

**ENDLINE EVALUATION REPORT FOR CHILD PROTECTION ASSISTANCE TO
RETURNEES AND IDPS IN NANGARHAR AND KUNAR PROVINCES**

EVALUATION CONDUCTED BY TAGHEER MOSBAT

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Acronyms

CDC	Community Development Council
CFS	Child Friendly Spaces
CHS	Core Humanitarian Standards
DoE	Department of Education
DoIC	Department of Information and Culture
FGD	Focus Group Discussions
HHS	Household Survey
IDPs	Internally Displaced People
JPF	Japan Platform
KII	Key Informant Interview
MoRR	Ministry of Refugees and Repatriation
OCHA	Office for the Coordination of Humanitarian Affairs
SVA	Shanti Volunteer Association
TLC	Temporary Learning Centre
TOR	Term of Reference

How to Read the Report

This report is divided into six chapters: the first chapter presents briefly the background of the project and its rationale. The chapter also outlines the purpose, the objectives, and the scope of the monitoring assignment. Chapter Two presents the approach, the study area, monitoring design, and the methodology used. Chapter Three presents the analysis and discusses the major quantitative and qualitative findings of the monitoring exercise including the progress on key indicators. Chapter Four discusses lessons learnt, Chapter Five presents Conclusion and Recommendations for learning and future program adaptation while the last Chapter includes Annexes to the report.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Project

In addition to the large number of IDPs in the provinces of Nangarhar and Kunar due to the worsening conflict, there has been a rapid increase in refugees returning from Pakistan. The protection of rights in the form of alleviating stresses because of the ongoing conflicts and assurance of education opportunities which have been lost, were urgently required. The displaced environments were by no means safe either and the children in particular are at high risk of psychological trauma as they were still unable to deal properly with the stresses of an unstable displaced persons life in a conflict zone. In addition, it was necessary to deal with children of school age who were not attending school due to the poor educational environment. The schools that did accept displaced and returnee children did not have enough classrooms and space to accommodate large numbers of extra pupils including the displaced and those returned from Pakistan. Responding to the above challenges, the project funded by JPF and implemented by SVA provided psychosocial support (PSS) such as relieving the stress on the children, off-campus schooling to ensure that children who couldn't go to school had the opportunities to learn and lastly to improve the school environment which have become overcrowded due to the increase in numbers.

The project aimed at allowing the children of internally displaced persons (IDPs) and returnees from Pakistan, to overcome their experiences as victims and have access to the education and psychosocial support they required in the project target areas of Nangarhar and Kunar provinces. The project was implemented from April 1, 2018 to March 31, 2019.

SVA covered 6 districts: 3 in Nangarhar and 3 in Kunar under this project to

1. Establish and run four Child Friendly Spaces (CFSs) in Surkh Rod, Behsood, Rodat districts (Nangarhar province), and Khas Kunar district (Kunar province) to provide psychosocial support for children who were at high risk of stress and trauma from living under conflict.
2. Provide safe learning opportunities for children not in school who had lost their opportunities for learning due to living as refugees or displaced
3. By establishing five temporary learning centers (TLCs) in Rodat district (Nangarhar province), and Asadabad and Marawar districts (Kunar province) to respond to the rapid increase of returned and displaced children to avoid overcrowding the community schools in the target areas and to improve the educational environment.

1.2 Key evaluation objectives

The objective of the evaluation is to verify the project activities accomplishment and report to JPF on the project accountability and quality of work against the project log frame indicators and humanitarian standards. The evaluation will also report to JPF and SVA with actionable recommendations for future similar work.

CHAPTER TWO

EVALUATION METHODOLOGY

2.1 Introduction

This chapter addresses the key methodological issues of the study. It presents the Evaluation approach, Evaluation design, Evaluation period, study area, study population, units of analysis, sample size and sampling techniques, types and sources of data, data collection methods and study limitations.

2.2 Evaluation Approach

The evaluation employed an interactive and participatory approach and engaged JPF as well as Shanti Volunteer Association (SVA) to conduct this evaluation exercise of

1. reviewing the effectiveness,
2. accountability and quality of the implementation of the project and
3. inclusivity of local community and local government

throughout the implementation process.

This evaluation employed both quantitative and qualitative techniques to collect primary data from the project target groups in Nangarhar and Kunar provinces.

2.3 Study Area

The evaluation took place in two-target provinces; Nangarhar and Kunar. Due to worsening conflict around the target areas and political tensions with Pakistan, there has been a rapid increase in refugees returning from Pakistan as well as internal displacements due to the ISIS operations particularly in Nangarhar province. SVA put enormous efforts to protect the rights of people, particularly in the form of alleviating stress and trauma and assurance of educational opportunities that were lost.

2.4 Evaluation Design

This evaluation employed a community-based cross-sectional study design with both qualitative and quantitative data collection methods. The use of mixed methods in data collection was important because a single method study on the evaluation of a project might have not have provided a comprehensive understanding of the problem and might have minimized or distorted the experiences of the actors in the sector. The use of a combination of methods helped to overcome the weaknesses and strengths of any one method and provided enriched data. A quantitative approach provided numerical data on the magnitude and extent of the project accomplishments while qualitative data provided the human context behind the numbers and complemented the extent of work accomplishment and its quality. The results of qualitative data in this evaluation is not to be generalized for the target population; however, should be reviewed to strengthen the degree of certainty resulting from the analysis of quantitative data.

The primary data were drawn from the project target groups. The following beneficiaries and stakeholders were engaged at different stages of this evaluation.

- Students and teachers
- The parents, community, government officials, school principals, and project staff in Nangarhar and Kunar Provinces.

2.5 Study population, Units of analysis, Sample size, and Sampling procedure

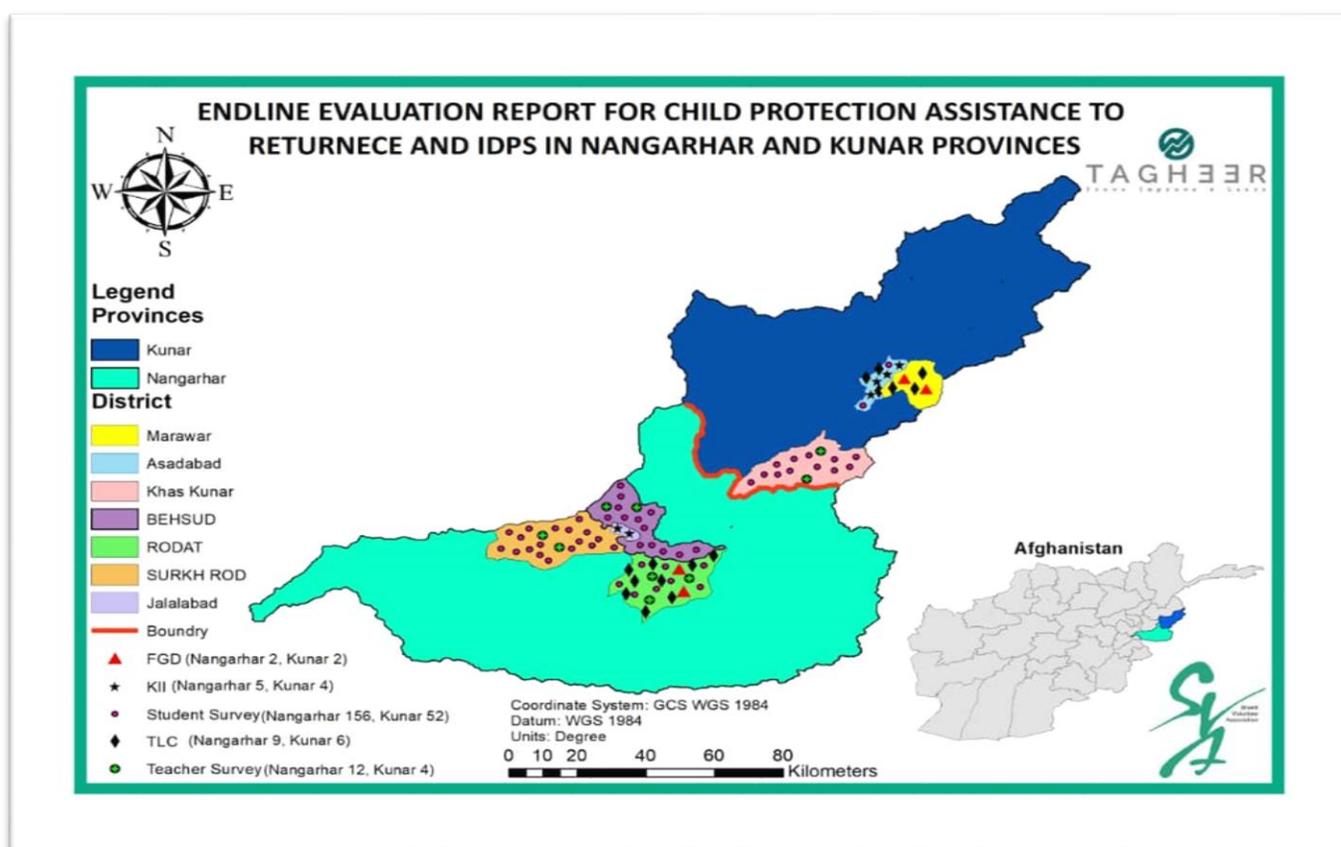
The study population was students and teachers in Nangarhar and Kunar provinces. These students were children of school age who were not attending schools. For the purpose of this assessment, the selected students and teachers formed the primary unit of analysis and local communities formed the study's secondary unit of analysis. This was necessary because, students and teachers do not live in a vacuum – they are shaped and influenced by their context and in turn, they also influence the community context. A

focus on households and their members only would have missed the supportive and pivotal role played by context and household members in shaping their environment in the study area.

Data were collected by Android phones using the Kobo collect software. The survey used questionnaires and face-to-face interviews with 98 males, 110 females, and 8 teachers. Fifteen temporary classrooms were also observed.

Figure 1: Map of Kunar and Nangarhar Province

All key informants and FGDs were explored through semi-structured interview guides which were conducted face-to-face using open-ended questions. This allowed a wide range of questions to be asked, which yielded detailed responses. Key Informant Interviews (KIIs) were conducted with experts and official authorities in DoIC, DoRR, CDCs, and Nangarhar DoE. Focus Group Discussions (FGDs) were conducted with parents both in Kunar and Nangarhar.



2.6 Limitation

The evaluation process encountered very few limitations. However, they had little impact on the data that was collected throughout this evaluation and despite the evaluation findings are considered to present a credible assessment of the project's accomplishments. Limitations are listed below.

Sampling: TAGHEER planned to select the beneficiaries randomly. Given that some of the children's families had moved back to their places of origin and the rest of the children had joined the nearby government schools, it was impossible to select children randomly. Instead, TAGHEER tracked the

children with the help of local SVA team and village heads. Thus, either convenience or snowballing sampling was used.

Recall bias: the evaluation was done almost one year after the completion of the project. Some of the stakeholders and beneficiaries could not remember the engagement and results of the project.

The required Secondary Data: some of the reports or information required for the evaluation was in Japanese language. TAGHEER had to use Google translate for some of these files but could not rely sufficiently on the translation.

The beneficiary list was not provided to TAGHEER in order to randomly select the beneficiaries for the interviews because some of them were not available with SVA and others were not provided due to security and protection of beneficiaries.

CHAPTER THREE

FINDINGS

This chapter presents the findings of the evaluation. It begins by presenting the demographics of the respondent households, the findings of the key domains of **Establishment and operation of CFSs, Implementation of learning courses, establishment of temporary learning centres**, and the manner the project met **Core Humanitarian Standards (CHS)**. The findings were triangulated with secondary data where possible. The findings covered the analysis of the evaluation measuring the positive and negative changes/outcomes on the relevant indicators at the household level. More specifically, the findings of the study are presented to reflect the indicators in the log-frame.

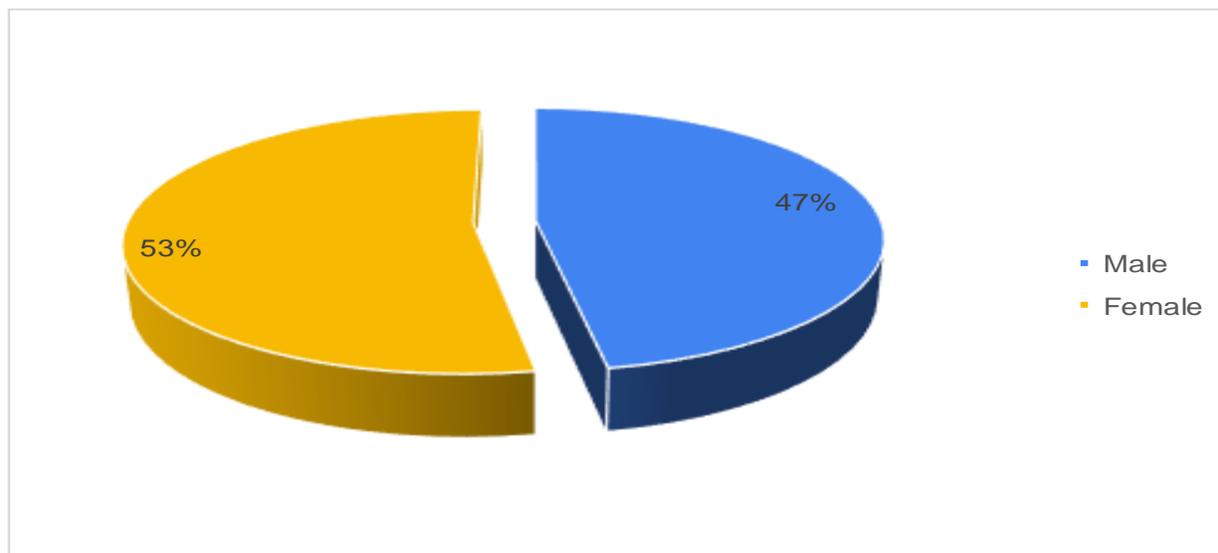
3.1 Demographic Characteristics of the Respondents

This section presents information on beneficiaries' socio-demographic parameters, which are gender, age, and educational level. About 75 percent of the returnee's respondents were from Nangarhar and 25 percent were from Kunar Provinces.

3.1.1 Beneficiaries by gender

47 percent of the student respondents were males and 53 percent were females as shown in Figure 2. These children of internally displaced persons (IDPs) and returnees from Pakistan who were displaced by the effects of conflict were helped to overcome their experiences as victims and get the education and psychosocial support they require in the refuge areas. The study revealed that 50 percent of the teacher respondents were males and 50 percent were females. Females were noted to be more reactive than were males. The difference observed might be related to a greater willingness on the part of females to be more participatory than was the case with males.

Figure 2: Gender of Student

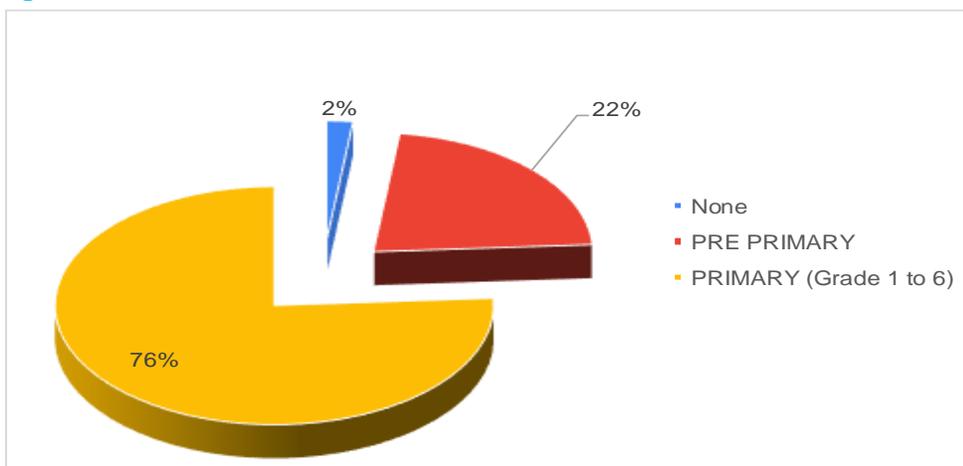


Source: Field Survey 2020

3.1.2 Level of Education

The respondents were asked to indicate their education qualification, and the results indicate that the majority of the respondents that is, 76 percent of the students were in Primary School, 22 percent were in pre-primary, and 2 percent were not studying (See Figure 3).

Figure 3: Level of Education

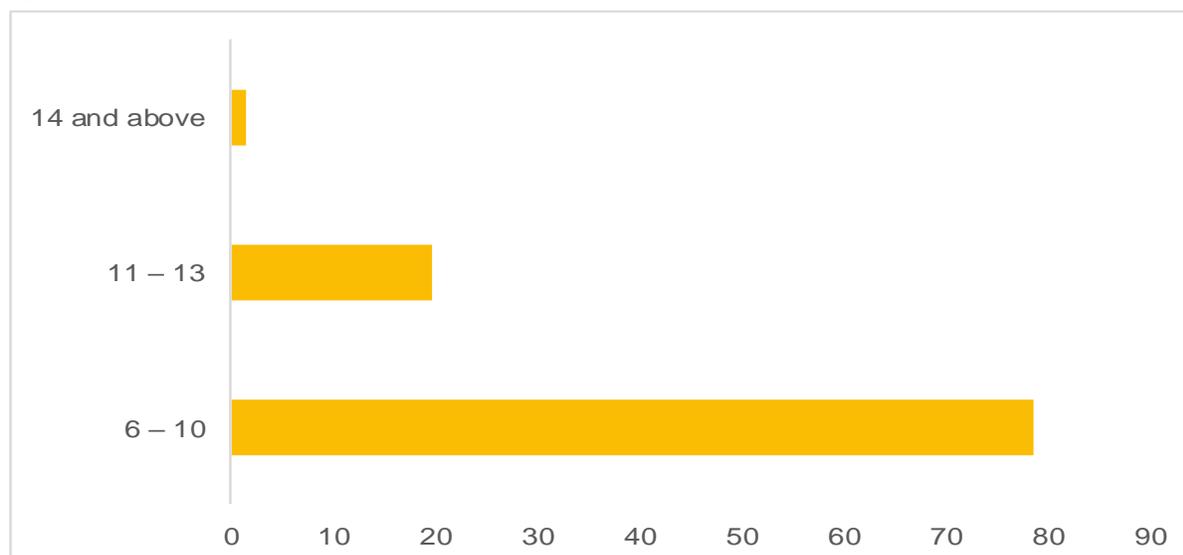


Source: Field Survey 2020

3.1.3 Age of respondents

Age of the respondents plays an important role in learning and adoption to the new environments. The data collected regarding the age of the respondents are presented in Figure 3. About 79.4 percent of the respondents were within the age range of 6-10 years, 20 percent were between 11 and 13 years, and 0.6 percent were above 14 years. This implies that students from all age categories were surveyed.

Figure 4: Respondent by Age



Source: Field Survey 2020

3.2 Establishment and operation of CFSs

Child friendly spaces (CFS) have become a widely used approach of protecting and providing psychosocial support to children in emergency situations. The purpose of a Child Friendly Space was to provide children with the protected environment in which they could participate in organised activities to play, socialise, learn, and express themselves as they rebuild their lives.

Having seen that children who were at high risk of stress or trauma of living under conflict and a low-quality refugee lifestyle had no opportunities of psychosocial support, the Department of Information and Culture (DoIC) requested assistance from SVA. CFS locations were selected in consultation with the Protection Cluster and the DoIC in Nangarhar Province which have records of accomplishment of collaboration in the selected area. Having decided that the erection of tents was not appropriate the CFSs were created in private homes. In the selection of the private homes to be used as CFSs, the Shuras were asked to cooperate, and consideration was given to ensure safety and the maintenance of the preferences of the local residents. One of the community members participating in focus group discussion had this to say:

“Thanks to SVA for helping and supporting our society for establishing child friendly spaces. We are happy with SVA because they protect our children to avoid stress and trauma.” [FGD_1-Parents-Rodaat-Nangarhar]

Four CFSs were opened in Surkh Rod, Behsood, Rodat districts (Nangarhar province), and Khas Kunar district (Kunar province). Sixteen operating staff members were assigned to each CFS and training and follow-up of the training were conducted before and at four months after the opening.

The review of secondary data from SVA revealed that a three days’ workshop was conducted at the SVA Jalalabad office in 2018. During the workshop the SVA Project Manager briefed the audience about the SVA activities in Jalalabad and focused on transparency and honesty in the activities especially on CFS establishment, operation and teaching techniques.

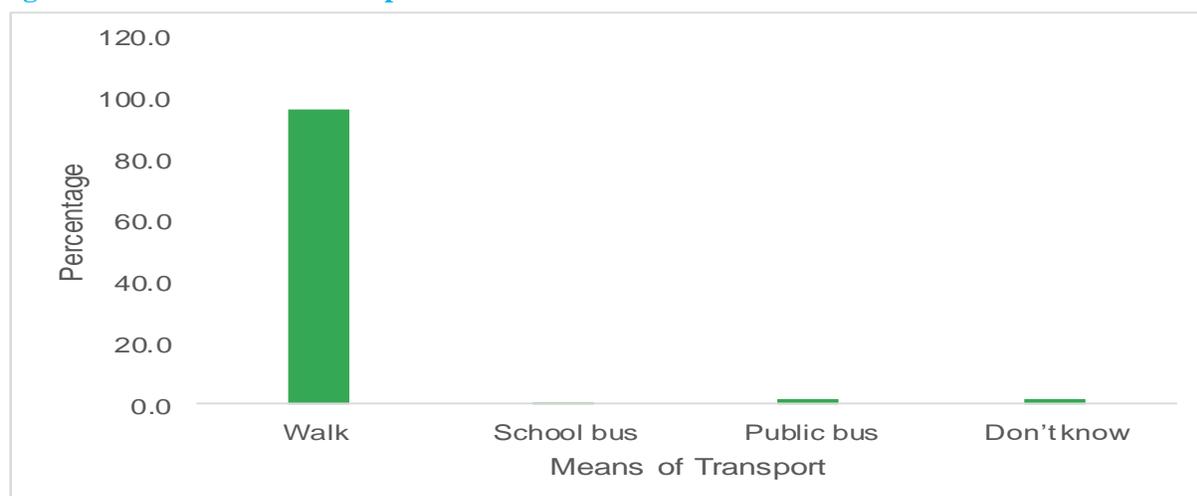
Photo 1: CFS Teacher’s Training at SVA Jalalabad Office



During the project regular guidance was provided by the SVA staff. The review of secondary data from SVA also revealed that the CFS was opened for 182 days, with a cumulative of 66,988 children visiting, averaging 368 people per day with 809 children registered throughout the period. Users were mainly children of between the ages of 5 and 12 and the hired staff were local residents who had a lot of knowledge about the areas where the CFSs were established.

TAGHEER, during the survey asked the respondent about the means of transport used when going to CFS, majority of the students reported “Walking”, while going to the CFS and about 86.1 percent of them said that they were never scared while walking to CFS as seen in figure 5.

Figure 5: Means of Transport to CFS



Source: Field Survey 2020

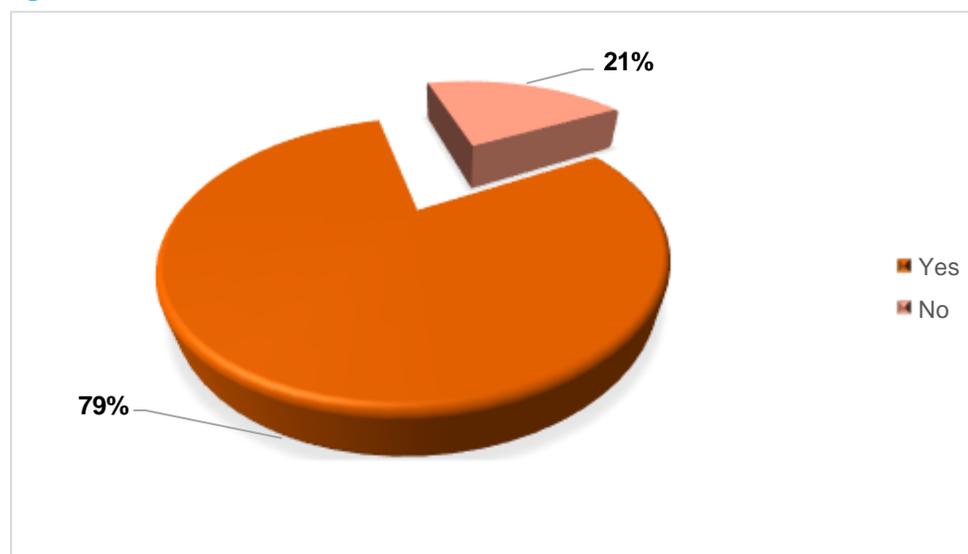
The review of secondary data from SVA revealed that the average of 368 people visited CFS daily, which was equivalent to 92 percent of the target visits, while 809 people were registered, as compared to the targeted 480 people. This registration surpassed the target by 169 percent and the survey found that 3,436 (143%) participated in the protection risk awareness events as opposed to 2,400 which was planned.

Information from secondary data analysis revealed that the setting up of CFSs was done in accordance with the UNICEF's CFS checklist, which was partially revised for use in Afghanistan. The interior design of the CFSs was based on the SVA's experiences with the Children's Libraries which they had been implementing since 2003. This implies that the CFS establishment standard is at least 80 percent met and that all CFSs were established with the minimum requirements of the Child Friendly Spaces' standards. This was also revealed in TAGHEER's interviews with the local SVA staff however, the CFSs were not observed by the evaluation team due to all of them having been handed over to the local communities and the SVA management didn't consider it appropriate to observe them.

The survey conducted by TAGHHER was of interest in measuring the percentage of people borrowing books. The findings revealed that 79 percent of all users borrowed books with 21 percent who did not borrow any of the books.

These findings show that there are more than 4 books per person which are borrowed each month; the results have surpassed the target by 39 percent. (See Figure 6)

Figure 6: Who Borrow Books



Source: Field Survey 2020

Storytelling is a unique way of developing an understanding, respect, and appreciation for other cultures among students, and of promoting a positive attitude towards people from different lands, races, and religions. The survey found that, more than 90 percent of the students were taking part in storytelling sessions as compared to 50 percent, which was set as the target, an overachievement of 40%.

According to the SVA data which was collected during project life, there was only one case related to child protection, which was found necessary to be reported to the Red Crescent – Afghanistan as a related organisation.

3.3 Implementation of learning courses

In order to implement the learning course, SVA requested for the cooperation of the Provincial Directorate of Education (DoE) in the target areas, to dispatch training instructors and to report periodically on the status of the refugee children. The learning courses were made available for public registration of children.

Children were informed of the starting date for the registration process for the learning courses and the standard / target age for enrolment (9 to 12 years), with room / space for other ages if they meet the priority conditions and were deemed suitable for the learning course level.

According to the SVA data which was collected during project life, it was found that, in each CFS building, four learning courses were established in Surkh Rod, Behsood, Rodat, and Khas Kunar districts, with 335 out-of-school children registered and the average of 230 people attended each day.

When the SVA local staff were asked about the criteria for the student to join the learning courses, the informant had this to say

“We recruited the children who were

- *not going to school and have never gone before,*
- *The children who didn't not have any official documents such as ID.*
- *Children who were from families with financial difficulties.*
- *Children who were unable to go to school due to having to work or help out at home.”*

288 children, who studied at the learning course for at least 2 months, met 70 percent of the attendance at minimum and had taken at least one regular test. They also received a letter confirming this achievement. About 100 percent of teachers of the target value were assigned and 105 percent of the children were registered children. Therefore, the target was achieved as planned. The SVA prioritized hiring of teachers from local residents and who have a lot of knowledge about the areas, just as for CFS staff in addition to academic history. Four experienced teachers were hired and assigned to the four CFSs. The hired teachers were responsible to train the CFS staff, who were trained on the contents of the learning courses jointly for all four CFSs.

The SVA reports indicated that the learning assessment for children was carried out through tests when the courses started, midway through, and at the end. Tests were prepared in collaboration with the teachers in charge of the learning courses. These tests were carefully screened by principals of primary schools in Jalalabad and DoE officials.

After the learning courses were completed, the meetings were held with parents and guardians who were briefed on the transfer procedures to formal schools. There were also consultation sessions and assistance as a briefing for the community / parents to understand the mechanisms for and allowing their children to transfer to formal schools after completing these learning courses at the CFS.

Monitoring was done by SVA staff that checked the usage status regularly once a week and provided guidance for teachers on running and managing the learning courses. Records of the numbers visiting the CFSs were used to have the understanding of the beneficiaries. The numbers of participants in each activity was confirmed using separate records.

3.4 Establishment of temporary learning centres

Returnees and IDPs were facing severe hardships in accessing basic facilities and services. The UN Office for the Coordination of Humanitarian Affairs (OCHA) in the eastern region reported that children of the returnee families were not being admitted in local schools for several reasons including lack of adequate

space, lack of documents proving their school registration or attendance in Pakistan or children being required to earn an income to support their families.

SVA collaborated closely with the Department of Education (DoE), district agencies and related parties and established temporary learning centres in order to improve access to schools for returnees. In its aid planning the Afghanistan Education in Emergencies Working Group included temporary learning centres as a short-term need for aid planning to improve access to education.

SVA constructed temporary learning centres and distributed learning supplies for schools that severely lacked classrooms in order to provide a short-term solution caused by the influx of IDPs and returnees. The learning supplies for schools included desks and chairs for the children, desks and chairs for the teachers, and cabinets. A member in a FGD had this to say,

“The project was implemented very well and in a timely manner. We needed classes for study and if SVA wouldn't built the classes in time, our children would have lost time and wouldn't have access to education”. [FGD_1-Parents-Rodaat_Nangarhar]

Another member of FGD had this to add,

“Classrooms were well constructed; they were safe and brought well-being into our children lives. We have never been thinking of this quick improvement in our community but thanks to SVA for supporting us and our children.” [FGD_1-Parents-Rodaat_Nangarhar]

The selection of target schools was based on (1) schools that were accepting IDPs and returnees; (2) schools that lacked classrooms; (3) areas whose safety could be assured; and (4) areas where cooperation and participation of residential organizations could be obtained.

Fifteen classrooms (Temporary Learning Centre) were established. In the post-installation monitoring, 1,947 children (1,395 males and 552 females) used the classrooms, achieving 135percent of the target. A member in an FGD had this to say,

The project was implemented very effectively, people are very happy from it. TLCs are very safe, clean, and painted well. However, the only concern was having fewer classes in the TLCs. [FGD_1-Parents-Marwara-Kunar]

The interview with key informants in Kunar, revealed that,

“SVA handed over the classes to us. The classrooms were built strong with good quality. But the number of constructed classrooms doesn't meet our needs as we have many students to enrol; we need more classes to build for our students.” [KII-DoE-Kunar]

Table 1: Log frame Indicator Achievements against Target

Project Description	No.	Indicator	Target	Achievement	% of Achievement of target
Establishment and operation of CFSs, psychosocial support	1.	Eight trained personnel will be assigned to four CFSs	8	8	100%
	2.	400 people will visit per days, 480 people will be registered	400 480	368 809	92% 169%
	3	Events to raise awareness about protection risks.	2400	3,436	143%

	4	The CFS establishment standard is at least 80% met.	80%	80%	100%
	5	Percentage of people borrowing books	At least 30% of users	70% of users	233%
	6	The number of books borrowed	Average of 4 books per person per month),	2.22 books /Person	55%
	7	The number of students taking part in storytelling sessions.	At least 50%	90%	180%
	8	The number of reports of children requiring it to related organizations	100%	100%	100%
Implement learning courses	1.	Four experienced teachers will be assigned to the four CFSs	4	4	100%
	2.	Persons will be registered in study classrooms.	320	335	105%
Establishment of temporary classrooms	1.	Children will attend classes in the 15 classrooms in the 4 buildings (40 persons / 15 classrooms / 3 teaching shifts)	1440	1,947	135%

Source: Field Survey 2020

3.5 Core Humanitarian Standards (CHS)

3.5.1 Response being appropriate and relevant

The purpose of this commitment was to respond to humanitarian crises, which is to alleviate distress and suffering, to uphold people's rights to assistance and to ensure their dignity as human beings is sustained. Due to the large numbers of IDPs in the provinces of Nangarhar and Kunar caused by the worsening conflict and ISIS operations, there was a rapid increase in IDPs from nearby districts and refugees returning from Pakistan. The protection of rights in the form of alleviating stresses due to the effects of ongoing conflict and assurance of education opportunities, which have been lost were urgently required. An interview with a key informant revealed the following,

“During 2017, and 2018 the returnees flow to Afghanistan was very high and also most of the families migrated from their insecure districts, those people were in very bad conditions. They had no access to anything such as food, hospital, school, and good job. That's why we decided to prioritize their children education and risk protection.” [KII-SVA-Afghanistan]

Thus, SVA implemented the project that provided psychosocial support (PSS), relieving the stress among children, starting off-campus studies to ensure that children who were not attending school had the opportunities of learning, and of improving schooling environments that have become overcrowded due to the increase in children. Another interview with a key informant, the following was said,

“SVA worked to improve child Education, they built TLCs and brought awareness to the community for education. They also Provided psychosocial support to the children. [KII-DoE-Kunar]

Some community members during the FDGs and KIIs revealed that the established classrooms were not satisfying their needs given the large number of the students in their schools. TAGHEER also found in Kunar that proper consultation and coordination didn't take place with DoIC – Kunar for the project planning and implementation, which was to consider their provincial priority plans.

3.5.2 Humanitarian response is effective and timely

The need for effective systems that support timely evidence-based decision-making together with both adequate and timely geographical coverage of both assistance and protection needs are essential. The project had three main components; establishment and operation of CFSs for psychosocial support, Implement learning courses, and establishment of temporary learning centres. The project has assisted children who

- were at high risk of stress or trauma from living under conflict and
- were at low-quality refugee lifestyles could obtain psychosocial support in safe and comfortable places in their refugee camps.

The project assigned four experienced teachers to the four CFSs; and created the opportunities among the children of returnees and IDP to have more access to education.

In addition, schools that had seen a rapid increase in the number of children caused by returnees have now a better educational environment where children can learn with peace of mind. The interview with an informant revealed the following.

“Our organisation responded on time; we implemented the project in a timely manner. We identified the communities’ problems and helped to improve them. We achieved our project objectives and goals.” [KII-SVA-Afghanistan]

Another informant added that

“SVA implemented the project in a timely manner and they stuck to the implementation plan throughout the project. They used different methods for students’ encouragement, awareness, including consulting the community leaders and giving announcements in the mosque to join learning courses at TLCs”. [KII-DoIC-Nangarhar]

The timeliness of this project was appreciated during the interviews as the internal displacements were at a peak due to ISIS operations and returnees from Pakistan were high due to political tensions between the Afghan and Pak governments.

Community members, however commented “We wanted concrete and cemented roofs/ceilings for the TLCs to avoid damage by rain/water infiltration. This normally happens to wooden roofs and they need routine maintenance/refurbishment after each rainy season. We requested SVA to consider this in their plans, however, SVA constructed TLCs as per their original design and budget and in consultation with experts and the directorate of education. They didn’t consider our request due to budgetary issues associated with concrete/cemented roofs.” [FGD - Rodat district].

3.5.3 Humanitarian response strengthens local capacities and avoids negative effects

The need of acknowledging and building on the local and national capacity when responding to disasters and of forging stronger links with the local organisations is very important for ownership and sustainability of the projects. Ensuring that individuals and the communities have greater control over decision-making and become involved leads to higher levels of resilience and quicker recovery in improving the capability to withstand future shocks. It was also revealed that SVA had regular meetings with the DoE and the Economic Affairs Agency to get feedback on the progress of the activities. The site of the activity was inspected by DoE engineers, so that guidance was easily obtained. The interview with an informant revealed the following.

“We consulted the local communities before the project implementation; we explained our activities and project objectives to inform them about the importance of education for their children.” [KII-SVA-Afghanistan]

The evaluation results indicate that the teachers and support staff hired from the local communities and being trained by SVA on how to manage CFS, the local community has a greater capability and skills to run this project smoothly and ensured sustainability.

3.5.4 Humanitarian response is based on communication, participation and feedback

Information and communication are critical forms of aid without which the affected people cannot access services, make the best decisions for themselves and their communities, or hold aid agencies to account. Sharing information, listening carefully to the affected communities, and involving them in decision-making contribute to having programmes that are more effective and improve the quality of services delivered. When people have the opportunity of voicing their opinions, their sense of well-being is enhanced, and helps them adapt to the challenges they face and enables them to take an active role in their own recovery.

SVA coordinated all the activities with the community and the government administration, starting from the selection and construction of site and the conduct of regular meetings with stakeholders. This was done in order to promote understanding of the project activities and obtain feedback on them from the related actors. One of the community members participating in a focus group discussion at Rodat district had this to say:

“SVA had a good and reliable team for taking our feedback, they told us that their work quality will improve, if we share our feedback with them.” [FGD_1-Parents-Rodaat_Nangarhar]

In addition, SVA set a day for parents and guardians for the monthly awareness-raising event. When the SVA team explained the importance of child protection and education to promote understanding of CFS activities. This provided opportunities for parents and guardians to ask questions and provide feedback. This convinced parents to send their children to CFSs with peace of mind.

3.5.5 Complaints were welcomed and addressed

Beneficiaries had the right to complain to an agency and to receive an appropriate and timely response. A formal complaints mechanism is an essential component of an agency’s accountability and transparency. This provide the affected community with some elements of control over the project being implemented. A complaint contains a specific grievance and can alert an organization of the serious misconduct or failures in the response, allowing them to take timely action to improve the programme quality.

During the implementation of the project, opinion boxes were placed in the CFSs, providing the opportunity to collect opinions from children and parents/guardians. The CFS officials were not allowed to read those opinions in the opinion boxes, instead, monitoring staff from the east region were responsible to check them and provide necessary guidance if there were any issues.

‘We were informed about our rights by the village leaders and Implementing Partners. SVA told us that we should share our feedbacks with them for work improvement. One day I informed them that the Engineers are fixing low quality tube lights / bulbs in the TLC roofs, the SVA team took a quick action and informed the Engineers to install better quality tube light / bulbs’. [FGD_2-Parents-Rodaat_Nangarhar]

In addition, SVA interviewed children and their families who participated in the activities during the CFS monitoring. They asked the children and their families for opinions on the activities they performed to

improve their work quality. In order to respond promptly and appropriately to any issues emerging from poor work quality, a system was established for staff not directly involved in the project to conduct real time monitoring and reporting.

3.5.6 Humanitarian response was coordinated and complementary

Adequate programme coverage and timely, effective humanitarian responses require collective action. Coordination mechanisms are required to establish a clear division of labour and responsibility and to identify gaps in the coverage and quality. It is important to prevent the duplication of efforts and the waste of resources. The sharing of information and knowledge between stakeholders, joint planning, and integrated activities can also ensure that organisations manage risk better and improve the outcomes of a response in coordination with the local government, autonomous bodies, clusters and other organisations.

During the project implementation, activity progress was reported and shared with the Education in Emergencies Working Group (EiEWG) throughout the year and the results were posted on the Dashboard, which showed the activities of the EiEWG. The coordination with the cluster on the other hand was reported to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) and shared with the ACBAR Humanitarian Forum. One key informant had this to say.

“The coordination was good; the government and other stakeholders were helpful. Finally, we were able to achieve our project goals and objectives” [KII-SVA-Afghanistan]

One informant had this to add.

“We coordinated our activities with UN-OCHA, DoE, DoRR, and DoIC. We helped returnees and IDPs; we build TLCs only to provide education facilities for children to help all the group members achieve collective results that's why coordination was necessary, we did it well and on time. Our group members also helped us verifying returnees and IDPs for our assistance program.” [KII-SVA-Afghanistan]

An FGD in Rodat revealed that they requested SVA to construct more classrooms to increase children’s access to education in their district due to the heavy influx of IDP children from neighbouring districts due to ISIS camps and operations in those districts. In return, the community promised to safeguard the TLC buildings, support SVA for children and parents’ awareness raising through the Mosque, Friday prayers, and their Shura gatherings to convince parents to send their children including female children to attend the TLC. This request was not entertained by the SVA officials due to low budget during this phase.

3.5.7 Humanitarian actors continuously learn and improve

Learning from successes and failures and applying these insights to modify and adapt to the current and future work was a cornerstone of accountability and quality management during the implementation of the project. There was a culture of learning and continual improvement, which lay at the heart of a professional commitment from SVA as an organisation. This was fundamental in ensuring effectiveness and efficiency. There was constant interaction between SVA and other stakeholders, which made modifications / revisions, and adaptations to take effect immediately.

SVA ensured that there was transparency and the program was effective, information from monitoring was regularly shared with the affected communities and Government officials. One key informant had this to say,

“They shared us monthly progress reports of the project; they consulted with us to ensure smooth project implementation and remove any obstacle during the implementation period.” [KII-CDC's Head-Kunar]

Monitoring was carried out by SVA in close collaboration with beneficiaries which further enhanced transparency, quality and encouraged ownership of the information.

“It is our responsibility to monitor any project related to returnees. We did it and we appreciate the good work accomplished by SVA staff.” [KII-DoRR-Nangarhar]

Interviews with informants revealed that the project achieved its intended goals and objectives; that the project was well implemented due to the experience and hard work of the staff. One informant had this to say.

“The project goals and objectives were achieved; we assisted people according to our project plans. The TLCs were built with high quality standards. The Education awareness was good for the local community and children were encouraged to attend the TLCs regularly.” [KII-SVA-Afghanistan]

In particular the implementation of project respected the culture and values of beneficiaries, collecting feedback from them as necessary, and responding back to their complaints and opinions were appreciated during the evaluation exercise. One informant had this to say.

** We monitored the SVA activities on regular basis, and during our monitoring, we observed that sometimes teachers were busy teaching, but some students were walking around outside of their classrooms. We reported this to SVA and SVA took proper action and necessary brought amendments.” [KII-DoIC-Nangarhar]*

From the cited extracts, the project seemed to have been appropriate and acceptable to the different groups affected within the community. The project aimed at upholding the rights of returnees and IDPs in target communities by supporting their children for literacy, numeracy, schooling and peace of mind.

CHAPTER FOUR

LESSON LEARNED

The evaluation process also revealed some lessons, which will be useful to consider in future. They are listed below.

1. **Flexibility in project management** and implementation has allowed SVA to engage other project partners including the community and local government to assume ownership and leadership of the results achieved.
2. **Cross-sectorial linkages and** multi-stakeholder collaboration and integration build capacity, create sustainability, and make implementation approach more effective.
3. **Participatory processes** are critical and thus need to be designed into each project before the project starts for better planning and inclusive design
4. **Involving key community leaders** and marginalised groups can provide critical support that could not be otherwise sourced timely and with a reasonable budget

5. **Beneficiaries' perceptions of project activities were positive, which** describes their level of satisfaction. Similar projects can be replicated in other provinces of Afghanistan or can be expanded within the IDP and Returnee Eastern Zone.
6. For such short-term project, going back to the community and asking questions about activities completed a year earlier was difficult to get an accurate response.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Overall, the Project' accomplishments were significant. The project aimed at providing psychological and social support in a safe and comfortable place for children of internally displaced people and returnees in Nangahar and Kunar provinces through the establishment and operation of child-friendly spaces (CFS) and psychosocial support (PSS). Through learning courses, children who lost learning opportunities were provided with safe educational opportunities. Furthermore, temporary learning centres were set up in schools where classrooms were saturated due to excessive number of children. Learning kits were distributed, which contributed to the development of a poor educational environment.

The Project achieved considerable gains in terms of its purpose through the implementation of three objectives. The first objective aimed at assisting children at high risk of stress or trauma from living under conflict and low-quality refugee lifestyles obtain psychosocial support in safe and comfortable places in their refugee camps. To achieve this objective, four CFSs were opened and eight operating staff members were assigned to each CFS. Training and follow-up training were conducted before and four months after the opening, achieving 100 percent of the target. In addition, it was planned that 400 people will visit the CFS per day; however, the actual number of visitors was 368, achieving 92 percent of the target. The CFS opened for 182 days having registered 809 children throughout the period, while the target was only 400 children achieving 169 percent of the target. In addition, eight trained personnel were planned to be assigned to the four CFSs, however, during the implementation 16 personnel were trained and 8 were assigned to the 8 CFS achieving 100 percent of the target. About 2400 people were envisaged to attend the events to raise awareness about protection risks, however during the execution of the assignment 3,436 people attended, which is 143 percent of the target set.

The CFS establishment met the maximum set 80 percent of the establishment standard from UNICEF's CFS checklist, which was partially revised for use in Afghanistan, achieving 100 percent of the target.

The number of books lent was more than 70 percent of the CFS users between December and March, when records were taken, as opposed to 30 percent of users during the planning stage. This makes the achievement of indicator to reach 233 percent of the target set. Also, more than 90 percent children were confirmed for the story-telling exercise as compared to 50 percent target set.

The second objective was to provide opportunities among children of IDPs and returnees from Pakistan who were displaced by the effects of conflict of accessing education in the refugee camps. In each CFS building, four learning courses were established with 335 out-of-school children being registered as compared to the 320-targeted students, making the achievement at 105 percent of the target set. Four experienced teachers were assigned to the four CFSs, the number of teachers assigned was 100 percent of the target value, and an average of 230 people attended the learning sessions each day.

The third objective was to establish 15 classrooms through 5 TLCs (Temporary Learning Centre). It was revealed that in the post-installation monitoring, 1,947 children (1,395 males and 552 females) used the classrooms, achieving 135 percent of the target.

During the implementation of monitoring, it was noticed that SVA adhered to the seven (7) Core Humanitarian Standards on Quality and Accountability (CHS) agreed during the inception meeting, CWS used these commitments to improve the quality and effectiveness of the assistance they provided. These commitments facilitated greater accountability to communities and to the people affected by the crisis.

From the findings of this evaluation, and in order to address the challenges of the project for “Child Protection Assistance to Returnees and IDPs in Nangarhar and Kunar Provinces” this study recommends below:

5.2 Recommendations

5.2.1 JPF

1. The evaluation should be carried out right at the end of the project or as soon after its completion in order to make sure that beneficiaries and stakeholders remember the project’s results. Thus, the findings of the evaluation can confidently reflect the reality of the situation in the best way.
2. The project reports and other related literature should be made available to the third-party evaluator in English in order to save time.
3. Without a monthly activity plan to show how to reach the project objectives it’s very difficult to effectively monitor and to know the reality as far as timeliness and effectiveness are concerned. This could be a requirement for accepting to fund a project.

5.2.2 SVA

1. Build on this project and the good will of the people supported by constructing more classrooms to increase children’s access to education in Rodat district. The community in return can provide free of cost service to safeguard the TLC buildings, support SVA for children and parents awareness raising through the Mosque, Friday prayers, and their Shura gatherings to convince parents to send their children including female children attend the TLC.
2. Construct or establish more CFSs to cater for more children in other locations in the same Provinces where safe access is assured. Community was found willing to provide free space for establishing CFS.
3. Concrete or cemented roofs for TLC as requested by community in Rodat district are expensive but more durable and if the community / schools can guarantee their functionality after the project completion for a good time, this request can be considered in future.
4. Stronger coordination and empathy with local community and government to listen to them for their needs especially the TLC durable / cemented structures will increase their satisfaction and will ensure proper handover procedures and sustainability of these small structures .

CHAPTER SIX

ANNEXES

Data Collection Tools**Temporary Learning Classes' Observation**

fill out below check list for TLC

Background Information

NGO partner's name:		
Province		
District		
Village		
School Name		
Date of observation ((Day / Month)	DD: ____ MM: _____	
Year	Text:	
Observer name	Text:	
Questions	Options	Remark
1. Are there any Temporary Learning Classes built at this school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Were the TLC constructed by SVA? (look for a signboard or any other signs showing that the TLC was constructed by SVA)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. How many students are there at this classroom? (count the students)	<input type="checkbox"/> # _____	
4. Do the students have enough chairs?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does the classroom have a blackboard/white boar?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Does the classroom have sufficient light?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Teachers Questionnaire

Your answers will remain strictly confidential and they will be used only for research purposes on aggregate. Do I have your consent to continue with the interview?

Objective of assessment. To verify the project activities accomplishment and report to JPF on project accountability and quality of work. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Instructions to Interviewer:

Administering this section Interview with Teachers must do the following:

Purposively sample teachers for interview. Introduce yourself to the interviewee, then briefly explain to him/her the objective of the survey, make sure they understand this has nothing to with promotion, demotion or any other kind of investigation and that we only want to know the to what extent the project activities has been accomplished and report to JPF on project accountability and quality of work.

SECTION 1: BIO-DATA		
PROVINCE: DISTRICT: VILLAGE: QUESTIONNAIRE ID: TYPE OF TEACHER A. CFS TEACHER B. LC TEACHER		
TQ 1: GENDER:	MALE	1
	FEMALE	2
ASK THE FOLLOWING QUESTIONS TO THE TEACHERS.		
CFS 2: HIGHEST LEVEL OF EDUCATION	UP TO HIGH SCHOOL	1
	UP TO 14 GRADE	2
	BACHELOR	3
CFS 3: AGE OF RESPONDENTS:	21-30	1
	31 - 40	2
	41 -50	3
	51 AND ABOVE	4

SECTION 2: QUESTIONS ON THE PROJECT IMPLEMENTATION

1. WHO WAS RUNNING THIS CFS?					
2. HOW MANY EMPLOYEES WERE THERE IN THE CFS?					
3. HAVE YOU RECEIVED TRAINING ON THE FOLLOWING TOPICS		YES	NO	FROM WHOM?	
CHILD PROTECTION PRINCIPLES					
PSYCHOSOCIAL SUPPORT ASPECT OF CHILD FRIENDLY SPACE					
IMPORTANCE OF LIFE SKILLS					
CHILD FRIENDLY SPACE ACTIVITIES					
ACTIVITY EXERCISE (STORY TELLING, -PAPER THEATER, GAME AND ICE BREAKING)					
ACTIVITY PLAN AND SCHEDULE					
BOOK LENDING AND RECORD					
	NO EXPERIENCE	VERY LITTLE EXPERIENCE	SOME EXPERIENCE	A GREAT DEAL OF EXPERIENCE	DON'T KNOW
4. HOW WOULD YOU DESCRIBE YOUR EXPERIENCE IN TEACHING?					
5. WHAT WERE THE KEY FUNCTIONS OF CFS IN THE CAMP?					
① BASIC SERVICES AND SECURITY					1
② COMMUNITY AND FAMILY SUPPORTS					2
③ FOCUSED, NON-SPECIALIZED SUPPORTS					3
④ SPECIALIZED SERVICES (PSYCHOLOGICAL OR PSYCHIATRIC SUPPORTS)					4
⑤ LIBRARY					5
⑥ BOOK READING					6
⑦ STORY TELLING					7
⑧ ART					8
⑨ SEWING					9
⑩ READING					10
⑪ OTHER					11
6. WAS THE COMMUNITY INVOLVED IN SETTING UP OF THE CFS?			YES	1	
			NO	2	
7. WHAT WERE THE SUPPLIES YOU RECEIVED FROM THE PROJECT?					
① TOY KITS					1

② GAME KITS ③ ART KITS ④ BOOKS ⑤ ART SUPPLIES	2 3 4 5
8. HOW MANY CHILDREN WERE BORROWING BOOKS PER MONTH? #:_____	#
9. DID YOU CONDUCT SESSIONS AND EVENTS TO RAISE AWARENESS ABOUT PROTECTION RISKS? YES..... NO..... IF YES, HOW MANY PEOPLE ATTENDED?	1 2
10. DID YOU CONDUCT STORYTELLING IN CFS? IF YES, HOW MANY STUDENTS WERE TAKING PART IN STORYTELLING SESSIONS?	YES..... NO 1 2
11. WHAT CHALLENGES DID CFS ENCOUNTER IN GENERAL?	
12. HOW DO YOU THINK THESE CHALLENGES COULD BE ADDRESSED?	
13. WHAT RECOMMENDATION WOULD YOU MAKE IN REGARD TO CFSS? 1. 2. 3. 4. 5.	

STUDENT SURVEY

Objective of assessment. To verify the project activities accomplishment and report to JPF on project accountability and quality of work. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Instructions to Interviewer:

Administering this section Interview with students must do the following:

Introduce yourself to the interviewee, then briefly explain to him/her the objective of the survey, make sure they understand this has nothing to with promotion, demotion or any other kind of investigation and that we only want to know the to what extent the project activities has been accomplished and report to JPF on project accountability and quality of work.

Are you willing to participate?

Yes -----→ continue

No ---→ stop the interview

QUESTIONNAIRE ID: PROVINCE: DISTRICT: VILLAGE: NGO PARTNER: A.	
SQ1. CFS name: -----	SQ2. CFS NUMBER -----
SQ3. INTERVIEWER'S NAME AND NUMBER: NAME _____ _ _ _	SQ4. SUPERVISOR'S NAME AND NUMBER: NAME _____ _ _ _
SQ5. DAY / MONTH / YEAR OF ASSESSMENT: ___ ___ / ___ ___ / 2 0 ___ ___	
SQ7. TYPE OF STUDENT: A.CFS students B. Learning Classes' students	

CONSENT FORM

Hello my name is I work for TAGHEER which is an Afghan research firm and am here on behalf Japan Platform (JPF) to evaluate the quality of this CFS and Psychosocial support project. To do so we want to interview you. Are you willing to take part in this interview which will take approx. 10 mins

- a. Yes ---- → Proceed*
b. No ----- → stop the interview

SQ8. Result of survey:

COMPLETED ALL FORMS	01
PARTIALLY COMPLETED FORMS	02
NO RESPONDENT AVAILABLE/FACILITY CLOSED.....	03
REFUSED	04

SECTION 1: BIO-DATA		
ASK THE FOLLOWING QUESTIONS TO THE STUDENTS.		
CFS 1: GENDER:	MALE	1
	FEMALE	2
CFS 2: HIGHEST LEVEL OF EDUCATION	NONE	1
	PRE PRIMARY	2
	PRIMARY (Grade 1 to 6)	3
CFS 3: AGE OF RESPONDENTS:	6 – 10	1
	11 – 13	2
	14 and above	3

SECTION 2: QUESTIONS ON THE STRUCTURE AND CHARACTERISTICS OF CFS

WS1. HOW DID YOU GET TO CFS MOST DAYS?	Walk	1
	School bus	2
	Public bus	3
	Taxi	4
	Don't know	98
	Refused	99
WS2. HOW OFTEN WERE YOU SCARED WHEN YOU WERE ON YOUR WAY TO SCHOOL?	never	1
	sometimes	2
	a lot	3
	every day	4
	don't know	98
	refused	99
WS3. DID YOU HAVE A LIBRARY AT YOUR CFS IF YES, PROCEED TO WS4. IF NO, SKIP TO WS5	Yes	1
	No	2
WS4. DID YOU BORROW BOOKS FROM THE LIBRARY OF YOUR CFS	Yes	1
	No	2

WS5. HOW MANY BOOKS DID YOU BORROW A MONTH?	1 – 2 BOOKS 3 – 4 BOOKS 5 – 6 BOOKS MORE THAN 7 BOOKS	
WS6. Did you take part in story telling?	Yes No	1 2
WS7. How LONG HAVE YOU ATTENDED THIS CFS?	LESS THAN A MONTH 1 TO 3 MONTHS 4 TO 6 MONTHS 7 MONTHS TO 1 YEAR	1 2 3
WS8. HOW MANY HOURS PER DAY DID YOU ATTEND THE CFS?	0-4 HOURS 4-8 HOURS..... MORE THAN 8 HOURS.....	1 2 3
WS9. (FOR CFS STUDENTS ONLY) WHAT KIND OF ACTIVITIES DID YOU ENGAGE IN THE CFS?	SPORTS DRAWING/ PAINTING DICTATION PAPER THEATRE TARANA ISLAMIC HAND CRAFT STORRY TELLING OTHER:	1 2 3 4 5 6 7 8
WS10. (FOR LEARNING COURSE’S STUDENTS) WHAT KIND OF ACTIVITIES DID YOU ENGAGE IN THE LEARNING CLASSES?	PASHTO MATH WRITING LIFE SKILL HOLY QURAN DRAWING ISLAMIC SPORTS OTHER	1 2 3 4 5 6 7 8 9
WS11. DID YOU ATTEND MONTHLY EVENTS?	YES	1
	NO	2
WS12. HOW MANY TEACHERS DID YOU HAVE IN YOUR CFS?		

SECTION 3: QUESTIONS ON INTERVENTION OF CFS

WS13. TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS? USING A SCALE OF 1-5 WHERE 5-STRONGLY AGREE, 4-AGREE, 3-NEUTRAL, 2-DISAGREE AND 1-STRONGLY DISAGREE. STATEMENTS TO BE

	- STRONGLY AGREE	AGREE	Neither agree nor disagree	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW
1. I'M NO LONGER ANXIOUS AS BEFORE	5	4	3	2	1	0
2. I LIKE TALKING AND PLAYING WITH MY FRIENDS	5	4	3	2	1	0
3. I HAVE BECOME A BETTER AND RESPONSIBLE PERSON	5	4	3	2	1	0

Section 4: Question on Challenges Faced by CFS

WS 14. WHAT IS IT IN THE CFS THAT YOU WOULD LIKE TO SEE CHANGED?

WS 15. DO YOU HAVE ANY SUGGESTION ON HOW IT SHOULD BE CHANGED?

END

I AM VERY GRATEFUL FOR GIVING ME YOUR PRECIOUS TIME TO TALK TO ME, MAY GOD BLESS YOU

Key Informant Interview Guide – Stakeholders (Government+ CDC member)

Project 1

Name of the interviewer:

Name of the note taker:

Province:	
Date KII conducted:	Time KII started:
Time KII ended:	Method used for recording the answers: a) Audio Recording b) Note taking

Please ask the following questions and note the answers on one blank sheet provided

Please number the blank sheets before you start

Please write down the question numbers at the beginning of answers to each question

I would like to read the consent form which explains the aim of this study, how we use this data and confidentiality of the information you provide us with.

Oral consent obtained

- a) Yes b) No

Introductory Questions

SVA implemented a project of child protection assistance to Returnees and IDPs in Nangarhar (Rodat district)/Kunar (Assad Abad) Provinces where they established child friendly spaces, implemented study courses and established 12 temporary classes from April 2018 till March 2019.

- 1) Could you tell us about your roles and how long have you been in this position?

Response is appropriate and relevant

- 1) How did SVA decide to implement a project of child protection in Nangarhar/Kunar? What was the situation like?
a. Did they consult you before they started the project?

Humanitarian response is effective and timely

- 1) To what extent was SVA able to respond on timely manner?

Humanitarian response strengthens local capacities and avoids negative effects

- 1) To what extent children affected by crisis are resilient against psychological trauma?
2) What has SVA done in order to increase the capacity of local authorities and communities in terms of psychosocial support?

Complaints are welcomed and addressed

- 1) As a stakeholder, are you aware of a complaint mechanism in place for people and affected communities so that they could share their complaints with SVA? did it work?

Humanitarian response is coordinated and complementary

- 1) Has SVA coordinated their activities with you?
 - a. What information was shared with you?
 - b. To what extent was the coordination complementary?

Humanitarian actors continuously learn and improve

- 1) (Only Government) Did you monitor the responses provided by SVA?
- 2) (Only Government) What were your findings? What worked and what didn't?

Handover

- 1) (Only from Directorate of Education) Has SVA handed over the classrooms to you?
 - a. How do you assess the quality of the classes?
 - b. Did it meet the needs?

Recommendations

- 1) What are your recommendations for SVA about the CFS project?

Focus Group Discussion Guide – Parents

Project 1

Name of the interviewer:

Name of the note taker:

Province:	
Date FGD conducted:	Time FGD started:
Time FGD ended:	Method used for recording the answers: b) Audio Recording b) Note taking

Please ask the following questions and note the answers on one blank sheet provided

Please number the blank sheets before you start

Please write down the question numbers at the beginning of answers to each question

I would like to read the consent form which explains the aim of this study, how we use this data and confidentiality of the information you provide us with.

Oral consent obtained

- b) Yes b) No

Introductory Questions

- 2) Please tell us about the psychosocial support/temporary classes establishment project implemented by SVA.

Response is appropriate and relevant

- 2) Were you consulted when the project was designed in order to provide psychosocial support/temporary classes?

Humanitarian response is effective and timely

- 2) To what extent was the response provided in a timely manner?
- a. What have been some critical barriers or challenges?
- 3) How do you assess the effectiveness of the project?
- a. Psychosocial support
 - b. Safe learning through courses
 - c. Establishment of temporary classes

Humanitarian response strengthens local capacities and avoids negative effects

- 3) To what extent your community and people affected by crisis are resilient against psychological trauma?

- 4) What did the NGO do in order to increase the capacity of your community in terms of Psychosocial support?

Humanitarian response is based on communication, participation and feedback

- 1) To what extent your community and people affected by crisis are aware of their rights and entitlements?
 - a. How were you informed about your rights?
 - b. Was there any feedback and response mechanism in place so that can safely share your feedback about the response provided to you?
 - c. If you shared a feedback, what was the response?

Complaints are welcomed and addressed

- 2) Were you consulted about the design of complaint mechanism? If yes, how?
- 3) What kind of complaints have you shared?
- 4) How was the response to your complaints? How timely was the response?

Humanitarian actors continuously learn and improve

- 3) What in the project activities worked well and what didn't?
- 4) Did the NGO change / revise any of their plans based on your suggestions? What changes?

Recommendation

- 1) What are your recommendations for SVA?

Key Informant Interview Guide – SVA staff

Project 1

Name of the interviewer:

Name of the note taker:

Province:	
Date KII conducted:	Time KII started:
Time KII ended:	Method used for recording the answers: c) Audio Recording b) Note taking

Please ask the following questions and note the answers on one blank sheet provided

Please number the blank sheets before you start

Please write down the question numbers at the beginning of answers to each question

I would like to read the consent form which explains the aim of this study, how we use this data and confidentiality of the information you provide us with.

Oral consent obtained

- c) Yes b) No

Introductory Questions

- 3) Please tell us about your roles in the project? How long have you been in this position?

Response is appropriate and relevant

- 3) How did you decide to implement a project of child protection in Nangarhar and Kunar?
- a. What made you think this was the priority need?
 - b. Did you conduct any assessment of risks vulnerabilities and needs?
 - c. Did you consult local communities before you start the project?

Humanitarian response is effective and timely

- 4) To what extent has your organization been able to respond in a timely manner?
- a. What have been some critical barriers or challenges?
 - b. How did you tackle those challenges?
- 5) How do you assess the effectiveness of the project?
- a. Psychosocial support
 - b. Safe learning through courses
 - c. Establishment of temporary classes

Humanitarian response strengthens local capacities and avoids negative effects

- 5) To what extent communities and people affected by crisis are resilient against psychological trauma?
- 6) What have you done in order to increase the capacity of local authorities and communities in terms of Psychosocial support?

Humanitarian response is based on communication, participation and feedback

- 2) To what extent communities and people affected by crisis are aware of their rights and entitlements?
 - a. How did you inform them of their rights?
 - b. Was there any feedback and response mechanism in place so that affected people can share their feedback safely?
 - c. How do you use the data coming through feedback mechanism?

Complaints are welcomed and addressed

- 5) Have you consulted affected people about the design of complaint mechanism? If yes, how?
- 6) What kind of complaints have you received?
- 7) How did you respond to those complaints?
- 8) What have you done if the complaints did not fall under your project's scope of work?

Humanitarian response is coordinated and complementary

- 2) How and with whom have you coordinated your activities?
 - a. What information were you sharing with them?
 - b. Have you utilized information you received from government, local community and other organizations working in humanitarian context? Can you give few examples?
 - c. To what extent was the coordination complementary?

Humanitarian actors continuously learn and improve

- 5) Please tell us about how you review/evaluate your responses?
- 6) Please tell us about your lessons learnt from this project? What worked and what didn't?
- 7) Have you documented your learning? Have you shared them with relevant stakeholders?

Key Informant Interview Guide – School Principals

Project 1

Name of the interviewer:

Name of the note taker:

Province: School name:	District:	Village:
Date KII conducted:	Time KII started:	
Time KII ended:	Method used for recording the answers: d) Audio Recording b) Note taking	

Please ask the following questions and note the answers on one blank sheet provided

Please number the blank sheets before you start

Please write down the question numbers at the beginning of answers to each question

I would like to read the consent form which explains the aim of this study, how we use this data and confidentiality of the information you provide us with.

Oral consent obtained

- d) Yes b) No

Introductory Questions

SVA implemented a project of child protection assistance to Returnees and IDPs in Nangarhar (Rodat district)/Kunar (Assad Abad) Provinces where they established child friendly spaces, implemented learning courses and established 15 temporary learning classes from April 2018 till March 2019.

- 4) Could you tell us about your roles and how long have you been in this position?

Response is appropriate and relevant

- 4) Please describe how SVA has assisted your school? Did SVA consult you?
a. How many temporary learning classes were established by SVA?

Humanitarian response is effective and timely

- 6) To what extent was the establishment of classes on a timely manner?
7) How many temporary classes SVA established at your school?
a. Are they sufficient given the number of the classrooms needed? Did it meet your needs?
b. How do you assess the quality of the classrooms?

Complaints are welcomed and addressed

- 9) As a stakeholder, are you aware of a complaint mechanism in so that you could share your complaints with SVA? did it work?

Humanitarian response is coordinated and complementary

- 3) Has SVA coordinated the construction of temporary classrooms with you?
 - a. What information was shared with you?
 - b. To what extent was the coordination complementary?

Humanitarian actors continuously learn and improve

- 8) Did you monitor the construction of the classrooms?
- 9) What were your findings? What worked and what didn't?

Recommendations

- 2) What are your recommendations for SVA about establishment of the temporary classrooms?