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Executive Summary of Kidlink's Approach

Kidlink tm is a global, non-profit user-owned organization headquartered in Norway. It is internationally recognized for its ICT-enhanced educational programs and for international cooperation on the Internet. It has been extensively used by teachers around the world since the start in 1990.
Kidlink focuses on empowering youth with free educational programs **to help them get control over their lives,** improve their chances of getting a job, and a better life. This includes helping them to get friends, build social networks with peers around the world, and train them in the art of growing up, and living, without imposing adult views, religious or political points of view on them.
We seek to achieve our goals by supporting formal and informal education. We enable teachers and adult coaches to: Motivate children and youth to read, write, and do numbers; Motivate street children to return to school; Guide children and youth to strengthened self-esteem; Help children and youth build inter-personal knowledge and action networks with peers in other places: Guide children and youth to knowledge and experiences needed for starting and running a business. [1]

"Hard work brings a better future…"

[1] WWW.kidlink.org

Acknowledgement:

An evaluation of a development project is a process of learning and re-learning. In this evaluation process of the Kidlink in Alalay, the process has both been educative and informative, enriching and interesting as well. The team would like to thank the Alalay staff, the children at the K House, the teachers and volunteers for willingly sharing information and contributing to the processes in which they were invited to participate by the evaluation team. The atmosphere has been open and friendly and conducive to create good environments for sharing and learning. The Alalay Kidlink team has been preparing the specific information for the team. A special thank to Silje Haram for her translation service and sharing of her in depth knowledge of the Aymara -"Street Kid -culture". But most of all thank you to welcoming us to the Kidlink house in La Paz, for patience and tolerance, for sharing your warmth and affection for the street children.

Claudia Gonzáles Susanna Ramirez Stian Myhre

Acronyms

AI	Appreciative Inquiry
CAR	Children at risk
ICT	Information and communication technology
KIDLINK	Global, non-commercial, virtual, user-owned organization
KHouse	Kidlink House, a classroom with computers and teachers
NORAD	Norwegian Agency for development cooperation
SF	Stromme Foundation
WAI Program	Who Am I Program, the 4 basic questions in the Kidlink Program.

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2. Executive summary

The goal of Kidlink is to empower children and youth with free educational programs to help them mature, get better control over their lives, encourage creativity, create social networks, and collaborate with peers around the world, individually or through their classrooms.[2]

Kidlink attracts children that have been motivated to learn more but lacks the opportunity. For these children Kidlink is a *facilitator* either to go back to school, recover lost time in school or to go on learning. The Aymara culture is thought of as "not good enough". Kidlink has improved this by talking of the culture in a positive way. Kidlink is different from ordinary e-learning software because it addresses both the academic, psychological and culture area.

The children come from a very poor background were they lack everything, food, clothes, clean water, books, education and love. For them to find themselves in front of a computer, in touch with the new world, with internet makes them feel deferent. They are not stupid, just poor. They become something and someone with possibilities. The world is bigger than they thought.[3]

One main problem when working with CAR is the lack of trust in adults. The Kidlink program has a unique ability to get across to the children. Kidlink have three basic functions in interaction with children at risk.

- Strengthening their **self esteem** by meeting grownups that cares and listen to them
- Make the children **write** about traumatic experience they were not able to speak about.
- Give access to a vast information base (Internet) makes them **global citizens**.

In order to use this opportunity of trust the KHouse personnel needs to have the love and skill to guide the children and encourage them to choose not living in the streets but starting on a new life project.
The KHouse address both the academic and the psychological area of the child's life. Talking to the educators during tee time at the KHouse is an important part of the process. The KHouse concept is well working for street workers not on drugs and children from local poor schools. The KHouse does not reach the weakest children in the streets or those on drugs.

A KHouse needs an NGO with CAR experience as a "mother" organization to support and fill the areas not covered by Kidlink. The quality of the NGO is a major success factor. Apart from the results in La Paz Kidlink has well documented results from more than 30 KHouses in Brazil serving street children. Kidlink has been awarded with several prizes for best program "IT in education"[4]

This evaluation shows that Kidlink is a suitable tool to reach CAR / street children. The situation in La Paz and the experiences gained can be transferred to a possible KIDLINK project in East Africa.
Several KHouses located in clusters give synergic effects on know how and costs.
The use of volunteers from the Act-Know program can supply the KHouse with skilled workers and reduce both the training and the annual running cost. There are some possible interesting synergy effects between SF, Act-Now and Kidlink that needs further consideration.

It is advisable to perform a Pre-feasibility study workshop at two or three locations before selecting the first KHouse location in East Africa.

[2] www.kidlink.org
[3] Alalay psychologist
[4] Kidlink awards Annex 2

3. The questions asked from SF

The questions asked from the Stromme Foundation to the evaluation team:

A. What can be adjusted / improved to help the street children / CAR reach their goals through Kidlink and thereby get better results for Alalay?

B. How and to what extent is Kidlink and ICT a suitable tool to reach CAR / street children?

C. What are the main experiences gained to transfer to a possible KIDLINK project in East Africa?

D. Why and how can e learning in general be a suitable tool for working with street children /CAR and help them reach their goals?

Question A. What can be adjusted / improved to help the street children / CAR reach their goals through Kidlink and thereby get better results for Alalay?

The Kidlink work in La Paz is in general well driven and is serving the children in an appropriate way. The limited recourses are restricting the work.
The street children are asking for some more time with the teachers and help with their school home work. Some of them need founding in order to attend school and buy the necessary school material. Others are looking for a place to sleep at night. They are above 15 years of age and therefore they are too old to move to Alalay. "If there were beds here we could sleep here and did not fear to go home at night," some children said.

The Internet café is giving to little income compared with the time it occupies. A local fund-raising for the Kidlink activity is now possible when Alalay has results from the first year as background. The "High tech" and the new line of action have the charm of novelty in the local industry and commerce.

The street workers of Alalay did not all know about Kidlink and how to use it as a "Link" to new children at risk.

Translation of the Who Am I program to the local Aymara language was an important issue for the Kidlink organization. Both the Kidlink staff in Alalay and a group of street children wanted to set up a new KHouse in El Alto rather than translating Kidlink to Aymara. The reason is that at the present time hardly any Aymara speaking children has access to Internet and there are very few teachers speaking Aymara well. The children said that it was the computer (Internet) that needed to be translated, not only the questions in Kidlink. The parents said that if Kidlink was in Aymara they did not want to send their children. They needed to learn Spanish to get work and be able to support their family.

Suggestions for improvements:

- A social room with some beds.
- A school scholarship for street children.
- Local fund-raising for the Kidlink activity.
- Internal training of the street workers of Alalay in the Kidlink concept.

Question B. How and to what extent is Kidlink and ICT a suitable tool to reach CAR / street children?

ICT and Kidlink have three basic functions in interaction with children at risk.

- Strengthening their **self esteem**.
- The children **write** about traumatic experience they were not able to speak about.
- Access to a vast information base (Internet) makes them **global citizens**.

It is interesting that this effect on children at risk is greater than what we find on children from normal families. As they say at Alalay, Kidlink is filling up some of the gap in the children's life. In addition, the result is clear to see. After some months, you can see they are walking differently.

At Kidlink the self-esteem is strengthened by different means; the children are told that they are worth spending time and recourses on. They learn something their friends in school do not know and talking about their culture make them more proud of their background.

Writing on the computer is easier than talking about sad and difficult things in the child's life. Many times abuse and violence in the home are first written about in the answers to "Who am I?". It is then easier to talk about when it is first mentioned.

Question C. What are the main experiences gained to transfer to a possible KIDLINK project in East Africa?

The main experience from Kidlink in La Paz is that ITC without the care and understanding does not make a great difference in the life of a street child. Nevertheless, if you combine the two you can get more results than you can obtain with the two methods separately. It seems quite clear that there are synergy effects between "the Alalay therapeutic model" and Kidlink as an ITC based tool. The holistic thinking has a great impact on the CAR.

Setting up the first KHouse requires some extra allocation of resources. Selecting and training the staff takes time. The consultancy from the Kidlink organisation takes a lot of the budget the first year. If the staff could be trained in a different way it would make the start easier. When the first KHouse is established, the staff can be used as teachers for the next KHouse. It is therefore an advantage if the KHouses are established not too fare apart.

Classrooms in existing schools can bee used as a KHouse if one can get a good agreement with the local school. In this way, some of the staff can be ordinary teachers paid by the local community. This will make it easier for the KHouse to be self-supporting.

A KHouse must be run by an NGO well equipped with knowledge of CAR. The ITC part you can supply but the skills of how help CAR takes time to build. It is best if the "mother-NGO" has personal resources already trained in working with CAR that can be used in the KHouse. It is also sometimes necessary to offer the children a new place to stay for some time. This is not within the normal KHouse concept.

In cooperation with local schools Kidlink some times need to subsidise the transport to and from the KHouse. The extra incentive given to teachers in the Kidlink program is not necessary when working with CAR. The ITC and Internet access is a reward in itself.

Question D. Why and how can e-learning in general be a suitable tool for working with street children /CAR and help them reach their goals?

Question B shows Kidlink is a suitable tool for helping CAR. The Kidlink activity in the village Calamarca (chapter 13) shows that any e-learning programs do not have a great impact on CAR. But Kidlink has managed to combine an academic, cultural and emotional program that challenges the children in a way that starts a changing process. The ITC is a tool that needs to be supported by competent staff in order to achieve a permanent change in lifestyle and goals.

The uses of Internet as a way of exchanging knowledge and experience in working with CAR is just starting. In this field there is a lot to be done. There is a language barrier but if the information were available in English and Spanish, you would reach most of the leaders of CAR programs. There is now no NGO coordinating a WEB based service sharing methodology and experiences based on a holistic and value based approach to working with CAR. Could this be something for the SF and Alalay? Could Kidlink play a role in this?

4. Introduction

Alalay means “cold” in Aymara, the local Indian language.

At first when Claudia started, she did not have enough blankets for all the children, the place was cold and children said: “Let’s go and sleep in Alalay”

Alalay have 2 middle houses in La Paz; one for boys and one for girls. This is where children come first when they want to have a safe place to sleep and live. Children have to follow some rules if they want to stay as part of the community. These are basic rules like not taking drugs, taking a bath, and brushing their teeth, washing hands, do not steal and things like that. The children are encouraged to go to school. After about one year, when children are ready for the next step, they are moved to Aldeas Alalay. Aldeas Alalay means Alalay Village. They have some nice houses where the children live.

Both in La Paz city and in MecaPaca Kidlink programs have been established. In La Paz, it is run in a classroom in first floor of an office building in the very centre of town and is used by Alalay children and children from local poor schools. In MecaPaca, the Kidlink program is run in a normal classroom and is used by the children from Aldeas Alalay and the local village.

A couple of hours car trip from La Paz, you can find Escuela Rosa Kroever (Calamarca). This is the Third KHouse in Bolivia. Children do the WAI Program[5] out of this telecenter. Most houses in Calamarca have no water or electricity but in school they have Internet and by this a link to children in other counties and cultures. – It’s an interesting sociological and pedagogical environment.

The reporting face of the evaluation was estimated to about 5 days of work. This allowed only to answer the main questions and not an in depth analysis of Kidlink and CAR.

At the present time reporting has taken close to 15 days and there are still a lot of interesting questions to be discussed. As always, the best questions are those that arise after the report is finished.

[5] The “Who Am I Program”, the 4 basic questions in the Kidlink program

5. The connection between the Alalay model and Kidlink.

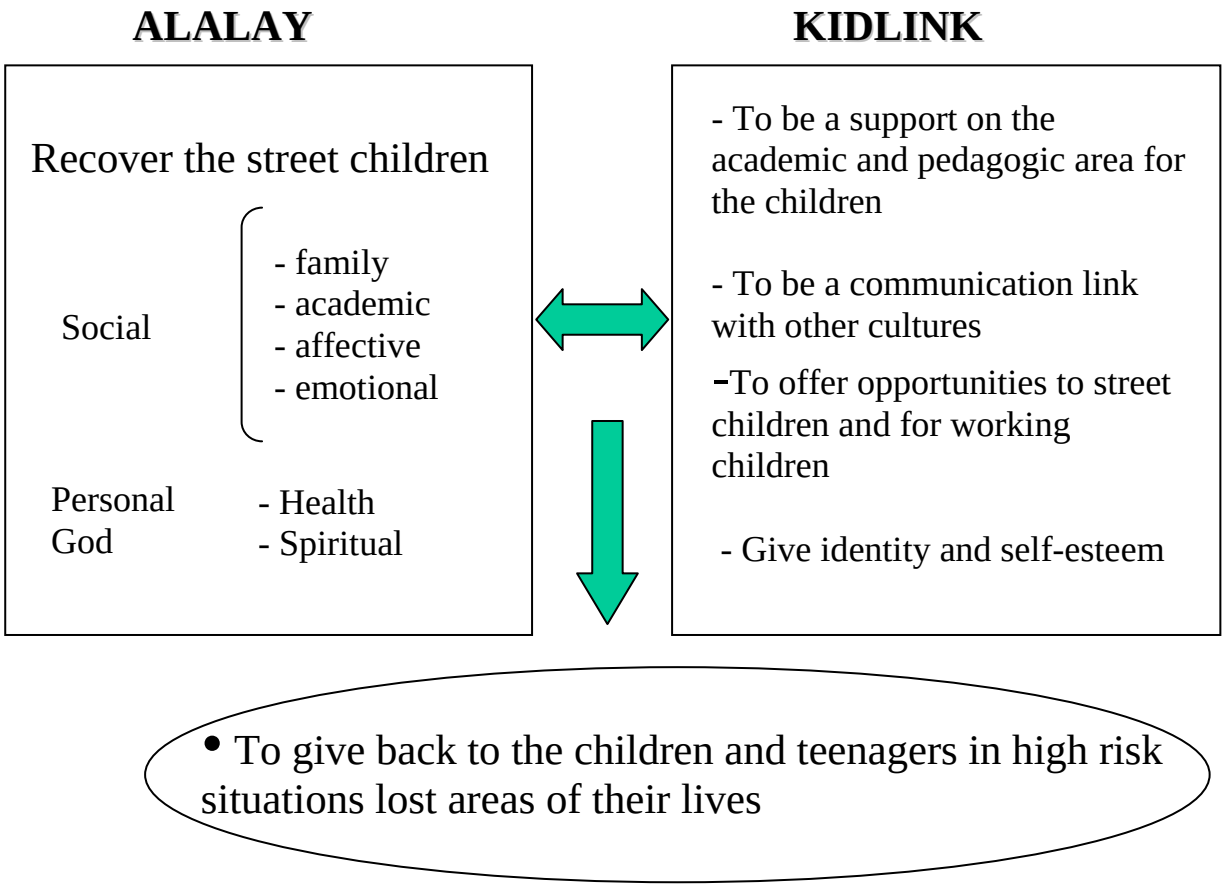


Figure 1 The relation between Kidlink and the Alalay model can be described in this figure

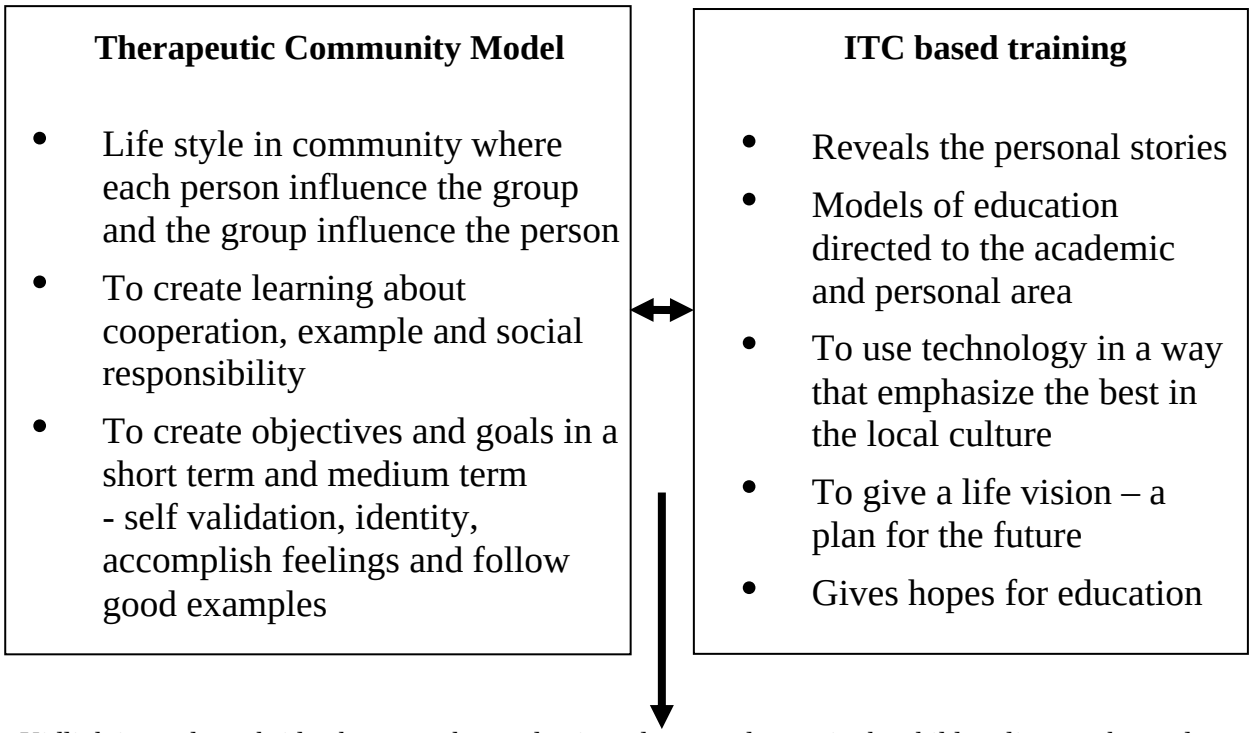


Figure 2 The link between Therapeutic Community Model and computer based training

6. Background for the evaluation

The evaluation is a scheduled midterm evaluation. The progress achieved during the past 3 years is assessed and the evaluation aims at bringing in reflection at different stakeholders levels about the way forward as well. The evaluation process thus involves stakeholders in different participatory sessions. The outcome of this is twofold; to spark initiatives, learning and self-assessment of participants and stakeholders, and for the evaluation team to learn about the project from those involved. The report summing up the process, findings and recommendations might serve as documentation of what has been obtained by Alalay.

The process is also looking forward by using ITC as a tool to settle the road ahead. Stromme Foundation Norway and the SF Regional office of Latin America will use the document as a guideline for what to expect from the project in the continuation. The SF is looking at the possibility of setting up a Kidlink house in East Africa. The lessons learned in Alalay are of great value in this study. (To make sure the evaluation and process has a follow up, SF has formulated a set of guidelines that regulates how the report shall be distributed and follow-up of the evaluation.)

7. Evaluation methodology

The methodology has aimed at involving the most important stakeholders in a participatory way. The process has been a mixture of focus groups and individual interviews according to what the team found more applicable. In a preparatory meeting, the team agreed on which groups of stakeholders to focus on. To create a good environment for learning together as part of the evaluation process, 2 groups were selected in order to facilitate participatory processes through specified tools. The Alalay staff members comprised of management, social workers, volunteers, psychologists etc. was invited to participate in Appreciative Inquiry facilitation. A group of street children (The happy friends) were invited to a group discussion on the quality of the program, their experience with Kidlink, and improvements of the program. To overcome some of the culture / language gap “a voting game” was used to answer some more personal questions and questions of priorities. The idea was to spark some reflection on quality of

the Kidlink program for CAR specifically and to promote the team of teachers to come up with challenges and solutions. The children at the KHouse were interviewed in groups and some were met individually for more in depth interviews. The discussions between the street children and the team were an inspiration for both Alalay and for the children for continuation of the work.

Secondary information from community members were collected from the Alalay project application reports from September 2003. On a visit to the Calamarca village the Aymara teachers were invited to a sharing session where the team listened to their story and their perspectives.

The team spent most of the time at the Kidlink House in La Paz, one day in the Alalay village and we also visited the reception houses in La Paz. In addition to this, the team spent half a day in Calamarca.

The main limitation of the evaluation was the language/culture barrier and the lack of an Aymara teacher at the KHouse in La Paz. The evaluation has focused on the agreed upon concerns raised in the ToR.

8. The evaluation team

Ms Claudia Gonzales, Executive Director Alalay, Team leader
Susanna Ramirez, Leader KIDLINK
Mr Stian Myhre, ITC specialist, Stromme Foundation / Proax AS

Interpreter: Silje Haram, Alalay

The executive director of Alalay was elected as the representative from Alalay. She is the founder of Alalay and knows the history of Alalay and its projects in detail. Her valuable contribution to the team was highly appreciated. Susanna Ramirez, Leader of KHouse in La Paz had an in-depth knowledge of the Kidlink project and had done an evaluation on different Kidlink stakeholders in Sept. 2003.
Stian Myhre, ITC specialist, was asked by the SF to evaluate the project and to write the report in the capacity of consultant.

9. Structure of report

The report is structured according to the outline of standardised report format, Evaluation of development Assistance, Royal Ministry of Foreign Affairs, Norway. To ensure relevant information to be reported, the team has made exceptions and adjustments of the format when applicable. The guiding idea has been to form an environment for participation from the stakeholders and to involve different groups in the planning forward. The use of quotes, illustrations and the description of processes in the report can hopefully make it more interesting to read for a wider group of people.

10. Project background and relevance

The Alalay children have had a bad start in their lives. The objective of the project is to restore the children to normal community life and contribution back to society. Education and psychological programs are important factors to obtain this and Kidlink is tool for getting relevant information on the children's background.

The project was designed to provide education for both community children and Alalay children. Another scope was attracting new street children with free access to Internet and providing a meeting place with tea / bread and grownups that cared.

11. About the Street children and Kidlink

The street children have a traumatic history. They have been treated in a way that makes them feel ashamed and their self image is very low. It is not easy for them to start talking about their history. Here Kidlink plays an important role with **its 4 basic questions**: (Hyperlinked to the Kidlink WEB)

Who Am I?

What do I want to be when I'm older?

How would I want the world to be better when I'm older?

What do I have to do to make the world a better place?

The children spend about 8 weeks in total working on these questions. The effect on the street children is very strong because they come from a situation without access to either teachers, good learning environment or computers and Internet.

The first question triggers them to tell their story just like all the other 400.000 children that wave done the same. But they have a different story to tell. They write on the computer a lot more than they have told their teachers or educators in the homes. It is stories about beating, abuse, drugs and suffering. These stories are then used to start the psychological work to clean up and heal the wounds of the past. For children that are still living at home it gives the social worker an opportunity to talk to the home about how to improve the child's situation. If the situation is too serious, the child is given the choice to move to one of Alalay´s homes.

The second question starts an important process of motivation. One big problem for the poor children is that they have no dreams, no real plans for their lives, and no hope of a better future. What they see around them is poverty and beggars so they do not even dream of living a better life. "What do I want to be when I'm older" triggers ideas and dreams they have never had before. Do I have any possibilities? Is it possible for me to be anything but a shoe shiner? Can I be anything but a beggar or a thief? After working with this for two weeks they start talking about education, hope of a job, a house to live in, family, a life without violence and fear and even a vacation. Having the sharpest knife or getting more drugs is not the biggest dream any more.

The third question "How would I want the world to be better when I'm older?" let them work with issues on pollution, war, terrorism, children's rights, politics and family issues. This gives them many new thoughts and through Internet they have the opportunity to discuss the subjects with children from other countries and cultures. Their world grows from a block of streets to a word with different cities, other nations and continents. They become world citizens.

The fourth question "What do I have to do to make the world a better place?" triggers the children to plan their "Life project". "The Life project" is a main issue in the Alalay therapeutic model. They encourage every kid to build up a dream for their lives as a grownup and then to start working towards that goal. When a street kid says; "I'm will be a teacher so I can help other street children" it changes to whole mentality of that child. One of the educators working at the Kidlink house in La Paz said; "I can see that they are beginning to walk in a different way as they are working with the 4 questions."

Anne (psychologist at Alalay) says; the children come from a very poor background were they lack everything, food, clothes, clean water, books, education and love. For them to find themselves in front of a computer, in touch with the new world, with internet, makes them feel deferent. They become something, someone with possibilities. The world is bigger than they thought. The map on the wall is important. They start looking for the countries were they have met other children on the internet. They feel going to Kidlink is a prize. Even the children who leave the Alalay homes to live in the streets can continue to come to Kidlink.

The typical situation for a kid coming to Alalay is that he has been in school with his parents for 2 years. Then his has lived in the streets for 2 years. The first thing he looses in the streets is the memory of what he learned in school. Therefore, it is so difficult for him to go back to school. He has to start in a class

with children younger than him. So he feels ashamed. – Then he goes to Kidlink and learns things the other children do not know. He learns to use a computer. This lifts him up and makes him feel better. It fills the gap of what he has lost in the academic area and makes him recover more quickly.

Some of our children are natural leaders in their class. They are good salespersons; they are good at talking in public, dancing, singing, football and Spanish. They have lived a hard life in the streets and had to learn different skills quickly to get respect and to get food.

For the children Kidlink is a facilitator either to go back to school, recover lost time in school or to go on learning.

The children feel that they are living a life of injustice and that they have no rights. Kidlink tells them the opposite; you are of great value, you can learn, you have the possibilities in your hand.

12. Relevance in relation to donor priorities

Education for children at Risk (CAR) is one of the main priorities of Stromme Foundation. The Alalay programme has been supported since 1995 and Kidlink since 2002. To increase outreach through providing education to the community children has been supported by Stromme Foundation. Kidlink is a new tool for Alalay. The link between Alalay and Kidlink can be described as a tool to strengthen both to therapeutic and the academic aria of the Alalay model. ITC and internet is attractive to street children. It represents a lot of what the opportunities they are missing due to poverty.
Kidlink Alalay is a good case study of the usage of ITC and e learning when working with CAR. CAR and education has become mainstream thinking within the Stromme Foundation today.
These two development goals are compatible with Stromme Foundation programme strategy.

The Kidlink project is in accordance with SF priorities. SF wants to develop new tools for better reaching CAR.

13. Efficiency

KHouse Alalay in La Paz serves five groups of children:

A) Children living on the "middle houses" in La Paz (Hogar Marcelina for girls) and Hogar Alalay for boys.
B) Children living in the Alalay Village
C) Children working in the street (they polish shoes or sell candies. etc)
D) Children living in the streets.
E) Children from poor schools close to Kidlink.

In 2003 Alalay had a total of 435 children in the Kidlink program. The numbers are presented in figure 1. The Kidlink activity in the Alalay village is covered by the school budget. The Kidlink activity for 330 children is covered by the Kidlink budget in La Paz.

Group of Children from:	Boys	Girls
Middle houses La Paz	70	30
The school in the Alalay Village	50	55
Local poor schools in La Paz	100	100
Working Kids from El Alto	15	
Children living in the streets	20	
Total	250	185

Figure 1. Number of children in Alalay Kidlink.

The time at the KHouse is spent 66% on Kidlink and 33% on Internet Café. The Café gives about 170$ a month.
Alalay as a "mother" organization has the full responsibility for the Kidlink program in La Paz. Kidlink La Paz had a separate budget in 2003 of USD 25.000. But there is a certain overlap of recourses. Alalay is a large organisation compared with the Kidlink house. The cost efficiency of Kidlink at Alalay can therefore not be calculated exactly, but an estimate is about USD 50 per child year. This is an average for all children. The street children need more attention than the children from the local schools. They also come in smaller groups to get the necessary attention from the teachers. It is more likely that it costs about USD 150 per year to give a street kid a full Kidlink program.

The budget for 2004 is USD 18.000. The reduction is because the 20 PC's are not being replaced this year and there is less need for expensive consultancy for the Kidlink organisation.

The Kidlink staff of 4 handles up to 40 children at the time from local schools. That is 2 children at each PC. The teacher from the schools are mostly watching and learning.

When there are street children at Kidlink the staff can handle 10 to15 children at a time.

Kidlink consultancy.

When starting up Kidlink in a new location it is necessary to train the teachers in their role in the Kidlink program. In the first year (2002) when Kidlink was established the total budget was USD 35.000. Of this USD 22.000 was spent on consultancy from the Kidlink organisation. USD 10.000 was spent on computers and USD 3.000 was spent on rent and teachers. Kidlink started up in November 2002 so the running expenses were only for ¼ of a normal year.

Kidlink Alalay feels that the budget for consultancy was very high the first year. Even the second and third year there is a consultancy program they have to attend. Some training of teachers is necessary, but the leader at Kidlink Alalay, Susanna Ramirez, feels that of a limited budget too much is being spent on consultancy.
The Kidlink house in Calamarca has started without and training from the Kidlink organisation, but Susanna and one other teacher have done the training themselves. Calamarca is about 1 ½ hours car drive from La Paz and the teachers in Calamarca were very pleased with the training they got.

In 2003 the total Kidlink budget was USD 25.000. Of this there was 5 days of consultancy at the cost of USD 2.000.

Teachers' incentives.

Kidlink suggests that the teachers get a bonus of USD 50 upon completing a two month section of Kidlink. In Bolivia Alalay feel this is not necessary to pay the teachers do a good job. Instead Kidlink pays for the transport to the KHouse. The teachers feel that coming to Kidlink is a reward in itself and they don't expect any extra pay to participate. In Alalay this "rule" has to be adapted to the local situation.

Cost factors for a new KHouse

The main costs for a new KHouse is:

Kidlink Consultancy / teacher training. – The Kidlink organization offers a comprehensive consultancy and training program before and after starting up a new KHouse.

Rent – The KHouse needs a classroom, an office and preferably a room for "social activities".

Internet – A normal KHouse needs an Internet connection on 256 KB or more.

Wages – One leader (teacher/social worker), to teachers and one IT technical responsible.

Transport – Some local schools need subsidies to come to Kidlink

Office equipment – Furniture and articles of consumption

Social /cultural activities – Specially the street kids need playing time and training in documenting their culture.

An estimate of a three year budget in a country similar to Bolivia may look like this:

Budget post	Year 1	Year 2	Year 3	Total
Consultancy / training	USD 22 000	USD 3 000	USD 1 000	USD 26 000
Computers / maintenance	USD 10 000	USD 5 500	USD 1 700	USD 17 200
Rent	USD 800	USD 800	USD 800	USD 2 400
Internet	USD 300	USD 300	USD 300	USD 900
Wages (localy dependent)	USD 12 500	USD 12 500	USD 12 500	USD 37 500
Transport of children from local schools	USD 1 000	USD 1 000	USD 1 000	USD 3 000
Office equipment	USD 800	USD 800	USD 200	USD 1 800
Social /cultural activities /others	USD 500	USD 500	USD 500	USD 1 500
Total	USD 47 900	USD 24 400	USD 18 000	USD 90 300

In La Paz, the KHouse opened in November. Therefore, the wages the first year was just for 2-3 months.

The cost level on wages, rent and transport is locally dependent on the cost level in the country in question. Nevertheless, it seems that consultancy, computers, Internet and maintenance are on the same level in different countries.

The average cost per year over a tree year period is about USD 30000. If the KHouse is serving 330 children a year, the average cost per child per year is about USD 90. This covers one year of training in the academic and personal area access to computers, Internet and Kidlink.

Some KHouses say they plan to keep the computers for 5 years. That brings the cost under USD 80 per child per year. If you reduce the consultancy, you can bring the cost down another USD10 to less than USD 70 per child per year.

These figures are only indicators on the different cost factors. The local environment is vital when trying to set a budget for a new Kidlink project.

Suggestions on reducing the costs.

Consultancy.
The consultancy is a considerable cost when setting up a KHouse. There are several methods to reduce the need for consultancy.

- One KHouse in an area can train the staff on the next one.
- Volunteers /Act Now'ers can train the staff on a Kidlink House
- Volunteers /Act Now'ers can work as assistants and technical staff at a KHouse
- SF can have their own training of the staff at a KHouse

All this needs some more thinking than can be done in this report. There are some interesting synergy effects between SF, Act Now and Kidlink that goes beyond only cost reduction.

Different Kidlink environments.

In La Paz there are three different implementations of Kidlink;

A) The KHouse in the center of La Paz serving the poor local schools.
B) The KHouse in the center of La Paz serving the street children.
C) The Kidlink classroom in Calamarca and the Alalay village serving the local community.

In the cost calculation above the cost is calculated from a mixed situation of A and B. The situation C was outside this situation but it is likely that the cost in situation C is lower than in A and B.

Before starting a KHouse Kidlink recommends a KHouse Pre-feasibility study to discuss to settle on the right model for Kidlink. The purpose of this pre-feasibility study is to outline and document your dream. Finding out what it will take to realize your dream will be done in a separate step, called the feasibility study. "Feasibility" simply means "can it be done?", or "is it practical?"

- Keep kids off the street
- Motivate street kids to return to school
- Promote literacy (in their own language, or in the language of the place where the kid lives now)
- Support kids through difficult times (kids in refugee camps, kids recovering from cancer, kids in hospital)
- Give youth better control over their lives (support formal and informal education, as in serving members of youth and sport clubs. Help them develop a good self-esteem.)

- Reduce youth violence, bullying, drug abuse, racism and criminality[6]

For more information, se this link: http://www.kidlink.org/kie/ngo/prefeas.html

Project progress compared to plans

The KHouse has been established according to plans. Early statements[7] from the Alalay leadership indicate that more (80) street children are attending KIDLINK the first year. It takes time and effort to establish contact with street children, but the evaluation shows that Kidlink has a great impact in the street children' lives.

Fund raising through the Internett Café takes time, which would be better spent on the main objective of serving children. This is an unsolved dilemma.

Utilisation of resources compared to budgets and plans

Project contribution comes mainly from sources:

- Internett Café
- Local fundraising in Alalay and use of their available administrative resources

The Kidlink house functions as Internet Café from 18:30 to 21:30, 5 days a week
Average income from Internet Café is 1.200 Bs. Monthly (USD 170)
Offer incentives for new street children using the Internet café
Selling candy and snacks
Offer classes on how to use internet and office
Rent premises to others for computer classes (Saturdays)

The budget for Kidlink in 2003 was USD 25.000 or USD 2100 per month.

The Internet Café is important for getting sustainability. The challenge is that there are several internet cafés close to the KHouse and there is a limited demand. The Internet café covers only 35% of the cost per hour. The reason for this is that the KHouse is more than an ordinary internet café and therefore the costs are different. The location on the first floor is not ideal for an internet café. The classroom has to be equipped slightly different to be competitive with the other internet Cafés. So far Kidlink has compensated with a lower price than the other internet cafés.

An alternative to the Internet Café could be a local sponsor that "bought" 3 hours a week for USD 100 a month and thereby give 40 children access to the Kidlink program. This possibility the evaluation team discussed as a new possibility for local fundraising.

	Kidlink	Internett café	Total
Opening hours a week	50	15	65
"Income"/ budget in USD	1930	170	2100
Per. hour		USD 11,3	USD 32.3
"Cost coverage" pr. hour		35%	

Table 2. Cost per hour and cost coverage

[6] Kidlink KHouse Pre-feasibility Study
[7] Claudia Gonzales at the opening of the KHouse in La Paz, http://www.kidlink.org/kie/america/bo/news.html

Cost allocation between Kidlink and Alalay

The Kidlink activity is making use of some of the resources of the Alalay organisation. Alalay overhead covers some administrative work at Kidlink and professional support to the Kidlink leader. On the other hand, Alalay is using the Kidlink resources in their work without being charged. **This close relation is not to be seen as a weakness but more as a strength to the Kidlink activities.**

Lessons learned at Kidlink Alalay

Alalay have after the first year found their own way of running the KHouse. There are some principles that can be used for others starting up Kidlink with street children.

Running the Kidlink program:

- Every group is unique and needs an individual program and progress.
- Motivation of the children is important. Every 4th time is playing time (or when the work is done)
- Group discussions gives input on what the children need/ want to learn.
- Other outdoor activities are used as "team building".
- Birthdays are celebrated at Kidlink.
- Film is used as an alternative input. The film is discussed among the children.
- Normal mail in Spanish is used to other children. The teachers are watching and reading some of the mail on the child's computer.
- Normal chat in Spanish is used.
- It is not allowed to leave the room without permission during a Kidlink lesson.

Technical issues.

The technical person is responsible for the day-to-day running of the computers at Kidlink. The Khouse has 20 computers/ workstations, one server and one colour printer. The work of the technical person consist of

- Daily checking the computers
- Maintaining the virus protection
- Daily backup
- Maintaining the folders for each class / school
- Printing service
- Trouble shooting
- Assisting the teachers
- Upgrading and repair work

Alalay is planning to keep the computers until they are 4 years old. Some of the computers are bought new, some are gifts from companies. It is important to have all the computers on the same level of Windows. Alalay was in December using Windows Millennium on the workstations and XP on the server.
Normally one or two of the computers are down for repair work. The children are not used to electronic equipment and the wear and tear is quite strong.

Achievements of results by the time of evaluation

- The teachers that are recruited have been trained according to the programme
- The education plans has been put in place
- The results have been achieved with the available resources. Administration and organisation of the work has been good
- The Kidlink program has got a good reputation from the local school authorities
- The street children give both the program and the staff a very high score
- The children are changing their lifestyle and are becoming less violent.

14. Effectiveness - reaching of goals

The main project objective is to provide an academic and psychological program for the five groups of children using the Kidlink program.

KHouse target group

The KHouse in La Paz served three groups; "Street workers", children from local schools and children from Alalay (the NGO). One interesting observation was that there were no girls in the group of "Street workers". The evaluation did not give a exact answer to why there were no girls, but the KHouse personnel indicated that this was because of the social structure in the streets. The girls were "protected" by an elder girl or boy and were not free to go where they wanted.

Drugs is a major problem among the street children. With the use of computers at Kidlink it is a condition that the child is relative sober when he/she come to class. This indicates that the KHouse is not the right tool when trying to help children addicted to drugs.

Quality of KHouse personnel

There is in the KHouse a focus on value based teaching and recognition of the important contribution of teachers to create well learning environment for the children. The relationship and trust between teachers, the children and Alalay is mentioned as valuable from all parties involved and conducive to the learning environment. In addition to a formal training as teachers, the selection committee look for additional qualifications and personal characteristics looking at:

- Attitude towards the children
- Attitude towards their profession as teachers
- Flexibility
- Dynamism
- Initiative and creativity
- Motivation

The candidates undergo interviews and psychological tests. The successful candidates will be invited to take part in an introduction course in Alalay to learn about its vision and objectives, to Alalay´s methodology to restore children from street life.

Quality of work; "The shoe shiner evaluation"

For the evaluation team to get an idea about the thinking on "quality of work", a session was facilitated with the 8 "street workers". The session was conducted as a "game". There were 10 claims/questions and the children were given one "token" to put in the box best representing their view:

1. The Kidlink questions are hard to understand
2. Some nights I am afraid to go home to sleep
3. I feel as a stranger here at Kidlink
4. I think of moving to Alalay every week
5. The Kidlink program in Spanish is difficult for me
6. I would sleep at Kidlink some nights if there were beds here
7. I think every week of leaving school
8. It is more important to have Kidlink in El Alto than Kidlink in Aymara
9. I would come to Kidlink if there were no computers here
10. I can bring to new children to Kidlink the next year.

Alternative answers: (one box for each answer)

Yes I don't know/some times/maybe No

Evaluation results

	Yes	Don't konow,	No
1. The Kidlink questions are hard to understand	2	1	**5**
2. Some nights I am afraid to go home to sleep	0	0	**8**
3. I feel as a stranger here at Kidlink	2	4	2
4. I think of moving to Alalay every week	2	3	3
5. The Kidlink program in Spanish is difficult for me	1	1	6
6. I would sleep at Kidlink some nights if there were beds here	**6**	2	0
7. I think every week of leaving school	2	0	**6**
8. It is more important to have Kidlink House in El Alto than Kidlink in Aymara	**4**	-	**4**
9. I would come to Kidlink if there were no computers here	**6**	1	1
10. I can bring to new children to Kidlink the next year.	**8**	0	0

The kid's comments to the answers:

Statement nr.

1. Some words are unknown. Some questions are private. We don't always want to say everything.
2. There are dogs in the street. It is dangerous to go home late.
3. We don't know the people here very well. Some of us are new here. We are different than the other school children. We feel discriminated.
4. No comment / Too personal
5. No comment/ Too personal
6. We could get tea and bread. Saved money for the bus. Go to Kidlink after school. Learn more about PC.
7. We have to go to a class with younger children. We get embarrassed.
8. The children in El Alto are very poor. They have nowhere to learn about PC and learn very little in school.
9. We had come just for the tea (Talk) and to get inside when it rains.
10. We all can invite new children to Kidlink the next year.

"The happy friends"

Name of children in the survey	Age	Mail adresse
Armando Jonao	16	Supertornado14@mixmail.com
Francisco Cahuana Paye	15	scandaloguay@mixmail.com
Sixto Quisocala	13	Tormenta06@mixmail.com
Marco Antonio Cori	16	
Armando Quijocala	16	
Cesar Joncco	13	cesararmandonet@mixmail.com
Nestor Charmbilla	14	
Jhonny Cahuaya	14	
Gregorio Flores	9	

The boy's questions to us were:

- **What do you think of us?**
- **Do you think it right that some children are rich and some are as poor as we are?**
- **How to think it is possible to help poor children?**

Lessons learnt from the "The shoe shiner" evaluation

Question 1 and 5. Language.
The street children find the Spanish questions and Windows a little hard to understand. They need more explanation of different words. The teachers were not able to explain the questions better in Aymara (local language) than Spanish. If the questions were in Aymara it would be of some help. But the children wanted to learn more Spanish. They understood that the PC (Windows) will be in Spanish even if Kidlink will be translated to Aymara.

Question 2. Fright.
They were afraid of going home because of wild dogs and violence in the streets late at night.

Question 3. Feeling of a stranger.
Some of the children were new at Kidlink and wanted some social activities. The wanted also more information on Alalay and Kidlink.

Question 4 and 6. Thinking leaving home.
The children need a second home when things are rough at home or if it is too late to go home. They work some times after the last bus has left.

Question 7. Thinking of leaving school.
The reasons were lack of money / time to go to school. They had to work all day to support their family.

Question 8. Kidlink in Aymara.
Kidlink in Aymara would be fine, but if the PC was still in Spanish they didn't know. The main problem was that the teachers had a limited skill in Aymara. A new KHouse in El Alto was just as important.

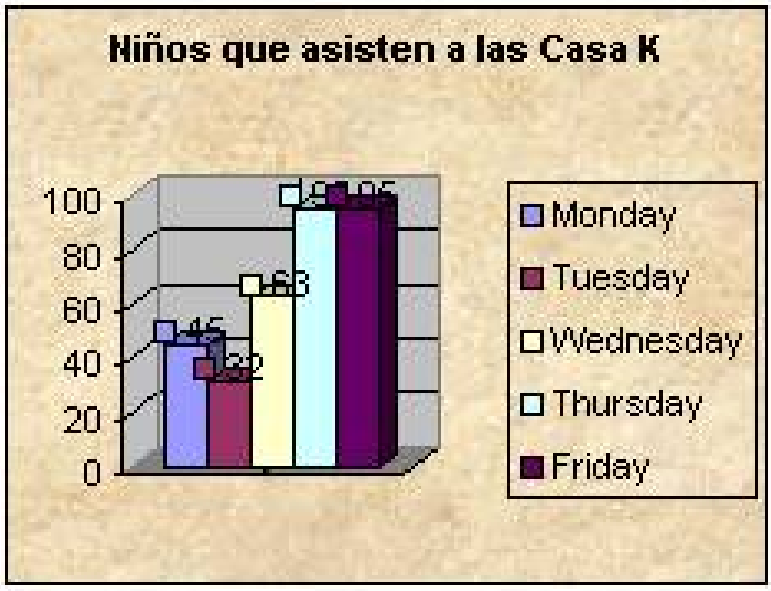
Question 9. KHouse without computers.
After getting to know the people at the KHouse the social relation has got more important than the access to internet.

Question 10. Bring new children to Kidlink.
The children know who and how to invite to Kidlink. They want to help when new children are going to learn PC and internet. As they say: "If you start a KHouse in El Alto we will be yours best helpers."

Kidlink KHouse stakeholder evaluation

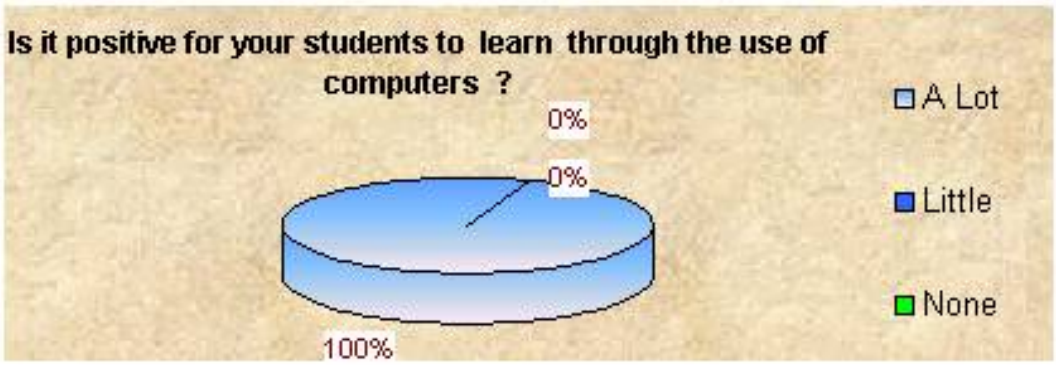
The Kidlink staff accomplished a stakeholder evaluation in September 2003. As a part of this evaluation the team went through the results and found no reason for carrying a new evaluation for the same group of stakeholders again. The situation had not changed and the evaluation was well documented, had relevant questions and covered the relevant stakeholders all except from the working children. When the evaluation was carried out the street children were a new group at the KHouse. The decision was therefore to use the September evaluation and to do an in-dept evaluation of one group of street children called "the happy friends".

The results from the September evaluation are:

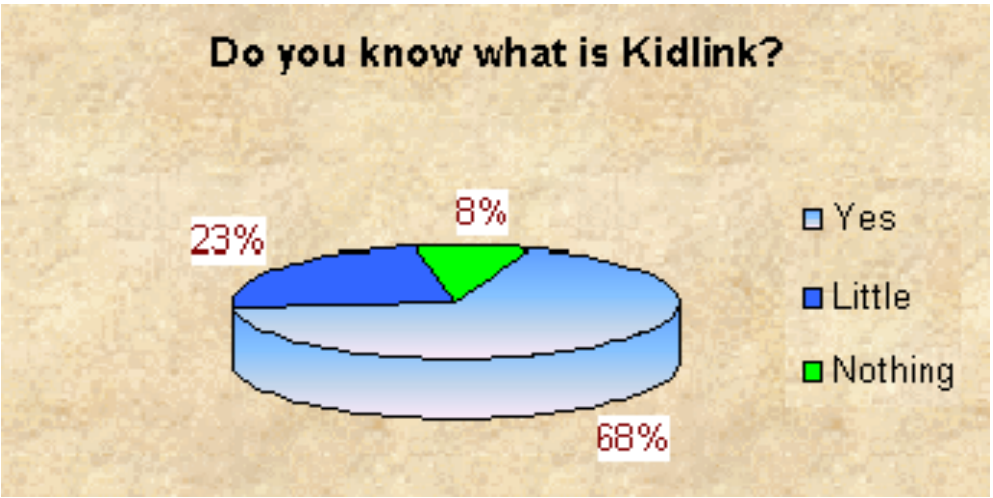


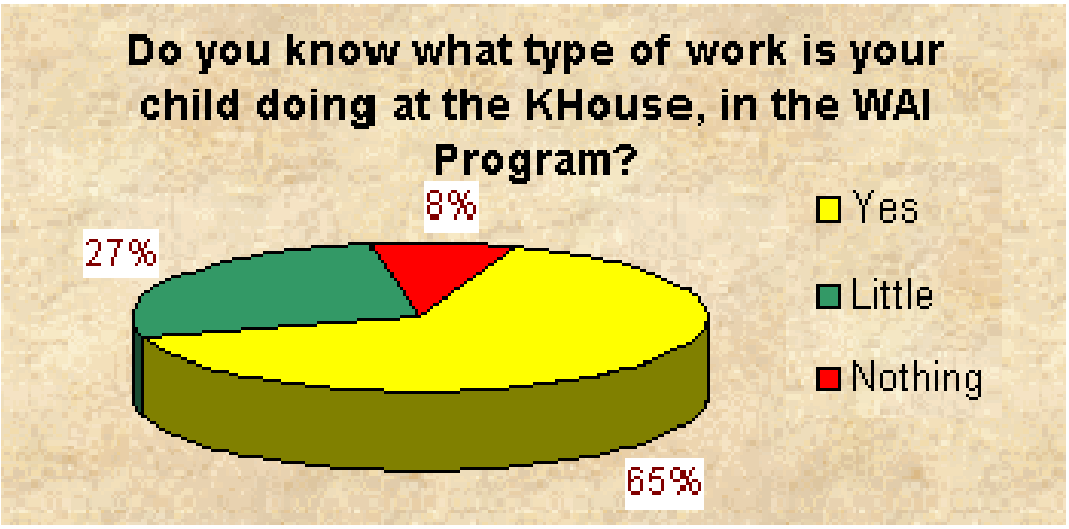
Number of children in the KHouse pr weekday

TEACHERS:

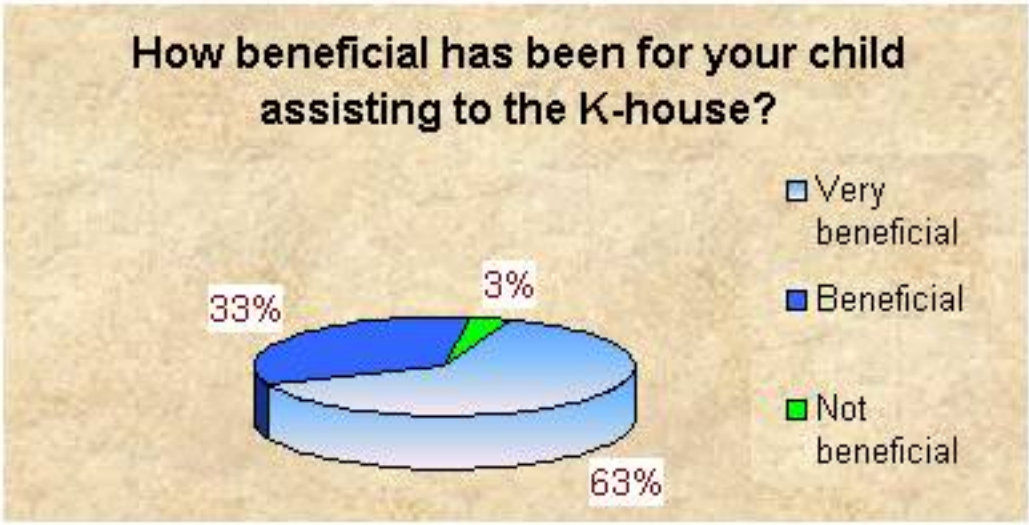


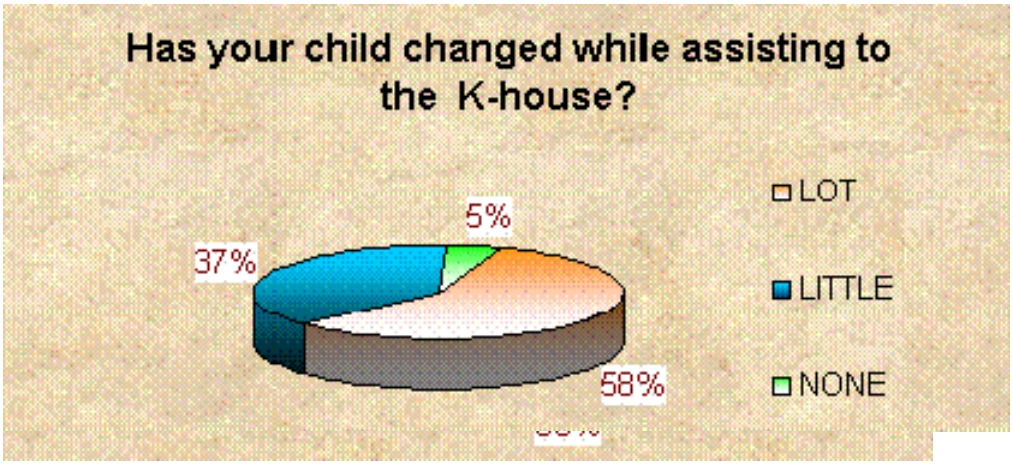
PARENTS of the children from the schools:


Do you know what is Kidlink?
8%
23%
68%
Yes
Little
Nothing

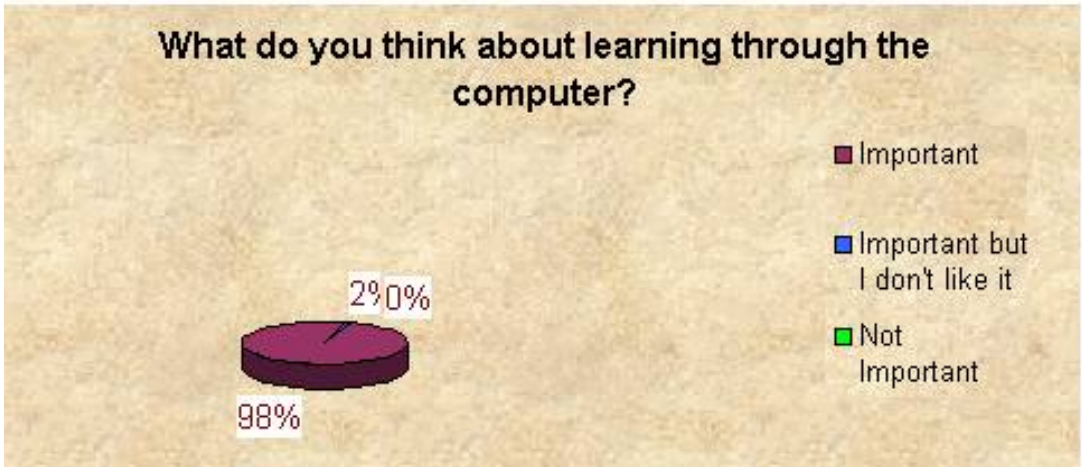

Do you know what type of work is your child doing at the KHouse, in the WAI Program?
8%
27%
65%
Yes
Little
Nothing

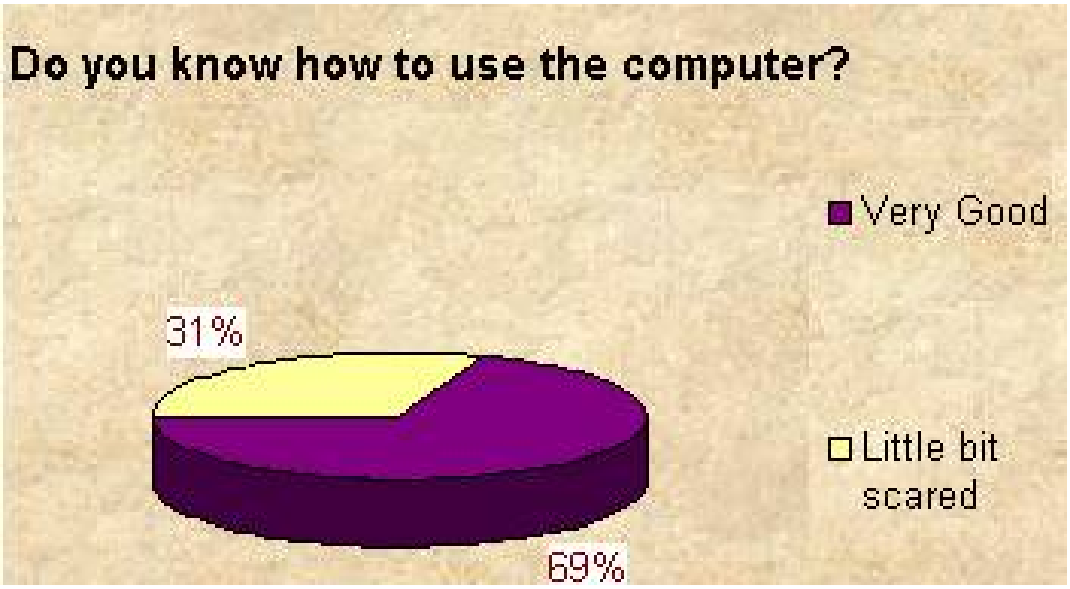
(WAI = Who-am-I?)

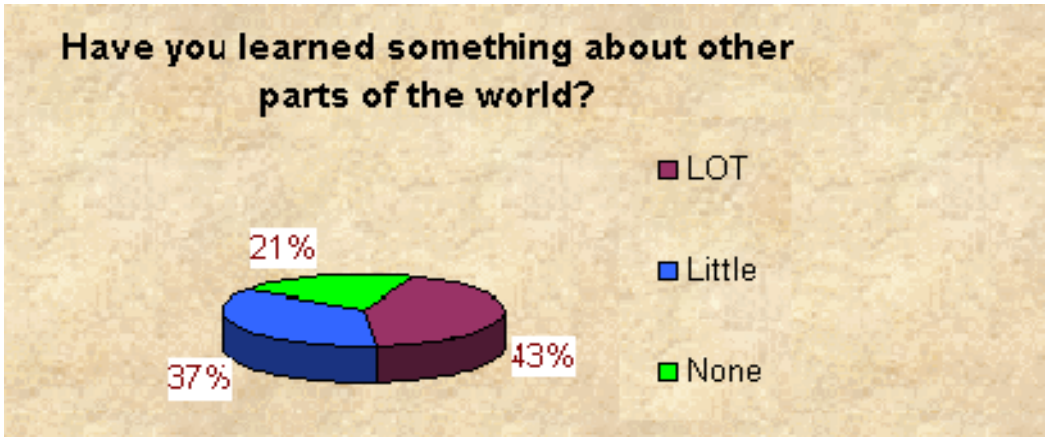

How beneficial has been for your child assisting to the K-house?
3%
33%
63%
Very beneficial
Beneficial
Not beneficial

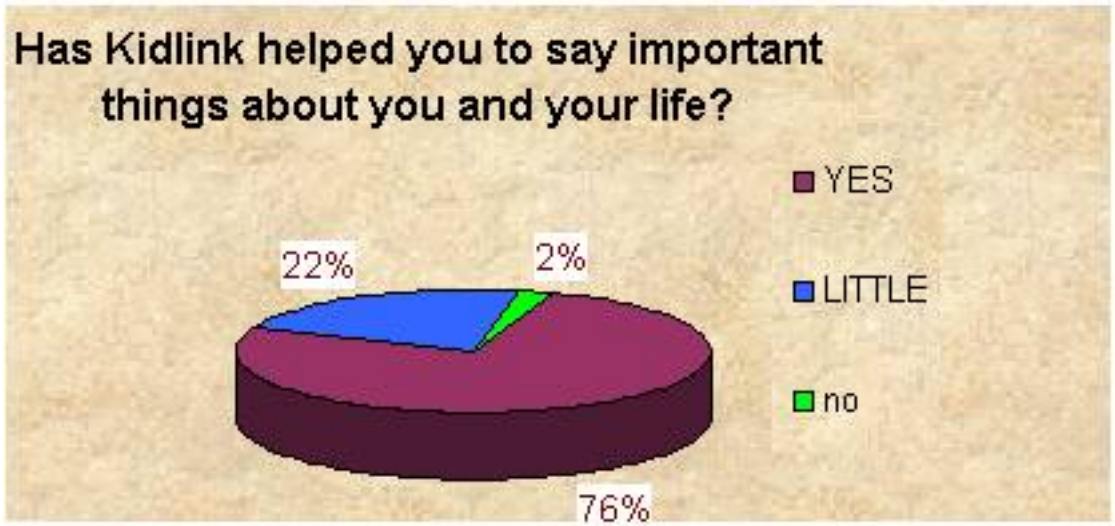

Has your child changed while assisting to the K-house?
5%
37%
58%
LOT
LITTLE
NONE

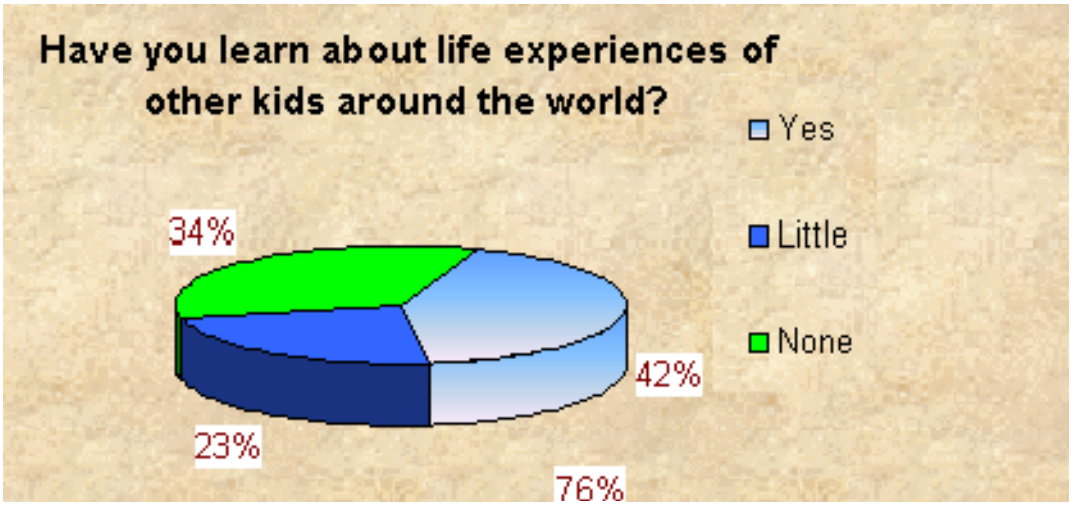
CHILDREN:


What do you think about learning through the computer?
2%
0%
98%
Important
Important but I don't like it
Not Important


Do you know how to use the computer?
31%
69%
Very Good
Little bit scared


Have you learned something about other parts of the world?
LOT
Little
None
21%
43%
37%


Has Kidlink helped you to say important things about you and your life?
YES
LITTLE
no
22%
2%
76%


Have you learn about life experiences of other kids around the world?
Yes
Little
None
34%
42%
23%
76%

15. **Visit to Calamarca**

Calamarca is an Aymara village on the Alti Plano, 1½ hours car travel from La Paz at about 4000 m above sea level. The people are farmers and most of them do not have electricity or water in their home. A German aid-foundation built a Telecenter and a cultural center in the village. Just two months ago they started using the Kidlink program in their school.

Alalay have been training the teachers and helping to start up the Kidlink program. Susi and Stian from the evaluation team went to visit them. Patricio Edgar Vera Peñaranda from the Kidlink staff was doing some training there while Susanna and Stian were talking to the teachers
Some statements from the teachers:

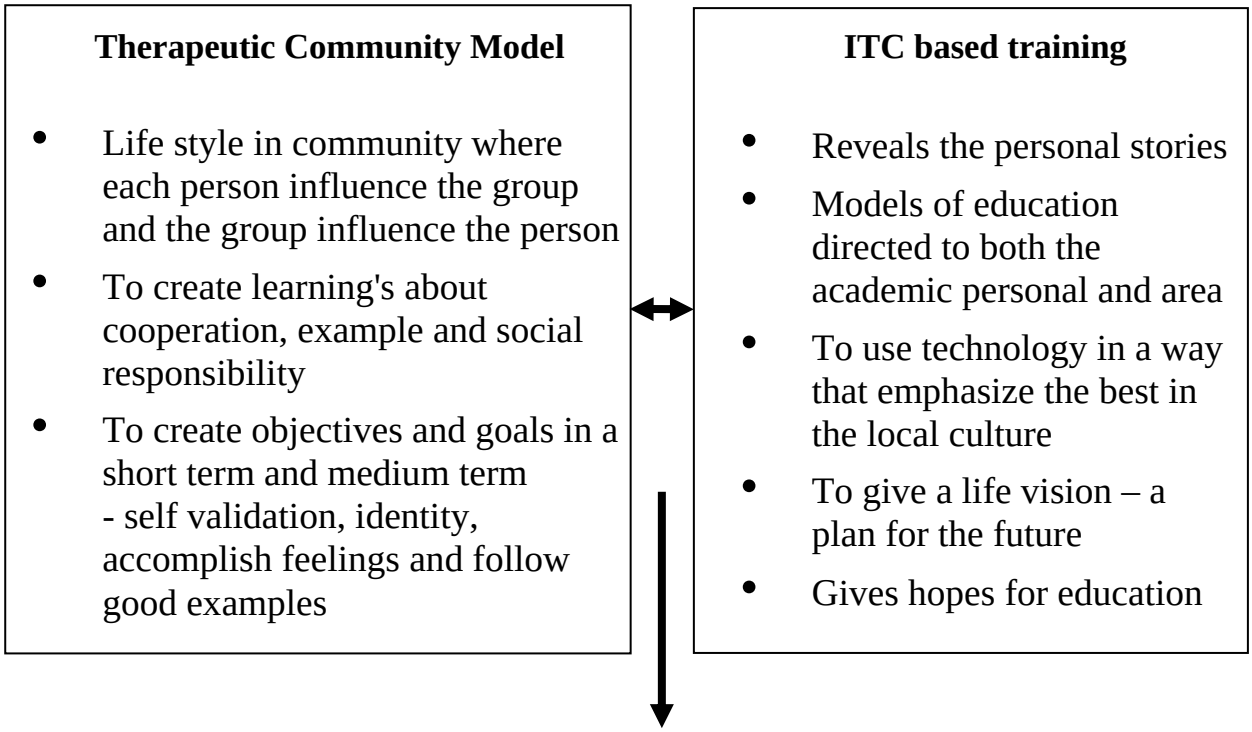
- We heard of Kidlink from Alalay in La Paz.
- We are now running a pilot project with two classes from the local school.
- Before we started with Kidlink we had this Telecenter with two classrooms of computers.
- Using Kidlink is a lot different than using ordinary e-learning software because the children now start to talk about their own culture and background. They get interested in their traditions and roots. We can see their self-image getting a lot better.
- Starting up was difficult. The teachers needed a lot of training and support.
- Kidlink has been a surprise to us. We can see the improvement on the children after just two months. We can see the improvements in Spanish, spelling and making sentences.
- The most important is that the children now have a vision for their life. They can see that the world is bigger than their own village.
- We plan to start with more classes using Kidlink.
- It was a good situation to get starting help from Alalay. They visit us regularly and give the training as we can receive it.
- The Aymara culture is thought of as “not good enough”. Kidlink has improved this by talking of the culture in a positive way. Maybe for the first time.
- We get a lot of information on problems in the children’s lives. But as a normal school we don’t have the resources to work with the individual child on a personal level. It is difficult to get into the families.
- The Telecenter was “planted” here and given as a gift. That means that 50% of the local community doesn’t feel an ownership of the center.
- The children have changed their behavior. We can see less violence. They are getting more socialized.

The main problem now is that the other theaters envy those using Kidlink and want to start as soon as possible.

“Aymara children in Calamarca working with the Kidlink program”

16. The Alalay model and Kidlink

After 8-9 years Alalay were exposed to Kidlink and found out they could benefit from Kidlink as a tool to help the street children. How Kidlink meets the Alalay therapeutical model is illustrated below;



Kidlink is used as a bridge between the academic and personal areas in the children lives to the goals that Alalay is working on and the Therapeutic Community Model in the homes.

17. Sustainability

To what extent will the project become sustainable?

The KHouse in La Paz is best seen as an integrated part of Alalay. The KHouse is a gateway, a *link* to the street children and a tool for working with the CAR. To some extent, Kidlink and the KHouse will be able to raise local funding, but it is likely that the KHouse will depend on Alalay for both economical and human recourses.

18. Lessons learned and conclusions

Operational lessons

- The location of the KHouse close to the town center is important when working with street children.
- When choosing the personnel the social skills, personal maturity and a genuine interest for helping CAR are most important.
- Local fundraising takes time and effort that could be spent on helping CAR.
- To get street children into Kidlink the staff must actively go out and invite them. It takes time to built trust.
- The KHouse may need to pay for the transport of children from local schools to Kidlink.
- One KHouse can train the staff on the next KHouse if they are not too fare apart.
- It computers at a KHouse needs often to bee repaired. The computers last about 4 to 5 years.

Development lessons

- Social and cultural activities in addition to the Kidlink/computer work are important in the process of restoring the street children live and self image.
- The local schools benefits from a KHouse. Both the local teachers and the children in poor schools show progress in Spanish (2. language).
- Knowledge of other cultures makes them more proud of their own background and culture.
- The "Who am I?" program starts a process in the children and their teachers that reduce violence and strengthen the children's rights.
- Knowing about other children and their life make the CAR dream of a better future. The dream is the first step on a "new life project".

19. Conclusions

By the time of evaluation, the project has reached its goals according to schedule when it comes to setting up a KHouse and hiring competent staff. The KHouse is fully operative 65 hours a week with a total a 300 children attending weekly.

30 children of the 300 about were "street workers" or children living in the streets. It takes time to build trust and recruiting new groups of "street worker". The internet café is not giving enough income compared to the time and effort it takes to run the café. This time could be better spent on CAR. One reason for having the internet café was to show the sponsors an activity of local fund raising. Other ways of local fund raising was discussed.

The children and their parents are very pleased with the KHouse. Kidlink addresses both the academic and the psychological area. This has a great impact on the child's life and development.

The use of computers at the KHouse and the Kidlink program is not the right tool when trying to help children addicted to drugs.

A KHouse needs a "mother" NGO with experience and human resources to handle CAR. Some of the children need a new home for a while. It is an advantage if the NGO has some housing facilities.

Cooperation with local schools has only positive effects if there is a contract giving time at Kidlink for street children not necessary going to the school.

The technical assistance was important to the development of the project and it was vital to have an initial orientation from Kidlink.

The quality of the inputs that Alalay received from the different KIDLINK consultants where optimum and strengthened their confidence in the program.

Until now, Alalay realize that the funds assigned for consultancy need to be better balanced and proportionate in regards to the other needs that are also important in the implementation of the project.

Since training of the Kidlink staff is important and expensive, one KHouse can train the next one if they are located not too fare from each other. Based on the experiences from La Paz it is possible to start up a new KHouse in Ease Africa with less consultancy from the Kidlink organization.

- One KHouse in an area can train the staff on the next one.
- Volunteers /Act Now'ers can train the staff on a Kidlink House
- Volunteers /Act Now'ers can work as assistants and technical staff at a KHouse
- SF can have their own training of the staff at a KHouse

All this needs some more thinking than can be done in this report. There are some possible interesting synergy effects between SF, Act Now and Kidlink that goes beyond cost reduction.

20. Recommendations

- The evaluation team recommends that SF establish a KHouse in East Africa in cooperation with an NGO already working with CAR.
- Close cooperation with the local schools is necessary.
- The principles from the Alalay therapeutic model is well functioning within a KHouse environment.
- After selection some different locations SF is recommended to do a Pre-feasibility Study Workshop to document the local environment and decide on the target group document the local success factors. The Pre-feasibility Study Workshop report gives the basis for a more realistic budget project plan.
- Volunteers /Act Now'ers can train the staff on a Kidlink House and work as assistants and technical staff at a KHouse
- Kidlink Houses located in "cluster" can train each other and thereby reducing the need for consultancy

Annex 1 The Alalay model and Kidlink.

Some statements made by the leadership at Alalay regarding the Alalay therapeutic model.

The model has been created together with the children. It is not something we have taken out of a book and copied it. All of us working here, from the psychologist to the cook, and all the people coming here have to work in the therapeutic model and be a part of it. That means that everything we say is within the model and that our behavior corresponds with the model. That means that we have to be examples one to another. In addition, the children are learning every day. We learn from the children every day.

- The therapeutic model is a circular model where we learn from each other all the time.
- We learn in groups. Some times individual therapy is necessary. But we feel that my friend that is next to me hears the same as me and likes the same things as me. And probably did the same when we where in the streets. We are talking about the things that are making us feel better. So in this group work the psychologist and the rest of the technical team that each home has. They decide what the goals are for this month. What are we going to work on? Then for each week and each day. We choose different activities and games to reach this goal.
- It is not a closed model that has certain themes you have to work on. We know typical areas we have to work on, but we choose by listening to them on what do we need to work on. Listening is looking at the children and observing how the house is moving. The complet technical team is listening so to design a good plan for that month. Then the plan is broken down to weekly plans and to a specific plan for each child.
- Every Friday we have self-evaluation groups where the children talk about what they feel about each other. It is not someone above them who is judging them. They are evaluating themselves how they are doing and how they are progressing in their daily life. That makes them cautious to be an example for the other children. The children are talking to each other and encourage each other to be responsible for what I say and what I do.
- It is stronger to hear a recommendation from a friend than from a teacher.
- On Monday the team has its own evaluation giving feedback on last week. If there is an episode during the week we have a meeting as soon as possible to give each other feedback.
- After the Monday meeting we have a talk with everyone working in the house on the important issues, the goals for this week and special plans for this week. We invite everybody working in the house to give their views on how things are developing.
- It is so important that everybody working in the house have the same goals because the children are going to learn from everybody not just the teachers but from the voluntaries and the cook and everybody in the house. Everybody must go towards the same goals.
- This is not a place to work; it is a place to live.
- Since the children learn from our lives as an example, we have to work with our employees. We all have bad experience in our past and when something bad is happening in the house we tend to repeat things from our own lives. You have to talk about your past life to clean up the “stones” that prevents you from living your life fluently. This is a challenge for the workers as well. When someone has a bad day we say to each other; let us talk a little bit. Because the adults have to be together in order to work together.

Annex 2 SWOT analysis

SWOT is short for Strengths, weaknesses, opportunities and (possible) threats

As a metrology for in depth self analysis a SWOT on KIDLINK & Alalay was conducted the last day of the evaluation. The evaluation team conducted the SWOT.

It is important to emphasize that threats here means things that if they occurred could be a threat to Kidlink and not that this evaluation gave any special reason to believe that these things are a current problem at Alalay.

The Alalay leadership appreciated this "exercise" and said they were going to use these points in their improvement process.

Strengths

- To share Alalay´s philosophy
- Computers as a way of contact with the street children
- Space strategic placed
- Ownership feeling
- Characteristics of the themes
- An atmosphere of love and acceptation

Weakness

- To use Kidlink as a goal in it self
- Financial area
- Time and effort
- Internet coffee shop takes time form the Kidlink activities
- The physical space at the Kidlink site

Opportunities

- Scholar support to facilitate and
- To contact more children
- Cultural space
- To open new spaces in marginal zones with the philosophy of Alalay through Kidlink
- To change the way to think of the teachers
- To improve the quality of teachers in poor schools
- To improve education quality
- Research programs in the school system
- "Social class rooms" in schools
- To shorten the breach of development

Possible "Treats"

- Negative rumors that contaminate the work regarding;
    - being beneficiary for the children
    - bad administration of the resources
    - lack in systems of internal control
- Instability in the Social-Political system
- Alalay is aware of the threats. The therapeutic model and the system of internal control are used to as tools of improvement.

Annex 3 Key Kidlink Awards

Key Kidlink Awards

Rome, Italy, December 17, 2002: Global Junior Challenge 2002 recognized Kidlink's "KidSpace" with an Award of Special Mention.

San Antonio, USA., May 18, 2002: Kidlink receives an Online Learning Award of Special Merit ("The Cyber Golden Hearts") from Special Interest Group Telelearning (SIGTel) of the International Society for Technology in Education (ISTE).

Rome, Italy, December 4, 2000: Kidlink is awarded the first prize on "*Educational projects for users up to 18 years old*" by the Global Junior Challenge. - The jury's verdict..

Stockholm, Sweden, June 9, 1999: Kidlink wins the Global Bangemann Challenge Award in the category "*IT in all kinds of education.*"

More awards

Search: Go Advanced

Information for sponsors
Web version maintained by Odd de Presno.
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Annex 3 Terms of references

Kidlink Houses, La Paz, Bolivia

Mid term evaluation
Project: Kidlink House, La Paz
Total duration: 2002 -2005
Implementing partner: Alalay

1. Project background

SF has supported the Alalay organisation since 1995. The Kidlink program was started in November 2002. Time is now due to conduct a midterm evaluation of the project in accordance with the upfront agreed upon monitoring plan. To strengthen the academic and emotional training of children at risk Alalay started to use the Kidlink program both for the kids in the La Paz homes and in the Macapaca school. The mail goals for the Kidlink program was

A. Strengthen the Alalay model in both the therapeutic and the academic area.
B. Better reaching the children most at risk in the streets and in the poor schools.

2. Scope and focus

E. What can bee adjusted / improved to help the street children / CAR reach their goals through Kidlink and thereby get better results for Alalay?

F. Who and to what extent is Kidlink and ICT a suitable tool to reach CAR / street children?

G. What are the main experiences gained to transfer to a possible KIDLINK project in East Africa?

H. Why and how can e learning in general be a suitable tool for working with street children /CAR and help them reach their goals?

3. Issues to be covered

General Information and efficiency

- Number of children by gender and age group
- Ratio of staff to students
- Ratio of teachers to students
- Contributions in kind
- Outreach compared to initial plans
- Average cost per child
- Utilisation of volunteers

Effectiveness:

- Has the project given the participants access to improved education possibilities?
- Analysis of the target group
- Is this project a good way of assisting street children and children from the community with education? Is this a good way for the participants to build a future were they are part of a productive society?
- Have the work preceded according to plans?
- Actual and future plans for enterprise development based on competence gained?
- Community contributions?
- Unforeseen effects on target group or other stakeholders?

Relevance:

- What is the relevance of the project today?
- What are the future perspectives for the need of this project, and similar ones?
- Are there other models worthwhile to try out?
- Is there a best practice for project design?

Sustainability:

- Social sustainability;
    - Which are the actual indicators?
    - What are the inputs to social sustainability from Alalay?
- Financial sustainability;
    - What is the contribution from Alalay in money terms?
    - In kind?
- Fund raising efforts and results in Kidlink Alalay?

Policy Support Measures

All programmes and projects should be evaluated for compatibility in values and principles between the implementing NGO (Alalay) and Stromme Foundation (SF).

The following principles from the SF value statement will be the basis for this comparison:

- Poverty eradication
- Reaching the poorest
- Gender equality: How many girls are benefiting from the programmes compared with boys?
- Programme should build competence, be transparent, cost versus benefits should balance, reach the target group.
- Who are benefiting from the programme broken down on gender, social situation etc?
- Participation in defining the future of the project from the stakeholders (staff members, children, communities etc.), including suggestions from local staff members
- Recommendations from the Alalay management

7. Consultations in the field

Fieldwork

In the field, the Team will interview different stakeholders; the pupils and students, teachers, psychologists and social workers, project management, and volunteers. Some interviews will be held with individuals, some will be group interviews.

Written material, like narrative reports, strategy papers, newsletters, web pages and other publications by the partner (Alalay), will be valuable sources for information and should be made available to the evaluation team.

8. Reporting

The report shall be prepared according to the standard report format recommended by NORAD. When the team finds it necessary, they will deviate from this, and add and remove parts aiming at maximising the usefulness of the information.

The report is mainly for internal use I SF. The focus of the evaluation is to get relevant and credible information to answer the 4 main questions given by SF. There is not given time for a detailed description of the metrology used in this survey. The reporting is estimated to 5 days of work. This allows only answer the main questions and not an in depth analysis.

The draft report should be sent to the Team members no later than 15th of February 2004, and the feedback from the Team members should arrive back to Stian by the 1st of March 2004 for the final edition. Final editing of the report shall take place before 10th March. The final report shall be distributed to all team members and the Regional Office of Latin America.

9. The evaluation team:

Claudia Gonzales, leader Alalay,	Mail: info@alalay.org.bo Mobil: 715-25444
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Interpreter: Silje Haram,	Mail: Silje_Haram@hotmail.com Mobil: +59 70628760

10. Evaluation plan.

Friday 12.12.2003

15.oo Evaluation planning, timetable and scoop. The 4 questions.
16.oo Alalay / Kidlink. Introduction to the Alalay/ Kidlink model.
Susy, Stian and Silje.

Monday 16.12

09.oo Meeting with the KIDLINK staff
General information on the evaluation – Stian Myhre
General information on KIDLINK ALALAY – CLAUDIA / SUSY
SURVEY FROM SEPT. 2003
13.00 Alalay work results on KIDLINK SUSY
14.00 OTHER issues – KIDLINK STAFF

Tuesday 17.12

09.00 Preparation
11.30 Work with street kids at Kidlink house, Susy, Kidlink staff
16.30 Some time to play and discussion and answers to 4 questions,
9 street children from Kidlink, Silje and Stian

Wednesday 18.12

09.00 Alalay KIDLINK work in Calamarca, SUSY / OTHERS?
MEET THE STAFF IN CALAMARCA
"CALAMARCA MODEL" OF Kidlink
Progress, plans and issues
15.00 Return to Alalay, El Alto
18.00 Return to La Paz.

Thursday 19.12

10.00 The Alalay / KIDLINK model. Claudia, Susy, Annie, Anita, Stian, Strengths, opportunities, weaknesses and threats analysis SWOT
The 4 questions; lessons learned, focus on Street children.

Friday 20.12

10.00 Evaluation summing up Claudia, Susy, Anne, Stian.