. However, there was no water point for disabled students. Water supply of the well dug by DoE in Kuz Sagy school is sufficient as per the WHO standard (5 l/cap/day). Although school doesn't have alternate source of water. The community elders assured SVA to provide water from their houses when there is need for alternative source.
- Three days training on hygiene was conducted by SVA for 37 participants (27 male and 10 female) that included SMC members and teachers. The training was culturally appropriate, engaging and representatives from parent's council, community council, students and teachers participated. Trainings for men and women were conducted in schools. A technical maintenance workshop for teachers was also conducted on topics approved by WHO, Ministry of Rural development, ministry of Education, and ministry of public health. Community leaders played dual role: overseeing the training and participating in the training. All the training participants believed that the practices and knowledge of the training session will be sustained in the school
- According to teachers interviewed, the hygiene training sessions were very helpful to students and their family members for learning about the environment, water hygiene, as well as clean toilets and hand washing
- Since now soap is available teachers stated using soap for keeping hands cleaning however, it is available at a common location. All the student respondents stated purpose of hand hygiene being to reducing germs and avoid diseases.

A total of 37 people were provided three days training on maintenance of the WASH facilities in both schools.

Impact of TLC and WASH

Given the short period of the project and the fact the evaluation was conducted immediately upon completion of the construction work the impact the project could not be ascertained, however, the information from the interviews as well as observations of HPRO field data collectors reveals that the construction of TLCs construction is going to impact two areas: Role of TLCs in covid pandemic and Role of TLC's in influencing girls' enrolment in senior secondary schools and reducing girls' school dropout. In order to comply with covid prevention steps, water availability plays a key role. The installation of water tanks, bore well and water points will result in reduction of transmission of covid infection and communicable

diseases. This was complemented by awareness on hygiene and sanitation which allowed gained knowledge into practice with availability of water. This invariably bolster the health among children of all age groups. WASH has direct link with girl student absenteeism and one key factor is poor menstrual hygiene management. Teacher respondents and SVA staff cited many examples where IDP's households were reluctant to enrol girls after class 5th due to poor infrastructure and facilities. SVA staff shared that department of education is now capitalising on successful construction of TLC's and girls friendly WASH facilities for promoting girls' education and enrolment in school through campaign.

CHS compliance

CHS1: The two key burning needs of the Kunar province is; high number of displaced populations that are in need of shelter and high school dropout rates among girls in senior secondary classes. With the influx of IDPs and returnees, children attending school in the province were rapidly increasing. School facilities, such as classrooms and water, sanitation, and hygiene (WASH) facilities, were not adequate to meet the temporary increase of the children. Students were defecating in open as mentioned by Salarbagh teacher and construction of toilets will help in keeping the environment clean while generate practice of hygiene among students. The establishment of TLC's prove to be addressing the dual requirement of the community i.e., addressing high school dropout rates among girls and ensuring better hygiene facilities and practices.

CHS2: Considering TLC's, reservoir, water points are completed, it can be attested that students and staff has access to water and WASH facilities and the student class ratio has substantially reduced. While a challenge still remains for securing other alternative source of water other than what the project could provide, it was however, agreed with, the community members to provide water from their own wells in case there is water shortage.

CHS3: SMC formulated by the project with its members ranging beneficiaries to community stakeholders enabled the project to identify and take in varying views to the course of project as well as promote community ownerships on TLC and water management system. The hygiene trainings conducted targeting SMC and the hygiene kits distributed generated awareness and amenities on practicing hand hygiene, sanitation, and value of clean drinking water. However, not all ten key occasions for hygiene and sanitation were cited by respondents which can be strengthened through classroom teachings at school by the teachers. The awareness was higher in community leaders followed by teachers and students. The absence of operation and management protocol was observed at the time of data collection but SVA team assured of distributing those to the SMC members before the project ended. Providing such by project may also promote sustainability of TLC's and water management system after project completion.

CHS4: One of the information provided during hygiene session was on right to safe water. All the beneficiaries were found aware about their right to access to safe drinking water. SMC members well represented the community and discussion with SMC members, highlights responsibilities of SMC in future management of school functioning. SMC members understand their role in monitoring and supervision in the TLC's construction.

CHS5: SVA project staff was working closely with SMC members especially the community and shura (counsel) representative. Through the interviews and document reviews it can be

ascertained that, various adjustments were made to incorporate requirements raised by both the parties, examples stated by interviewees were accommodation of material to be used for TLC roofs, site selection for installation of water reservoir, preference to employment of locals in the construction, and others.

There is a journal in which supervision and monitoring findings by authorities and communities were recorded.

CHS6: The Memorandum of Understanding (MoU) of the project has been signed with the Ministry of Refugees. Multi-stakeholder i.e., DoE, DoRR, DoEC and sectorial directorate of governor house's reporting and supervision was part of project management cycle as per information collated through interviews and desk review. The documentary assessment and interview with provincial education directorate highlight that government functionaries such as department of finance, governor office, ministry of refugee, community council were been made aware of the project activities on timely basis and education directorate extended support in this regard. Approval at different stages were sought with department of education. DoE also coordinated visits with community council during hygiene sessions conducted by SVA team. The monitoring and supervision were conducted by different stakeholders such as department of economy, department of education, department of refugees. SVA participation in WASH cluster and PDC meetings also reflects on adequate communication mechanism with the relevant stakeholders.

CHS7: The consistent effort to implement and accomplish all planned activities as per plan is a reflection of compliance to CHS7.

Value assessment of program intervention

Assessing project intervention based on evidences collected through this study from primary and secondary sources, it can be attested that the project objective to Provide access to education and water, sanitation, and hygiene (WASH) services to IDP and returnee children in Kunar Province and reduce their vulnerability to protection risks was highly relevant to the needs of IDPs returnees and host communities. The study also exhibited the project achieving all planned activity outputs thereby ensuring a minimum educational environment (including WASH facilities) is provided to the children to protect their educational opportunities and to allow them to access safe WASH services. The study proven the project was implemented through coordinated efforts of stakeholders. Henceforth, the project was well worthy of implementation.

Recommendations for future program improvement in Afghanistan

- Mobilize efforts to sustain current awareness levels of hygiene and improving key times on handwashing practices.
- Consider providing recap handouts about the training to guide operation and maintenance of the WASH facilities and TLC after the project ends.
- Advocate for more robust role of SMC so it in partnership with development partners and alternative funding mechanisms influence inclusion and integration of additional environmental monitoring in overall supervision and MoE protocols and policies for maintenance of school facilities.
- Consider output indicators that are related to quality of education such as student to classroom ratio, in future projects.

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Abbreviations

CDC	Community Development Council
CHS	Core Humanitarian Standard (CHS) Framework
DoE	Department of Education
DoPH	Department of Public Health (DoPH)
DoRR	Department of Rural Rehabilitation and Development (DRRD)
DRRD	Department of Rural Rehabilitation and Development
EiEWG	Education in Emergencies Working Group
GoA	Government of Afghanistan
GBV	Gender-based Violence
GPS	Global Positioning System
HPRO	Health Protection and Research Organisation
IDP	Internally Displaced Population
JPF	The Japan Platform
KII	Key Informant Interview
LFA	Log Framework Analysis
MoE	Ministry of Education
MOPH	Ministry of Public Health
MoRR	Ministry of Refugees and Repatriation
MOU	Memorandum of Understanding
NGO	Non-Government Organization
OCHA	The United Nations Office for the Coordination of Humanitarian Affairs
ODK	Open Data Kit
PDC	Provincial Development Council
PHCC	Provincial Health Coordination Committee
PHD	Provincial Health Department
PMF	Performance Measuring Framework
PTA	Parent Teacher Association
SGBV	sexual and gender-based violence
SMC	School Management Committee
SVA	Shanti Volunteer Association
TLC	temporary Learning Classroom
ToR	Terms of Reference
WASH	Water, Sanitation and Hygiene
WHO	World Health Organisation

I. Introduction

I.1 Overview

Located in the east of the country, Kunar, the project target area, is a largely mountainous province organized into 15 administrative districts including its provincial capital Asadabad. Kunar hosts large concentrations of IDPs and returnees due to conflict within the province, only small percentage of IDPs are outside of province. One in six people is either a returnee or an internally displaced person (IDP). In Kunar Province, 29,000 people were displaced during the period between January and September 2019 alone, about 60% of whom were children under the age of 18.¹ In October 2019, fighting broke out near the border of Kunar Province and Pakistan, which resulted in the displacements of 4,200 people.²

I.2 Education and WASH Services Context

I.2.1 Education and WASH context

There are more than five hundred schools operational in Kunar province, in which 159,707 students are getting education, among whom less than half are girls. It has an extremely low number of qualified female teachers at barely 23%.³ The teacher-student ratio in Kunar schools is as high as 1:180 to 1:250⁴. The availability of standard classrooms is another factor that influences learning outcomes. At the national level, out of 14,600 schools, almost half did not have standard classrooms at all. According to survey of schools by Integrity Watch Afghanistan in 2018 highlighted worst access to sanitation in 12 Kunar schools having complete lack of toilet facilities. One of the significant factors that contributes to both a high rate of girls' enrollment and a high proportion of female teachers is the presence of boundary walls. Schools with boundary walls tend to make both girl students and female teachers feel safer and secure. The survey found only 30% of school buildings were found adequate for classroom teaching in Kunar⁵. The schools in Kunar also suffer from the lowest IDP female child school enrollment rates (19%)⁶. The number of IDP and returnee children is expected to continue to rise in Asadabad District where the project target schools are located. According to an interview with the DoE in Kunar Province, the two project target schools have an average increase of 330 children per year.

Water sources for IDPs and returnees are mostly Kariz (aquifers), dug wells, springs and water pipes. Returnees and the IDPs live in host communities and must therefore share the same sources. As a result, there were water shortages in the villages surrounding Asadabad⁷. With the influx of IDPs and returnees, children attending school in the province are rapidly increasing. School facilities, such as classrooms and water, sanitation, and hygiene (WASH)

¹ [AFGHANISTAN, Snapshot of Population Movements \(January to September 2019\)](#), OCHA, September 2019

² [Afghanistan Weekly Humanitarian Update](#), OCHA, November 2019

³ Ministry of Education, "EMIS," MoE, 2015

⁴ OCHA (2020), "Humanitarian Needs Overview Afghanistan", Humanitarian Programme Cycle. <https://reliefweb.int/>

⁵ Integrity Watch Afghanistan (2018), "Education Compromised? A survey of Schools in 10 Provinces of Afghanistan". <https://iwaweb.org/>

⁶ UNHCR (2018), "Returnee and Internally Displaced Persons Monitoring Report", Orange Door Research.

⁷ IOM (2017), "Baseline Mobility Assessment. Summary Results", DTM Afghanistan. <https://reliefweb.int/>

facilities, are not adequate to meet the temporary increase of the children, making it impossible for them to access protective education opportunities. Outdoor learning and inadequate WASH facilities not only have an adverse effect on the quality of education, but also expose the children to protection risks, including poor health, physical violence, and sexual and gender-based violence (SGBV).

1.2.2 Overview of Emergency Education and WASH Assistance to IDPs and Returnees in Kunar Province

The Emergency Education and WASH Assistance was launched by SVA with JPY 40,007,055 funding from JPF on March 2020, with the ending deadline of March, 26th 2021. The project builds nine temporary classrooms and one WASH facility (four toilets) for IDP and returnee children and provide sanitation and hygiene awareness-raising training to teachers and SMC members in two schools Kuz Kuz Sagy and Salarbagh both located in Asaad Abad. Two buildings are constructed and fully furnished with desks and chairs electric fans and boards (six classrooms) for Kuz Kuz Sagy Middle School and one building (three classrooms) for Salarbagh Middle School. The toilet complex is constructed for Bagh Middle School. Water reservoir (2,000 L) and hand washing facilities (nine water taps per school) is constructed for both the schools and the reservoir is connected to the solar panel. A School Management Committee (SMC) which oversees the project is formulated for each school. The project overall aim is to provide the children with increased access to education and WASH services and reduce their vulnerability to protection risks.

Project outcome: A minimum education environment (including water sanitation) is improved so that educational opportunities for children are protected and they can access safe water and sanitation services.

1.3 Purpose of the study

The overall purpose of the evaluation was to accurately capture information, on the project activities and to use the outcome of this evaluation for improving future JPF projects and programme.

1.4 Scope of the study

This summative evaluation covered the period of project (March 2020 – March 2021) of the project implementation in two schools in Kunar province.

1.4.1 Objectives of the summative evaluation are:

- To verify and measure actual outputs and if possible, outcomes of the project with the available data;
- To understand the beneficiary's satisfaction;
- To determine the value of project implementations with all above identification of actual measurements and beneficiary's satisfaction;
- To verify that the humanitarian principles and standards including but not limited to CHS are respected;
- To document above achievements and challenges and reports to donors and the general public;
- To provide feedback to the future project and programme improvements for both JPF and member NGO.

1.5 Structure of the report

This report represents the synthesis of a number of different streams of analysis and associated reports, including a set of case studies. The main body of the report is structured as follows:

Chapter 2: Methodology

Chapter 3: Findings

Chapter 4: Recommendations

A number of additional materials and analyses are attached as annexes to this report, in a separate document:

Annex A: Bibliography

Annex B: Terms of reference

Annex C: Data collection tools

2. Methodology

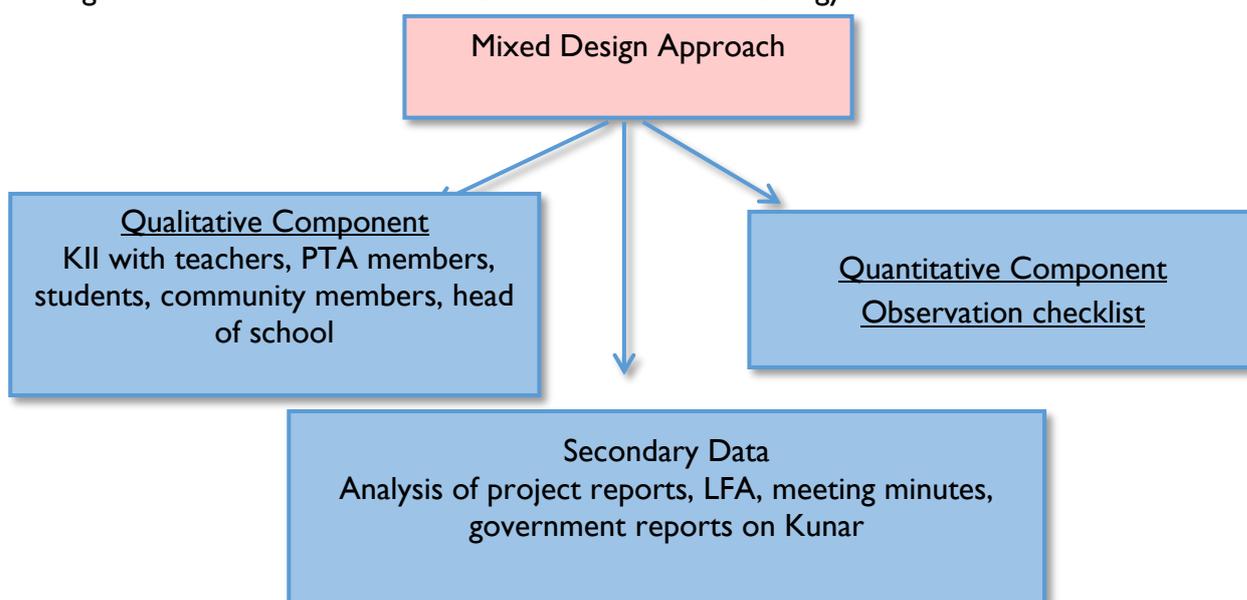
2.1 Study Design

The design of Emergency Education and WASH Assistance to IDPs and Returnees in Kunar Province made it imperative to use mix methods – quantitative and qualitative methods, and different streams of analysis- for the study.

2.2 Methodology for data acquisition

In line with the above-mentioned objectives, a mixed design approach was adopted for the review. As a method, this research design focused on collecting, analysing, and mixing both quantitative and qualitative data in order to provide a better understanding of study objectives. Review design was based on triangulation of primary and secondary information collected during the study.

Figure 1: Summative evaluation data collection methodology



Tools for primary data collection

Means of assessment

- Observation of TLC's: to assess construction of middle schools' classroom as per standards on the sites Kuz Sagy and Salarbagh
- KII with school teachers, community members, PTA members: to gather information on effectiveness of temporary learning classrooms (TLC), School Management Committee (SMC), hygiene training, WASH facilities
- KII with Government stakeholders: coordination, monitoring and supervision of the project
- KII with Project management staff: project management, selection of sites, monitoring, construction and training

Both schools are covered by the summative evaluation exercise. TLCs in both schools were visited on 28-29 March 2021 and observation was conducted using the observation checklist. The checklist included questions related to construction of the TLC, selection of furniture and school management issues including policies and Standard Operation Procedures (SOP) for maintenance. In addition, the head master interview included a list of observation questions on the status of the WASH facilities established in the schools.

Participants for KIIs were purposively selected and includes key stakeholders involved in the project such as school teachers, School Management Committee including parent Teacher Association members, project management and provincial authorities.

Table I: Interviews conducted apart from two TLC observation checklist

Respondents	Salarbagh	Kuz Sagy	Total
KII MOE Director			1
KII Director Refugee			1
KII SVA In-charge			1
KII Teacher			2
KII students SMC			2
KII SMC Member PTA			2
KII Community Leader			2
Observation of TLC			2
Headmaster Interview			2
Total			15

2.2.1 Secondary data collection

Desk Review: Prior to starting, review of documents regarding the project, a introductory meetings were held with SVA team on the project. Post meeting, a comprehensive review of secondary documents related to the project was conducted. This involved:

- Project details such as applied methods in implementation of programme, partnership agreements with DoE, DoRR and other stakeholders regarding implementation of the program across the country.
- Monthly Reports
- Project Implementation Plan

- Minutes of the meeting

Literature review was first conducted during the tool development. The documents received from project such as application, monthly reports were critical for understanding the context for Emergency Education and WASH Assistance review. The gathered information was used to inform our data collection tools. Evaluator also reviewed existing peer reviewed journals on the internet for developing the tools. We used the key words (“WASH” or “Kunar education system review” or “WASH assessment”) and (“tools” or “questionnaires”) and (“Afghanistan” or “Pakistan” or “India” or “Iran” or “developing countries” or “low- and middle-income countries”). The documents were reviewed and evidence on the review objectives and CHS was extracted. Where possible, evidences were triangulated. However, sometimes analyses were constrained by the availability of secondary data.

2.3 Data collection

2.3.1 Training and Field Testing

A refresher training of provincial supervisor and enumerator for SVA project in Kunar province conducted successfully on March 25th, 2021 in Health Protection and Research Organization (HPRO) conference hall. The training facilitated by HPRO technical team. Two participant’s one male and one female participated in this training. The reorientation was given on changes in tools, quality issues that was observed during midterm and feedback received from SVA during midterm. COVID-19 prevention and control measures were also touched upon.

2.3.2 Project Discussion meeting with SVA staff

The meeting on 3rd December was held through virtual zoom platform among JPF, SVA staff and HPRO. The discussion points were:

- Information of project status, selection of sites
- Surveys and assessment conducted during project period or before project
- Coordination mechanism with various stakeholders and government department
- Sustainability plan and exit strategy

2.3.3 Data collection

Data collection by visiting Kunar province conducted from March 27th-April 1st. An ODK based cloud mobile data collection platform “Kobotoolbox” was used for the data collection and storage. Digital data collection tools were designed in a manner that ensured receipt of quality data to the system; all possible validation measures were taken into account while designing the tool. Data collectors were popped up with alerts while submitting invalid data and they wouldn’t be able to submit incomplete or invalid data. To analyze and visualize the data a dashboard was designed which also pointed out errors in the data.

2.3.3 Monitoring and Supervision for quality assurance

A monitoring team from HPRO Kabul office performed visits to the two schools and met with the data collection teams. The work of data collectors was reviewed and many spot corrections were initiated. In some instances, repeat data collection was performed. The study supervisor also conducted monitoring of the data collection process through on-site visits. Besides taking such quality control measures in the data collection application, a data

quality assurance officer was assigned to regularly check the data for invalidity and communicated the data related issues with the data collectors. Incorrect records were rectified or eliminated from the database. To ensure respondents' personal information confidentiality instead of collecting their name, the application generated an auto number for each respondent formatted as (Province Code, District Code, First, three letters of village name, 4 digit random number). To ensure that data collected is spatially scattered a geospatial analysis on the collected GPS point was recorded. The data that was spatially converged was scrutinized by monitors. All qualitative data collection events were audio recorded.

2.4 Data management and analysis

2.4.1 Transcription and Translation

Transcription of field notes started as soon as the data arrived in the database. The quality assurance officer reviewed field notes for completeness and made additions to the notes after listening to the audio-recorded interviews. To get an accurate account of data from the interviews, the quality assurance officer, data manager and field supervisor had to review notes and make additions to the field notes. One translator was solely responsible for translating transcripts from Pashto to English. The quality assurance officer translated quantitative information. Verbatim transcripts were created from the recordings using a standardized transcription protocol. Transcripts were translated into English, and used for analysis.

2.4.2 Coding of data

The questionnaires were coded with such as district name, school name, village name etc. The study team developed coding rules for all the situations and applied them consistently. The coding issues were pertaining to missing information, ambiguous information, details of response are disconnected from choices selected by respondents. The data files were cleaned for errors. The data manager checked thoroughly the data file to ensure that all responses are within the valid range. Invalid entries were rechecked with the electronic database and based on consensus within the team, observations were replaced with valid numbers. Once questionnaire data was coded, the data was entered into an electronic file of access spreadsheet so that file that can be easily imported into a data analysis software program.

Qualitative

Some identifiers such as KII interview name used in the study were put in hidden folders since we no longer need this information as we wanted to eliminate the possibility of linking responses on the electronic file to individuals. During the study respondents were given opportunity to provide written comments at the end of the questionnaire. The responses were coded according to the type of comment that was made. The open-ended comments were coded and the data was entered electronically in the access program. The quality assurance officer and data manager provided support to the team during transcription of field notes. After the transcription of field notes, a quality assurance officer worked on the organization of field notes. The field notes and transcribed interviews were organised by respondents and type of data collection method (KII). Data was organised by main folder and sub folders and then started coding of data.

2.4.3 Data analysis

Quantitative

For quantitative data analysis, data was first run for missing values, double entries in STATA 14. Data was recoded for certain values and new variables were generated. In this study only univariate analysis was conducted, mainly in the form of frequencies and percentages.

Qualitative

For analysis of qualitative data, the technical lead used Microsoft excel for structural coding and content coding. To ensure a link is established between major and sub themes, several analytic themes were grouped under one major theme. Grouping of sub themes took place by reviewing their meaning in relation to the major themes. The major themes were: 1.TLC, 2. SMC 3. WASH, 4.CHS compliance. Sub themes were generated under each major theme based on the objectives stated in ToR. The purpose was to group themes in a hierarchical structure. Sub themes were placed under each major theme in a way that supports the major theme.

The research objectives and research questions guided data coding for qualitative data. The structural codes were developed based on the questions from the tools. The content codes were generated from respondent's responses for the structural codes. Priori codes were developed based on the existing evaluation framework and research questions. Priori codes provide a general framework for major themes and subthemes that were generated later through an iterative process. Priori codes guided the categorization of the content codes. As new themes emerged, those were also coded as new content codes. Two data coders analysed and generated codes. Inter coder agreement was kept at 80% throughout the process. In addition, while presenting views from different respondent groups, "Verbatim" quotes were added to further support a particular theme or argument.

2.4.4 Limitations

The major challenge team faced was extreme limitation of time throughout the process across all stages. The duration between completion of project, data collection and report generation for summative evaluation was two weeks.

3. Key Findings

Table 2 below presents status of key activities accomplished against the planned targets agreed upon at the beginning of the project. As can be seen all the planned activities have been achieved 100% or above that.

Table 2. Summary of results achieved against plan

Key activities	Plan	Achieved	%
Establish School management committee	2	2	100%
Training on hygiene for SMC and teacher	32	37	116%
Training for SMC and teachers on maintenance of TLC and WASH facilities	32	37	116%
Construct Classrooms in two schools	9	9	100%
Construct Toilet and washroom facility in Sagy school	4	5	125%
Install water reservoir in two schools	2	2	100%
Install hand washing taps in two schools that provide safe water for drinking and for hygiene and sanitation use.	18	18	100%

Install and use by students and teachers full set of desks, chairs, fans and education materials in classrooms	9	9	100%
SMC members take lead for maintenance of the classrooms and WASH facilities	20	20	100%
Teachers received teaching materials	24	24	100%

The following sections present the results in more detail. Sections 3.1 to 3.4 present the findings of analysis against the four thematic areas TLC, SMC, WASH and CHS. As discussed in Chapter 2 (Methodology), the findings drawn primarily from the analysis performed through a review of Emergency Education and WASH Assistance to Returnees and IDPs documents and primary data generated from the field. This section presents the findings by each of the four thematic area. Headline findings are presented as bold (and numbered) statements and the supporting findings are presented as sub statements with additional paragraphed text. Evidence sources are highlighted (mainly through footnotes) and verbatim of participants.

3.1 Temporary Learning Classrooms (TLC)

The principal issue in assessing TLC is whether the construction is timely, as per planned design and addressed the needs of the community.

3.1.1 School status

Three TLCs that included nine classrooms were constructed and furnished with desks and chairs, electric fans and other teaching materials. Kuz Sagy was found catering to higher number of students 464 boys and 156 girls as compared to Salarbagh senior secondary school in which there were 391 boys and 98 girls at the time of the evaluation. Salarbagh also has high female to male ratio of 0.336 as opposed to 0.25 in Kuz Sagy which translates to for every girl there are 3 boys in Kuz Sagy and 4 boys in Salarbagh. At the time of the final evaluation the number of girls had reduced as compared to mid-term and the reason sought from the school authorities revealed that many girls who graduated from 9th grade were shifted to high school in the province and new enrolment has yet be completed at the time of the evaluation. However, none of the schools had a female teacher; the issue however has been raised by the SMC with the DoE who promised to take action for recruitment of female teacher. TLCs were fully constructed in the both the schools during data collection March 27th- 31 2021.

Table 3: Pre and post project comparison of key indicators as of end March 2021

Output Indicators	Kuz Sagy (N=1)		Salarbagh (N=1)	
	Before	After	Before	After
Students Population- Boys	430	464	370	391
Students Population- Girls	165	156	233	98
Total number of teachers- Male	12	12	12	12
Total number of teachers-Female	0	0	0	0
Number of classrooms	5	11	9	12
Number of fully constructed class room by SVA	0	6	0	3
Student to classroom ratio (two shifts)	59.5	28.2	33.5	20.4
SMC established	0	1	0	1

The students per classroom ratio after operationalisation for Kuz Sagy and Salarbagh in two shifts was 28.2 and 20.4 respectively which has substantially reduced from before the project which was 59.5 and 33.5 for the two schools respectively. The class size recommendation is students 15-21 students^{8,9}, which hints possible higher overcrowding in Kuz Sagy as compared to Salarbagh classrooms effecting the teaching. Considering the high ratio of students with newly built classrooms, Directorate of Education expressed concern with insufficient number and that chances of classes being conducted in open field could not be ruled out. However, community members felt the size of the newly built classes was right.



Figure 1: classroom in Kuz Sagy school constructed by SVA

“The thing is that the rooms which are constructed are constructed with the consultation, ideas, and plans of engineers so the rooms are constructed as per the number of students. We have constructed rooms that big as per the number of students that a big number of students can sit in the rooms Engineers have asked us about the size of rooms, for example, we construct big rooms or small rooms so we told them to construct our rooms bigger until our all students can sit there comfortably and while sitting in the rooms they don’t suffer” —KII Community member of Shura (Salarbagh)

3.1.2 Construction material and teaching support

The classrooms were found to be supportive of frontal teaching, individual student work and group work. The buildings were disaster proof. The flooring material was plastered and hard finishes such as tile, painted cement plaster was used (table 3). According to UNESCO education planning standards, height of average student needs to be incorporated at planning stage¹⁰ which was found missing during midterm evaluation however teachers and community members responded incorporation of same during summative evaluation.

The other important feature of TLC construction highlighted by teachers, community members and SVA staff was sound proofing of rooms which will facilitate the effective teaching.

“Before these rooms were built, we had a lot of problems. When it was raining, the students would have been on leave. There was problem in the sun. Now that these rooms have been built, we are well prepared. The lesson is also well taught. There is no problem for the students and no problem for the teachers.”- KII school teacher (male) RSP2

“So the construction is constructed well and we are happy because it is constructed correctly. When there is wind our area has very strong wind so we are safe from it. Doors are closed and locked and windows are closed and locked the construction is built in a very good system if anyone makes noises or anyone shouts outside so it is not coming inside to the students and it doesn’t disturb their studies. . .” – KII community leader-RSP1

⁸ <https://www.nea.org/>

⁹ OECD (2012), “How many students are in each classroom?”, in Education at a Glance 2012: Highlights, OECD Publishing, Paris. DOI: https://doi.org/10.1787/eag_highlights-2012-25-en

¹⁰ Beyon John (1997), “Physical facilities for education: what planners need to know” , Fundamental of Education Planning-57, UNESCO. <https://www.unesco.org/iiep>

Table 4: Construction status of the TLC building's as per observation and discussion with head master

Parameters of TLC's construction	Responses
Construction of TLC rooms as per accommodative requirement of projected number of students	100%
TLC construction supportive of frontal teaching in classroom	100%
TLC construction supportive of group work teaching in classroom	100%
TLC construction supportive of individual student work in classroom	100%
TLC supportive of disabled students, access to wheelchair, space for wheelchair inside classroom	100%
Dimensions consideration for wheelchair during the project	100%
Construction of TLC natural disaster proof, earthquake, Tsunami, fire, strong winds, etc.	100%
Placement of non-erodible material in deep foundation while construction of TLC	100%
Consideration of number of hours usage against standard	100%
Selection of Furniture	
Consideration of furniture as per the height of students	100%
Furniture sufficiency as per project	100%

3.1.3 Disability friendly TLC's

In order to make classrooms friendly for the physically impaired, two key elements were incorporated: ramp and first row seating arrangement for differently abled. The ratio of disabled students as per current enrolment rate is 0.6% in both the schools (Kuz Sagy: 4 in 620; Salarbagh: 3 in 489). Considering the low number of students, the newly constructed classrooms seem to have the sufficient capacity to accommodate the differently abled students.

"You see, we've built a wheelchair ramp for disabled students so that they can easily use the bathroom. Inside the bathrooms as you see a toilet specially made for the disabled." -SMC member

"So, the rooms which are built those are in a way that our disabled children who were for example... they couldn't go upstairs to the old rooms so now the rooms which are built those rooms are built according to the disabled children size so they can come inside easily and their wheelchairs can come and go easily inside and outside rooms and they study there and they are very happy." - Community Leader

3.2 School Management and SMC

3.2.1 Selection of SMC members

An SMC was established in each school with 10 members that include women from PTA 2, DoE representative 2, community elders 1, religious leaders 1, students 2 and teachers 2. Women SMC members were selected by women community and the community members were selected by village elders after discussion among themselves in a village gathering. School teachers were also consulted during the process.

"The community has been made by our consultation and our choice. It was on our advice and the teachers and peoples. And we are very happy, the women's community was also involved, and we took part in it. And May God keep you happy." -SMC member

3.2.2 Selection of TLC site and water reservoir site

The TLC and water reservoir sites were approved by department of education. Additionally, community members played active role with project team in selection of sites for construction

of TLCs and water reservoir. The site for construction was changed as per initial selected place based on inputs by community members.

“We have selected the location with all our consultations. We have selected such a location which should be the central location. If other programs come, then there should be a place for them in the building, and also it will not take its place in the building and the program will conduct in the right manner.” -Community leader

“The location of the water tanker has been chosen very well so that students can easily access the water. classrooms were enough in one area but in another area, we need more classrooms. In these areas, we need water tanks, toilets, and classrooms. This project solved all the problems, and the project has been implemented properly.” -Director of Education

3.2.3 Monitoring and Supervision of project

SMC Members were involved in the supervising and monitoring of the TLC, water source construction and installation of water points. Community members mentioned weekly monitoring of project site. Community members were found well aware of the supervising activities conducted throughout the project implementation and were engaged in decision making related to construction material. Students SMC member were largely involved monitoring of toilets and to some extent monitoring of water reservoir. PTA members were also monitoring sites once a month (table 5).

“Our community was informed about everything about the program. About defects if there was any deficiency like we have addressed the shortcomings of stones and cement and then they have taken action against it”. community leader RSP1

“For example, the time has passed on it, we have selected the project manager here, we have called him and we have done that work again on him and we have prepared the new mixture of cement and we have done a new work on it and our all-village’s people were aware of it- community leader RSP2

Table 5: Monitoring of areas by staff or adult volunteers as per discussion with head master

Areas	Response
School grounds	100%
School halls during the classes	100%
School halls between the classes	100%
Toilets/latrine	100%
For pests	0%
Of the building foundation, walls, and roof for cracks or leaks	0%
Plumbing system	100%
Drinking water	100%
Water for hand-washing	100%

Monitoring and supervision under school environmental policies available at the school: The policies developed by the Ministry of Education that were made available at the schools addressed air, water, sanitation and waste management of management and monitoring. However, these policies did not cover, hazardous chemicals, transportation, food and vector borne disease management (table 6). It would be good if future programs consider advocating for MoE policies to include management of these issues in their policies.

Table 6: Physical environmental aspects of the MoE school maintenance policies

Aspects	Responses
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Air	100%
Water	100%
Sanitation	100%
Waste	100%
Hazardous chemicals	0%
Transport	0%
Food	0%
Disease vectors	0%

3.2.4 Operation and Maintenance (O&M) of TLC's

Teachers and community leaders who were SMC members interviewed were made aware about protocol for Operation and Maintenance (O&M) of school WASH facilities after construction. However, they haven't received any documentation regarding the maintenance. The understanding teacher narrated about maintenance was limited with reference on somewhat abstract idea on building protection. A comprehensive checklist along with steps to be undertaken in common issues may further promote operation and maintenance beyond project lifespan.

"We were told that we have to protect it, we would observe it. But we have not been given this protocol yet. But it has been said that we have to protect. Its protection is on the council as well as on the teachers."- School teacher RSP2

"There is a protocol related to the WASH but still it is not submitted to us"-community leader RSP1.

"The written document is available but still it is not given to our Shura members if it is with a respected manager or for example if it is with the engineers so they will give us"- community leader RSP2

3.3 WASH

3.3.1 Training on WASH

Three days training was conducted on December 7-9 2020 on hygiene issues by the SVA project for 37 participants (27 male and 10 female) including SMC members and teachers.

A technical maintenance workshop for 37 participants including SMC members and teachers was also conducted on March 7-9 on topics approved by WHO, Ministry of Rural development, ministry of Education, and ministry of public health.

Training key takeaways: According to teachers interviewed, the hygiene training was very helpful to students and their family members for learning about the environment, water hygiene, as well as clean toilets and hand washing.

Training program, pedagogy and overall experience by participants: The trainings were conducted using poster, board and marker in open ground. The training was culturally appropriate, engaging and representatives from parent's council, community council, students and teachers participated. Trainings for men and women were conducted in schools. Hygiene kits were distributed to the training participants at the end of the training and were replenished later during home visits by the hygiene promoters. Community leaders played dual role: overseeing the training and participating in the training. All the training participants believed that the practices and knowledge of the training session will be sustained in the school

“Just a few days before there was training about cleaning and we participated in that training. We are using the lessons of training in cleaning, home, and classes. InshaAllah the training was very adequate and we got many advantages from it.” -Community Leader

“The hygiene training that they have given us, we have been able to make the most of it. Students and teachers have been guided well”-Teacher RSP2

“This prepared us and from the view of Islam is both good and useful for us and our society. It is even more useful to us. That’s why we liked it. That prepares us to think better and do things better. If we are dirty, then our mind, body and everything is dirty. It was very useful because we had to clean up”- Teacher RSP2

3.3.2 WASH awareness

Use of soap and purpose of hand hygiene: Since soaps were made available teachers stated using soap for keeping hands cleaning however, they were available only at a common location. Messages on hygiene have been written innovatively on the walls near the entrance of the toilets and other WASH facilities. There are 9 hand washing facilities (water points), out of these three only has soap availability (1/3rd). All the student respondents stated purpose of hand hygiene being to reducing germs and avoid diseases. The common diseases associated with poor hygiene were diarrhea, cholera and dysentery. Students could not associate infections and malnutrition being associated with each other. There were only limited IEC posters displayed in the schools.



Figure 2: toilets with hygiene message on the wall

Washing routine: CDC states ten key times when handwashing is to be performed¹¹. Both teachers narrated washing hands before eating, after eating, after coming from the field/garden/work/playground, after sneezing, after using toilet and after touching dirty surfaces.

Source of information on hand hygiene: teachers cited the source of information in following order radio, teacher, television and family members (table 7).

Table 7: Source of hand hygiene information as per SMC respondents

Source	Response
Teacher	100%
Radio	100%
Television	100%
NGO	0%
Friends	50%
Health Shura	0%

¹¹ CDC (2020), “when and how to wash your hands” , Center for Disease Control and Prevention. <https://www.cdc.gov/handwashing/when-how-handwashing.html>

Newspaper/ brochures	0%
Family members	100%

Purpose of hand hygiene and diseases associated with it: All teachers stated the purpose of handwashing is to reduce germs on the hands and to avoid diseases.

3.3.3 WASH facilities

Before construction situation: The water supply to classrooms were limited, there was limited access to drinking water and toilets were insufficient in number as per SMC students.

Status of Construction:

Two water reservoirs and 18 water points were established in both schools. Water quality was tested by DACAR organization and the results of quality test were satisfactory for drinking. All the planned toilets' constructions, water pipeline and water connection are completed and are functional within both the school premises. Table 8 presents the summary of WASH construction undertaken by project.



Figure 3: water with 9 outlets in school premises

Table 8: WASH constructed by project in two Schools

Output Indicators	Kuz Sagy		Salarbagh	
	Before	After	Before	After
Number of fully constructed toilet for girls by SVA	0	0	0	4
Washroom constructed by SVA	0	0	0	1
Number of water tanks placed	0	1	0	1
Number of drinking-water points at the school	0	9	0	9
Total number of toilets available at the school	8	8	0	5
Number of toilets for boys	4	4	0	0
Number of toilets for girls	4	4	0	5
Number of functional toilets	0	2	0	5
Number of hand-washing facilities at the school	0	9	0	9
Number of facilities with soap	0	3	0	3

The project established eighteen drinking-water points at two schools where no water-points previously existed. This effectively made a ratio of about 1 water point per 66 students and drastically improving WASH status of the two schools. Table 9 presents WASH status at two schools at project termination and still minor areas remains that may benefit from further intervention by JPF and SVA should funding becomes available; There was no water point for

disabled students. Water supply of the well dug by DoE in Kuz Sagy school is sufficient as per the WHO standard (5 l/cap/day). Although school doesn't have alternate source of water. Water tests are conducted. There are no allocated toilets for staff and this was not in the scope of the SVA project. During midterm evaluation community raised concerns about separate toilets for girls and boys. However, it was argued that boys and girls had different shifts and hence the need build is not relevant to current circumstances. In this evaluation, discussion with head master highlighted the same situation.

Table 9: Functional WASH status after project in two Schools

Parameters	Sagy	Salarbagh
Drinking-water availability at the school	Yes	Yes
Main water source functionality	Yes	Yes
Water source functionality of 5-7 days per week	Yes	Yes
Availability of enough water for the needs of the school	Yes	Yes
Availability of acceptable alternative school water supply	No	Yes
Accessibility of at least one drinking-water point to the smallest children	Yes	Yes
Availability of records for tracking performance of regular maintenance of the water points	Yes	Yes
Availability of toilet facilities for staff	No	No
Accessibility of at least one toilet/latrine to the smallest children	No	No
Availability of records for cleaning and maintenance of the toilet facilities?	Yes	Yes
Availability of all or more than half of the clean facilities	Yes	Yes
Adequate space in general waste bins to prevent accumulation of litter on the floor	Yes	Yes
Availability of posters promoting healthy and/or hygienic use of the toilets/latrines	Yes	Yes
Availability of all or more than half of the clean hand-washing facilities	Yes	Yes
Availability of water at the hand-washing facilities at the time of the visit	Yes	Yes
Availability of soap at the hand-washing facilities at the time of the visit	Yes	Yes
Visibility of information about hand-washing/hand hygiene at the school	Yes	Yes
Empty of sanitary bins at regular basis	Yes	Yes
Teaching of hygiene in school	Yes	Yes
Availability of private place at school to wash and change during menstrual period	Yes	Yes

3.5 Impact of TLC's and WASH

From testimonies obtained from key stakeholders such as DoE, SMC members, school staff and the Project staff as well through observation by HPRO field data collectors it can be inferred that the TLC construction have contributed to positively impact the following two areas:

- Role of TLCs in covid pandemic
- Role of TLCs in influencing girls' enrolment in senior secondary schools and reducing girls school drop out

In order to comply with covid prevention steps, water availability plays a key role. The installation of water tanks, bore well and water points will result in reduction of transmission of covid infection and communicable diseases. This was complemented by awareness on hygiene and sanitation which allowed gained knowledge into practice with availability of water. This invariably bolster the health among children of all age groups.

“One of the most serious problems that Kunar province, especially our village face is access to safe drinking water, which we desperately need water in our school for students. In these areas, our students do not have access to safe drinking water. Since the covid-19 virus came, there is a need for more cleanliness. So, water is necessary for hand washing and face washing. We didn't have these facilities in school, we didn't have safe water, and proper toilets. This causes the disease to be transmitted from one student to another. So, this project provides water for our students, and also, they give public awareness about hygiene. Now people know about the importance of hygiene, water, and cleanliness and they are currently interested in washing their hands and using healthy water for drinking. Now they have access to clean water.” -Director of Education

“The facility which is provided for students about hygiene in Koz Salgi and Salarbagh was very effective. In the past, children used unhealthy water for drinking. But now there are water tanks that are available in the school which is completely clean water for drinking and other purposes.” - Deputy Director of Refugees

WASH has direct link with girl student absenteeism and one key factor is poor menstrual hygiene management. Teacher respondents and SVA staff cited many examples where IDP's households were reluctant to enrol girls after class 5th due to poor infrastructure and facilities. SVA staff shared that department of education now capitalising on successful construction of TLC's for promoting girl's education and enrolment in school through campaign.

“I will tell you a short story about this. A few days ago, in the village of Salarbagh, with an old mother who is a member of SMC council with us, she told me in Kunari beautiful accent that if these toilets were not built, next year my granddaughter could not come to school because his father and brothers had decided not to allow her to go to school. Now my granddaughter can study in 7th standard next year. And also, she told me that this is not a problem only for my granddaughter, it is problem for all females in Kunar province. Next year inshallah you will see a lot of girls coming back to school for studies. And there will be no problem in the future”-SVA staff

3.6 CHS compliance

3.6.1 CHSI: Communities and people affected by crisis receive assistance appropriate and relevant to their needs.

3.6.1.1 Perceived need for TLC's

The two key burning needs of the Kunar province is; high number of displaced populations that are in need of shelter and high school dropout rates among girls in senior secondary classes due to lack of proper WASH facilities and hence the schools not being friendly for older girls. With the influx of IDPs and returnees, children attending school in the province were rapidly increasing. School facilities, such as classrooms and water, sanitation, and hygiene (WASH) facilities, were not adequate to meet the temporary increase of the children. Students were defecating in open as mentioned by Salarbagh teacher and the construction of toilets will help in keeping the environment clean while generate practice of hygiene among students. In fact, the establishment of TLC's prove to be addressing dual requirement of the community, being the high school dropout rates among girls and hygiene practices among students.

In earlier days, classrooms were overcrowded, devoid of basic infrastructure and faced difficulty in conducting classroom teaching due to overcrowding. This was evidently significant in Kuz Sagy as compared to Salarbagh, according to SMC student members. The number of classrooms constructed for both the schools were 6 and 3 respectively.

The other factor narrated by teachers was earlier classes were conducted in open field, resulting in poor student attention, and external conditions such as rain/wind were leading to cancellation of classes. A lack of conducive environment for effective teaching was leading to poor attendance rate and students were not attentive in classes. The problem is much bigger for Salarbagh senior secondary school since the students per class is higher. The schools were not protected by any concrete wall and makeshift walls were built by community which were destroyed during rains according to community leaders.

The provincial directorate of Kunar province highlighted the issue of displaced student's high dropout rates in the district due to unavailability of secure environment, absence of toilets, and lack of drinking water facility.

"Our students went home when it was raining, when these classrooms were not available, and now that the classrooms have been set up, they can be taught in any case. This project work is positive, and we are happy"-Kuz Sagy School Teacher

"We are happy with this project, our children were sitting under the hot sun and rain, and they did not have any shelter and shade for sitting there. So, now we are very happy from this project. May Allah grant them success and honor" SMC PTA female member Salarbagh

"Before we built small walls to protect the school area from rainfall but rain always destroyed these walls. but since the engineers came from the NGO and share their idea about it, we become very happy and congratulated each other that there will be no destruction here. And they build a park also here and everything went well by the grace of God. Engineers always listen to our ideas and implement our idea in the project"-KII community leader Kuz Sagy

"One of the reasons that girls leave school is because there is no secure environment for girls at schools. For instance, there is no clean water, no toilets, no boundary walls or rooms to sit in. So it is obvious that overall the students leaving schools should be prevented" - KII Director of Education of Kunar Province

3.6.1.2 Effectiveness of WASH facilities

Construction of Toilets: Students were defecating in open as mentioned by Salarbagh teacher and construction of toilets will help in keeping the environment clean while generate practice of hygiene among students.

“In the past, there were no toilets, students used to defecate in the environment. Currently we have toilet and water tanks for hand washing. Students wash their hands and go back to class after defecation”- Salarbagh teacher.

“In my opinion they are very effective for the school because before we did not have a water tap in the school, we didn't have proper toilets. So, these are very helpful for both students and teachers. And more needs to be done because cleanliness of self and the environment is important.” - Salarbagh teacher.

Availability of water for hand washing and drinking: Salarbagh and Kuz Sagy teachers mentioned school was devoid of water taps and students were bringing water from home. In case water bottles become empty, students leave school premises to bring the water from home. The installation of water pipeline and water points made the water accessible to students and staff.

3.6.2 CHS2: Communities and people affected by crisis have access to the humanitarian assistance they need at the right time

Considering TLC's, reservoir, water points are completed, it can be attested that students and staff has access to water and WASH facilities and that the student class ratio has substantially reduced. While a challenge still remains for securing other alternative source of water other than what the project could provide, it was agreed with the community members to provide water from their own wells in case there is water shortage.

3.6.3 CHS3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action

SMC formulated by the project with its members ranging beneficiaries to community stakeholders enabled the project to identify and take in varying views to the course of project as well as promote community ownerships on TLC and water management system. The fact that hygiene training was conducted at schools for SMC and teachers and that the hygiene kits were distributed to the participants, it can be inferred that this has generated awareness on practicing hand hygiene, sanitation, and value of clean drinking water. However, not all ten key occasions for hygiene and sanitation were cited by respondents which can be strengthened through classroom teachings at school. The awareness was higher in community leaders followed by teachers and students. This invariably will ensure reduced incidence of communicable diseases, malnutrition and water borne diseases which will in return reduce the low attendance and dropout rates in schools.

The involvement of SMC members by the project in supervision and monitoring at planning and execution stage ensures right infrastructure is built to provide protection to students and utilized by both teachers and students for effective teaching. However, the absence of written operation and management protocol was observed and providing such by future project may also promote sustainability of TLC's and water management system. It is very important to provide documents and some short versions of SOP for the people to know what to do to maintain the facilities. This becomes more relevant when there is a turnover of the currently trained people and new people become member to the SMC. These will need some guides available to understand what to do for the maintenance.

3.6.4 CHS4: Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them

One of the information provided during hygiene session was on right to safe water. All the beneficiaries were found aware about their right to access to safe drinking water. SMC members well represented the community and discussion with SMC members, highlights responsibilities of SMC in future management of school functioning. SMC members

understand their role in monitoring and supervision in the TLC's construction. However, studies from other similar contexts suggest that the SMC role should not remain confined to school facilities but to a wider learning environment such as monitoring the attendance of the teachers to the school and prevent their absenteeism.

3.6.5 CHS5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.

SVA project staff was working closely with SMC members especially the community and shura representative. Through the interviews and document reviews it can be ascertained that, various adjustments were made to incorporate requirements raised by both the parties, examples stated by interviewees were accommodation of material to be used for TLC roofs, site selection for installation of water reservoir, preference to employment of locals in the construction, and others.

There is a journal in which supervision and monitoring findings by authorities as well as communities were recorded and hence compliance to CHS5.

3.6.6. CHS6: Communities and people affected by crisis receive coordinated, complementary assistance

The Memorandum of Understanding (MoU) of the project has been signed with the Ministry of Refugees. Multi-stakeholder i.e. DoE, DoRR, DoEC and sectorial directorate of governor house's reporting and supervision was part of project management cycle as per information collated through interviews and desk review. The documentary assessment and interview with provincial education directorate highlight that government functionaries such as department of finance, governor office, ministry of refugee, community council were been made aware of the project activities on timely basis and education directorate extended support in this regard. Approval at different stages were sought with department of education. DoE also coordinated visits with community council during hygiene sessions conducted by SVA team. The monitoring and supervision were conducted by different stakeholders such as department of economy, department of education, department of refugees. SVA participation in WASH cluster and PDC meetings also reflects on adequate communication mechanism with the relevant stakeholders.

3.6.7 CHS7: Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.

The consistent effort by SVA team to implement and accomplish all the planned activities as per plan is a reflection of compliance to CHS7 and continuous improvements made through interaction with communities are good signs for continuous and mutual learning.

3.6.8 CHS8: Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers.

3.6.9 CHS9: Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically

The HR competency assessment, resource assessment is not covered under the scope of summative evaluation. However, the functional SMC and active involvement of SMC members in monitoring and supervision is a good example of good management and efficiency. Thus, reflect on CHS8 & 9.

3.7 Value assessment of program intervention

Assessing project intervention based on evidences collected through this study from primary and secondary sources, it can be attested that the project objective to Provide access to education and water, sanitation, and hygiene (WASH) services to IDP and returnee children in Kunar Province and reduce their vulnerability to protection risks was highly relevant to the needs of IDPs returnees and host communities. The study also exhibited the project achieving all planned activity outputs thereby ensuring a minimum educational environment (including WASH facilities) is provided to the children to protect their educational opportunities and to allow them to access safe WASH services. The study proven the project was implemented through coordinated efforts of stakeholders. Henceforth, the project was well worthy of implementation.

4 Recommendations

Mobilizing efforts on sustaining current awareness levels of hygiene and improving key times on handwashing practices.

The study identified a number of evidence that the Emergency Education and WASH Assistance contributed in improving students, teachers, school staff, and family members on general hygiene. Hand hygiene significantly play role in reducing incidence of diarrhoea which is linked with vicious cycle of malnutrition and child health indicators. It is therefore, worth that efforts to sustain the current awareness level are mobilized and in broader perspective all ten times/moments of hand washing at household and school level are enforced to reduce disease related drop outs or absenteeism among school children. Inclusion of output indicators such as student to water tap ratio that enable capture instant effects of the project intervention may be considered in the future.

Consider providing recap handouts about the training to guide operation and maintenance of the WASH facilities and TLC after the project end

The project approach formulating SMC with members who have a stake in facilities the project constructed has proven effective in generating the sense of ownership among them. The project provided training with them for operation and maintenance of the WASH facilities and TLC and they are in long run expected to sustain the facilities. Expectations from SMC members and advice from water experts were heard during evaluation that providing written guidance on WASH facilities with SMC members is an element that might effectively complement the effects on the training provided over the course of project. Incorporating discussion on likely operation and maintenance challenges that they may face after the project termination from the onset of trainings and providing recap handouts about them so that they can refer to them after the project ends can further sustain the effects of SMC and lifespan of the facilities the project constructed. It is recommended if finances would allow that SVA field staff visits the schools about three months after the project closes to gauge a turnout of the facility status and confidence level of SMC members to provide the necessary maintenance. This enables the SVA to enrich training contents further for future effective interventions.

Advocate for inclusion and integration of robust SMC roles

Waste management, hazardous chemicals, transportation, food and vector borne disease management can pose serious threats to health of the students if not incorporated in routine monitoring activities by SMC. Given the policies and SoP were developed by MoE, and the policies did not include environmental monitoring, the SoW of SVA project did not include integration of that. Therefore, SVA had very little to address those after they were identified in the midterm review, given the short time of the project. However, it is recommended that local SMCs to initiate discussion in this regard and develop protocols for ensuring safety and

well-being of the students. Also looking beyond, the scope of this emergency project with a partnership with other institutions and/or funding with longer engagements in the area, the SMC role may be advocated to go beyond maintenance on school facilities but to improving a wider learning environment such as monitoring the attendance of the teachers to the school and prevent their absenteeism.

Integrate quality related output indicators in future projects.

Inclusion of output indicators such as student to class room ratio that enable capturing instant effects of the project intervention on quality of education may be considered in the future.

Annexure A: Bibliography

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Annexure B: Terms of Reference

TERMS OF REFERENCE

The Japan Platform (hereinafter referred to as "JPF") is an international emergency humanitarian aid organization which offers the most effective and prompt emergency aid in response to global developments, focusing on issues of refugees and natural disasters. JPF conducts such aid through a tripartite cooperation system where NGOs, business communities, and the government of Japan work in close cooperation, based on equal partnership, and making the most of the respective sectors' characteristics and resources. JPF serves as an intermediary support organization providing various types of assistance to member NGOs in Japan to deliver quick and comprehensive aid on their own. JPF has supported aid activities of 44 member NGOs, each with its own set of diverse strengths. It has delivered humanitarian assistance to 47 nations and regions about 1,200 projects, with a total financial contribution of 40 billion yen. JPF has built a strong reputation based on trust by promoting cooperation among private sectors and NGOs and by accurately reporting all of its activities. Please find attached JPF Information Leaflet as Annex I. More information on JPF can be found at <http://www.japanplatform.org/E/>.

2. Purpose

The purpose is to solicit competitive offers for the provision of Third-party project monitoring and final evaluation services for four JPF projects which are being funded by JPF and implemented by member NGOs in Afghanistan.

JPF seeks to contract a TPM entity to accurately capture information, monitor activities and analyse data on these project activities. In particular, this Third-party project monitoring and evaluation will be an essential quality assurance activity in Afghanistan where JPF and the member NGOs have no access to. JPF will use the outcome of this monitoring and evaluation to improve the current and future projects and programme. The evaluation reports will be made available to the public as part of JPF's activity to ensure accountability to donors and the general public.

The main objectives of the monitoring exercise are:

- To assess progress to date against the project implementation plan and targets specified in log frames;
- To identify issues and problems at real time, and generate recommendations and potential solutions to facilitate the project implementation;
- To generate an understanding of the extent to which the Core Humanitarian Standard (CHS) is applied and identify opportunities for improvement.

The main objectives of final evaluation* are:

- To verify and measure actual outputs and if possible outcomes of the project with the available data;
- To understand the beneficiary's satisfaction;
- To determine the value of project implementations with all above identification of actual measurements and beneficiary's satisfaction ;

- To verify that the humanitarian principles and standards including but not limited to CHS are respected;
- To document above achievements and challenges and reports to donors and the general public;
- To provide feedback to the future project and programme improvements for both JPF and member NGOs.

3. Scope of Services

This RFP encompasses the Third-party project monitoring and evaluation of ongoing four projects as part of JPF accountability and learning initiatives for quality improvement. Brief summary of each project and project-specific evaluation and monitoring scopes can be found in Annex 2. Below outlines expected work performed by the selected contractor:

Project 2:

Mid-term evaluation (around October 2020)

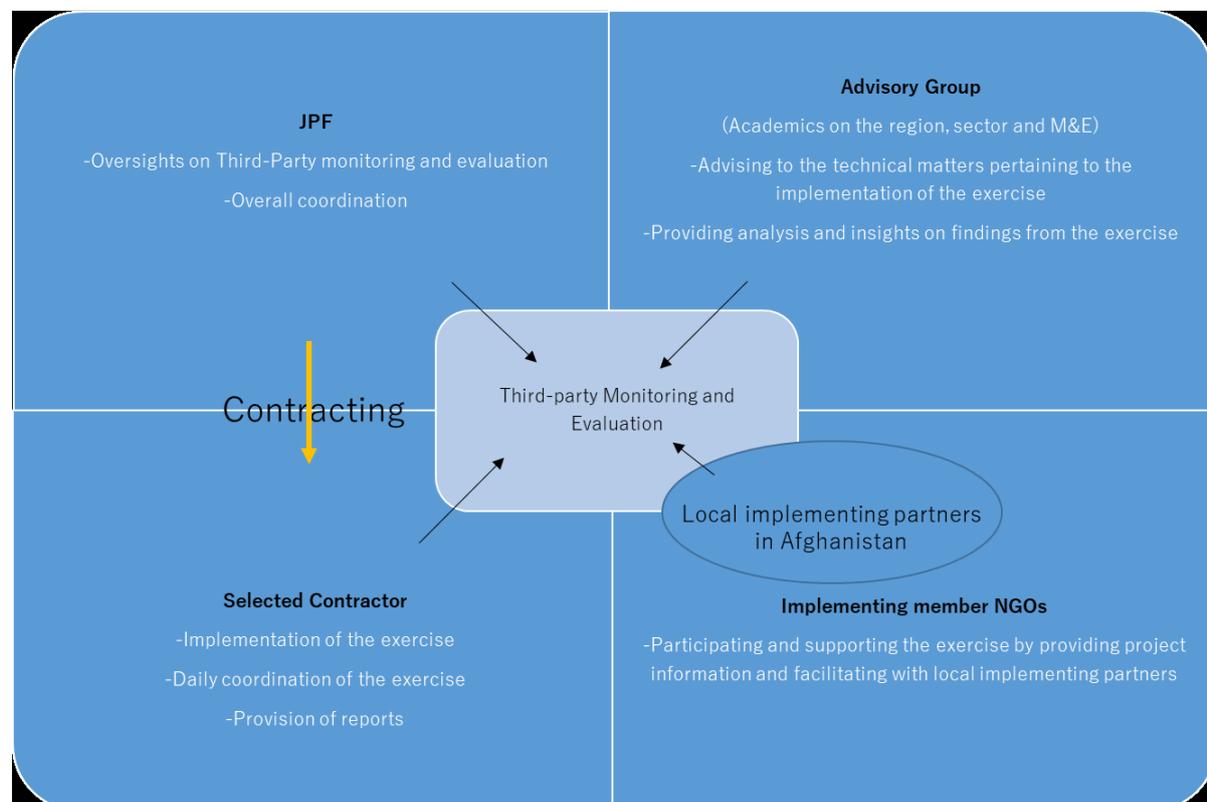
Final verification* at the time of project completion (around March 2021)

*To cross-check the completion of unconfirmed activities from the Mid-term evaluation and project outcomes, impact are observed and recommendations made. The given arrangement for project 2 intended to make the final verification less cumbersome at the time of project completion.

Prior to the start of data collection for evaluation and monitoring activities, the selected contractor will closely collaborate with JPF to develop tools, field visit protocols, data presentation and reporting formats. JPF will provide the contractor with relevant documentation, including projects proposals and monthly reports. The member NGOs will provide more project specific documents pertaining to the monitoring and evaluation exercise. Key project documents are in English, however, inherently some of documents are Japanese and the selected contractor are expected to use google translation and triangulation technique to confirm contents. All documentation shared with the contractor is considered confidential and a data protection protocol will be signed as part of the contract.

Neither JPF nor member NGOs have access to the project sites in Afghanistan due to restrictions associated with the Japanese government funding. Therefore, the projects subjected to this Third-party monitoring and evaluation are implemented by local implementing partners/local offices and remotely managed by the members NGOs. Ahead of starting data collection in the field, the selected contractor will be introduced to the local implementing partners/local offices. While the member NGOs will facilitate the communication with the partners/offices, day-to-day coordination pertaining to data-collection and field visits will be performed by the selected contractor. The selected contractor will report directly to JPF and during the course of the field level data collection, the contractor is expected to provide JPF with timely feedback, notably in instances where immediate attention or action is required. In addition, an advisory group, constitutes two to three academics with expertise in Afghanistan, project thematic, and M&E, will be reference points and essential part of the third-party monitoring and evaluation. The selected contractors are also required to have these three parties (Advisory Group, Local Implementing Partners, Member NGOs) informed with progress and acquired comments to incorporate into milestone deliverables.

Implementing Structure of the Third-party Monitoring and Evaluation



In evaluation the projects, the criteria of value used for this monitoring and evaluation is CHS and therefore it is essential that the selected contractor possesses a good understanding of this standard and past experience in conducting monitoring and evaluating using CHS. Moreover, the selected contractor is expected to have the capacity of conducting evaluation and monitoring activities specified below;

- Beneficiary surveys to measure project outcomes, through tools such as Post Distribution Satisfaction, Coping Strategy Index, Food Consumption Score and household visits
- Project Site visits and verification of project activities
- Individual Observations of the surveyor
- Key Informant Interview
- Focus Group Discussions

Given the outbreak of COVID-19 worldwide which Afghanistan is no exception from, the successful contractor is expected to undertake above evaluation and monitoring activities with only essential moves in conformity of do-no-harm principal and where possible, to adapt alternative means of factual identification such as telephone interviews and use of local agents. In order to assess the competency and consideration of the individuals and institutions submitting proposals with this regards, this RFP is requiring a submission of one to two-page plan of free format stating organization policy toward preventive measure toward COVID-19

together with the RFQ. The plan should inform the approach to the data collection and any other information deemed necessary to demonstrate the ability to conduct data collection with much consideration on COVID-19 outbreak in general.

For all tasks, specific tools and templates will be developed and agreed to between JPF and the contractor following signing of the contract. It is expected that the reports provided by the contractor will adhere to the agreed upon templates. For all remaining tasks, general approaches will be developed and agreed to between JPF and the contractor, upon signing of the contract.

The selected contractor is expected to perform below activities:

- To organize an inception meeting with JPF, project implementation NGOs and advisory group to discuss the details of the evaluation and monitoring objectives, targets, data processing and analyzing, allocated team and reporting;
- To provide an inception report with a detailed work plan including data collection tools and methodology, proposed schedule of site visits and sample beneficiary and key informant selection strategy and list of data to be collected;
- To implement the agreed work plan;
- To submit periodic updates with reference to agreed work plan;
- To provide debrief to local implementing partners/local offices on preliminary findings;
- To submit final evaluation and monitoring reports including raw-data and visuals collected per project as well as a bridge report with cross-cutting findings across programme, and recommendations for JPF as per the agreed format;
- To organise a debriefing meeting and present details, findings and recommendations of the exercise to JPF, project implementation NGOs and the advisory group.

In the face of outbreak of COVID-19 worldwide, all discussions will be undertaken online, however, if situation permits by the time, debriefing of the evaluation in Tokyo with presence of JPF, relevant NGO representatives and advisory group will be organised in late March or early April. The selected contractor is required to physically attend the debriefing in Tokyo and also present the overall picture, details findings and recommendations from the exercise. This debriefing in Tokyo may be changed to an online webinar, should the COVID-19 outbreak be not contained by the time and therefore financial proposal required a separate column with regards to the cost pertaining to travel to Tokyo.

Annex C: Data collection toolsConfidential for
research purpose only**I Form #**
Observation of TLC

Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan

Conducted by: Health Protection and Research Organization (HPRO);**Supported by: Japan Platform****General Information**

Interviewer/surveyor

name _____

Interviewer/surveyor

supervisor _____

Date of the

interview/Observation _____

School Information

1. School Name: _____
2. School Location: _____
3. GPS Coordinate: _____
4. Students population: Boys _____ Girls _____
5. _____
6. Teachers Total Number: Male _____ Female _____
7. Number of Class Rooms: _____
8. _____
9. Support Staff: Administrative _____
Cleaners/Guards/Gardner _____
10. Number of class room fully constructed :
11. Number of class room semi constructed:
12. Number of class room yet to be constructed:
13. Number of toilet fully constructed:
14. Number of toilets semi constructed:
15. Number of toilets yet to be constructed:
16. Number of water tanks placed:
17. Status of water pipeline:
18. Status of water connections functionality:

S.No.	Question	Answer	Remarks
Construction of TLC			

1	Is construction of TLC rooms as per accommodative requirement of projected number of students (corresponding to student population)	Yes----- ---1 No----- ---2	If No give details
2	Is TLC construction supportive of frontal teaching in classroom	Yes----- ---1 No----- ---2	If No give details
3	Is TLC construction supportive of group work teaching in classroom	Yes----- ---1 No----- ---2	If No give details
4	Is TLC construction supportive of individual student work in classroom	Yes----- ---1 No----- ---2	If No give details
5	Is TLC supportive of disabled students, access to wheelchair, space for wheelchair inside classroom	Yes----- ---1 No----- ---2	If No give details
6	What dimensions of wheelchair is considered during the project, give details		
7	Is construction of TLC natural disaster proof, earthquake, Tsunami, fire, , strong winds, etc .	Yes----- ---1 No----- ---2	If No give details
8	Is non-erodable material placed in deep foundation while constructing TLC?	Yes----- ---1 No----- ---2	If No give details
9	Is hard finishes such as tile and painted cement plaster is used for flooring in TLC?	Yes----- ---1 No----- ---2	If No give details
10	What is the expected utilization ratio of classroom (maximum use of space) no of hours usage against standard		
11	Is the expected utilization ratio of general classroom is 0.9 or more than 1.0?	Yes----- ---1 No----- ---2	If yes give details

12	Is the expected utilization ratio of specialisation classroom is 0.75 or more than 1.0?	Yes----- ---1 No----- ---2	If yes give details
Selection of Furniture			
1	Is selected furniture as per the height of students consider in the project	Yes----- ---1 No----- ---2	If No give details
2	What height of students was considered at planning stage for selection of furniture , give details		
3	Is furniture sufficient as per planned number of students under the project?	Yes----- ---1 No----- ---2	If No give details
School Management			
1	Does the school have policies to improve and maintain a healthy physical environment?	Yes----- ---1 No----- ---2	
2	Do policies address all aspects of the physical environment: (e.g.)?	a. Air b. water c. sanitation d. waste, e. location, f. hazardous chemicals g. transport h. food, i. disease vectors	
3	Is this school a “closed campus,” meaning that it has surrounding wall and gate?	Yes----- ---1 No----- ---2	
4	During the school day, are staff or adult volunteers assigned to monitor the following?	a. School grounds b. School halls during the classes c. School halls between the classes d. Toilets/latrine	
5	As per policy Does this school is required to conduct routinely locker searches?	Yes----- ---1 No----- ---2	
6	During the regular school day, does the school use?	a. Police b. Security guards	Yes----- ----- ---1

			No----- ----- ---2
7	Does the school conduct periodic inspections of the following? Please check the documents	a. For pests b. Of the building foundation, walls, and roof for cracks or leaks c. Plumbing system d. Drinking water e. Water for hand-washing f. No-----0	
8	Has the school adopted any school-wide practices or programs that explicitly promote a positive climate?	Yes, a document seen----- ---1 Yes, but not seen----- ---2 No----- ----0	
9	Are textbooks provided to the children?	Yes, to all students----- --1 Yes, to some----- ---2 No----- ---0	
10	Are there recreational facilities/spaces at the school where students can play?	Yes----- ---1 No----- ---2	
11	Did the school have regular meeting with SMC? See the record	Yes----- ---1 No----- ---2	

2 Form

Key Informant Interview- SMC, Member Community Leader
Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan
Conducted by: Health Protection and Research Organization (HPRO);
Supported by: Japan Platform

Verbal Informed Consent

Instructions for the Interviewer: *The following is to be read verbatim to the client prior to the consultation and interview. If the client then agrees to participate, you must sign on the line marked at the end of this form. Also mark the date on the appropriate line.*

Purpose of the Study

This is with respect to Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan. We would like to ask you some questions about the TLC's and WASH intervention under the project Emergency Education and WASH Assistance to Returnees and IDPs in Kunar. This information will help the SVA in improving their project work. However, there is no immediate or direct benefit to you for participating.

2.1.1

2.1.2 Procedures

2.1.3 To obtain the necessary information, you have been chosen randomly to participate from the staff. If you agree, we will ask you to answer some questions about school and WASH. We will ask you these questions in another room, without the presence of any staff or member of project team

2.1.4 Risks /Discomforts

The questions will take less than 45 minutes to complete. If there are any questions you do not want to answer, you may refuse to answer them without consequence. None of the information obtained will be identified with you or your family in any way.

2.1.5 Confidentiality

2.1.6 During the question period, I will write down the information you tell me. The record of this interview will not have any information that can be used to identify you. We will not tell the any project staff or community member, or household member about the information you provide or your name, which will not be recorded. All the information collected will be stored in a locked area.

2.1.7 Voluntary Consent

It is your decision whether or not to be in this study. You may stop participating in the study at any time without consequence. If you decided not to participate, you or your family member will get the same care that he or she would otherwise receive.

2.1.8 Whom to Contact

If you have any questions now, I will answer them. If you have questions later, you can contact Dr. Farooqi @ telephone no. 0728416291

Do you agree to participate in this study? Yes No

Signed by interviewer after subject has verbally consented

1. Job title

2. Sex

3. Age

4. Contact Number

1. School Management Committee (SMC)

101. How selection of SMC members was conducted? Probe for : nomination basis or voting, is it a participatory process, selection and participation of women in the process, how community was involved in the process

102. Do you think SMC members played active role in successful execution of this project?

1. YES

2. NO

a. If YES, describe.

b. If NO, describe

2. TLC

201. How the location of TLC was determined? What role did you played?

202. How frequently you monitored the building process?

a. Once a week

b. Once a month

c. Once in three months

d. Visited the site once

e. Didn't visit at all

203. What criteria did you followed while visiting the construction of TLC ? Please state

1. _____

2. _____

3. _____

204. Is the TLC construction is adequate as per size of class?

- 1. YES
- 2. NO

If YES, describe.

If NO, describe deficiency

205. Is the TLC construction is adequate for disable children?

- 1. YES
- 2. NO

If YES, describe.

If NO, describe deficiency

206. How will you overall rate the construction of TLC by SVA

- a. Good
- b. Adequate
- c. Inadequate
- d. Poor

207. Please explain your option 'why you selected good/adequate/inadequate/poor?.

3.WASH

301. How the location of water points/ water tank was determined? What role did you played?

302. Is WASH facilities (toilets, water tanks, water points) constructed/provided by SVA helpful for the school ? (Probe: Main sources of drinking water, enough hand-washing stations, enough toilets separate for boys and girls, cleanliness of toilets) Give examples

303. Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

- 1. YES
- 2. NO

A. If yes, please explain briefly

B. If no, why, please explain briefly

—

304 Do you think the water is sufficient for school use? Select all that apply

1. Students to drink
2. Hand washing
3. Toilets
4. Greenery of school yard
5. No water. Please specify reason

305 How will you overall rate the construction of water points/water tank/toilets facilities by SVA

- a) Good
- b) Adequate
- c) Inadequate
- d) Poor

306 Please explain your option 'why you opted for good/adequate/inadequate/poor?.

e) _____
—

4. Training

401. Have you received any training on hygiene and sanitation in school?

1. Yes
2. No

5.CHS

501 Could you tell me how much is community involved in the project:

Prob: Is community involved in planning, execution of project?

Is community involved in monitoring of the project?

Is community informed of the findings?

Is the community actively sharing concerns and feedback?

502. Is complaint redressal is functioning?

503. Who are the identified staff to answer issues from community?

504. How long does it to take to address ay complaint?

505. Is the complaint mechanism accessible, effective, confidential and safe for their use?

506 What are your recommendations that how this project can be further improved?

—

***Thank you for your time ***

3 Form

Key Informant Interview- SMC, Representative PTA
Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan
Conducted by: Health Protection and Research Organization (HPRO);
Supported by: Japan Platform

Verbal Informed Consent

Instructions for the Interviewer: *The following is to be read verbatim to the client prior to the consultation and interview. If the client then agrees to participate, you must sign on the line marked at the end of this form. Also mark the date on the appropriate line.*

Purpose of the Study

This is with respect to Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan. We would like to ask you some questions about the TLC's and WASH intervention under the project Emergency Education and WASH Assistance to Returnees and IDPs in Kunar. This information will help the SVA in improving their project work. However, there is no immediate or direct benefit to you for participating.

3.1.1

3.1.2 Procedures

3.1.3 To obtain the necessary information, you have been chosen randomly to participate from the staff. If you agree, we will ask you to answer some questions about school and WASH. We will ask you these questions in another room, without the presence of any staff or member of project team

3.1.4 Risks /Discomforts

The questions will take less than 45 minutes to complete. If there are any questions you do not want to answer, you may refuse to answer them without consequence. None of the information obtained will be identified with you or your family in any way.

3.1.5 Confidentiality

3.1.6 During the question period, I will write down the information you tell me. The record of this interview will not have any information that can be used to identify you. We will not tell the any project staff or community member, or household member about the information you provide or your name, which will not be recorded. All the information collected will be stored in a locked area.

3.1.7 Voluntary Consent

It is your decision whether or not to be in this study. You may stop participating in the study at any time without consequence. If you decided not to participate, you or your family member will get the same care that he or she would otherwise receive.

3.1.8 Whom to Contact

If you have any questions now, I will answer them. If you have questions later, you can contact Dr. Farooqi @ telephone no. 0728416291

Do you agree to participate in this study? Yes No

Signed by interviewer after subject has verbally consented

1. Job title

2. Sex

3. Age

4. Contact Number

1. School Management Committee (SMC)

101. How selection of SMC members was conducted? Probe for : nomination basis or voting, is it a participatory process, selection and participation of women in the process, how community was involved in the process

—

102. Do you think SMC members played active role in successful execution of this project?

1. YES

2. NO

a. If YES, describe.

b. If NO, describe

2. TLC

201. How the location of TLC was determined? What role did you played?

202. How frequently you monitored the building process?

- a. Once a week
- b. Once a month
- c. Once in three months
- d. Visited the site once
- e. Didn't visit at all

203. What criteria did you follow while visiting the construction of TLC ? Please state

- 1. _____
- 2. _____
- 3. _____

204. Is the construction of TLC as per planned architecture and layout? Are you satisfied?

1. YES

2. NO

If YES, describe.

If NO, describe

205. Is the TLC construction adequate as per size of class?

1. YES
2. NO

If YES, describe.

If NO, describe deficiency

206. Is the TLC construction adequate for disabled children?

1. YES
2. NO

If YES, describe.

If NO, describe deficiency

207. How will you overall rate the construction of TLC by SVA

- a. Good
- b. Adequate
- c. Inadequate
- d. Poor

208. Please explain your option 'why you selected good/adequate/inadequate/poor?.'

3.WASH

301. How the location of water points/ water tank was determined? What role did you played?

302. Is WASH facilities (toilets, water tanks, water points) constructed/provided by SVA helpful for the school ? (Probe: Main sources of drinking water, enough hand-washing stations, enough toilets separate for boys and girls, cleanliness of toilets) Give examples

303. Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

1. YES
 2. NO
- A. If yes, please explain briefly

B. If no, why, please explain briefly

304. In your opinion how sustainable are SVA program interventions in terms of the construction, maintenance and utilization of the WASH facilities?

305 Do you think the water is sufficient for school use? Select all that apply

1. Students to drink
2. Hand washing
3. Toilets
4. Greenery of school yard
5. No water. Please specify reason

306 How will you overall rate the construction of water points/water tank/toilets by SVA

- a) Good
- b) Adequate
- c) Inadequate
- d) Poor

307 Please explain your option 'why you opted for good/adequate/inadequate/poor?.

e) _____

4. Training

401. Did you participated in overseeing Hygiene and sanitation training?

1. YES
2. NO

If YES, describe the activities you performed

If NO, describe the reason

402. Have you received any training on hygiene and sanitation in school?

1. Yes
2. No

403 What are your recommendations that how this project can be further improved?

***Thank you for your time ***

4 Form

Key Informant Interview- Teacher

Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan

Conducted by: Health Protection and Research Organization (HPRO);

Supported by: Japan Platform

Verbal Informed Consent

Instructions for the Interviewer: *The following is to be read verbatim to the client prior to the consultation and interview. If the client then agrees to participate, you must sign on the line marked at the end of this form. Also mark the date on the appropriate line.*

Purpose of the Study

This is with respect to Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan. We would like to ask you some questions about the TLC's and WASH intervention under the project Emergency Education and WASH Assistance to Returnees and IDPs in Kunar. This information will help the SVA in improving their project work. However, there is no immediate or direct benefit to you for participating.

4.1.1

4.1.2 Procedures

4.1.3 To obtain the necessary information, you have been chosen purposefully to participate from the staff. If you agree, we will ask you to answer some questions about school and WASH. We will ask you these questions in another room, without the presence of any staff or member of project team

4.1.4 Risks /Discomforts

The questions will take less than 45 minutes to complete. If there are any questions you do not want to answer, you may refuse to answer them without consequence. None of the information obtained will be identified with you or your family in any way.

4.1.5 Confidentiality

4.1.6 During the question period, I will write down the information you tell me. The record of this interview will not have any information that can be used to identify you. We will not tell the any project staff or community member, or household member about the information you provide or your name, which will not be recorded. All the information collected will be stored in a locked area.

4.1.7 Voluntary Consent

It is your decision whether or not to be in this study. You may stop participating in the study at any time without consequence. If you decided not to participate, you or your family member will get the same care that he or she would otherwise receive.

4.1.8 Whom to Contact

If you have any questions now, I will answer them. If you have questions later, you can contact Dr. Farooqi @ telephone no. 0728416291

Do you agree to participate in this study? Yes No

Signed by interviewer after subject has verbally consented

5. Job title

6. Sex

7. Age

8. Contact Number

I. Effectiveness of Temporary Learning Classrooms (TLCs)

I01. In your opinion how much establishment of TLCs is important in your school? Please explain your answer

I02 Please share your thoughts if any changes and improvement will come in the learning environment of students after establishment of TLCs?

I03. In your opinion, does TLCs provided enough space for the students to learn effectively?

A. If yes, please explain with examples

B. If not, please explain with examples

I04. How will you overall rate the construction of TLC by SVA

- e. Good
- f. Adequate
- g. Inadequate
- h. Poor

I05 Please explain your option 'why you selected good/adequate/inadequate/poor?.'

2. Training

201. Have you received training on hygiene in school?

- 1. Yes
- 2. No

202. Rate your overall assessment of how the training session went. [Drop down menu]

- a) Very Bad
- b) Bad
- c) Neutral
- d) Good
- e) Excellent

203 Please explain your option 'why it was very bad/bad/good/excellent?.'

204. What adjustments would you make to the:

- a. Agenda/schedule
(Describe) _____
- b. Technical information / content
(Describe) _____
- c. Facilitation process
(Describe) _____
- d. Participant type
(Describe) _____
- e. Overall timing
(Describe) _____
- f. Participant engagement
(Describe) _____
- g. Other

205 Will you practice what was taught in the training?

- 1. YES
- 2. NO
- c. If YES, describe.

- d. If NO, describe

206 Were you satisfied with the training?

- 3. YES
- 4. NO
- e. If YES, describe.

- f. If NO, describe

207. To which degree do you believe that the practices and knowledge of this training session will be sustained in the school (without further assistance) and why?

- b. Strongly disbelieve
 - a. Disbelieve
 - b. Neutral
 - c. Believe
 - d. Strongly believe
- _____

208 Please explain your option 'why you strongly believe/disbelieve/believe/strongly believe?.'

3. WASH awareness

I would now like to ask a few questions about what was the status of hygiene and sanitation in the school?				
#	Description	Answer	Answer Code	Skip pattern
301	Does school has soap for washing hands?	1.....Yes 2.....No		
302	Where is soap kept in schools?	1..... place near the toilet/latrine 2.....sometimes kept near water points/designated area near water point 3.....always kept near water points/designated area near water point 4.....Far from toilets 5.....At a common handwashing area 6.....At a place where children cannot reach 7.....Other (Specify) _____		
303	At what times do you routinely wash your hands? [Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]	1....After contact with sticky, oily, smelly materials 2....After coming from the field/garden/work/playground 3....First thing when you wake up 4.....Before eating 5.....after eating 6.....After touching dirty surface 7....After using the toilet/defecating 8....After sneezing 9....Other (specify): _____		
304	What do you use to wash your hands?	1.....Water 2.....Soap 3.....Ash 4.....Alcohol/ hand sanitizer 5.....Sand 6.....Dettol/ disinfectant 7.....Earth/ dirt 8.....Other (specify): _____ 88.....No response		

305	If you do not wash your hands daily, what are the main reasons for not doing so? [Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]	1....No water available immediately 2....No soap or ash available immediately 3.....No time 4.....No one asked me 5....No one taught me when and how 6...Other reason (Specify) _____ 9....Don't know		
306	What would need to change to make handwashing with soap a habit for you?	1.....Availability of water 2.....availability of soap in school 3.....taught when to use wash hand in school 2.....Able to afford soap 3.....No que or crowding at washing areas 4...Other (specify) _____		
307	During your last menstrual period were you able to wash and change in privacy while at school?	1.... Yes we clean female toilets 2.....NO		<u>If male teacher skip this Q</u>
308	If No what were the reasons?	1...toilets too dirty 2...No water in the toilets 3...Toilets didn't have a door or door doesn't close 4...No dustbin in toilets 5...Toilets are situated in open area 6...Dont feel secure while using toilets 7.....Toilets are dingy and doesn't have proper light 8....Toilets have open window or crack is visible to outsiders 9.....Other (specify)		<u>If male teacher skip this Q</u>
309	Any hygiene education sessions conducted in your school? <i>Data collector: briefly describe the hygiene education</i>	1....Yes 2.....No		
310	Have you attended any of the hygiene education sessions conducted by/within school?	1....Yes 2.....No		

311	<p>From what source do you receive information about hygiene most often?</p> <p>[Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]</p>	<p>1.....School staff 2.....Radio 3.....Television 4.....NGO 5.....Friends 6.....Health shura 7.....Newspaper/ brochures 8.....Family members 9.....Other (specify): _____ 10.....Have not received any information 88.....No response</p>		
312	<p>What is the main purpose of hand hygiene?</p> <p>[Interviewer: circle one best response, please do not read list.]</p>	<p>1.....To reduce germs on the hands 2.....To keep hands clean 3.....To keep nails clean 4.....To keep the hands smooth 5.....To avoid diseases 6.....Other (Specify) _____</p> <p>99.....Don't know</p>		
313	<p>What types of diseases are associated with not washing hands with soap/ash?</p> <p>[Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]</p>	<p>1.....Dysentery 2.....Diarrhea 3.....Cholera 4.....Malnutrition/stunting 5.....Pneumonia 6.....Ear infections 7.....Other (specify): _____</p>		

4.WASH facilities

401. Is WASH facilities (toilets, water tanks, water points) constructed/provided by SVA helpful for the school? (Probe: Main sources of drinking water, enough hand-washing stations, enough toilets separate for boys and girls, cleanliness of toilets) Are these facilities used by both boys and girls?

Give examples

1. _____

2. _____

402. Is there a protocol for Operation and Maintenance (O&M) of school WASH facilities after construction?

1. YES

2. NO

A. If yes, please explain briefly

B. If no, why, please explain briefly

403. In your opinion how sustainable are SVA program interventions in terms of the construction, maintenance and utilization of the WASH facilities?

404. Where is the water point located?

- a) In the school yard
- b) less than 500 meter from school building
- c) more than 500 meters from the school building

405 is water available all the time in the water points?

- 1. Yes
- 2. No

406 Was there any time during the past one month when there was not water in the water point?

- 1. Yes,
- 2. No

407 Do you think the water is sufficient for school use? Select all that apply

- 6. Students to drink
- 7. Hand washing
- 8. Toilets
- 9. Greenery of school yard
- 10. No water. Please specify reason

408 How will you overall rate the construction of WASH facilities by SVA

- f) Good
- g) Adequate
- h) Inadequate
- i) Poor

409 Please explain your option 'why you opted for good/adequate/inadequate/poor?.'

5.CHS

501 Could you tell me how much is community involved in the project:

Prob: Is community involved in planning, execution of project?

Is community involved in monitoring of the project?

Is community informed of the findings?

Is the community actively sharing concerns and feedback?

Is complaint redressal functioning?

502 Who are the identified staff to answer issues from community?

503 Is the complaint mechanism accessible, effective, confidential and safe for their use?

- 1. Yes,
 - 2. No
-

504 How long does it to take to address ay complaint?

505 Can you comment on how complaints and feedback mechanism providing inputs to implementation team on ground?

506 What are your recommendations for this project to further improved?

—

***Thank you for your time ***

5 Form

Key Informant Interview- SMC, member Student
Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan
Conducted by: Health Protection and Research Organization (HPRO);
Supported by: Japan Platform

Verbal Informed Consent

Instructions for the Interviewer: *The following is to be read verbatim to the client prior to the consultation and interview. If the client then agrees to participate, you must sign on the line marked at the end of this form. Also mark the date on the appropriate line.*

Purpose of the Study

This is with respect to Third-party Project Monitoring & Evaluation of JPF Funded Projects in Afghanistan. We would like to ask you some questions about the your school. This information will help the SVA in improving their project work. However, there is no immediate or direct benefit to you for participating.

5.1.1

5.1.2 Procedures

5.1.3 To obtain the necessary information, you have been chosen randomly to participate from the staff. If you agree, we will ask you to answer some questions about school and WASH. We will ask you these questions in another room, without the presence of any staff or member of project team

5.1.4 Risks /Discomforts

The questions will take less than 45 minutes to complete. If there are any questions you do not want to answer, you may refuse to answer them without consequence. None of the information obtained will be identified with you or your family in any way.

5.1.5 Confidentiality

5.1.6 During the question period, I will write down the information you tell me. The record of this interview will not have any information that can be used to identify you. We will not tell the any project staff or community member, or household member about the information you provide or your name, which will not be recorded. All the information collected will be stored in a locked area.

5.1.7 Voluntary Consent

It is your decision whether or not to be in this study. You may stop participating in the study at any time without consequence. If you decided not to participate, you or your family member will get the same care that he or she would otherwise receive.

5.1.8 Whom to Contact

If you have any questions now, I will answer them. If you have questions later, you can contact Dr. Farooqi @ telephone no. 0728416291

Do you agree to participate in this study? Yes No

Signed by interviewer after subject has verbally consented

1 IDENTIFICATION

Province Name:|_____| Province Code: |__|__|__|

District Name: |_____| District Code: |__|__|__|

Village (Health post) Name:|_____|Code: |__|__|__|__|

Student position in SMC |_____| Student Class |_____|

Interview ID number:

Interview Date:

I. Status of School

#	Description	Answer	Skip pattern
I01	Since how many months you are involved in SMC?	Months _____	
I02	As part of SMC Does your duties involve (multiple choice)	a) Supervising construction of TLC b) Supervising construction of water reservoir c) Supervising construction of water points d) Supervising construction of toilets e) Giving suggestions to project team	
I03	State some of activities you performed as SMC member past 6 months	1. _____ 2. _____ 3. _____ 4. _____	
I04	Before new classrooms construction were number of classrooms inadequate based on student strength	1. Yes 2. No	
I05	Were the classrooms suffocating and crowded	1. Yes 2. No	
I06	Teacher used to find it difficult to communicate to students during teaching due to over crowding	1. Yes 2. No	
I07	Were classroom devoid of table and chair for students	1. Yes 2. No	
I08	Were classroom devoid of enough lighting	1. Yes 2. No	

109	Were classroom devoid of blackboards	1. Yes 2. No	
110	Were toilets insufficient as per number of students	1. Yes 2. No	
111	Did the school had limited access to water?	1. Yes 2. No	
112	Did the school had sufficient supply of drinking water ?	1. Yes 2. No	

2.Status of Hygiene and Sanitation

I would now like to ask a few questions about what was the status of hygiene and sanitation in the school?				
#	Description	Answer	Answer Code	Skip pattern
201	Does school has soap for washing hands?	1.....Yes 2.....No		
202	Where is soap kept in schools?	1..... place near the toilet/latrine 2.....sometimes kept near water points/designated area near water point 3.....always kept near water points/designated area near water point 4.....Far from toilets 5.....At a common handwashing area 6.....At a place where children cannot reach 7.....Other (Specify)_____		
203	At what times do you routinely wash your hands? [Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]	1....After contact with sticky, oily, smelly materials 2....After coming from the field/garden/work/playground 3....First thing when you wake up 4.....Before eating 5....after eating 6.....After touching dirty surface 7....After using the toilet/defecating 8....After sneezing 9....Other (specify): _____		
204	What do you use to wash your hands?	1.....Water 2.....Soap 3.....Ash 4.....Alcohol/ hand sanitizer 5.....Sand 6.....Dettol/ disinfectant 7.....Earth/ dirt 8.....Other (specify): _____ 88.....No response		

205	If you do not wash your hands daily, what are the main reasons for not doing so? [Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]	1....No water available immediately 2....No soap or ash available immediately 3.....No time 4.....No one asked me 5....No one taught me when and how 6...Other reason (Specify) _____ 9....Don't know		
206	What would need to change to make handwashing with soap a habit for you?	1.....Availability of water 2.....availability of soap in school 3.....taught when to use wash hand in school 2.....Able to afford soap 3.....No que or crowding at washing areas 4...Other (specify) _____		
207	During your last menstrual period were you able to wash and change in privacy while at school?	1.... Yes we clean female toilets 2.....NO		<u>If male or primary school girl students skip this Q</u>
208	If No what were the reasons?	1...toilets too dirty 2...No water in the toilets 3...Toilets didn't have a door or door doesn't close 4....No dustbin in toilets 5....Toilets are situated in open area 6....Dont feel secure while using toilets 7....Toilets are dingy and doesn't have proper light 8....Toilets have open window or crack is visible to outsiders 9.....Other (specify)		<u>If male student skip this Q</u>
207	Any hygiene education sessions conducted in your school? <i>Data collector: briefly describe the hygiene education</i>	1....Yes 2....No		
208	Have you attended any of the hygiene education sessions conducted by/within school?	1....Yes 2....No		

209	From what source do you receive information about hygiene most often? [Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]	1.....Teacher 2.....Radio 3.....Television 4.....NGO 5.....Friends 6.....Health shura 7.....Newspaper/ brochures 8.....Family members 9.....Other (specify): _____ 10.....Have not received any information 88.....No response		
210	What is the main purpose of hand hygiene? [Interviewer: circle one best response, please do not read list.]	1.....To reduce germs on the hands 2.....To keep hands clean 3.....To keep nails clean 4.....To keep the hands smooth 5.....To avoid diseases 6.....Other (Specify) _____ 99.....Don't know		
211	What types of diseases are associated with not washing hands with soap/ash? [Interviewer: Circle all that are spontaneously mentioned – PLEASE DO NOT READ LIST]	1.....Dysentery 2.....Diarrhea 3.....Cholera 4.....Malnutrition/stunting 5.....Pneumonia 6.....Ear infections 7.....Other (specify): _____		

3. Effect of TLC and WASH intervention

#	Description	Answer	Skip pattern
301	Will construction of new classrooms ? (multiple answers)	a) Increase the attention of teacher on students b) Increase student attention in classroom c) Make it easier to read and write during teaching d) Make it comfortable for students e) Make it comfortable for teachers f) Make the classroom teaching enjoyable g) There will be no change classroom teaching h) There will be slight change in classroom teaching i) More students will attend classes j) No effect on student attendance k) Others (specify)_____	

302	Will installation of water reservoir/tanks	<ul style="list-style-type: none"> a) Improve availability of water for all b) Will not change water availability c) Water will be available for staff only not students d) Drinking water availability for all will improve e) Drinking water availability for students will improve f) Improve availability of water in toilets g) No change in availability of water in toilets h) Others (specify)_____ 	
303	Will installation of water points	<ul style="list-style-type: none"> a) Improve availability of water for all b) Improve drinking water availability for all c) Will not change drinking water availability d) Drinking water will be available for staff only not students e) Drinking water availability for students will improve f) Improve availability of water for handwashing g) Improve availability of water in toilets h) No change in availability of water in toilets i) No change in availability of water for handwashing j) Others (specify)_____ 	
304	What could have been improved in newly constructed classrooms, toilets , water tanks and water points? list minimum three suggestions	<ul style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 	

thank you for your time

