Norwegian Lutheran Mission -Mongolia (NLM Mongolia)

NLM - Mongolia

"STRENGTHENING CHILDREN'S RIGHTS" PROJECT

MID TERM REVIEW REPORT

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ACRONYMS and DEFINITIONS

SCR	Strengthening Children's Rights
CIP	Community Initiated Project
IFAD	International Fund for Agricultural Development
M&E	Monitoring and evaluation
MTR	Mid-term review
MSC	Most Significant Changes
CBSS	Convergent Basic Social Services
DAC	Development Assistant Criteria
LFA	Logical Framework Approach
Aimag	Province (Administration unit)
Soum	Province is divided into soum as administrative unit
Bag	Soum is divided into bag as administrative unit
District/Duureg	District (in city)
Khoroo	District is divided into khoroo as administrative unit
GP	General practitioner
FES	Family Empowerment Strategy
FEA	Family Education Assessment
UNICEF	United Nations Children's Fund
NAC	National Authority for Children
CRC	Convention of the Rights of the Child

CONTENT

1. INTRODUCTION

1.1. Introduction to the Strengthening Children's Rights project

The Norwegian Lutheran Mission Mongolia (NLM Mongolia) is implementing the Strengthening Children's Rights Project (SCR) in selected soums and khoroos of Ulaanbaatar city and Khovd Aimag. Main objectives of the SCR Project aim to promote the rights of the child and to improve situations of vulnerable children in target areas. Moreover, Project activities should focus on building capacity of the target group through raising public awareness, changing behaviour and attitudes regarding child rights, and conducting various advocacy actions.

SCR has four components:

1. Convergent basic social services and community development: to promote child rights by expanding and enhancing access to and coverage of social services and improving family conditions within target areas;
2. Dormitory: to improve living and learning environment at dormitories to ensure dormitory services and environment to conform with the Convention of the Rights of the Child (CRC);
3. Social work Education: to improve the quality and standards of the social work education aimed to deliver good quality education, with professional competence and skills; and
4. Advocacy work: to strengthen positive attitude and knowledge on child rights among decision makers and authorities at the national level through enhancing implementation processes of the CRC.

Expected outcomes include improved knowledge and awareness on child rights, respond to children's needs, and attitude and behavioural changes among target groups. At the end of the project, it is expected that children will be able to grow up in safe and comfortable environment, specifically, within family and dormitory environment. Furthermore, social work education standards will be improved, social work graduates will be able to deliver needs-based services to children and their families with high professionalism, as specified as key outcomes of the project.

1.2. Introduction of geographical target area

Khovd aimag is located in the western mountainous region, 1,450 km far from Ulaanbaatar city and with extreme continental climate. Aimag territory covers 76.1 thousand square km and divided into 17 soums and 91 baghs. Kovd aimag is a homeland of various ethnic groups.

Khovd town – the centre of Khovd aimag had 82.2 thousand population and 20.3 thousand households. Among the total population, children aged 0-5 account 34.4%, while labour force (aged 16-59) – 60.5% and the elderly – 5.1%, respectively. Moreover, 32.8% of the aimag population reside in the aimag centre, while 19.9% in soum centers and 47.3% in the countryside.1 As of first 3 quarters this year, the Mongolian GDP reached 7.810.4 billion MNT which is 31.4% (or 1,866.6 billion MNT) higher than the year-on-year [1]

Furthermore, the GDP reduced to 94,238.4 million MNT at current price by 18.1% (20,879.5 million MNT), compared to that of 2008. The reason appears due to the economic crisis and actions taken by private entities to reduce their operations.

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[1] "Khovd province socio economic statistic year book 2010" Khovd province statistic department 2011.

2. EVALUATION METHODOLOGY

2.1. The purpose of the MTR and the questions to be answered

The Mid Term Review (MTR) is a requirement of the Program design *(NLM Mongolia, Program Document p39)*. The main audience for the MTR are NLM, SCR and its partners in the Program which include National Authority for Children (NAC), at national and aimag level, Ministry of Social Welfare and Labour, Ministry of Education, Culture and Science, Ministry of Health, Government of Khovd Aimag, Government of Ulaanbaatar City,   and the local governments of Bayanzurkh District (UB), Songinokhairkhan District (UB), Altai Soum (Khovd) and Chandmani Soum (Khovd); The Education Center of Khovd Aimag; Khovd University; UNICEF; and local and international NGOs such as World Vision and Save the Children Fund.

The purpose of the MTR is to provide an objective assessment of progress made by SCR towards its objectives and the likelihood of it meeting its overall objectives by 2013; to identify opportunities for improving performance. In addition, the MTR is required to comment on the continued relevance of SCR to national and local development priorities. It will be used to promote organizational learning within SCR.

The Terms of Reference, shown at Appendix A, require that the MTR be structured in line with the five main DAC (Development Assistant Criteria) criteria, relevance, efficiency, effectiveness, outcome and sustainability. The key questions associated with these criteria are:

- Relevance: Are the project goal, objective and outputs consistent with national and local priorities? Is there a need for a strategic shift?
- Efficiency: Is there clarity of objectives, indicators and benchmarks? Are objectives being achieved and are overall objectives likely to be achieved?
- Effectiveness: Are implementation, project selection, project appraisal, project monitoring and financial control converting available resources into intended outputs?
- Outcomes: Are outputs contributing to the expected outcomes as defined in the objectives of the LFA?
- Sustainability: Is there financial and conceptual ownership by stakeholders? Will activities and their impacts continue when external support is withdrawn?

In Section III questions of relevance and efficiency are examined at program level; issues of effectiveness, outcome and sustainability are examined at component level. Specific questions were applied to the program as a whole and to components as required by the Terms of Reference.

Table 1. Questions to be answered

General information	Convergent basic social services	Dormitory	Social work education	Advocacy
Are the project activities being implemented in accordance with the scheduled plan?	Are there any contribution from and cooperation between CBSS staffs and other stakeholders?	Has children's living environment been improved at dormitory? Any evidence or proof?	Has the teachers' knowledge and abilities been improved through the improvement of specific courses or course materials?	How/at what extend do decision-makers contribute (or share resources) to raise public awareness on child reights and improve qualifications of such staffs?
What are the improved changes as a result of activities under CBSS, Dormitory, Social workf education and Advicacy components?	Have the local authority and community adopted any of project activities in their work practice? If so, what activities? How are they going on?	At what extent do the dormitory activities impact to change children's behavior and attitude?	How and at what extent has the quality practical training improved?	
What challenges are faced to achieve goals and objectives?	What are the people's perception of CBSS? Are there any efforts and follow-up actions to maintain behavior-changing initiatives after the project?		What are main outcomes of trainings aimed to enhance social work students' knowledge, attitude, and communication skills?	What challenging issues are there within advocacy work?

What percentage of target groups have benefited the project?	Are the project activities relevant to local development programs?		At what extent have the project activities affected professional qualifications and skills?	Are there any activities that can be implemented successfully within advocacy work?
Are the target groups satisfied with project activities implemented up to date?			Are there any changes in people's perception of social workers' functions as a result of advocacy work implemented within SWE component?	
Are there any unexpected incidents occurred?			Are teachers' ethics improved?	
Do the local authorities contribute resources to implementation of project activities?				

2.2. The survey method

The MTR was limited in resources and had to cover a large area. It was known from the outset that several days would be spent travelling. The travel schedule is shown at Appendix B. The travel was necessary to see a broad spectrum of program activity; and included Altai Soum which is the most distant place from a NLM office in which SCR is working. This soum was purposively selected and gave the members of the team who went there an opportunity to face the geographic reality of SCR. A map of Khovd Aimag, showing the soums in which SCR is working, and the distances from Khovd Aimag centre, where the NLM office is situated, is shown at Appendix D.

As stated above, the program has four components. The evaluators covered all the components visiting three dormitories, Khovd University which is the main partner for the social work education component, one soum in Khovd and three khoroos in two districts in Ulaanbaatar where CBSS is being implemented and Javalghant soum in Khovd Aimag centre where the advocacy component is being implemented. The categories of people contacted are shown in the list of activities in Appendix B.

There were three evaluators on the team. Even though they were supported by staff members from SCR and from partner organizations, this still only provided for two teams of two for the work in Altai soum, Erdenburen and Must soums; three in Khovd Aimag centre and in Bayunzurkh district; and two teams of two in Songinokhairkhan District. These were added to occasionally by roving team members who took on ad hoc roles, whilst fulfilling their own jobs in the areas we visited.

One weakness of the review was that there was no time in Khovd to orientate the persons who were expected to join the teams from partner organizations or from Khovd SCR office. They were supported by the professional evaluators and we do not believe that this has affected the results. However, SCR should seriously consider the benefits of including people in evaluation teams who cannot have at least one days' orientation before the work starts.

The small number of people and the limited time in each place meant that quantitative methods of investigation could not be used. The teams relied on qualitative methods, triangulation of information whenever possible, and meetings with a large range of stakeholders. These methods are listed in detail in Appendix B. Broadly they included:

- Observation, including transect walks with dormitory children, and spot checks;
- Interviews with key informants;
- Workshops with dormitory children, and also with Young Journalists in Jargalant.
- Meetings with Local Working Groups and
- Bellwether interviews with key informants (as described in Section *.*)

Stakeholders who were consulted were:

- herder families in rural situations,
- families in khoroo or soum centers, who had had the opportunity to take part in the FES,
- children living in dormitories,
- parents with children in dormitories,
- Young Journalists Club,
- Professionals actively involved in SCR activities, including school staff, dormitory staff, doctors and local government social workers
- Professionals not actively involved in SCR activities,
- Khovd University staff,
- SCR Working Groups

3. FINDINGS AND ALALYSIS

a. Relevance of "Strengthening Children's Rights" Project to national and local policy statements

The mid-term evaluation team has reviewed the relevance of main activities of the SCR project to the national and local policy statements.

National level: The project strategy, as stated in the Project document[2], appears relevant to the "National Program on Child Protection and Development Program 2001-2010" approved by the Government of Mongolia. This national program was approved under Government Resolution #245 on December 4, 2002 and has seven chapters. Second chapter of the program[3,] titled "Program mission statement, priorities and principles", indicates priority areas, such as protecting children from poverty, discrimination, violence, abuse and potential risks; promoting children's participation; improving access to education and information services; and strengthening family- and community-based basic social services targeted to children.

Moreover, in Chapter 3 titled "Program scope, goals, expected outcomes and main activities", five main areas are identified. For instance, (i) Child friendly legal reforms, (ii) Healthy and safe environment for children, (iii) Quality education and upbringing for Children, (iv) Family-based child protection, (v) Children and youth's participation and information access.

> "Child rights and development" project document have been developed in line with the "National Program on Child Protection and Development Program 2001-2010" approved by the Mongolian Government, and based on national policy documents such as "UN Convention on rights of the child"; "National declaration to implement UNCRC recommendation" jointly endorsed by the Government of Mongolia, National Authority for Children and UND; "Economic growth support and poverty reduction strategy - 2003"; and "Social security sector strategy" approved by the Government of Mongolia, among others.
>
> Desk review, October 2011

Moreover, a key component of SCR Project is based on Convergent Basic Social Service. Program jointly implemented by the Government of Mongolia and UNICEF in 2007-2011.

> The UNICEF Convergent Basic Social Service Program has aimed to promote child

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[2] Norwegian Lutheran Mission, Strengthening Children's Rights Project 2009-2013. 19-20 pages

[3] "National Program on Child Protection and Development Program 2001-2010" approved by Mongolian Government. www.legalinfo.mn

development factors in comprehensive manners and to strengthen capacity of households and social service providers, in order to improve equal access to basic social services among children. Desk review, October 2010

In addition, desk review exercises have revealed that the SCR Project document and its references and facts, such as "Baseline assessment of dormitory needs", appear commonly based on project documents and other sources of international organizations, such as UNDP, UNICEF, Save the Children Japan and World Vision, rather than documents or statistics issued from the Government of Mongolia.

In many cases, Government activities may overlap with those of international organizations, yet implementation strategies and expected outcomes tend to vary commonly due to factors such as implementation coverage, timeframes, budgeting and political wills. Consequently, such situations can cause negative impacts, namely inefficient coordination of activities planned and based on different sources, poor deployment of resources and weak monitoring processes that were also observed during the mid-term review.

Local level: In Khovd aimag, Citizen's Representative Khural and Governor's Office are jointly implementing "Intelligent Khovd" Program (2008-2021)[4] alongside the SCR project. The "Intelligent Khovd" Program consists of 6 chapters and appendixes, while having identified priority goals such as children's health, pregnant women and new mothers' health and nutrition, good education among children and youths, establishing mobile ger-kindergartens and promoting 'intelligent' families.

Khovd aimag's "Intelligent Khovd" Program appears a long-term policy document aimed to promote local development through empowering people and raising their attitude and intellectual capacity. This initiative is encouraged by the Government and thus becoming a best practice. The Norwegian Lutheran Mission SCR project activities fully comply with objectives and goals of our Program and contribute to achieve them effectively.

Working group member,
Administrator of the Governor's office of Khovd province.
Focus group discussion. October, 2011.

The first key area of the SCR Project addresses "Community development" which aims to expand access and coverage of social services and improve household environment as the key foundation for child growth and upbringing. It conveniently complies with main

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[4] Khovd province, Citizen' s Representatives Khural, Governor's Office of Khovd province, Intelligent Khovd program 2008- 2021

objectives and goals of the above-mentioned policy document. Similarly, the second component – "Children in Dormitory" aimed "to improve better learning and living environment for children at school dormitory" has targeted specifically children living in the dormitory and focused on ensuring the child right to live in healthy and safe environment with proper communication atmosphere. In doing so, the approach evidently complies with concepts and objectives of both national and local government policy documents.

The third component titled "Social work education" addresses to strengthen professional assistance and services to ensure implementation of child rights and achieve objectives and goals set forth within child protection efforts. Even if indirectly, this component is also in line with policy concepts.

The "Social work education" component is relevant to the Social Security Sector Strategy (2003) [5] which addresses to improve social security and welfare services and to strengthen human resources in the sector.

Desk review, October, 2011

The mid-term review has found out that the SCR Project itself, its activities and objectives adequately comply with national and local government policy documents in many ways. Consequently, it has provided favorable opportunities to implement the planned project activities in cooperation with relevant local government agencies and to benefit their supports and assistance in such regards. Moreover, as a result of having planned the project activities based policy documents issued by various organizations of difference levels and with different resources, it has caused inefficient coordination with scattered focuses and weak deployment of resources, as observations suggest.

Although some documents used to develop the project document have already expired and follow-up reviews and conclusions were drawn out, the SCR Project has not integrated them in their further activities which have caused negative impacts to planning processes without any proper interim updates and modifications. Government policy progams often lack a monitoring and evaluation function which was also commonly observed for in policy documents that the SCR Project document was based on.

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[5]Strengthening Children's Rights Project Document, Norwegian Lutheran Mission-Mongolia 2009-2013, p26-27.

b. Program Efficiency

The evaluators saw the program staff working very hard and many activities taking place, or the results of those that had taken place; and the active involvement of many government employees. It is, however, difficult for the program to be efficient for two main reasons. The first reason is the confusion about the means through which the goal might be achieved, and the second is the weakness of the logical framework approach (LFA). These reasons are closely linked.

i.   What is SCR's Strategy?

Stakeholders understand that SCR aims to strengthen children's rights through attitudinal change leading to changed behavior. However, there are several views amongst the Program staff about the means by which this should be achieved. Three different concepts of the strategy SCR should be using to achieve its objectives were identified.

1. The aims of SCR will be achieved by identifying and focusing on vulnerable families. People who hold this view think that the best way of achieving the objectives are by focusing interventions on vulnerable children and families.
2. The aims of SCR will be achieved by developing good governance through community participation. People who hold this view think that the Family Empowerment Strategy and child and parental involvement in dormitories is the key to better governance, better services and strengthened children's rights.
3. The aims of SCR will be achieved by supporting local government. People who hold this view believe that the strengthening of local government, including through CIPs which support local government activity, will lead to strengthening of children's rights.

This difference in the way in which the Program is perceived internally, has led to disagreement about what activities should be undertaken. This is reflected in under-expenditure of the budget in 2011. Under-expenditure is clearly inefficient, but expenditure on unwarranted interventions would also be inefficient.

ii.   Logical Framework

The reason for the range of opinions on the strategy may result from weaknesses in the LFA, the key document relating to SCR's objectives and indicators. A member of staff involved with SCR since the planning stage admitted that the LFA had been constructed very quickly as deadlines approached. The working version of the LFA, shown at Appendix C, is a revision of the original. It is an improvement on the original; but it still lacks specificity; few indicators are robust enough to capture change attributable to SCR; and few means of verification are objective.

The task of reviewing and revising the LFA is one for the Project. It should be a constructive task that brings clarity of purpose and strategy to all stakeholders. However, we include some examples here to illustrate the problem. For example, five out of seven of the indicators at the objective level for CBSS relate to official statistics and the list of indicators does not relate to the list of means of verification. This bias lends weight to the third strategy mentioned above, that SCR should be working to support local government. It would be logical, if success looks like improved statistics from local government, to emphasize support to local governments. Arguably we see this in Altai Soum where structural CIPs related to local government functions have been implemented, such as, the fence built around the hospital and the garbage truck purchased.

An indicator for the Dormitory component at objective level is "child friendly, healthy, safe environment". This is not an indicator; it does not define what should be measured to show that the objective is being achieved.

The Assumptions column should contain descriptions of risks which are beyond the control of SCR. Most of the Assumptions listed for the Dormitory component are not "assumptions" in the technical sense of the word. For example, one assumption is "that the children and staff are interested in attending different training and get involved in making changes" and another is "that they start using their new knowledge". SCR should be able to

→ devise interesting and useful training that sparks the desire to change,

→ facilitate the development of a programme for change by the participants,

→ monitor the impact of the training

If SCR cannot do this then the assumption is a "killer assumption", which is one which should prevent a project from being started. By putting these assumptions in the LFA, SCR takes responsibility for its success off itself and takes the weight of proper project implementation off SCR staff and places it on the participants. This is wrong.

There is an actual killer assumption in the Dormitory component of the LFA. If as the LFA states, the Dormitory component can only succeed if "government will provide more money to dorms" then the component should never have been approved, or it should have been redesigned, or there should be a clear strategy for working with local government to reallocate budgets.

Indicators for the objective of the Social Work Education component are clearly weak and incomplete. This is not healthy at this stage of the Project. It may reflect the fact that "At a certain stage during the planning process the program considered not approaching

the social work education" (Program Document, p29). As a matter of urgency proper indicators must be developed for this component.

The Project Document states that "The details of the monitoring and evaluation program are still to be developed, however these will be planned in close collaboration with all key stakeholders to ensure sustainability." (SCR Program Document, p26). There is to date no monitoring and evaluation system. The development of a monitoring and evaluation system would have led to a revision of the logical framework as objectives have to be clearly defined before monitoring is possible, robust indicators and proxy indicators have to be developed and sources of data and their reliability have to be considered.

There are a number of examples of poor reporting, a few are included here. These examples are not meant to be blame any member of staff, we emphasize that poor systems lead to poor reporting.

Success is reported but not failure. Sustainability of activities is emphasized as important in the Project Document. It must always be expected that a small proportion of CIPs fail. However, management is accountable for funds spent and should know what has been and what has not been successful. When CIPs fail there is residual value in learning from the failure and thereby strengthening future CIPs.

iii.   Clarity

There is no plan of activities for the whole of the SCR life. Lists of activities to be undertaken each year exist. Although called annual plans, they are not really annual plans, as they do not define expected outcomes or link those outcomes with key objectives. These annual plans ensure that Field Officers are kept busy, but do not support them as professionals. Several project staff expressed their concern that trainings do not lead to changed behavior and, therefore, improved conditions for children, and that CIPs are neither "community initiated" nor are they properly managed to achieve SCR's objectives. These are some of the issues that should be addressed by annual plans. The annual planning process should

- check that outputs and immediate objectives remain relevant
- adjust them as necessary analyse what activities and tasks are necessary to deliver outcomes
- most importantly, enable SCR staff to raise their concerns about project activities and
- facilitate the discussion of ways to improve activities and outcomes.

SCR's objectives lack clarity, some indicators are not robust and some means of verification are not objective, it is, therefore, difficult to state whether SCR is efficient,

according to DAC criteria. The task of commenting on SCR's efficiency is even more difficult, because the reporting, although regular, is of poor quality. Again it must be emphasized that this does not reflect on individual project staff. If they do not have good reporting structures then they are unlikely to produce good reports. Anyone who has been involved in project implementation knows that reporting comes low on practitioners' priorities.

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   a. Reporting success, but not failure, is apparent in Khovd where. Until the evaluators visited SCR has not been informed that the garbage truck, bought under a CIP, had broken down. The breakdown is apparently terminal. A local entrepreneur has now started a waste removal business, charging residents monthly for the service.
   b. We commend the use of the Most Significant Changes (MSC) method of recording change. However, we draw attention to the value of using a "negative" domain or "improvement" domain so that the results may be comprehensive. (See Davies, p17-22 especially p19).
2. Erroneous statements are included in reports without question. For example, "the project supported build-up of a standard public toilet. This has resulted in 100 people getting access to good sanitation." (Annual Report 2010, p12). The recognized norm is one public toilet to 20 persons. It does not take much imagination to realize that the provision of one toilet for 100 persons is not giving them "access to good sanitation". This statement should have been identified by management as suggesting poor practice within CIPs. In November 2011, the toilet was found to be broken and unusable. Its collapse was not mentioned in any report seen by the evaluators. More importantly the failures of CIPs were not part of any discussion on how to improve the Project.
3. There is no follow up on activities.
   a. A 2010 report says that under one CIP, 130 people received training and planted vegetables, although a 100 percent success take-up would be most unusual. There is no reported follow up to say whether those people

planted vegetables the following year, or whether any of their neighbors learned from them and themselves planted vegetables.

      b. In one khoroo we were told that mothers of five malnourished children were trained to cook inexpensive, nutritious food. They were each supposed to use the food to improve the health of their children and also to train five other women, who were supposed to train five other women. There is no reporting on `whether the original women are still using the nutritious foods; whether they have trained other women; and crucially, if they have, whether they have passed on accurate information.

4. The LFA is specific about one of the indicators for CBSS, that "all indicators within FEA turn more blue for every year, average of 10% by 2011 and 20% by 2013". However, data is not collected rigorously enough to make it possible to assess whether this is happening. During the Family Empowerment Assessment (FEA), each family assesses itself and then colors the indicators blue if achieved by the family or black if not achieved by the family. The data for all families is analyzed. Families are invited back to do the same exercise the following year. Unsurprisingly there is a dropout rate; some will have moved away and others will not be interested. The figures made available to the evaluators did not show differentiate between continuing families and new families. It would not be possible to derive year on year improvement figures from these reports. Once again, this failing should not be attributed to the Field Officers or others. If they are not provided with appropriate monitoring and evaluation tools, they cannot use them.

iv.   **Attribution of Effects**

The problem of attribution is best described with an example. In Songinokhairkhan, Khoroo 24, the Senior Doctor at the Family Clinic organized training. SCR contributed the funds for snacks, and coordination activities through its field staff. The doctor undertook the training and the khoroo provided space to hold the training. The doctor believes that the training had positive and measureable effects. How much of this change can be attributed to SCR?

There are complex technical answers to this question. However, it is probably better that SCR adopts a very simple but transparent approach, reporting what it's contribution is to each activity and what local contributions are, and reporting the outcome. SCR could then consider its role in making things happen. Is SCR using its resources to achieve the greatest impact, or is it backstopping activities which would have taken place anyway?

v.   **Are Objectives Achievable?**

In early discussion, the evaluators questioned whether SCR could be evaluated, given the standard of the LFA, the lack of robust indicators and the lack of monitoring information. Faced with this problem, the evaluators developed simple evaluation criteria. They looked for changes relating to SCR activities and outcomes from those changes. From these observations effectiveness and outcomes was assessed.

As the Project stands, measurable outcomes are likely to be disappointing. However, if SCR can focus its activities, define its criteria for success, and monitor outputs and outcomes then it may ultimately contribute to the strengthening of children are rights to an extent that equates to the resources being invested in the project.

4. CONVERGENT BASIC SOCIAL SERVICES

The immediate objective as stated in the LFA for CBSS is "to promote the rights of the child by expanding and enhancing access to and the scope of social services and improving family conditions within the target area." Activities of the CBSS are based on UNICEF's Family Empowerment Strategy (FES). "FES focuses on building the capacity of the family through an experiential learning process. The strategy expects that empowerment would lead to an effective demand for and utilization of basic social services necessary for growth and development of children." (UNICEF, p6) The Family Empowerment Strategy has great potential for developing a bottom-up participatory planning system at the local level; and resources are provided for this through Community Initiated Projects (CIPs). This is stated as a way of mitigating risk in the project. "We will focus at all levels to make activities participatory and strive for the people themselves to make decisions and changes. For the different activities it will be important to have detailed written agreements concerning responsibility and plans for phasing out." (p16)

4.1. Effectiveness

Completing the Ger Chart
FES starts with the completion of a Ger Chart by each family involved. They assess their household based on 44 indicators.[6] There should then be continuous self-monitoring to move from black to blue, with the ultimate objective being an entirely blue Ger Chart. Some indicators cannot "turn blue" without inputs from the local government, such as safe drinking water, others can turn blue through the family's own efforts, such as, use of iodized salt.

Most participants, trainers and interested government officials said families found this exercise useful. However, evaluators noted two limitations of the process.

1. The process did not yield the same outputs for vulnerable families as they did not have the resources to make changes to their lives. One vulnerable family could not grow vegetables because their hashaa (plot in Ger area) was not fenced. This family had been herders until they lost their animals in the zud (national disaster). They said that they had attended four trainings and had appreciated them, but when asked how the Project could be improved said, "We do not need trainings; we just have to live". The Project needs more ideas about how to the reach the vulnerable and how to move them beyond passive involvement.

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[6] An earlier version of the Ger Chart, with fewer indicators, is shown in Appendix E.

2. From soum governors, to trainers to participants may people complained about the time it took to complete the training and analyze the information for their Ger Chart. One trainer said it had taken four hours to complete one session, and although the participants had been "very patient" with her, she felt that change was needed. One soum governor said that it went on too long to enable people to think seriously about each indicator. A number of recommendations were made for improving the training and are presented in the Recommendations section below.

- Reduce the number of indicators (which UNICEF has now done for its follow-up programme "Family Development Plan", in which there are only 20 indicators)
- Group the indicators and have different sessions for different groups of indicators. Especially, it was suggested that indicators which were specific to certain types of household, such, those regarding small children should only be introduced to relevant households, which might include the recently married, as well as families with small children.
- Improve training methods, using multi-media perhaps and improving training of trainers and providing trainers with interesting training tools and good case studies. One training tool mentioned by many informants, but not specific to FES, was, in an effort to show men what it was like to be pregnant, asking the men to wear a 10kg bag of flour strapped to their abdomens for the duration of a training on safe pregnancy.

Analysis of the Ger Charts – Opportunities Lost

CBSS includes funds for projects at soum or khoroo level. These projects are termed community initiated projects (CIPs) and their selection should be based on the analysis of all the ger charts. The number of families taking part in this exercise is impressive, with over 700 being involved one year in one khoroo, for example. Clearly it is difficult to undertake this exercise en masse, a number of training sessions are held where families are told why each indicator has been chosen and then asked to assess their household. We were told be by several informants within each group, that people in one group become aware of each other's circumstances. The results from each group are passed to the local government Working Group for analysis and to use to develop CIPS. However, the evaluators found no understanding from FES participants that the CIPs were based on the combined results from the household analysis. A clear opportunity to develop community planning capabilities is being lost.

Community Initiated Projects

There are four types of CIP and the evaluators recommend that they are monitored differently. To differentiate between the CIPs we term them;

- 'life skills training' where the training may lead to behavior change which can only be monitored in the medium to long term, such as, conflict management;
- 'budget stretching' where training may lead to immediate and measurable change, such as, vegetable growing and nutritious cooking;
- 'volunteer training' where volunteers are trained as health volunteers, for example; and
- 'structural', where construction or significant investment is required.

It is unclear to the evaluators whether the **life skills trainings** are a project rolled out in all areas regardless of the analysis of the Ger Charts or whether the results are so similar that a similar training curriculum is needed in each soum. There is an example in Songinokhairkhan District of the Working Group initiating a "Men's Health Day" which is not part of the usual curriculum. Either way a number of people suggested that there be a curriculum with regular training and programs for change in between trainings. These would then exist separately from the CIP selection.

Many informants said that their families are benefitting from involvement in FES analysis and the trainings which follow. One woman was very proud that her family now had a completely blue Ger Chart, but she was clearly well off. A doctor, who has been trained as a facilitator for FES, said she had found the FES process useful. It had not told her anything she did not know already, but it had made her determine to change things in her life and her household. Her daughter, who had accompanied her to trainings, had herself learned a lot. She had recommended to their neighbor not to chew the baby's food as it took the nutrients from the food. Interestingly, the neighbor had not responded to this, but had changed her behavior after attending a training provided by the Project. The doctor pointed out that learning is a process, and one moves from knowledge to behavioral change gradually. It is positive that the Project is effecting change in middle income families, but the Project needs to consider how also to reach less advantaged families, and how to work out whether it is reaching such families. Currently, the Project does not know who it is reaching and what effect it is having as there is no systematic monitoring process.

Most informants stated that they had found the life skills and the budget stretching trainings useful. For example;

> "After attending the training about Communication with Children, I started to be very open with the children and listened to the children."

> "After attending the vegetable training, we have improved our diet. We understand the importance of vegetables in the diet, we can eat what we grow."

> "We have developed a greater awareness of our neighborhood and the importance of pulling together as a community. When a woman in a vulnerable family delivered recently, she had nothing, and many of us gave her some things for the baby to help her. That's why NLM should be supporting community participation and encouraging everyone to join in."

Although more people than expected were positive about trainings, there are indications that the trainings are becoming less attractive. Some local government officials are finding it more difficult to attract attendance at the trainings or not trying so hard. This is unsurprising and there were several recommendations for improving the trainings. These included:

- Have a comprehensive training programme, with a regular timetable and follow-up activities provided by the trainers so that people have a framework for implementing the recommendations.
- Ensure the subjects are of interest to the local community, and that there are recommendations for changed behavior which can be applied by most of the community.

The evaluators recommend that SCR implements a participatory monitoring system so that improvements in the community can be recorded and most importantly, interest maintained in the programme. This should be part of a community mobilization process. In addition, SCR should monitor attendance at the training to see who is attending and whether the trainings are reaching the groups who are most in need.

Training of Volunteers
Some training of trainers or volunteers is undertaken by SCR as CIPs. These include the training of health volunteers. None of the evaluators are medically qualified, and none of the SCR staff are medically qualified; but NLM does have ongoing medical projects and medical professionals on its staff in Mongolia. Certain issues have been noted and passed on to the evaluators by NLM staff. Perhaps the most important issue is the need for there to be effective communication and cooperation between NLM projects, to ensure efficient use of resources and good practice.

Certain practices were witnessed by an NLM staff member at the SCR assisted Ger Clinic; including the attendance to an open wound by a health volunteer without using latex gloves. The Program believes that the Ger Clinic is providing 500 consultations per month. It is reasonable to accept the Program's statement that many of the people seeking medical help there would not otherwise go for treatment as they cannot afford to travel to the Family Health Clinic. However, the standards and practices at the ger clinic must be

adequate. NLM should undertake quality assurance at this, and any other medical facilities supported through CIPs, through occasional spot checks by its medical staff.

4.2. Outcomes

The outcomes from the CBSS are affected by the quality of the local government. A member of one Working Group said, "The outcome of the Project is dependent on the quality of the soum governor". The evaluators saw better outcomes where there were more active local officials. Thus, for example, in Songinokhairkhan, the Doctor at the Family Clinic had been very active in engaging, not only with SCR but also with other project. He and his colleagues had created a well-appointed and well equipped clinic, with many child friendly features. He pointed out that part of their success had been because of the close relationship between the doctors and social worker. It may not be possible for SCR to vet the local government before selecting a khoroo or soum. However, the choice will impact upon the outcomes and this should not be underestimated by Project managers.

There is anecdotal evidence that Ger Charts are turning from black to blue, but as discussed in above better monitoring and more rigorous analysis is needed to quantify the effects properly.

NLM has encouraged family vegetable plots since the 1990s, with some pioneering work under Selenge Development Program. It is discouraging that lessons from that program have not been integrated into SCR. Evaluators found a range of outcomes from this CIP.

- Some participants said that they had benefitted from eating the produce. One participant said, "Some neighbours also planted potatoes. Because the potatoes are free, now they can spend more money on better meat and better types of rice."
- Others said that they had benefitted from selling the produce. For example, one family said that they used the money from the sales to make a small playground for their children, including a paddling pool, a flower bed for the summer, and seeds for the following year. This family is amongst a group of families who could afford to buy their own seed and is now growing tomatoes and cucumbers, not just the potatoes which were supplied at the training.
- There were reported there were reported incidents of participants eating the seed potatoes they were given. There is bound to be some drop outs and failures in such an activity, but SCR must monitor to find out the scale of the problem.

Evaluators were told of very poor yields in Altai soum. These were attributed to the use of extensive rather than intensive cultivation.

Structural CIPs were the most contentious aspect of CBSS. Project selection and appraisal were found to be weak; leading to negative impacts and wasted resources. A number of examples are presented below.

1. The Working Group in Altai Soum identified the need for a solid waste removal truck as a CIP. It is not clear how this need was identified from the FES. There was no sanitary landfill where the waste could be dumped. SCR management in Khovd denied any responsibility for the procurement of the truck. The soum governor purchased the truck whilst in Ulaanbaatar. Other soum government officials questioned the appropriateness of the vehicle stating that the wheels were too small, for example. This raises serious issues about SCR's procurement processes. Community members said the truck had not been working for a year. This is not reported in the SCR reports nor was it mentioned in the soum meeting either by the soum governor or by the SCR manager. Solid waste removal is currently being undertaken by a private venture using their own tractor and charging less than the amount that was being charged by the local government. Is this a case of corrupt practices or appalling management?

2. The Working Group in Altai Soum identified the need for a fence to be built around the hospital as a CIP. Community members raised issues about the quality of the fence. It is not clear how it would be possible to identify this CIP from the FES process. There are no indicators that could lead to this being prioritized. Was the proper process ignored? How was procurement and construction monitored? How was quality control assured?

3. In Bayanzurkh District, Khoroo 11, a standard toilet was built to serve 100 people. Again this suggests poor project appraisal as one toilet was clearly insufficient. This toilet can no longer be used as the structure has collapsed. Whether the collapse is due to poor design or poor construction could not be ascertained. However, separately informants mentioned that when assistance is given by SCR for building standard toilets, recipients "cut corners" to save money or minimize their own contribution. People reporting this had themselves had assistance for building a standard toilet, and were angry that others had acquired additional benefits through cheating.

These examples should set serious alarm bells ringing in SCR. Not only do these examples evidence wasted resources, but they may encourage the idea that cheating and even corruption are acceptable. *(*It was reported by team leader Lesley J Dove but two national consultants didn't agree this opinion. Moreover she hadn't provided the evidence regarding this issue yet).*

Songinokhairkhan district and khoroo,

In Songinokhairkhan, a playground has been constructed. The playground itself looks good, but is situated above a seasonal watercourse. On brief inspection it did not seem as if adequate culverts had been constructed to ensure the integrity of the structure during and following the rainy season. The playground sits between two roads and access is therefore dangerous.

However, at all meetings with government employees the importance of some "visible" CIPs was mentioned. If structural CIPs are to continue, they must be based on the FES process; be linked to analysis of the Ger Charts; be properly appraised and include from the outset a management and participatory monitoring system.

Finishing this section on a high note, it should be noted that in Songinokhairkhan the analysis of the FES process was used by the Working Group to lobby for a safe drinking water source, which was paid for by the District. This is an excellent example of how the process should be working.

4.3. Sustainability

The FEA process leaves every participating household with a way of monitoring themselves. However, some informants questioned whether interest in the FEA will be sustained when there is no external stimulus after the Project ends. The governor of Chandmani soum suggested putting a picture of a wrestler on the cover of the Ger Chart Workbook. This would, he said, encourage them to pin the book up and that would remind them about the process. It was interesting that no-one offered to show the evaluators their Ger Chart, although some said they did have one.

One woman said that the way to ensure continuation of the FES process was to develop community mobilizes from within the community. She suggested that a cadre of volunteers could be trained to facilitate the process, even after the trainers moved away or were promoted. Others stated that the process could not be sustained unless it was included into the khoroo plans.

The issue of sustainability was raised by a soum governor. He said that CIPs such as "ger kindergartens" could not be sustainable unless adopted at Aimag level. He said that this should be a consideration before any CIP was approved. In Ulaanbaatar, the evaluators were told that the city no longer supports ger kindergartens as they cannot have appropriate standards. If this is the case what will be the fate of the SCR supported ger kindergarten?

The family doctor from Songinokhairkhan has been promoted and his eagerness and application has been transferred to another hospital[7]. This is only one example of the transfers that are a natural part of government structures, and, therefore, effect any program which operates through government structures. Middle level staff mentioned the loss of several active members of government staff, and they count this as a reason for underachievement. SCR must develop strategies whereby the Project is not dependent on individuals who should be expected to move sooner or later. That strategy would probably focus on local residents.

4.4. Conclusion

CBSS has huge potential; but it is as yet not fulfilling its potential. FES should be a powerful tool for promoting community participation. The Mongolian government is encouraging citizen involvement in decision making. SCR is wasting an opportunity to promote decision-making by citizens through meaningful community participation. SCR could be at the cutting edge of the move from top-down to community planning and accountability. However, to do so would require providing skills in participatory development for the field staff and renewed commitment from all stakeholders.

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[7] Despite his transfer, he took two buses to get to the meeting with the evaluators.

5. DORMITORY

"Children in Dormitory" is one key component of the SCR Project that aims to create favorable learning and living environment for children at dormitory. In this regard, the SCP Project conducted a baseline assessment of needs among target groups including (i) children in dormitories, (ii) parents of children in dormitories, (iii) dormitory teachers and (iv)soum authorities in 2009-2011. Based on findings, the Project has organized various trainings.[8]

In the project document, expected outcomes are indicated in the following ways:

➢ Improved dormitory conditions and environment by 30% in compliance with the national standards;
➢ Created child friendly, healthy, safety environment;
➢ Improved cooperation between soum authority and community members;
➢ Improved life skills of children in dormitory; and positive changes in communications, behavior and attitudes in 50% of children in dormitory.

5.1. Effectiveness

In order to measure achievements and outcomes of activities implemented within the project, the mid-term review team has employed the methods , including (i) desk review, (ii) semi-structured interview, (iii) group work or workshop, (iv) observation and transect walk, to collect relevant information from children in dormitories, their parents, local authorities, and professionals involved.

Efforts aimed to measure and verify outcomes of project activities with quantitative values, have been advantageous to make the criteria measurable and objective, but children's mobility finishing schools or moving from dormitory make it hard to maintain continuous measuring from time to time.

> Expected outcomes predict "improved life skills of children in dormitory; and positive changes in communications, behavior and attitudes in 50% of children in dormitory".
> *Desk review, October, 2011*

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[8] Norwegian Lutheran Mission. Strengthening Children's Rights Project 2009-2013. 19-20, LFA Matrix (revised on 1st Febrary, 2011)

Children living in dormitory are aware of and participate in trainings and activities implemented by the Project, as observed during the review processes. However, training outcomes and subsequent changes tend to vary among children, as observed during workshops. Although children appear to have good knowledge and understanding of child rights, they cannot talk much about self-confidence, decision-making, planning, empathy, oral hygiene and releasing stress. Some talked, but with no confidence.

The workshop was conducted among 24 children studying in secondary and high schools and living in the dormitory of Altai soum, Khovd aimag. During the workshop, children talked about "child rights" very well, yet they were inconfident when discussing "life skills" and "communications" and did not talk about "sexual education" at all.

Focus group discussion with children secondary schools of
Altai soum and Erdeneburen soum, Khovd aimg.
November, 2011

Similarly, during parents' focus group discussion, it appears that parents have very positive regards towards project activities. They easily respond to questions about "child rights" trainings and their understanding on communicating with children kindly and upbringing with positive ways and their relevance, but mentioned little about trainings on children's sexual education and promoting other behavioural changes within dormitory.

Within SCR project, four survey studies, including baseline assessments and focus group discussions, were conducted, while 24 trainings held on 20 topics such as child rights, communications culture and self-confidence among four different target groups. In addition, 2,000$ were donated in cash to improve the dormitory conditions and environment.

Desk review, October, 2011

This suggests that although trainings were linked with one another, the large numbers of trainings make it difficult for participants to acquire relevant knowledge and skills and also trainings could not consider and specify competence levels of participants.

Interview: Child rights and child upbringing trainings held by NLM have seemed very helpful. Seemingly, we parents look after our livestock most of the time, so cannot learn new things, nor communicate with our children properly. Not only me, but also our neighbors say that those who attended those training tend and try to change their behaviors and attitudes. I don't remember some training topics. As time goes by, I get to forget some.

Mother of child living in dormitory. November, 2011

As findings of focus group discussions suggest, two thirds of children of Altai and Erdeneburen soum schools think that certain changes took place within the dormitory. In particular, positive changes happened in regard to living in healthy environment, exercising the right to education and expressing viewpoints freely. However, no specific changes were observed in areas, namely life skills, including social survival, communications culture, respecting others, tolerance and helping others, as noted.

Findings of micro-questionnaires (distributed during the focus group discussion) with open questions "if any violence and abuse occur between student and student, teacher and student, or staff and student" revealed that violence and abuse incidents have reduced effectively. However, 9 out of 12 students answered that bigger children bully and demand money from younger children and dormitory staffs pressure dormitory children to do their works (i.e. works to be done by staffs themselves). Also, it should be noted that female students mentioned about sexual abuse cases from male peers.

> There are cases that boys touch, hug and kiss girls. It's very difficult for us girls and we cannot tell to teachers, as we feel very shy about it.
> *Micro-questionnaire/Focus group discussion*
> *Khovd Erdeneburen, 15 years old girl*
> *November, 2011.*

Dormitory teachers say that positive changes have occurred as a result of project trainings. For instance, Dormitory teachers of Altai and Erdeneburen soum schools mentioned the following changes:

- Acquired knowledge of main responsibility of dormitory teachers and improved skills of planning and executing works;
- Better progresses in communications with children, respecting their rights, and more open, friendly and constructive communications;
- Good cooperation between dormitory teachers and other staffs, and improved attitude to help one another and team spirit.

In Altai soum, the dormitory building of school was built just 2 years ago that the children living in dormitory, their parents and community members have positive judgment. Also dormitory conditions have improved in Erdeneburen soum and the parents want their children to stay in the dormitory, as said. Moreover, during transect walk children's rooms appear comfortable and warm and the dining room also looks clean and in compliance with hygiene standards. Children participated in observation have mainly complained about the quality of meals.

Some children could not specify any particular changes occurred in their lives at dormitory, yet only one student mentioned that the one important change is free access to computers in the child development room established by the NLM. Local staffs and community members have high regards toward benefits and outcomes of the SCR Project activities implemented at dormitories. In particular, community members' judgment mainly focused on physical environment of the dormitory, while staffs relate the changes with their own functions and responsibilities. For instance, GPs positively note improved hygiene situations at dormitories and among children, while social workers appreciate parents' care and attention towards their children.

5.2. Sustainability

Dormitory children's knowledge and understanding of child rights, participation and life skills quite improved, yet their real life practices, behaviours and attitudes appear still weak, as observed. Possible reasons behind poor implementation may depend on (i) inertia of mentality seen difficult to change in only three years and so requiring more efforts and time, (ii) narrow targeting focused on only dormitory children who separates dormitory children from non-dormitory children and create differences in their perceptions.

Despite effort to train peer trainers in order to maintain sustainability of children's participation and of the project outcome through peer trainers conducting trainings for the other children, these activities still appears to be inconsistent and not regular. In addition, training topics appear too scattered and taught only once so that their impacts are not ensured and maintained effectively.

Local stakeholders support activities implemented within the project, yet lack of any initiative to deploy resources and/or to maintain sustainability, as observed during the review processes. For instance, working group members of Altai and Erdenburen soums mentioned that there are needs to be addressed, yet delayed due to lack of budget funds and resources. Such needs include trainings and physical refurbishment of dormitories implemented within the Project. Although teachers who attended project trainings normally have positive satisfaction towards project activities, there is one old threat that poor retention of those teachers might cause negative impacts to sustainability of the project initiatives and outcomes.

When interviewing dormitory teachers, those interviewed 3 teachers expressed their support and appreciation to project trainings and other activities, but want to work at the school as teachers to teach subjects majored in the university. It shows that this kind of

turnover mobility of dormitory teachers may cause negative impacts to the project sustainability.

<div align="right">Khovd aimag. Interview, November 2011.</div>

Although dormitory staffs also evaluate trainings positively, they could not tell anything how they used or implement what they learned in their work in details. In particular, they lock the wash rooms because the children make mess in the morning and evening. As a result, over 100 students have to use only washroom with two washbasins within the 3-storeyed dormitory building. It shows that they lack of or simply ignore children's health, hygiene and safe living and learning environment required at the dormitory.

Child Development Room and wash rooms are locked and restricted access morning and evening peak hours, while wash rooms in some floors remain locked. Thus, children are difficult with proper access to water and sanitation facilities. When asked about reasons from the dormitory receptionist, the person explained that children make mess in the room.

<div align="right">Khovd Altai, Observation November, 2011</div>

Since respecting children's rights and communicating with them properly are not included in dormitory staffs' job description and performance evaluation criteria, the normal required practices are hindered by subjective factors, such as one's personality.

Generally, local staffs and community members who participated in the mid-term review have provided positive judgment towards SCR Project outcomes and impacts. However, community members tend to appreciate improved physical environment at the dormitory, while professional staffs linked impacts with their functions and responsibilities. For instance, GPs positively note improved hygiene situations at dormitories and among children, while social workers appreciate parents' care and attention towards their children

> The shop keeper of the small shop near the dormitory noted "Dormitory children often buy sweets and fruits. As this new dormitory is new and comfortable compared to that in the old soum centre, dormitory children seem very happy. Teachers and staffs treat children very well".

5.3. Conclusion

- The SCR Project activities planned within its "Dormitory" component have been implemented in accordance with relevant procedures, reached out target groups and impacted behavioural changes among them, as revealed during the mid-term review.

- Although expected outcomes are planned to be measured with quantitative figures such as *50% of dormitory children*, it seemed unrealistic due to high mobility in dormitories and schools.
- Target group members, including parents, staffs and dormitory teachers involved in the mid-term review, have expressed positive judgment about project activities.
- Too many training topics scattered and burdensome to target group members make training contents more complicated and confused that are likely to cause negative impacts to realization of training knowledge and skills in practice.
- As dormitory teachers' salary and social status appear lower than school teachers, many of them commonly want to change their jobs. It may also impact project sustainability negatively.
- Despite efforts to train peer trainers and to ensure peer trainers teaching their peers after attending trainers' trainings in order to maintain sustainability of children's participation and project outcomes, there are no established mechanisms and environment, nor consistent guidance or monitoring functions currently. Thus, trainings take place only once, but not consistently.
- As dormitories have high mobility, the number of children attending project trainings and parents' patterns are not consistent which may also cause negative impacts to project outcomes and sustainability.
- Normally, the number of students studying in the school is 7-8 times bigger than the children living in the dormitory, as statistics suggest. In case no changes have occurred in school environment and new initiavies are not consistently practiced, they cannot easily become behavior, but tend to be forgotten easily. Thus, the fact that the project focus narrows down the target group to only dormitory children, may cause dissemination of project outcomes and impacts.

6. SOCIAL WORK EDUCATION

One key component of the SCR Project addresses to promote "Social work education" in Khovd aimag.

6.1 Effectiveness

Within the SCR project, a Counseling and Resource Room was set up at the Social Work Center under the Department of Psychology and Pedagogy, Foreign Language and Culture School, Khovd University. This service aims to improve practices skills and knowledge of both professors and students, yet it is necessary to ensure relevant guidelines and methodology to provide professional services to clients. Moreover, extra-curricular classes activities were implemented for social work students which has provided opportunities to students to develop themselves and to grow in areas they want to get specialized.

The project has allowed social work professors and students to organize and attend trainings, to share experiences and to expand cooperation, and thus further provided positive impacts to improve social work education and training curriculum, methodology and efficiency, in consequence.

It is important to evaluate training outcomes, to determine further needs and to ensure integration and consistency of trainings, in order to improve efficiency of the ongoing trainings. In addition, social workers have learned to communicate with clients and people with disabilities which positively impacted to improve professional core values, such as focusing and targeting to vulnerable groups and respecting different aspects of individuals.

Similarly, improving students' skills to develop project proposals would help them develop, implement, evaluate projects targeted to community issues and enhance their skills to prepare documents.

> Participation and engagement in project activities implemented by NLM have contributed to strenthen our practical skills and knowledge. We learned to treat people equally despite their sexual orientation.
>
> *Focus group discussion, Social work students, Khovd University.*
> *November 2011*

Additional procurement of professional textbooks, manuals and other relevant books has shown positive impacts to professional development of professors and students, yet it is

important to consider to increase their quantity and quality, in particular publishing textbooks and manuals suited to local peculiarities can allow improve overall efficiency.

Moreover, the counseling room has been refurbished and equipped with relevant technical equipment and tools that helped improve teaching methodology employ e-learning techniques and allowed professors and students to organize lessons based on PowerPoint presentations.

What kind of NLM -SCR activities have you participated?

- Developing project proposals;
- Study and attend club activities at the new Counseling room;
- Attended communications ethics training;
- Rehearse and participate in dramas at Khovd TV studio;
- Participate in role plays of case studies, write narratives about them and send to the local TV channel: Attended the training on communicating with people with disabilities.

As a result of implementing advocacy work targeting practical training facilities, involved parties – the practical training supervisor (professor), students and host organizations providing practical training sites – have to conclude a triangle contract further. This new procedure has contributed with positive impacts in many areas, such as to develop and approve the field work plan, guidance and procedure; to provide students with professional guidance; to maintain monitoring of students during the field work period; to update the field work manual; to enhance students' and professors' skills to conduct research studies; and to improve efficiency of field work. Further, it is important to provide non-professional supervisors (who supervise during field work) with professional guidance on social work practical training, and teaching methodology through relevant training, to improve cooperation and partnerships and to expand field work with on-job trainings, in order to improve the quality of field work.

As a result of awareness raising activities aimed to promote social work within the project, it is observed that general public understandings of and attitude towards social work have changed positively.

There are positive changes. We often provide regular information to the general public. For instance, TV programs mainly focus on social work and such relevant programs. Previously, people did not have proper knowledge and understanding of social work. Some thought that a 'social worker' is Governor's assistant. Things changed that people

now know what they can expect from social workers and how to cooperate with them

Focus group discussion, Social work lecturers, Khovd University.
November 2011

6.2. Conclusion

As a result of implementing sub-project initiates and activities aimed to promote social work education within the component "Social work" under the SCR Project, positive changes and impacts were observed in terms of professional development among social work professors and students, enhancement of curriculum and syllabus, as well as improved learning environment. Notably, information dissemination about project activities appears weak. Thus, it is necessary to publicize the project among the general public, to engage them in project activities and to encourage social work students to participate in such activities actively.

7. ADVOCACY

Section 3.2.2. above, recommends that the LFA should be reviewed. The indicator for success of the Advocacy component at Immediate Objective level is that "at least three decisions on implementing CRC made by respective ministries and agencies". This is a high level outcome for the component activities which mainly take place at real or virtual community level. This indicator needs to be revised.

7.1. Effectiveness

The Advocacy component of SCR has gone through a number of changes. This shows that the Program is capable of learning and developing, and should be seen as a positive process. The original project design had advocacy in each of the other three components. This was seen as cumbersome, and the effects were watered down. Advocacy was separated out as a "stand alone" component. In this situation advocacy has had some successes, described below, but the Program has identified the need for Advocacy to have more focus. Advocacy is now trying to focus on specific issues relevant to the other components. For example, Advocacy is working on a television documentary that highlights issues in dormitories. Particularly the fact that too few dormitory teachers are appointed to each dormitory – the legal ratio is 1:50 children, the ratio is often 1:100.

A question as to the appropriate place for Advocacy in the structure of the project still remains and should be settled by discussion within the Program.

Advocacy has several activities which enable advocacy messages to be disseminated very cost-effectively.

1. SCR inherited two cartoon characters, Soosoi and Bumbuulei, from a previous NLM project. These are powerful characters not least because they are the first local Mongolian cartoon characters to have been developed entirely in Mongolia.
    a. They appear on posters published by NLM which state and illustrate the rights and corresponding responsibilities of the child. The posters are used by other organizations, notably World Vision, who has asked for them to be reprinted.
    b. Soosoi and Bumbuulei appear in programs made by Dream TV, Mongolia's only national children's television station.
    c. They are painted on walls and gates in Songinokhairkhan at the suggestion of local children.
2. The Young Journalists' Club in Khovd has been making a series of television programs on children's rights, which are broadcast by Khovd TV. SCR may be under investing in this activity. Members of the Club were able to talk very knowledgably about children's rights and the organizations who should be

promoting them as shown at Appendix F. However, they are maybe being asked to do too much.

    a. They require more help writing the programmes. They are concerned that their programmes are weak because SCR only gives them a general idea for an episode. Help could be in the form of more comprehensive outlines for the programmes or training by professionals on aspects of programme writing.

    b. Though most of the members are over 18, SCR should still be careful not to exploit them. None of the Young Journalists are paid, and perhaps pay would be inappropriate. However, SCR should consider what incentives are appropriate, for example, opportunities for substantive training or certificates of achievement. One member said, "Just when we have built a good team in the Club, some young people drop out, because their parents complain that there is no payment for the young people, and they spend time there instead of studying."

In this regard cost-effectiveness does not necessarily mean least cost.

7.2. Outcomes

<u>Outcomes/Anecdotes</u>
The Young Journalists were able to provide a long list of anecdotes demonstrating that the programmes are having an impact. A few examples are:

"We made a programme about a homeless family with three children. Afterwards the local government gave them a ger."

"Some of the problems that we have highlighted seem to have decreased. There are fewer children out late in the evenings. Teachers are more aware of the problems of children from the countryside who live with family members and not in the dormitory."

"Parents say that they have learned about non-violent ways of disciplining children. Friends and classmates say parents have changed."

"My brother used to go out drinking with his peers when he argued with my parents. The boys encouraged each other into bad behavior. Since our programme on the danger of drink and drugs, he and his friends want to avoid bad influences."

"My mother has started to listen to my [younger] teenage sister now."

"In one dormitory the children undertook a survey to assess their most important information need. Based on this they asked for a programme on the child-teacher

relationship. This was a very effective programme, because it was initiated by the children."

As can be seen from this list, something is changing for some people. However, the project does not have ways to record changes, quantify (or qualify) them or to work out how much can be attributed to the Project and build on success.

<u>Interim Outcomes</u>
The ultimate objective of an advocacy programme may be a change in policy, but to evaluate or monitor the process requires an understanding of the likely interim outcomes which may help to bring about policy change. Does SCR have sufficient weight to effect change at ministerial or national agency level, as indicators in the LFA suggest it should? Its current approach could be described as developing awareness at a community level, and building relationships with journalists and media organizations with a view to adding to pressure for policy change.

As these interim outcomes have not been defined, the evaluators used a method of inquiry developed by the Harvard Family Research Project to determine where a policy issue or proposal is positioned on the policy agenda, called "Bellwether Interviews" (Coffman and Reed). Two relevant professionals who had been involved in SCR in some way were interviewed and one relevant professional who had not been involved was also interviewed. There were three interesting findings from this method of inquiry.

1. A fourth relevant professional had been asked for an interview but was "too busy" on the day, suggesting that she did not think the Program was important.
2. The two professionals who knew about the Program emphasized the need for improving children's rights from the start of the interviews, as would be expected. The professional who was not directly involved did not mention children's rights as important. However, once this doctor understood that we were talking about a programme on children's rights, she spoke at length about the problem.
3. The most important finding was that all three professionals spoke about the need to focus on vulnerable families.
   a. One said that SCR focused in Jargalant Soum in the middle of Khovd Aimag Centre where people "live in apartments" and are better off. Vulnerable families live in the ger areas in the bags, he said, and SCR should focus their efforts there. In the bag where he is employed as a social worker, he is aware of only two persons who have been involved in SCR trainings. He thinks the priority is for children, especially children of vulnerable families, to have after school leisure activities, such as a youth club, to keep them out of trouble.

    b. A teacher of English said that the emphasis should be on children from vulnerable families because they cannot afford school books or even uniforms. This makes studying difficult and leaves them open to bullying.[9]

    c. The doctor said that she was very concerned about the rights of vulnerable children in schools.

        i) She has evidence that children are "locked up" as a means of punishment by teachers. So children who are late for school are frightened to go because of what might happen to them. They are left out on the street all day and in harms way.

        ii) She sees children at the clinic asking for sick notes when they do not have money to pay for school renovations and classroom repairs. "Sometimes I give them a sick note, sometimes I give them the money", she said.

        iii) Poor children are often bullied. "As the teachers do not have a good attitude to poor children, how can other children be expected to have a good attitude toward them? Teachers should understand that all children have a right to an education, and not behave badly toward children because they are from poor families."

        iv) In the winter, children from poor families are employed as jockeys in horse racing, "they come to me for treatment when they are injured".

    d. The doctor expressed concern about young people's right to privacy. She said that if she has to refer a young person to hospital because of an unplanned pregnancy, needed abortion or sexually transmitted diseases, "everybody soon knows".

Can Advocacy work on all rights for all children throughout Mongolia? Should Advocacy work on general children's rights? Should Advocacy focus on initiatives emphasizing the rights of children from vulnerable households? The latter might include issues such as bullying, inclusivity, and children's rights to services regardless of their parents' economic status. Bullying and inclusivity affect all children.

7.3. Sustainability

As stated above, Soosoi and Bumbuulei are developing a life of their own. This is good and should be encouraged by SCR as it suggests sustainability. However, delightful little cartoon characters can be exploited as profit making merchandise and NLM should make steps with NAC to protect copyright of these characters.

Information about children's rights seep out of the project from other activities. Thus, in a shop in Altai soum a key informant interview with the shopkeeper turned into a mini

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[9] The local school provides 10 books, but 40 are needed. In addition, the Ministry of Education at national level provides one set of books for any poor family with more than four children.

focus group on the issues of child rights. Two customers had attended training on the issue of children's rights, one had not. The latter said that it was now illegal to say anything to discipline or check a child and that "our children will just be like horses". Another customer said that he was wrong, "Although our elders beat us, time has changed and it is not right to do that now". She also said that he was wrong and that no one was prevented from disciplining children verbally. That the subject is under discussion and people are able to debate it is very positive; and indicates that knowledge imparted in trainings is retained and is changing attitudes.

7.4. Conclusion

Advocacy has created relationships with active partners who are able to help to disseminate information about children's rights and to develop networks of people who have changed their behavior as a result of Advocacy activities and who may themselves become advocates. However, it may increase the impact of its activities if it focuses on issues of particular need, such as the rights of vulnerable children and an improved environment for them in school.

8. GENERAL CONCLUSIONS

Norwegian Lutheran Mission Mongolia is implementing project with the goal of "promoting rights of the child, improve condition of vulnerable children of target areas" in Ulaanbaatar and Khovd province. The project activities were focused on the following main areas such as community development, children in dormitories, and social work education from 2009 to 2011. To improve project activities, midterm review was conducted to identify main challenges, finding appropriate solutions for the project activities and the following recommendations were developed.

- Strengthening Children's Rights Project is one of the successful projects in Mongolia which is intending to contribute to the implementation of child right, to create healthy, safe environment for children.
- Project team works hard and with huge commitment that influences on project outcomes positively. In past year, project management team implements new initiatives for strengthening of project transparency, accountability and reporting.
- For instance, within project management level, there are some efforts are made to improve project implementation practices. There are: New templates: to improve implementation practices of CBSS: new templates were developed such as CBSS implementation regulation and requirement; CIP selection criteria; CIP development template; Contracting with CIP implementing partners
- Initial efforts making strategy for advocacy should be strengthened and continued; selection of specific provision of rights of the child and develop results based strategy
- Reporting templates which was in the draft stage and this activity should be continued and strengthened.
- Evaluation process witnessed number of positive results in all evaluated project components, in same time revealed concrete critical points that occurred within project implementation.
- In parallel with this, the evaluators did not find any proved evidence of corruption practices in considered project activities. Moreover, it is impossible to reveal corruption or bribery cases without serious financial auditing and reviewing of all related money transaction procedures. The evaluation team did not implement such activities that could give legal right to accuse someone in corrupted practices.
- However, it was clearly observed during the midterm review that the project focus is scattered into too wide audience, defined too many priority goals and objectives resulted into carrying great deal of activities in a short period of time which lead scattered and loss of human and financial resources.

- During the project development process national, international policy documents were reviewed and linked with the project policy was good, however, due to lack of analysis of these documents without careful consideration and an adjustment of funding availability, human and financial resources directly copied or imitated this lead into scattered focus, and to have many priority goals and objectives affected negatively to the final result as this is continuing.
- Strengthening Children's Rights project intending to increase participation of local partners and stakeholders however due to not having internal monitoring and appraisal system within the project management structure lead into poor result of project activities. This can be witnessed by Altai soum procurement of solid waste removal truck and now this is not working for a year, Ulaanbaatar Songinokhairkhan, Bayanzurkh district vegetable growing, building of standard toilet cases which they/target group people/ sell the seeds or misusing of construction materials given to build the toilet.
- With the similar reasons Ulaanbaatar the ger kindergartens were closed and equipments were transferred to local government, but it is not clear how the property was registered within the local government, and also the children who should attend in the ger kindergartens could not have the chance to attend and were excluded from being involved in the Ger kindergarten.
- Project team works hardly but according to project focus, they rely so much on local authorities in term of monitoring, reporting. But lack of accountability and responsibility among local government bodies creates vulnerability, in transparency for the project activities that requires from SCR project team to develop own monitoring system properly.

Besides above named general conclusions, we made related sub-conclusions by each component of the SCR project. They are:

A. Community development

The "Community development" component of the Strengthening Child Rights Project has implemented the planned activities adequately, reached out target groups and impacted their behavior and attitudes, as revealed by findings of the mid-term review.

In this regard, numerous actions and initiatives have been implemented successfully, while focusing child rights and targeting the local community; for instance, expanding access and coverage of social services to children and their families; improving physical environment of family group practices (a.k.a 'family hospitals') in order to enhance children's healthy and safe living in family settings and life quality; and organizing capacity building trainings on child rights, communications ethics and household livelihoods.

Trainings conducted with the project have provided various benefits to different target groups, as findings suggest. For instance, children and youths learned a lot from trainings on child rights, while adults enjoyed trainings aimed to diversify income sources and improve life skills. In general, project trainings targeted to local community members appear beneficial and useful. However, internal monitoring mechanisms were not conducted in place efficiently so some of target group members could not engage well and/or people misused project money handouts for different purposes.

B. Children in dormitory

Planned activities have been adequately implemented within the "Dormitory" component of the SCR Project, through reaching out to the target groups and changing their behavior and attitudes, as observed during the mid-term review.

Within this component, various capacity-building activities have been implemented to improve learning and living environment at dormitories, while targeting to children in dormitories, their parents, dormitory teachers and staffs, as well as local authorities. However, the following challenges have been observed:

It is seen advantageous to make efforts in measuring and verifying outcomes of Dormitory component activities with quantitative values, yet children's high mobility finishing schools or moving from dormitory make it hard to maintain continuous measuring and draw realistic results. The fact that expected outcomes are planned to be measured with quantitative figures such as 50% of dormitory children, is seen not optimal due to high mobility in dormitories and schools. Trainings have been organized based on findings of the baseline assessment conducted previously, yet the planning of project activities has not sufficiently integrated with information and data received. Trainings appear connected with one another, but too many training topics did not consider competence of target groups. Moreover, peer trainers have been trained, yet there is no established mechanism to conduct trainings regularly or to guide, supervise and monitor such trainings. Too many scattered and heavy training topics for the target group members make the training contents complicated and confusing and likely to cause negative impacts of realization of training knowledge and skills in practice. Target group members, including parents, staffs and dormitory teachers involved in the mid-term review, have expressed positive judgment about project activities. As dormitory teachers' salary and social status appear lower than school teachers, many of them commonly want to change their jobs. It may also impact project sustainability negatively. Despite efforts to train peer trainers and to ensure peer trainers teaching their peers after attending trainers' trainings in order to maintain sustainability of children's participation and project outcomes, there are no established mechanisms and environment, nor consistent guidance or monitoring functions currently. Thus, trainings take place only once, but not consistently. As dormitories have high mobility, the number of children attending project

trainings and parents' patterns are not consistent which may also cause negative impacts to project outcomes and sustainability. Normally, the number of students studying in the school is 7-8 times bigger than the children living in the dormitory, as statistics suggest. In case no changes have occurred in the school environment and new initiatives are not consistently practiced, they cannot easily become behavior, but tend to easily be forgotten. Thus, the fact that the project focus narrows down the target group to only dormitory children, may cause dissemination of project outcomes and impacts. Positive changes happened in regard to living in healthy environment, exercising the right to education and expressing viewpoints freely. However, no specific changes were observed in terms of life skills.

Children's rooms appeared comfortable and warm and the dining room also looked clean and in compliance with hygiene standards. Children participated in observation have mainly complained about the quality of meals.

Dormitory teachers improved knowledge and skills regarding main responsibilities of dormitory teachers, planning and executing their functions, communications with children, respecting their rights, but they are reluctant to continue doing their job.

It is not clear how dormitory staffs integrated learning from training in their work and their understanding of children's proper living and learning environment. There are cases of dormitory children being bullied by dormitory staffs and children of higher grades.

C. Social work education

Project assistance promoting social work education can be regarded as a valuable component of the Norwegian Government grants contributing to develop of human resources of Mongolia, in particular capacity building of professional personnel in one of the key areas.

The "Social work education" component of the Strengthening Child Rights Project has aimed to be an active partner in promoting the education sector and thus have implemented a number of activities successfully in terms of promoting the quality education for social work students and building up their capacity to becoming productive and responsible personnel after graduation. However, there are challenges observed, as follows:

- Within the SCR project, a Counseling and Resource Room was set up at the Social Work Center under the Department of Psychology and Pedagogy, Foreign Language and Culture School, Khovd University, but the service room cannot function properly in accordance with its purposes.

- Additional procurement of professional textbooks, manuals and other relevant books has been provided, yet it is necessary to increase their quantity and quality.

Implementation of advocacy work targeting to field work facilities, has contributed to positive impacts in many areas, such as to develop and approve the field work plan, guidance and procedure; to provide students with professional guidance; to maintain monitoring of students during the field work period; to update the field work manual; to enhance students' and professors' skills to conduct research studies; and to improve efficiency of field work. However, as the field work supervisors are often non-professionals, it is important to provide non-professional supervisors with professional guidance on social work field work and teaching methodology through relevant trainings.

As a result of awareness raising activities aimed to promote social work within the project, the general public understandings of social work have improved positively. However, insufficient information dissemination seems to limit engagement of all relevant students.

D. Advocacy

- Advocacy works have expanded cooperation and partnerships among stakeholders,
- These stakeholders and relevant institutions have contributed with active inputs to disseminate knowledge and awareness of child rights, set up networks among people changing their behaviors and attitudes as a result of advocacy work and strengthened capacity of people who can play key roles in further advocacy work.
- Advocacy work can improve its efficiency further, through focusing on priority issues. For instance, protecting rights of vulnerable children and improving their school environment can be next priority areas.

9. RECOMMENDATIONS

- The Strengthening Child Rights Project objectives and goals are in compliance with national and local government policy, yet it is recommended to analyze various policy documents referred to in the project document and develop policy options relevant to project resources and budget, in order to improve coordination of projects and deploy limited resources more efficiently.
- To redefine project objectives and strategies through revising project formulations consistently without internal conflicts;
- To narrow down project priorities based on project objectives, goals and expected outcomes, to improve project coordination and to enhance the current scattered situations;
- To strengthen internal monitoring system within the project management including reporting and accountability mechanisms;
- To organize relevant capacity building trainings for project team members in order to improve monitoring skills and efficiency. It is recommended to establish internal training system (for project staffs) which will help staff capacity building;
- To take urgent and consistent actions aimed to strengthen responsibility, transparency and accountability of project management ;
- To focus on sustainability of project achievements and to develop and implement policy to ensure that local government agencies or NGOs are capable to continue initiatives and strategies provided within the project;
- To introduce internal procurement processes, or adopt and utilize procurement procedures of international organizations, such as World Bank, Asian Development bank etc;
- To reduce and group existing topics of Dormitory component's and other trainings, to organize trainings regularly with consistent and coherent levels, to improve focused objectives and integration of trainings;
- To improve community capacity to deal with domestic violence, child negligence and any abuse situations, to strengthen social work education curriculum and syllabus in such regards;
- Top develop training programs to train field work supervisors, to ensure sustainable training of those supervisors, to enhance field work guidelines for teachers and students and other relevant documents;
- To expand coverage of trainings while narrowing down training topics, by covering all students, training managers and social workers which will positively impact to project sustainability;

- To ensure further activities of trained trainers through developing clear scheduled plans, coupled with proper operational conditions through participation of working groups and local community.
- To promote local community participation with purposes to ensure positive impacts and efficiency of project activities and to establish an internal monitoring system within the project management.

10. LITERATURE AND REFERENCES

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11. APPENDICES

Appendix A

Terms of Reference for midterm review

1.   General information

BN no.   10663:
Norad no.:   (*To be filled in by NLM*)
Project name: Strengthening Children's Rights Project
Country: Mongolia

2.   Initiative

Strengthening Children's Rights project started in 2009 in Mongolia in two main locations: Khovd Province and Ulaanbaatar, the capital city, to support strengthening of the implementation of the rights of the child in Mongolia.

This midterm review is scheduled to be conducted in 2011 according to the Project Document. The review work will be lead and carried out by mix of external consultant and internal project management team and stakeholder representations.

Moreover, it is important to monitor and evaluate activities implemented since 2009 to assess project effectiveness and efficiency of the project.

3.   Purpose of the *Mid Term Review*

The Mid Term Review will provide an objective assessment of:

- progress made towards the objectives,
- the likelihood of the project meeting its overall objectives,
- relevance to national priority, national and local developmental policy and strategy, and
- opportunities for improving performance.

In particular, the review will concentrate on:

- Assessment of achievements, changes and results that SCR has contributed to within target areas compared to pre-implementation of the project
- Definition of the level of stakeholders' participation including primary and secondary stakeholders
- Promotion of organizational learning; to identify what worked well and what did not work well to achieve project goals and objectives, with recommendations developed to improve project implementation practices.

The review will be structured in line with the five main highlighted (DAC) criteria.

- Relevance: Are the project goal, objective and outputs still relevant to the beneficiaries and stakeholders and in line with national and local priorities?
- Efficiency: Does the project use resources in the most economical manner to achieve its objectives?
- Effectiveness: Are the activities achieving satisfactory results in relation to stated objectives?
- Outcome: What are the main results of the activities undertaken? – Intended, unintended positive and negative, including- social, economic environments affecting on individuals, families and communities
- Sustainability: Are the activities and their impact likely to continue when external support is withdrawn, and will it be more widely replicated and adopted?

4.   Scope of the review
- The review covers project period from 2009-mid 2011
- Total budget for this review is USD 16, 425 in two main locations as in Ulaanbaatar and Khovd
- This review is a mix of internal and external evaluators

5.   Project presentation
Strengthening Children's Rights Project has been implementing since 2009 in Mongolia in two main geographical target locations: Khovd, the regional center for the 5 western provinces of Mongolia, and Ulaanbaatar, the capital. The project is scheduled to run from 2009 to 2013. The main goal of the project is to promote the rights of the child and improve the situation of vulnerable children in the target areas.

The main focus of the project is strengthening the rights of the child through various activities based on the needs of the community members, and children in the target areas.

The overall focus is to conduct activities based on the awareness raising and advocacy activities with an emphasis on the rights of the child, increasing competencies and capacity building of professionals, social workers and decision makers. The major strategy will include education, awareness raising and empowerment, from families in the community up to national authorities, to achieve maximum benefit and sustainability.

The direct beneficiaries of the project are children and their family members or parents, professionals working for children and decision makers. Project focuses on to improve the childhood of and opportunities for children in Mongolia. Further SCR hopes that this will contribute to help children to grow up in an environment where their rights are not violated and they are able to enjoy their rights. The project sees children as a member of a family and a member of a community, and therefore sees it as most effective to include children, parents and professionals within the target group.

Within the project framework, NLM-M conducts activities within four different areas.

Community development activities (Convergent Basic Social Service activities) where children, families, community members and professionals are the main focus of the project activities. The aim is to enhance the access and scope of social services and to improve the family conditions which children grow up in. In this regard the main objective of the community development activity is "to promote the rights of the child by expanding and enhancing the access and the scope of social services and improving family conditions within the target area".

Within the dormitory activities the objective is" to ensure that the services provided and environment of dormitories conform with the convention of the rights of the child. Project works to improve the physical and psychological environment in local dormitories. The main target groups of the dormitory activities are parents of children living in dormitories, dormitory teachers, social workers and school & dormitory administrations.

Objective of the Social work education activities is "to improve the quality and standard of social work education" in this regard project is working to improve social work education in Khovd University in cooperation with university teachers, educational institutions. Main purpose is to contribute to improve higher education quality and enabling students to do more effective and responsible jobs in the future.

Advocacy and Awareness raising activity was an integral part of the project activities being as overall component for all activities. Since 2011, this component became a separate objective to make it easier and clearer to work with. The objective of the advocacy activity of SCR is "to improve public understanding on the rights of the child, build the capacity of professionals, decision makers to improve knowledge and change attitude about the rights of the child among decision makers to ensure the implementation of the conventions of the rights of the child".

6.   Questions to be answered

General questions to be covered for all components of the project:

- Has the project been implemented effectively?
- Are the activities carried out as planned?
- What have been the main challenges regarding implementation and sustainability of activities focusing on human, structural, financial & other environmental factors
- What are the areas of improvement in project implementation in the areas of CBSS, Dormitory, Social Work Education & Advocacy
- What are the challenges towards achieving identified objectives?
- What proportion of the target population is being served or benefitted?

- Is the target group satisfied with project activities delivered in the past?
- Are local resources available for the project activities implemented locally as local share and are they used properly?
- Has anything unexpected happened?
- Are administrative, financial and human resource functions handled in a good way by project management?
- How are project activities planned in compliance with local, national policy to ensure the sustainability?

Convergent Basic Social Service activity (CBSS)

- How was the partner contribution and cooperation with social welfare service providers and other related partners?
- Are there any activity sustained and taken over by the local community? What are they? How are they functioning?
- What are the community members understandings about CBSS, their efforts made for better change after the CBSS activities are implemented; learned skills, attitude, and enhanced knowledge?
- How are activities in line with local policies especially within CIPs?

Within dormitory the following main points should be carefully considered:

- How is dormitory children condition improved? What is the evidence?
- What is the condition of dormitories where SCR has been running activities comparing with dormitories where there was no projects implemented?
- How are trainings contributed to improve children's psychological environment in dormitories?
- How local contribution, shared resources has are affected to sustainability of the dormitory activities?

Social Work Education the following main points should be carefully considered:

- How are teachers' skills and knowledge and content of the specific course programs improved compared to previous years?
- How are the selected social work course programs quality standards compared with another similar university courses?
- How are the quality improvements of field work practice?
- What were the main results from the trainings organized towards improving students social work knowledge, skill, communication and attitude
- How have the project activities contributed to increase the professional's skills and knowledge?
- How has public understanding on social work is enhanced through advocacy work
- What are the changes made in teachers ethics

Advocacy:

- What were the main achievements regards to influence in decision makers to contribute to increasing the awareness, to improve public understanding on the rights of the child & to build the capacity of professionals and decision makers?
- What were the main challenges in the advocacy framework?
- What are the methods and activities that seem to work within advocacy activities?

Recommendation:

- Are there any specific recommendations how to improve the project performance, effectiveness, efficiency, sustainability and relevance regarding to reach the goal, objectives of the project?
- What types of skills and knowledge is required to achieve project overall goal and objectives to improve skills and competence among social workers, professionals & officers working with children?
- Are there any areas that further need improvements? What are they? Which and how should the project make corrective measures?
- What are the contributing factors towards positive results of the project? How these factors could be used for other activities?

7. Methodology:

The main review method will be qualitative to see qualitative results of activities which mean how much changes have we made, and how we made through our project activities. The main data collection methodology will be focus group survey based questionnaire and other related methods that will be developed by the research team according to the terms of reference of the review. Many stories of change is also collected through MSC method, which the consultants are encouraged to look into.

Main target informants will be key stakeholders, such as representatives from project partners, community members, professionals, local decision makers, students and dormitory children.

SCR will provide some guidelines and methods that external consultants will follow for the MTR.

The consultants are also encouraged to use some of the indicators from the log frame of the project, as well as the needs assessment conducted before the project started, base lines conducted at each dormitory before start up and the indicators within FEA (CBSS).

Within the log frame the indicators are both qualitative and quantitative, while within the other frameworks the majority is quantitative.

8. Sampling and limitations/delimitations

SCR is aiming to include (reduce the numbers) 120 people will be selected in the MTR as a representatives as beneficiaries and project stakeholders. This will include both Khovd and Ulaanbaatar project participants.

9.   Expected product presentations

Final report will be generated based on the main findings, analysis and recommendations. The main findings will be presented through workshop to the related stakeholders.

10.   The utilization of the review findings

The final report will contain recommendations for future improvement; define corrective measures and strategies which guide future improvement of the project. Recommendation will also include sustainability issues that identify appropriate ways of how SCR should work regarding that.

The review will provide information for project management, planning to improve project performance and effectiveness.

The final recommendation will be used for project management to find appropriate ways of improving project implementation & performance. Project management team, steering committee members will be responsible for follow up review recommendation.

11. Timeframe for review and reporting

Plan of Action SCR, MTR

Activities	July		August				September				October				November				December			
	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Development TOR	x	x																				
Finalize the TOR by CD & BN Norway					x	x																
Selection of experts, researchers; appoint the evaluation leader						x		x														
Review of project documents, baseline, relevant policy documents											x	x	x									
Orientation meeting with Evaluation team #1: 1. Present MTR goals and objectives											x	x										
2. Introduce evaluation team, plan of action agreed on the plans																						
3. Division of work tasks into groups, shared roles and responsibilities																						
4. Development of first draft of questionnaire & pilot																						
5. Finalize the timeframe of the field visits, data collection																						
Evaluation team meeting #2 1. Discussion on questionnaire & finalize														x								
Field data collection in Khovd														x	x	x						
Field data collection in Ulaanbaatar															x	x	x					

Activities	July		August				September				October				November				December			
	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Compiling data and analysis and first draft is developed																		x	x	x		
Team meeting #3 • Discuss the main findings • Discuss the first draft provide with feedback • Discussion on the recommendation get feedback from evaluation team																				x		
Report meeting																					x	x
Report writing &finalizing																					x	x

12.   Report format

The evaluation team will develop final report in English and Mongolian not exceeding 30 pages in the English version. The final report should include the following sections:

- Cover page
- Table of content
- Executive summary
- Body of the report:
    - Introduction
    - Purpose and specific objectives for the final review
    - Methodology employed
    - Findings
    - Analysis/discussions
    - Conclusion and recommendations
- Supporting data should be included in appendixes

Please see attached report writing guidelines that is developed by SCR consultant, Silje Odegard.

13.   Evaluation team:

The evaluation in general will be carried out by external experts though there will be NLM-M Country Director, SCR internal project management people, and representatives of project stakeholders will be included in the team. The project aim to include the following people in the evaluation team:

- One hired expatriate consultant
- Two hired national (Mongolian) consultant & field data collectors (the numbers will be identified with the discussion of evaluation team)
- Representatives from government organizations: one from Social Welfare and Service Agency, one from Ministry of Social Welfare and Labor, one from Ministry of Education, Science and Culture,

Team members from project management & partners' side:

- Representatives from related government organizations: one from NAC
- One from each two districts Social Welfare department (Bayanzurkh and Songinokhairkhan that will be working only in UB)
- Representation from NLM-M- Country director, project consultants (2), project leader, and project managers (2),
- Representation from aimag Social Welfare department & Education Department (only in Khovd)

Roles and responsibilities of external consultants:

1. Develop questionnaires based in the TOR for MTR (questionnaires for individual interview, focus group) and pilot and finalize the questionnaires
2. Lead focus group discussions, individual interview & meetings with various level stakeholders (grassroots to decision makers, project partners)
3. Field visit and data collection & analysis

4. Draft the MTR report and finalize report
5. Organize report meeting
6. Deliver final report and present summary of the report in the meeting with invited stakeholders

Project management & partner's role & responsibilities:

- Provide with all information and documents needed
- Help to organize field visit and meetings
- Provide with feedback on the questionnaire and finalize
- Attend in official meetings with related officials, organizations

Recruitment process:

During the recruitment SCR management will ensure to hire gender balanced consultants. Consultants will be invited through newspaper and public news.

14.   Facilitator: In Khovd province Ulziisaikhan, SCR Social Worker in Khovd will be responsible in arranging logistics in Khovd and Tsogbayar and Nergui Social worker and project officers will be responsible in Ulaanbaatar evaluation logistics.

15.   Budget: Estimated cost is USD 16, 425 that includes, travel costs in Khovd and Ulaanbaatar, external evaluators honorarium, DSA evaluation team and report meeting and printing cost.

16.   Attachments: Evaluators CVs, cost estimation or estimated budget is attached. Attached is CVs of two Mongolian consultants.

Appendix B   Timetable of Activities

Detailed Schedule Khovd Trip

Date time	Activity	Responsible officer	Additional preparation is needed?
October 31, 2011 Monday			
9:00-9:45	Pick up from Home to airport and fly to Khovd	Bayanmunkh, Ariunjargal, Driver: Ask NLM driver or Tsogo to drive may be needed 2 cars	
11:45 arrive	fly to Khovd		
12:45 by local time	Arrival in Khovd: In Khovd Tuvd will pick up us probably needed 2 cars.		
13:30-14:30	Accommodate in the hotel and have lunch	Enkhbayar, Densmaa book hotels in advance	
14:30-15:30	Meet with SCR Khovd staff	Enkhbayar, Soyolmaa, Ulzii, Sainbileg	Project leader will introduce some parts of the review work
15:30-18:00	Meeting with stakeholders at the Governor's office	Enkhbayar, Densmaa, Soyolmaa, Ulzii, Sainbileg	
18:00-19:00	Dinner		
19:00-21:00	Group or team work		
November 1st, 2011, Tuesday Group One			
8:00 am	Departure to **Altai Soum**	Before the departure Enkhbayar will inform soum people to be arrange local people	Khovd to Altai trip will take one whole day (315km approximately)
November 2nd, 2011 Wednesday Group One			
8.30 am-9:30	Meeting with local authorities to introduce the visit and purpose of the MTR		
10:00-12:30	Evaluation	Evaluation team	
12:30-13:30	Lunch		
13:30 - 18:30	Evaluation	Evaluation team	
18:30-19:30	Dinner		
19:30-21:00	Team work		
November 3rd 2011, Thursday, Group one			
7 am	Departure to Khovd		315 km around

Date time	Activity	Responsible officer	Additional preparation is needed?
3 pm	Arrive and have lunch		
4 pm - 6pm	Team work		
November 4th 2011, Friday, Group one			
9 am-12	Work in Jargalant soum (Khovd centre)		
12-1pm	Lunch		
1pm -6 pm	Work in Jargalant soum (Khovd centre)		
November 5th 2011, Saturday, Group one			
9 am-12	Work in with Khovd WG members		
12-1pm	Lunch		
1pm	To UB		
November 1st, 2011, Tuesday Group Two			
8 am 13	Depart to **Must**		
13.00–14.00	Lunch		
14.00-18.00	Meeting with local authorities and starts evaluation		
18.30-19.30	Dinner		
19:30-21:00	Team work		
November 2nd, 2011, Wednesday, Group two			
9am - 15:30	Work in Must		
Departure to Khovd	Lunch		
There will be working time in Must will be Tuesday afternoon and Wednesday morning.			
November 3rd, Thursday, Group two			
8 am - 9:30	Meeting Erdeneburen		
9:30-17:00	Evaluation		
November 4th, Friday, Group two Work with rest of the stakeholders in Khovd University and Jargalant soum people and evaluation team will decide			
Project Leader and Enkhbayar consultant Silje will be working on the interviews of dormitory social worker			
November 5th, Saturday, Group two			
9 am-12	Work in with Khovd WG members		
12-1pm	Lunch		
1pm	To UB		

Detailed Activity Timetables

Must and Erdeneburen - Dormitories Only

Only the meetings in bold are fixed. This timetable is optimal. However, if the timing of the meetings is very inconvenient then rearrange, but ensure we meet everyone and have the same amount of time with them.

Start	Finish	Grp 2	Activity
8.30	**9.30**	**A,B**	**Meeting with local authorities to introduce the visit and purpose of the MTR (Fixed)**
10.00	12.30	A	Dormitory Workshop Please organise 12 students who have lived in the dormitory for at least 3 years. These should be High School Students. Ensure a gender balance. If there are not enough High School students who meet this criteria then include secondary students.
10.00	10.30	B	Semi-structured interview – School Principle
10.30	12.30	B	Dormitory Transect Walk Please organise 4 Secondary Students who have lived in the dormitory for at least three years. Ensure a gender balance.
13.30	14.00	A	Semi-structured interview – Local professional Please organise a meeting with a local doctor, social worker, policeman or teacher
13.30	14.00	B	Semi-structured interview – Local professional This meeting should be with a professional of a different specialism from the one above.
14.00	14.30	A	Semi-structured interview – Dormitory staff member (Housekeeper)
14.00	14.30	B	Semi-structured interview - Dormitory staff member (Guard)
14.30	15.00	A	Semi-structured interview - Dormitory staff member (Dormitory Teacher)
14.30	15.00	B	Semi-structured interview - Dormitory staff member (Cook)
15.00	15.30	A	Semi-structured interview – Neighbour We don't think it is necessary to plan these – we could call at a house at random.
15.00	15.30	B	Semi-structured interview – Local Shop We don't think it is necessary to plan these – we could call at a shop at random
15.30	16.00	C	Semi-structured interview – Neighbour We don't think it is necessary to plan these – we could call at a house at random

Dormitories and CBSS – Altai

Only the meetings in bold are fixed. This timetable is optimal. However, if the timing of the meetings is very inconvenient then rearrange, but ensure we meet everyone and have the same amount of time with them.

Dormitory (See notes above)

Start	Finish	Grp 1	Activity
8.30	9.30	A, B	Meeting with local authorities to introduce the visit and purpose of the MTR
10.00	12.30	A	Dormitory Workshop
10.00	10.30	B	Semi-structured interview – School Principle
10.30	12.30	B	Dormitory Transect Walk
13.30	14.00	A	Semi-structured interview – Local professional
13.30	14.00	B	Semi-structured interview – Local professional
14.00	14.30	A	Semi-structured interview – Dormitory staff member
14.00	14.30	B	Semi-structured interview - Dormitory staff member
14.30	15.00	A	Semi-structured interview - Dormitory staff member
14.30	15.00	B	Semi-structured interview - Dormitory staff member
15.00	15.30	A	Semi-structured interview – Neighbour
15.00	15.30	B	Semi-structured interview – Local Shop
15.30	16.00	A	Semi-structured interview – Neighbour

CBSS

Start	Finish	Grp 1	Activity
16.00	16.30	A	Semi-structured interview – Family Please organise an interview with a family (or family member) who is involved in the FEA or other activities BUT not CIP beneficiary
16.00	16.30	B	Semi-structured interview – Family Please organise an interview with a family (or family member) who is involved in the FEA or other activities BUT not CIP beneficiary
16.30	17.00	A	Semi-structured interview – Professional We should speak to someone we have not spoken to in the morning.
16.30	17.00	B	Semi-structured interview – CIP beneficiary Please organise an interview with a CIP beneficiary
17.00	17.30	A	Semi-structured interview - CIP beneficiary Please organise an interview with a CIP beneficiary
17.00	17.30	B	Semi-structured interview – Head of Department of Social

			Development

After these meetings or in the evening could we meet with any students who have attended the trainings by NLM for half an hour and at the same time, but in a different room, the student Board members.

4th November 2011

Advocacy – Jargalant

Start	Finish	Who	Activity
10.00	12.30	L+U & T	Workshop with members of Young Persons Journalist Group
13.30	14.15	L+U & T	Bellweather interview with professional or decision maker involved in project
14.15	15.00	L+U & T	Bellweather interview with professional or decision maker involved in project
15.00	15.45	L+U & T	Bellweather interview with professional or decision maker not involved in project
15.45	16.30	L+U & T	Bellweather interview with professional or decision maker not involved in project

Social Work Educators

Start	Finish	Who	Activity
9.30	12.00	U + U	Focus Group with 8-10 students who have taken part in field work or in the "extra" courses
9.30	10.15	M + E	Semi structured interview with one member of Faculty Member (Department of Pedagogy and Psychology, School of Foreign Language and Culture) who have supervised field work or taken part in summer school
10.15	11.00	M + E	Semi structured interview with one member of Faculty Member (Department of Pedagogy and Psychology, School of Foreign Language and Culture)who have supervised field work or taken part in summer school
11.00	11.45	M + E	Semi structured interview with one member of Faculty Member (Department of Pedagogy and Psychology, School of Foreign Language and Culture)who have supervised field work or taken part in summer school
11.45	12.30	M + E	Semi structured interview with Educational Manager School of Foreign Language and Culture, Khovd University
13.30	16.00	U +U	Focus Group with 8-10 students who have **NOT** taken part in field work or in the "extra" courses

Detailed Activity Timetables

1 hour Travel time	BZD – 11th	November 8th
20 mins travel time	BZD – 24th	November 9th
45 mins travel time	SHD – 24th	November 10th

Start	Finish	Who	Activity
9.00	10.00		Travel to Khoroo
10.00	10.45	A	Meet with Working Group
10.00	10.45	B	Semi-structured interview – Professional not in working group
10.45	11.30	A	Semi-structured interview – Community member
10.45	11.30	B	Semi-structured interview – Community member
11.30	12.15	A	Semi-structured interview – Community member
11.30	12.15	B	Semi-structured interview – Community member
13.30	14.15	A	Semi-structured interview – Community member
13.30	14.15	B	Semi-structured interview – Community member
14.15	15.00	A	Semi-structured interview – Community member
14.15	15.00	B	Semi-structured interview – Community member
15.30	16.00	A, B	Semi-structured interview – Head of Department of Social Development (District Level) **Thursday 10th November only**

Community members

2 x Level 1   Attended FEA training

2 x Level 2   Attended FEA training and "passive" training

2 x Level 3   Attended FEA training and "active" training

2 x Level 4   Is actively involved in project – developing physical CIP or as volunteer or as trainer

Of these 8 at least 3 should be female headed households

 Logical Framework Analysis

Revised on 1st February, 2011

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
Development goal			
To promote the rights of the child and improve the situation of vulnerable children in the target areas	Include some national statistics that are also used in the project document		- that we get a good cooperation with the people, government and other partners
Immediate objectives			
Community development			
To promote the rights of the child by expanding and enhancing the access to and the scope of social services and improving family conditions within the target area	− All indicators within FEA more blue for every year, average of 10% by 2011 and 20% by 2013 − Decreased by 50% comparing to 2008 in official statistics in the khoroo/soum regarding school drop outs by June, 2013 − Reached at 95% in official statistics in the khoroo/soum regarding regnant ladies attending monitoring from the family clinic within the first trimester by June, 2013 − Decreased by 20% comparing to 2008 in official statistics in the khoroo/soum regarding transmittable stomach diseases by June, 2013 − Increased by 20% comparing to 2008 in official statistics in the	FEA report CBSS reports from khoroos and soums MSC stories report Official statistics from khoroos and soums Observation by SCR staff Research result	− that people see the rights of the child as important and right − willingness to get involved and participate from men and women of target groups as equally and in social activities − willingness to get involved and participate, support from partners and local government − Communities are willing to seek the social service

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	khoroo and soum regarding preschool education by June, 2013. – Increased at least by three in social service accessibility in target areas by June, 2013. – 40% of total respondents among target groups answered that they satisfied with the CBSS through satisfactory survey in 2013		
1) Dormitory			

To ensure that the services provided and the environment of dormitories conform with the convention of the rights of the child	**After the project phased out in 2013:**
	– The facilities at the dormitories are according to the national standard for dormitories increased by 30% than the current level
	  - Created a child friendly, healthy, safer environment.
	  - Improved cooperation of soum and community
	  - Increased life skills of dormitory children and at least 50 % of them improved their communication and attitude.
		Baseline survey by SCR project and compare it to final evaluation survey
		Pre-post tests trainings done by khoroo and SCR staff
		MSC stories collected by SCR
			– that the given things stays at the dorms
			– that they start using their new knowledge
			– Negative influence on result due to high repair expenses on building
			– that government will provide more money to the dorms
			– that the children and staff are interested in attending different trainings and get involved in making changes
			– that the dormitory management are willing to use of their resources themselves and make new priorities

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
			– Partners who prepared by the project are possible to not working due to an election, movement, temporary dormitory teachers. It will have negative influence.
2) Social work education			
To improve the quality and standards of the social work education	- The overall standard of the education increased (some numbers needed…) - Supervisor, students and teachers trained before field work - The field work established at the dormitories is sustaining and continuing after SCR stopped working at those dormitories	Base Line numbers needed	– old social workers and field work supervisors are willing to go new ways – universities and students willing to go new ways and cooperate with us and each other - government willing to work to improve knowledge and skills for social workers
3) Advocacy on child rights			
Positive attitude and increased knowledge and understanding on the rights of the children among decision makers and officers at national level through enhancing implementation of CRC.	– At least 3 decisions on implementing CRC made by respective ministries and agencies.	Decision made	
Outputs			
1) Community			

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
development			
1.1 Community was empowered to initiate effective positive changes	- At least 500 families within each target area in Ulaanbaatar involved in FEA every year - At least 70% of all the families within each target area in Khovd involved in FEA every year - Over 90% of target families who attended in FEA attend again in next year FEA	FEA report	− Communities have willingness to attend in FEA − Local has an interest to support training activities
1.2.the community members together with the local government developed and implemented projects in the community	- Minimum 3 CIPs developed and implemented in each target area every year within the project implementation period	Khoroo and soum CIPs implementation report	− Service quality and accessibility of social service organizations improved
1.3. a healthy and safer place for children to grow up	− Black colors in indicators 1-4,6, 13-20,28-30 in "make-my-ger-blue" chart reduced by 10% in 2011 and 20% in 2013 as average − 15% and 30% of story tellers of MCS said that created a healthy and safer place for children to grow up in 2011 and 2013 respectively - Working group (WG) implement projects on the background of the results in FEA - WG and trainers meet at least once a year to talk about how to improve the CBSS work on	FEA MSC story reports	− Target group community members have willingness to create a healthy and safer place for children to grow up (active participation in creating the place)

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	khoroo/soum level, NLM receiving report from this meeting		
1.4. Improved communication between families, children, teachers and social workers	- Indicator 24-30 in "make-my-ger-blue" chart 7% more blue color in 2011 and 15 % by FEA result in 2013 as average − Community and clients who seeking assistance and service from social workers increased by 2% and 5% in 2011 and 2013 respectively. − At least 25% of community who attended in collecting MCS stories said that improved communication.	FEA report Pre and post survey MSC report	− Improved community communication
1.5. Improved knowledge, skills and awareness among the target group on the rights of the child	− 60% of the target group attend trainings on the rights of the child at least once in every year within the project implementation period − Knowledge and awareness among the target group on the rights of the child are over 30% as a good, 40% as average at post-test − Indicator 1 and 13-20 and 24-30 on "make-my-ger-blue"-chart 10% more blue in 2011 and 20% in 2013 as average	Training report FEA report Line review report	− Community members of target groups have willingness to implement child positive disciplinary methods

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
1.6. The local government started listening more carefully to the people	- Working group (WG) develop and implement projects on the background of the results in FEA - WG and trainers meet at least once a year to talk about how to improve the CBSS work on khoroo/soum level, NLM receiving report from this meeting	Meeting minute Khoroo and soum working group report	– Active cooperation between authorities of khoroo, soum and communities
2) Dormitory			
2.1. Improved knowledge, awareness, skills and positive change in attitude among the teachers, staff, local administration, social workers and parents on the rights of the child and needs, ethic and moral, how to communicate and how to raise children in a good way	– 100% attend trainings conducted for teachers and staff within the first year at each selected dormitory and improved their knowledge and made positive changes in their work. – 70% attend 2 trainings conducted for parents within the first year at each selected dormitory and increased their knowledge on child rights as well as 30% had meeting once in a month with their children – 70% attend 2 trainings conducted for local authorities and social workers of the target soums within the first year and included at least 4 activities regarding implementation of the law on child rights in their action plan.	Training Record Form filled by SCR Pre-post tests SCR MSC stories collected by SCR and trainers Comment sheet after training	– Communication between parents and children will be improved – we don't assume all parents to be able to come from the countryside - that the children and staff see the importance of improving their situation - that the parents see this as important and manage to come to attend trainings -

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	− As can see from the MSC, knowledge on the communication and rights of the child, positive changes in attitude are over 30%.		
2.2.Improved knowledge, awareness, skills and positive change in attitude among the children on the rights of the child, life skills, communication and moral	- 100% attend trainings conducted for children at selected dormitories within the first year at each dormitory and the knowledge is improved by 20-30% at the post test − Life skill of children on the MSC improved by 30%. − Communication between teacher and children improved by 30%. − Children board is established at selected dormitories within the first 6 months. Members of children board organized training on life skill minimum as once in a week and taught by themselves.	Take comments after training and reflect these in work MSC stories collecting from children and staff	− Children start to know their rights well
2.3.Improved access to leisure activities and development for the children	− Each dormitory has a child development room -according to the needs at the selected dormitories small scale renovations/investments done during the first six months of work at those dormitories	Observation and interviews of staff or children	

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	– Minimum 30% of selected dormitory children attended in additional courses at soum and school. – Soum and local develop planning on children leisure activities which based on their resource and in correlation with leisure activities of dormitory. An action plan for children leisure activities is approved. – Dormitory teacher takes comments from children when develop leisure activity plan and it is increased by 30%. – Child development room in dormitory has regular activities and members of the children board organize training for peers in every week. - minimum one leisure activity a week available for children, initiated by children or adults, and carried out by children, staff or volunteers, at the dormitories, started within the first six months at each dormitory		
2.4. Improved relationship and cooperation between the dormitory and the community	- minimum two project in the community per school year conducted by the dormitory teachers, staff and children,	Observation and interviews of staff or children, introduce with implemented project reports in dormitory	– Governor office and other organizations of soum don't support always due to other busy schedule

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	communities − Minimum 5 initiatives from children are supported by local and soum − Minimum 2 activities for dormitory are supported by soum authorities and communities, NGOs		
2.5. Initiated a willingness among the authorities to look into alternative ways of doing schooling	- 3 meetings/dialogs with GOs and NGOs on alternative ways as ger schools, home schooling, school over radio etc started in 2011	Meeting minute	- willingness and cooperation from local and national authorities
2.6. Better collaboration between the social work education at Khovd University and dormitories in the target area	- the social work students conduct 2 trainings about the rights of the child and related topics during their field work at the dormitory for the children, 100% attending, increased by 20-30% at the post-test comparing to pre test - the students conduct 2 leisure activities once a week during their field work that can be continued by volunteers from the community or some of the older children at the dormitory	Student field work report	
2.7. A child friendly, healthy and safe environment for the children	− Dormitory teacher worked with child joint protection team regarding dormitory children issues − Child joint protection team meet with representatives of	Report on joint activity Agenda and minutes on conditional case Training Record Form filled by SCR Some other MOV needed	− Dormitory staff are willing to love their work, good communication with children − Ensured security and safe environment in dormitory, everybody follows it

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	children's board of dormitory once in a year - Internal and external lighting in dormitory - Hand washing place in dormitory. - Security plan in dormitory is developed and started to implement. - School dean and Education and Culture department rationalize job description of dormitory staff according to labour law, dormitory standard and it will be started to follow. - "Security plan for dormitory children" developed and followed it. /with NAC/ - Dormitory children health status improved by 30% - Psychological friendly environment for dormitory children increased by at least 30% comparing to previous - A child safer environment created and number of children who wake up due to afraid decreased by 30%. - Quality and accessibility of meal improved and number of children who feel being hungry	MSC stories Compare baseline survey to final review	- Parents send their children to their relatives in soum. Thus there is risk not to reduce being illness of children. - Child friendly, development, living environment

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	decreased by 30% – Small investment and equipments provided by SCR are used according to its purpose and utilization		
3) Social work education			
3.1. Increased professional knowledge and skills as well as knowledge on child protection and rights of professors and teachers at the social work education, Khovd university	-X teachers who attended in X trainings had presentation on how to implement their new obtained knowledge after attending the trainings in their daily work. include their new knowledge in their first semester's teaching plan after attending the course and teach according to the plan – at least two teachers attends summer school each year – Made changes in teaching plan and agenda of X teachers who attended in the trainings	MSC- ХБӨТ Багшийн ажлыг дүгнэх журам харах Satisfactory survey Teacher report	– good relationship and cooperation with the universities, associations, policy makers and other NGOs – that we find good and high capacity and human resource institutions to work together with
3.2. Reached at the same level as social work curriculum and context among universities.	– Made changes and amendments in the social work curriculum and context of X numbers of universities according to the standard by October, 2011 – Got accreditation on the social work curriculum and context of	Compare previous curriculum and planning to the current	– that the universities are willing to look into their system and curriculum and improve them. – Khovd University works and adheres according to approved standard for its activities

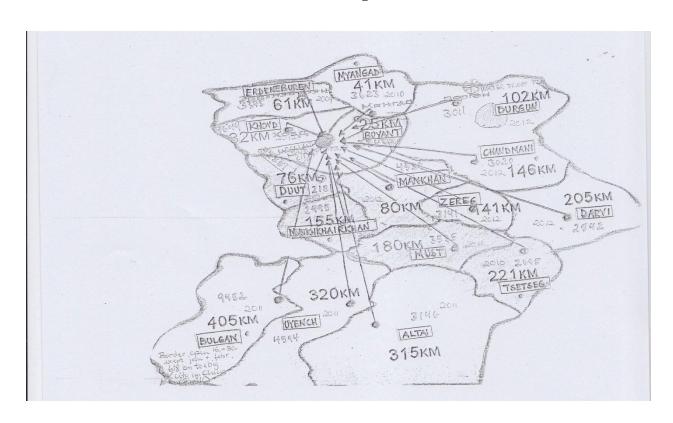| OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	more than X numbers of universities by June, 2013		
3.3. More efficient and effective field work for social work students at Khovd University	– X field work teachers attended annually at least once in professional training. – X students did their field work in X dormitories annually during the project implementation period – Students had willingness to seek possible ways to do field mission in dormitory and approved it by respective authorities and decision makers. – Field work guidance that confirms with the uniqueness of Khovd University made and introduced and provided , used to students, supervisors and field work teachers	Training Record Form filled by SCR Student field mission report	– Improved cooperation between universities, Khovd University, secondary schools of Jargalant soum, government and non government organizations, dormitories.
3.4. Improved professional knowledge and skills among the social work students at Khovd University with main focus on communication, ethics and moral (look at linkage with 3.1)	– X students attended annually at least once in additional trainings on child rights, communication, moral and ethic except main curriculum – Level of knowledge of X students improved by 30% over 70% at the trainings'/ classes' post-test – Additional classes, other activities that improve	Pre and post training test Student self work report Teacher report Student satisfaction survey Interview	

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
	professional knowledge and skills of the students organized annually more than 2 times based on student needs		
3.5 A clearer understanding on the social workers' role and job description among decision makers and community in the target area	– Annually at least once in a year advocating and introducing role and job description of social workers for x % decision makers and community – Prepare and broadcast annually at least 3 programs advocating social work services including social worker role on the local TV and radio as well as at least one program on national broadcasting system – X% of social workers worked according to their job descriptions by June, 2013	Research work Interview	
3.6 Code of ethics for social workers approved	– Working group on developing code of ethics for social workers established by 2011 – Temporary ethic committee on social workers established by 2012 – Code of ethics for social workers approved – An umbrella organization established regarding social work professional associations and unions		

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
4) Advocacy on the child rights			
4.1 Serial advocating materials on CRC developed for decision makers, professionals and communities in target areas.	– Each year, an annual calendar with child rights messages printed and distributed – Each year at least one booklet developed and distributed regarding child rights and protection issues – Each year at least one TV program or short clip/movie made and broadcasted – At the end of the project period, at least one positive decision made regarding child rights issues	Resource materials Related decisions	– Willingness to use printed and published materials
4.2 Supported activities and capacity building within NAC.	– X% and X number of specialists and professionals are trained on child rights and protection. – Developed methodological guidance on working with children initiated by NAC – Delivered 4 child rights street billboard messages per year, in Khovd center and UB (since 2011)	Resource materials Training report	
4.3 Lobby and advocating activities implemented within the framework of activities in community	– At least two meetings are held at ministry level in a year	Meeting minutes	– Attitude changes among decision makers and made related decisions

OBJECTIVES	INDICATORS	MEANS OF VERIFICATIONS	ASSUMPTIONS
development, dormitory, and social work education.			

Map of Dormitory Sites in Khovd Aimag and Distance from SCR Office

in Khovd Aimag Centre

Ger Chart: Version with Original Indicators