

# FINAL REPORT

## SUMMATIVE EVALUATION of CHILD-CENTRED DISASTER RISK REDUCTION (CCDRR) PROJECT AFGHANISTAN

LEAD IMPLEMENTER, SAVE THE CHILDREN INTERNATIONAL, AFGHANISTAN  
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## LIST OF ACRONYMS AND ABBREVIATIONS

ANDMA	Afghanistan National Disaster Management Authority
ANDS	Afghanistan National Development Strategy
CBDRR	Community-Based Disaster Risk Reduction
CCDRR	Child-Centred Disaster Risk Reduction
CC	Child Council
CCCs	Core commitments for Children
CDCs	Community Development Councils
CERT	Community Emergency Response Team
CFS	Child Friendly Spaces
CPAN	Child Protection Action Network
CPC	Child Protection Committees
CPiE	Child Protection in Emergencies
DDMC	District Disaster Management Committee
DED	District Education Directorate
DIPECHO	Disaster Preparedness ECHO
DIP	Detailed Implementation Plan
DRR	Disaster Risk Reduction
EHHS	Evaluation Household Survey
EPPs	Emergency Preparedness Plans
EWS	Early Warning System
FGDs	Focus Group Discussions
HFA	Hyogo Framework for Action
HVCA	Hazard, Vulnerability, Capacity Assessments
IR	Intermediate result
KIIs	Key Informant Interviews
MDG	Millennium Development Goals
MEAL	Monitoring, Evaluation, Accountability and Learning
MoE	Ministry of Education
MoLSAMD	Ministry of Labour, Social Affairs, Martyrs and Disabled
MRRD	Ministry of Rehabilitation and Rural Development
NPM	National Project Manager
NRVA	National Risk and Vulnerability Assessment
PCA	Project Cooperation Agreement
PDMC	Provincial Disaster Management Committee
PED	Provincial Education Directorate
PTA	Parent Teacher Association
SCI	Save the Children International
SMC	School Management Committee
SNAP	Afghanistan Strategic National Action Plan
UNDAF	United Nations Development Assistance Framework
UNEG	United Nations Evaluation Group

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It was indeed a pleasure working with teams of UNICEF and SCI Afghanistan. We wish them success with their work for children in the country. We sincerely hope that this evaluation contributes to inform and enrich the future DRR programming for the two organizations, and others, not only in Afghanistan, but around the globe. We are positive that this evaluation brings an added value to the body of literature available on CCDRR/CBDRM approaches and how best to apply them in high risk and insecure environments.

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## EXECUTIVE SUMMARY

**Context:** Afghanistan is amongst the twenty most disaster-prone countries in the world. The World Disaster Report 2009 (of International Federation of Red Cross and Red Crescent Societies – IFRC) states that natural disasters during 1989-2008 killed 15,760 people and affected over 11 million in Afghanistan. Another report estimates that since 2008, on average a quarter million people<sup>1, 2</sup> get affected annually by natural disasters threatening their housing stocks and shelters. Limited development, coping and adaptive capacities, chronic insecurity add further to the complexity. The country is exposed to multiple hazards. Both literature and anecdotal accounts point to earthquakes, floods, droughts, landslides/mudflows, avalanches, including extreme weather conditions (i.e., snow storms and cold waves), as most frequently occurring disasters in the northern and the central provinces of Afghanistan.

The country has made decent progress in recent years by incorporating disaster risk management (DRM) as a policy and programming priority at both national and sub-national levels. This is evident from the inclusion of concepts, principles and practices of DRM into national development agenda and plans, including formulation and implementation of relevant legislative and institutional measures in this regard. The successive governments have welcomed the international assistance and support for effective risk reduction, preparedness and response. Recent years have seen renewed interest by the authorities in sector coordination and mainstreaming of risk reduction into national and local development. Results are evident in the form of re-activation of relatively dormant or inactive national coordination forum i.e. Disaster Risk Reduction Working Group (DRR WG). Similarly, the evaluators noted sustained interest in innovation, piloting, and scaling-up of 'Community/School based Disaster Risk Management' (CBDRM and SBDRM) approaches and practices.

**Project Description:** The object of the evaluation is a joint venture of UNICEF and SCI Afghanistan titled: 'Child-Centred Disaster Risk Reduction (CCDRR) Project'. This is one of the pilots that stemmed out of the 'Strategic Partnership' between UNICEF and Save the Children International (SCI) Afghanistan Offices. Though the project was developed jointly, the implementation was led by SCI Afghanistan.

The CCDRR project was conceived and implemented with the aim to strengthen the capacities of communities, relevant government institutions (particularly those responsible for disaster management), civil society organizations (CSOs), teachers and children (in schools) to understand, mitigate, and prepare for natural disaster risks. The goal of the CCDRR project was, "to build the resilience of communities in Afghanistan to natural disasters through a community-led child-based approach to disaster risk reduction (DRR)". The project had three Intermediate Results (IR # 1-3) or components, each focused on enhancing capacities of communities, governments (including CSOs), teachers and children at schools.

The CCDRR project was implemented in 12 districts of the three high-risk Northern provinces of Afghanistan i.e. Balkh, Jawzjan, and Saripul. This was a 29-month long project, implemented from November 2012 to March 2015 (in two phases). The community and school based risk management component was implemented in 120 disaster prone communities and 52 schools (against 48 planned) respectively. It worked to build capacities (mainly through training) of relevant government stakeholders (particularly disaster management departments) and CSOs at both national and sub-national levels. The total

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<sup>1</sup> Afghanistan Strategic Response Plan 2015;

<https://docs.unocha.org/sites/dms/Afghanistan/Afghanistan%20HRP%202015%20Strategic%20Response%20Plan.pdf>

<sup>2</sup> Press Release; Major New Disaster Risk Management Programme for Afghanistan; Tuesday, March 10, 2015. <https://afghanistan.iom.int/press-releases/major-new-disaster-risk-management-programme-afghanistan>



project budget was over 3 Million USD, with 93% contributions made by UNICEF Afghanistan. SCI Afghanistan contributed the remaining funds, and took lead in the project's implementation.

For most part of its implementation the project progressed as planned. However, some external events such as general elections in (April) 2014, caused minor disruptions. The other notable variations include replacement of district Kalder with Charkent in Balkh and addition of 04 more schools, thus raising their number from 48 to 52. The target groups included communities (men, women, boys, girls and older persons), teachers, education managers, students at schools, and staff of relevant public departments and CSOs at national, provincial and district levels. The project benefitted over 23,840 persons directly and another 155,400 individuals indirectly. A basic (called simplified) Theory of Change (TOC) was available at the start, which however was adapted for the purpose of evaluation and has been used for assessment and analysis (refer section 5.4.3).

In terms of roles, UNICEF Afghanistan provided the funding and oversight. The actual implementation of the project was carried out by SCI Afghanistan. Afghanistan National Disaster Management Authority (ANDMA) was the lead government partner, together with Ministry of Education (MoE). The other key partners who participated in project activities include Ministry of Rehabilitation and Rural Development (MRRD) and Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD) .

**Evaluation Purpose, Objectives & Scope:** The principal purpose of this summative evaluation was to have an objective assessment of the overall effectiveness of the project strategies and activities with respect to improved resilience of the Afghan communities, especially children. Moreover, it was expected to inform country strategies, national and international DRR policies and practices for both the SCI and the UNICEF. Furthermore, it was commissioned to distil and document key learning for the stakeholders.

The evaluation was commissioned to demonstrate commitment to internal and external accountability, learning principles and values, including meeting commitments made to the donors. The objectives of the evaluation included: i) assessment of project achievements; ii) objective assessment of coordination mechanisms, monitoring, evaluation, accountability, and learning (MEAL) processes; iii) coherence to UNICEF and SCI programming priorities & principles; and vi) value addition of UNICEF-SCI strategic partnership. Furthermore, it expected the consultants to list lessons learnt, good practices, and use findings and learning to offer actionable recommendations.

The evaluation followed The United Nations Evaluation Group (UNEG) and Organization of Economic Development and Cooperation (OECD-DAC) evaluation criteria including impact; effectiveness; efficiency; and sustainability. It looked into UNICEF programming principles and priorities i.e. equity, gender equality, accountability, human rights based approach (HRBA), and assessed the alignment to UNICEF and SCI country strategic plans. The evaluation has complied with the UNEG principles, norms, and ethics.

**Conceptual Model:** The evaluation has used the conceptual model of 'Theory-based Evaluation Approaches'. The particular technique used within the larger model is called 'Contribution Analysis'. The model requires assessing and establishing causality for project's inputs and varied level of results produced. In doing so, it takes note of the key external events (exogenous to the project) that may have had a bearing on the project's observed results. The other technique used for the assessment is called 'Mechanistic Analysis'. Both techniques have been explained in details in the report.

**Approach & Methodology:** The evaluation applied mixed-method approach for the data collection and analysis. It followed participatory model or approach, as evident from

engagement and seeking inputs from all relevant stakeholders in evaluation design and delivery i.e. UNICEF, SCI, and members of Evaluation Reference Group (ERG). At another level, the participatory approach is exhibited by the numbers, range, and levels of stakeholders consulted during the course of the evaluation. For this evaluation the evaluators' met/consulted 602 individuals from multiple stakeholders at varied levels including communities. These included respondents of field surveys, key informant interviews, and focus group discussions, entailing right holders, duty bearers, and others.

The mixed method approach used for field data collection that enabled to address/overcome the method/technique related limitations, biases, and facilitated data corroboration (for validation) and meaningful triangulation. The evaluation did make use of secondary data and information made available. It was used to complement the primary information. Recognizing children as most significant respondents' group (as one of the key beneficiary groups), this evaluation made use of 'child friendly techniques' to engage with children. On that count, it could be referred to as (partly) a 'child-centred evaluation'. Extensive secondary sources review was undertaken, during which 434 internal and external documents were reviewed (refer Appendix 03). Multiple quantitative and qualitative methods were used for primary data collection. The primary data collection entailed multiple methods including a representative household perceptions based survey (post-KAP); key informant interviews (KIIs), focus group discussions (FGDs), and field observations. The post-KAP covered 402 households (with 45% female respondents) in 10 out of 12 districts (2 districts were dropped for security reasons). Purposive sampling technique was used for application of qualitative methods. The qualitative methods were applied to explore "Positive Deviance" and the associated factors (enablers/dis-enablers). In total, 50 KIIs, and 13 FGDs were conducted at all levels. Out of 150 FGD participants, 60% were children (boys and girls), while remaining were adults, both male and female. The primary data collection had been carried out in two phase of field visits, during which capital and respective provinces were covered. The survey was administered through a team of field enumerators (50% females), and were trained in conducting interviews and recording information. The training session was followed by pre-testing of survey questionnaire.

The evaluation followed a phased approach comprising pre-inception, inception, primary data collection, consolidation, analysis and reporting; and lastly dissemination. This evaluation was commissioned and managed by UNICEF Afghanistan Country Office (ACO). The SCI Afghanistan contributed to field planning and gave inputs on design and final reports. AAN Associates, Pakistan-based evaluation and research consultants (entity) undertook the evaluation. The evaluation was undertaken from October 2015 to February 2016.

## **Findings & Analysis**

**Impact:** The impact has been assessed both in terms of creation of immediate results such as changes in perceptions, knowledge, attitudes, and behaviours in the community and the contributions to, and realization of goal-level indicators (as is given in the results framework).

In short, this project has largely been successful in contributing to short-term or immediate impact. This is evident in terms of wider perception of improved or enhanced resilience and safety amongst the communities where project activities were implemented. The post-KAP results (of over 80%) and the qualitative findings illuminate the same sense of improved capability and empowerment to take effective mitigation and preparedness measures amongst varied groups including women, girls and children. However, neither communities nor project teams could make a strong case with evidences or examples of 'how' and 'to what extent' this project has contributed to addressing gender disparities and enabling more vulnerable groups particularly women and girls to take on additional roles in community level risk reduction. The monitoring system lacked tracking of impact level indicators i.e. reduction

in number of people affected, displaced, and disaster losses. The post-KAP results (Appendix 15) are indeed encouraging with majority of respondents sharing that project activities contributed to building local capacities. The respondents were positive in that potential impact of disasters leading to displacements, economic losses, and subsequently affecting the population would be less than before.

The evaluators looked into national and international disaster reports and databases to map and analyse disasters impact trends, particularly for the provinces where project was implemented. The database managed by IOM suggests that these three provinces are still amongst the most affected provinces country-wide in terms of number of people affected by natural disasters from 2012 to 2014. These trends where contradict the public perception, are also worth noting given the fact that SCI and other stakeholders have been implementing multiple projects using CBDRM/SBDRM approaches for past decade. At more strategic level, it raises questions and concerns as to the efficacy of such models, particularly with respect to bringing the desired impact/goal level changes. A step above, it merits debate on what level of impact change/s should be expected from community-based risk reduction approaches and actions. For this project it seems the planners put out unrealistic impact level results.

The consultations with stakeholders on the ground underlined the need to implement complementary interventions particularly around development planning and practices, herein, referred to as macro-development agenda, to contribute to the desired change. In other words, the CBDRM/SBDRM programmes and actions could and do contribute to micro-level impact; however for desired impact level change/s, as listed in the results framework, these must be complemented by macro-development agenda. Hence, it could be argued that for achieving the intended impact, the project design must have had factored in a micro-macro fit, balance between up-stream and down-stream work, which was found missing in the project. The partners are advised to set realistic expectations for future programmes, where focus is on applying community based approaches to risk reduction. Moreover, more effort should be made to read the local context (risk elements) and add advocacy agenda to stimulate the requisite macro-level changes.

The project has contributed to an un-intended yet positive impact, where it has induced a movement of organized volunteer (and trained) volunteers (members of Community Emergency Response Teams – CERTs) willing and committed to mount the initial response in case of a natural disaster. Moreover, the project has contributed to branding of CERTs as trained first responders for the government authorities. This remains an unintended impact of the project. The local officials referred to several instances where these groups either mobilized support locally and worked alongside public agencies in rescue, relief, and needs assessment.

**Relevance:** Overall, the project appeared to be relevant to the national natural disasters risk context as it prioritises the most disaster prone regions. Similarly, it was found to be coherent to national level legislative and development commitments such as national constitution, strategic development plans such as Afghanistan Constitution, National Disaster Management Law, Afghanistan National Development Strategy (ANDS) and others. Similarly, it relates to Afghanistan government's obligations under international and regional commitments such as being a signatory to Hyogo Framework for Action (HFA), and South Asia Regional DRM commitments.

The use of CBDRM/SBDRM approaches is consistent with priorities and strategies underpinned by the National Disaster Management Plan (2010), Disaster Management Strategy (2014-17). Similarly, it relates to the priorities towards DRM coordination accorded by the incumbent government, donor agencies, and UN system.

Within provinces and districts selected for implementation of the project, the selection of communities and schools appears relevant for these either being more vulnerable and have had history of experiencing recurrent natural disaster mostly seasonal floods, weather extremes, droughts, and occasional earthquakes. The use of methodical processes by evolving and ranking locations on vulnerability indices through a wider consultative process adds further to the effective targeting. By and large, the evaluators find the project approaches towards community mobilization through involvement of Mullah, and drawing on the existing CDCs for CERTs, security management, and adjusting the grant size for mitigation projects, being culturally and locally suited to the context.

The project objectives, approaches, and interventions were found to be consistent with the UNICEF Country Programme 2010-2014 and continue to be relevant to the on-going 2015-2019 programme of cooperation. Similar are the findings for SCI country DRR Strategy (2010-15). The coherence is manifested in terms of commitment to building resilience among women, girls and boys in vulnerable communities; promoting children's rights; and integrating child protection support and services for children in emergencies. The engagement with governments as duty bearers, CSOs, and communities as right holders, makes it coherent to the programming principles of HRBA. Similarly, the project is found to have incorporated the principles of gender equality, equity, and standards of Core Commitments to Children. Some of these reflected in terms of number of beneficiaries, selection of boys and girls schools, and inclusion and training of women as CERT members.

Though there are evident strengths in terms of project's approaches coherence to UNICEF and SCI programming principles and approaches, there are few noted oversights. One being the exclusion of either addressing or advocating for the underlying causes to the disasters and disaster risks (missing micro-macro linkages), disjointed down-stream and up-stream activities, and overwhelming focus on school preparedness (instead of comprehensive school safety). Similarly, the evaluators noted gaps in partners understanding of facilitating government led coordination mechanisms (particularly at sub-national level), which affected the sustainability of provincial coordination forums. These deficiencies point to insufficient understanding of the governance context, and pre-conditions for successful sub-national coordination.

**Effectiveness:** The project has delivered reasonably well on the committed outputs. Similarly, based on results it could be argued that project has successfully delivered on the outcome or intermediate results IR# 1 and IR# 3, which relate to communities and the schools. However, in relative terms the delivery on IR# 2 appears low or insignificant.

The post-KAP results indicate significant improvement in levels of risk awareness from natural disasters, localised mitigation actions. The results are quite encouraging for women and children (both boys and girls), and in general these groups referring to have applied the learning in real life. For instance, 82% post-KAP respondents shared of having applied the learning acquired from the project. Overall, the project has contributed to improved perception of safety from natural disasters. This is evident from the survey results where 97% respondents shared that now they feel safer from natural disaster risks because of availability of skills and systems such as early warning systems. Furthermore, 88% shared that the emergency plans address disaster risks and capacities of women and children, respectively. When it comes to CPIE, 71% of respondents stated that they learnt how to keep children safe during an emergency.

On adequacy and quality of training, 97% of the training participants (65% male and 35% female) referred to the training delivered by SCI Afghanistan (as part of the project) as useful and shared that they feel satisfied with different aspects of the training design and delivery e.g. duration, trainers knowledge, venue, materials etc. One significant design oversight noted was the limited engagement of government training resources (particularly ANDMA

staff and trainers in design and delivery) in planning and delivery of community and school level trainings. On that count it could be argued that the project did not contribute much to capacity development of ANDMA and other stakeholders to sustain and scale-up the training component in future.

To the evaluators, the IR# 2 (i.e. government & CSO capacity development) as a component, appears to be non-strategic or in others words (indicators being) non-SMART. The project monitoring system appears to have missed capturing the effectiveness of interventions implemented. No significant evidence is available to suggest if and to what extent, the project has effectively addressed the turf struggles between departments, and promoted coordination between/amongst government departments, CSOs, and communities (including children groups). The communities were found to be indirectly connected to local governments and that is via community development council (CDC), as in each community there are few who are represented on CERTs also. The concept of 'Child/Children Club' in schools is yet to be owned and replicated by the education department. No concrete evidence or information is available to suggest if and to what extent CBDRM plans (collectively at district level) are integrated into local development and district/provincial DRM plans. To the evaluators, the limited success with the component could be attributed to lack of focus, foresight, and insufficient understanding and grasp of local context particularly with respect to capacities, commitment, and operations of public departments, and delegated authority to the provincial and district departments. Limited success was made with respect to proactive and sustained engagement with civil society partners.

The School Based Disaster Risk Management (SBDRM) appears to have produced the best outcome results in comparison to other components. The project records suggest over 80% of children having the knowledge of disaster risks and risk mitigation actions. The most significant achievements are evident in terms of successful application of children to children (C2C) trainers/sessions, and DRR walls in schools. The children referred to participation in school assessments and planning exercises guided by teachers and others as most enriching, enabling and effective. This they attributed to being critical in triggering learning and with positive attitudinal and behavioural changes amongst children in terms of understanding and ability to address natural disaster risks in school environment. It appears that the project could not leverage fully the promise of Child Protection Action Networks (CPAN) available at district and provincial levels. This is evident from extremely limited contact between Child Protection Committees (CPCs) and Children Clubs (CCs), with these forums. The project did not maintain records to suggest if project activities such as formation and support to CPCs and CCs-led child protection and child protection in emergencies (CP/CPIE) monitoring, have had any impact on number of reported child protection cases and their resolution.

At another level, the exclusive focus on school preparedness underlines the gap in not addressing the risks to schools comprehensively. The project should have had focused more on adapting the comprehensive school safety framework rather focusing on preparedness only. It appears that the obvious overlaps between education and schools safety have not been leveraged fully, despite the fact that both organizations are actively supporting education sector interventions in the selected provinces, as well across the country. This to a degree shows holes in inter-section or intra-organizational coordination.

The social mobilization component has been quite effective, attributed to contextualization of different activities. Some of the most significant activities that contributed to successful mobilization include engagement with religious leaders (Mullah), representation of CDC members as CERTs, and others. The engagement with religious leaders has in particular contributed to wider representation of women and their active engagement in local activities. This remains a hallmark of the project to achieve such level of active representation from women and girls in a conservative country such as Afghanistan.

The communities were generally satisfied with the quality and adequacy of inputs and physical work done under the project such as small-scale child-centred community and school mitigation projects, and provision of CERT kits. To them, these interventions (hardware support) have worked to lessen the disasters risks and similarly would enable mounting an effective response, in case of a disaster.

The project did not have an expressed and articulated communication and visibility strategy, which appears to be a serious design oversight. This has had implications for project's visibility and profiling at local and national level. The Monitoring, Evaluation, Accountability and Learning (referred to as MEAL) framework developed by SCI Afghanistan, to track progress has evident design gaps consequently impacted the implementation. The system has worked relatively better for inputs and outputs tracking, however not much information has been gathered and analysed around project's contributions to desired outcomes and goal. The tracking of results lacks a considered attention to equity.

The accountability system has been largely feeding into up-ward (donor and government) and lateral accountability (provincial departments), with insufficient focus on downward (communities) accountability. The evaluators did not find evidence of project evolving and applying formal complaint response mechanisms (CRMs), as part of accountability to the beneficiaries. The documentation around coherence to organizational accountability commitments remained weak. Similarly, the learning documentation has been patchy and confined to collection of case studies and hosting stakeholders' events. The intra and inter-organizational coordination remained weak, hence did not help much with leveraging and linking-up with on-going thematic work of both the UNICEF and SCI Afghanistan. The Theory of Change (ToC) appears to be partly effective, for creating or contributing to outcome and impact/goal level results.

**Cross Cutting Priorities:** Both organizations have policies and guidelines that show demonstrated commitment to achieving equitable results. In general, the design and delivery has prioritized addressing equity issues, however it varies across different facets of the project. For instance, the project could be argued as highly equity centric for its geographic targeting. This is evident from evidence-based and process lead selection of project locations resulting in prioritisation of most vulnerable provinces, districts, communities, and schools. However, as outlined above, the micro-macro disconnect did not help much with addressing the underlying causes of vulnerability and risk. The limited focus on addressing underlying causes of risks and particularly for those most vulnerable i.e. poor, suggests in-coherence with equity principles.

The prioritisation of women, girls, and boys and their proportion in the total beneficiaries illuminate project's coherence to equity and gender equality. The monitoring system has been able to track representation and participation of women, girls, and boys in project activities and partly the results it created for them. On an average, women and children constitute over 40% of the total beneficiaries of different forums created by the project. The numbers for women, girls, and boys trainees from project related training are quite encouraging also. SCI Afghanistan recruited gender balanced teams for field-work, and availability of female staff enabled reaching out to women and girls in the communities. This bodes well on context understanding and adjusting operations to gender relations. With these positives, the project apparently did not have a clear strategy of prioritising the poor, which is manifested in inadequate tracking of results for them.

The project's conformity to HRBA is manifested at varied levels and scales. For instance, engagement with right holders and duty bearers (including CSOs), the inclusion of 'rights' related contents in the training and other dissemination materials (particularly children rights), and creation of community monitoring and gatekeeping mechanisms for child

protection including in emergencies i.e., CPCs. The evaluators did not find much evidence to substantiate the claims made around coherence to CCCs.

**Efficiency:** The project has been implemented in phases and one 'No-Cost Extension', was sought to complete activities (incomplete mitigation projects to be precise) that were delayed due to extreme winters in northern Afghanistan. While reflecting on availability of resources, the SCI Afghanistan shared that adequate resources were available (staff, time, and funds) vis-à-vis targets set under the project. Where required budgetary adjustments were made to make them realistic and/or address cost escalations e.g. mitigation projects.

The project efficiency has been assessed in terms of budget distribution, cost per beneficiary for different components, and cost comparisons with similar (in scope and scale) projects and given any sector standards available.

The budgetary analysis suggests an imbalanced distribution between operations and project activities i.e. 55% for operations and 45% for project activities. Within the allocated 45% for project activities; the distribution was as such i.e. CBDRR (11.7%), government capacity development and coordination (less than 1%), SBDRR (7.8%), mitigation projects (23%) and remaining for others. Both the field survey results and interaction with children and teachers (in schools visited by the evaluation team) suggest an improved sense of resilience and safety, and thus illuminate efficient resources use. In relative terms, the results for capacity development and coordination suggest low efficiency. The evaluators did not find any documented evidence of sector efficiency standards or benchmarks; hence the assertions are based on the survey results and anecdotal accounts. The project benefitted 23,840 and 155,400 direct and indirect beneficiaries respectively. Overall, the project spent an average of US \$ 148 per each direct beneficiary and US \$ 23 for each indirect beneficiary. Once again for not having any sector efficiency benchmarks, the evaluators are unable to comment on these numbers. The average per beneficiary costs for community and school mitigation projects i.e. USD \$ 1.86, and 1.42, for improved perception of safety (from natural disaster risks) in communities and students, appears both efficient and impressive.

**Sustainability:** The project did have an articulated exit strategy or sustainability plan. The planned strategy underpinned the successful implementation of multiple and reinforcing elements e.g. effective social mobilization (for sustained interest for organized actions); partnerships, capacity development, and handover of project forums and mitigation projects to capacitated government partners.

For project delivery, different forums created by the project have worked well to contribute to the delivery of planned project outputs e.g. CERTs, CCs, and CPCs, and others. The CERTs are more likely to sustain beyond project life for the fact that it draws membership from CDCs – more established and recognized forum. It may also be possible that the role may shift to CDCs in medium to long term. In absence of government ownership of CCs and CPCs by MoE and district governments, they are less likely to sustain beyond project.

The other element that may live beyond project life is the 'knowledge' and 'positive attitudinal changes' that this project brought in the communities and children.

The hardware support in the form of CERT kits and mitigation activities, are likely to stay and continue benefitting communities. The evaluators failed to understand the logic of handing over the CERTs and mitigation projects to under-resourced and a degree un-willing partner i.e. PDMA. The thinking and operational gaps in government and CSOs capacity development and coordination components, are less likely to produce any sustainable changes in both public sector and CSOs commitment and capacities, to either sustain and/or replicate (scale-up) the project approaches, activities, and results produced.



**Conclusion:** In short, the project was (when initially designed) and still continues to be relevant to the Afghanistan development and disaster risk context. The UNICEF-SCI strategic partnership in Afghanistan is indeed 'UNIQUE' and carried enormous potential to create results for children in Afghanistan by leveraging complementarities and comparative strengths of two organizations. The prioritisation and parallel implementation of CBDRM and SBDRM approaches, adds further to project's relevance to a medium-high natural disaster risk context such as northern Afghanistan. The successes of such approaches are established and widely documented in building local capacities and resilience.

Despite relevance of context and prioritisation of approaches, the project design reflects oversights and deficiencies, especially the gross over-estimation of intermediate results and impact. The project as it appears set unrealistic expectations in terms of impact it would create or contribute to. One major oversight is the limited focus and resources allocation for establishing and advocating the macro-micro link to effectively address the underlying causes for disasters and disaster risks.

The project could be argued as successful in producing the desired level of change through community and school activities. However, the limited focus and inadequate resources allocation for capacity development and public sector lead coordination at sub-national level appear to be the weakest links. This points to both design and operational inadequacies and lack of in-depth context understanding. It may be fair to assert that the project failed to leverage the comparative advantages and positioning (as intended out from strategic partnership) of two key partners i.e. UNICEF and SCI Afghanistan, had it seen more coordinated implementation. For these reasons it could be argued that the planned TOC was only partially applicable or effective.

The project highlights include; largely trouble-free and timely implementation, leveraging of SCI Afghanistan organizational learning for the project inputs, strong community mobilization with balanced women representation and participation, and last yet not least the creation of equitable results.

In terms of coordination, the intra and inter-organizational coordination leaves much to be desired. The community and school level results appear relatively more stable and sustainable than those for government and CSOs.

Overall, the project results come to reinforce the relevance and effectiveness of parallel or collective use of CBDRM and SBDRM approaches for grass-root level results. However, the impact level change may only happen, given these are blended intelligently into or with the larger (macro) local and country development policies, priorities, and practices.

The project has produced useful learning around design and implementation of such projects in future. For future, the partners are advised to prioritise the integration of DRR into on-going thematic or sectoral programmes i.e. education, health, child protection etc., and rather investing non-thematic or stand-alone CCDRR projects. For on-going projects and possible future engagements, the two organizations are advised to reflect on and improve the intra and inter-organizational coordination mechanisms to deliver on the promise of strategic partnership.

### **Lessons Learnt, good practices, and recommendations**

The project implementation has contributed to quite a few design and operational learning. A few good practices have also been identified and documented. For evident overlaps and complementarities, the evaluators have grouped the lessons learnt, good practices, and recommendations together. A consultative and iterative process has been used to identify, distil and document these. It entailed repeated discussions with key partners and other stakeholders.

The key lessons learnt include: prioritising existing forums and platforms for social mobilization or drawing members from more established community forums; effective targeting of communities and schools through evolving and applying layered risk assessment matrices (featuring repeated community consultations and assessments through vulnerability indices); performance benchmarking to standardise project inputs such as training etc, and ensure consistent delivery; need for deeper thinking for successful transition or sustainability of project outputs (especially where responsibility is to be shifted to government); dovetailing or creating fit for project inputs (softer and hardware support) with local development priorities and plans e.g. village development plans; integrating operational learning into planning and delivery; and need to prioritise project visibility, knowledge management, and dissemination through a well-thought out and resourced communication plan.

Some of the good practices that project has highlighted are: cost efficient DRR communication for children through DRR walls and C2C learning activities; reinforcing theoretical learning by enabling participation of trainees in field exercises; and mobilizing local leaders and influencers (Mullah) for project results e.g. representation and participation of women in a conservative context.

The strategic recommendations include (more details in the relevant section): the results or value of CBDRM/SBDRM approaches (being applied for over a decade) in an evolving context like Afghanistan are unknown, hence those implementing and funding such approaches, it is high time to invest and evaluate the successes and impact of CBDRM/SBDRM approaches and models in Afghanistan. Both UNICEF and SCI Afghanistan need to reflect and evolve structures and systems to improve intra and inter-organizational coordination to achieve the promise of partnership. The two partners may need to prioritize DRR integration into on-going and future thematic work over one-off stand-alone CCDRR projects. The two organizations need to synchronization of ground work with upstream work to advocate for the complementary (mega) change to achieve resilient communities. The future school based work must follow comprehensive school safety framework rather picking one or two elements of it. The investments on government-led coordination mechanisms and handover of project outputs must be based on deeper context analysis particularly with respect to devolved governance, departmental commitment, and availability of resources.

## SECTION 1: CONTEXT & PROJECT INTRODUCTION

### 1.1 Background and Context

Afghanistan is a land-locked country with predominantly mountainous terrain in the Central and Northern Afghanistan. The country is spread over an area of 647,500 square kilometers<sup>3</sup>. The recent population estimates (last population census carried out in 1979) put the country's population at over 30 million, with a significant refugee caseload (2.6 million) in neighbouring countries i.e. Pakistan, Iran and Tajikistan as per 2016 estimates<sup>4,5</sup>. Administratively, the country is divided into 34 provinces<sup>6</sup>, which are further sub-divided into districts (398 in total). Kabul is the administrative capital and is the most populous city<sup>7</sup>.

Afghanistan is one of the poorest and demographically the youngest country in the world. Afghanistan stands out as a unique context featuring foreign invasion, decades of armed resistance, and post-conflict recovery. The last decade has seen significant improvements in governance<sup>8</sup>; hence could be argued as an era of major transition. The most recent ones include withdrawal of international security forces and political transition through a presidential election. The chronic insecurity with a range of other factors, seriously constrained the expansion of public services across Afghanistan. Moreover, it did not help much with unleashing the economic potential of the country in general and communities<sup>9</sup> in particular. Reportedly, 9 million Afghans live in absolute poverty, and 37% live only marginally above the poverty line<sup>10</sup>. There are multiple contributory factors for rampant poverty. The Dependency Ratio is as high as 107 per 100 persons (for those in the working age 15-59 years)<sup>11</sup>; thus adding to the complexity. Demographically, the country has a relatively higher proportion of young (under 15) population i.e. 46% of the total population<sup>12</sup>. This poses another immediate challenge to both expand public services and create economic opportunities for the youth.

The natural disasters risk context adds further to the challenges posed to the country and the people. Afghanistan is amongst the twenty most disaster-prone countries in the world. The World Disaster Report 2009 (of International Federation of Red Cross and Red Crescent Societies – IFRC) states that natural disasters during 1989-2008 have killed 15,760 people and affected over 11 million in Afghanistan. Another UN report estimates that since 2008, on average, a quarter million<sup>13</sup> people are affected annually in Afghanistan by the natural disasters, resulting in the loss of life, damages to houses and shelters. Moreover, these events displace over 23,000 individuals annually from their homes<sup>14</sup>. Afghanistan is ranked amongst the top most vulnerable countries, primarily for limited development, coping and adaptive capacities, to address natural disaster risks<sup>15</sup>.

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3 Afghanistan National Disaster Management Plan; December 2003

4 WFP Refugee Resourcing Update (September 2016): An estimated 2.6 million refugees, hosted mainly in Pakistan and Iran.

<http://documents.wfp.org/stellent/groups/public/documents/communications/WFP287279.pdf>

5 UNHCR 2002 Global Appeal (Addendum) – 6: The Afghan refugee caseload now includes over two million in Pakistan, 1.5 million in the Islamic Republic of Iran, 200,000 in Tajikistan, Turkmenistan and Uzbekistan and several hundred thousand in other locations; <http://www.unhcr.org/3e1a9fbe7.pdf>;

6 Afghanistan National Disaster Management Authority; <http://www.andma.gov.af/>

7 Disaster Risk Reduction; Situation Analysis (SitAN) for Afghanistan; Save the children (2014)

8 Towards Self-Reliance: Strategic Vision for the Transformation Decade (2012), Tokyo Conference on Afghanistan; Good Governance: the Key to Successful Implementation of the Strategy (Page 21); <http://mof.gov.af/Content/Media/Documents/Towards-Self-Reliance-27-6-2012167201210282583553325325.pdf>

9 Project Cooperation Agreement; Child-Centred Disaster Risk Reduction (CCDRR); Balkh, Saripul and Jawzjan Provinces of Afghanistan; Save the Children (2012)

10 Disaster Risk Reduction; Situation Analysis (SitAN) for Afghanistan; Save the children (2014)

11 Terms of Reference (2015): Summative Evaluation; CCDRR UNICEF, Afghanistan

12 <http://kff.org/global-indicator/population-under-age-15/>

13 Afghanistan Strategic Response Plan 2015;

<https://docs.unocha.org/sites/dms/Afghanistan/Afghanistan%20HRP%202015%20Strategic%20Response%20Plan.pdf>

14 Press Release; Major New Disaster Risk Management Programme for Afghanistan; Tuesday, March 10, 2015.

<https://afghanistan.iom.int/press-releases/major-new-disaster-risk-management-programme-afghanistan>

15 Community Based Disaster Risk Reduction (CBDRR) Institutionalization Model for Afghanistan; Supported by the European Commission Directorate- General for Humanitarian Aid and Civil Protection (ECHO) under DIPECHO VII; May 2014.

The country is exposed to multiple hazards including geological, hydro-meteorological, technological, and biological hazards<sup>16</sup>. The most intense and frequent include earthquakes, floods, droughts, landslides/mudflows, avalanches, including extreme weather conditions (i.e., snow storms and cold waves), in the northern and the central provinces<sup>17</sup>. The natural disasters draw distinction between different groups (in the community) based on the relative risk exposure. Those that are hit hardest include families who are poor, women, children, people with disabilities, older persons and others. The global disasters repository or database<sup>18</sup> and anecdotal accounts all point to these groups getting affected the most by the natural disasters.

Despite the multitude of challenges, Afghanistan has made significant progress in placing disaster risk management (DRM) as a policy priority, evident from legal and administrative actions taken in the last decade. The most significant of those include integration of DRR into national development strategies and plans e.g. Afghanistan National Development Strategy (2008-2013). Institutional history to manage DRM dates back to pre-invasion times (Soviet invasion into Afghanistan), which was revived in 2003 through a Presidential order. A Disaster Management Law was enacted on 1<sup>st</sup> October 2012 for management of natural and unnatural disasters in the country<sup>19</sup>. The law has undergone several revisions since enactment. This paved the way for the composition of Disaster Management Commissions & Authorities at national and sub-national levels. Multiple institutional policies and plans were put in place to guide institutional efforts, such as National Disaster Management Plan (2003, later updated in 2010), Strategic National Action Plan (SNAP 2011-15), and Provincial DRM Plans. Moreover, numerous DRM platforms, networks, and working groups have thus been formed and operating. The interaction with the stakeholders however highlights limited progress and achievements with respect to implementing these strategies, and plans, and creating tangible results for vulnerable groups. This underlines the need for prioritization of programme and projects to reduce disaster risks for people of Afghanistan.

Successive Afghan governments have been receptive to seeking assistance from development partners to avert and reduce disaster risks. Several DRM programme and projects have so far been implemented, and continue to be implemented across Afghanistan either jointly (with government) or individually by the development partners. The context demonstrates continued interest by the donors to fund such initiatives. Last couple of years have seen renewed government interest and focus on improving sector coordination. The government has been encouraging and supportive to have development partners contribute to on-ground or community based initiatives. Besides others, the recent approval of CBDRM framework by ANDMA, suggests increasing focus on localized actions. The other significant contextual developments include revival of DRR Working Group (at national level), appointment of State Minister for ANDMA, renewed donors' interest, and implementation of consortium based DRM projects.

In Afghanistan, UNICEF and Save the Children International (SCI) formed a strategic partnership<sup>20</sup> to leverage strengths and comparative advantages of the two organizations to create results for children. This project i.e. Child-Centred Disaster Risk Reduction (CCDRR),

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16 Afghanistan National Disaster Management Plan; December 2003

17 Ibid.

18 EM-DAT: The International Disaster Database; Centre for Research on the Epidemiology of Disasters - CRED

[http://www.emdat.be/advanced\\_search/index.html](http://www.emdat.be/advanced_search/index.html)

19 Disaster Management Strategy (1393 – 1396) – (2014 – 2017): Islamic Republic of Afghanistan Ministry of Rural Rehabilitation and Development; <http://mrrd.gov.af/Content/files/Disaster%20Management%20-%20final%20-%20June%202014.pdf>

20 This Strategic Partnership will enable both partners to collaborate and join efforts to have greater impact related to DRR in the Afghanistan context, in line with Strategic indicators of SCI Afghanistan; and one of UNICEF's organisational priority "the rights, safety and resilience of vulnerable girls, boys and women in hazard prone communities, including those affected by climate change are, enhanced through a reduction in disaster risk". (Excerpt from CCDRR MEAL Framework; Save the Children, Afghanistan).

has come out of the strategic partnership, formed between the two organizations (project details are in the subsequent sections).

This summative evaluation carries an assessment of achievements (outcomes/impact), results (outputs), challenges, learning and recommendations for replication and scale-up. The evaluation is to inform sector-wide work in improving CBDRM/CCDRR programming in Afghanistan.

## 1.2 Project Overview (Object of the Evaluation)

Disasters disproportionately impact the families who are poor and the vulnerable, especially children<sup>21</sup>. The evidence available from impact natural disaster to date suggests that disasters impact children relatively more than other groups. This illuminates children's heightened risk exposure that stems from limited coping capacities they have. Both the records and anecdotal accounts suggest that children in Afghanistan stand out as the most affected groups by the natural disasters. The project i.e. CCDRR, prioritizes addressing the natural disaster risks posed to children. It was a 29 months long project, implemented from November 2012 to March 2015. Major financial contributions i.e. 93% of the total budget, came from UNICEF Afghanistan, with a small fraction (7% of total budget) contributed by SCI Afghanistan. SCI Afghanistan was, however, the lead implementing partner.

Following project's completion, UNICEF Afghanistan commissioned an summative evaluation balancing both learning and accountability considerations.

### 1.2.1 Project Purpose, Goal, Objectives, and Targets

The purpose of the project is: *'to strengthen the capacity of communities, local civil-society organizations, and key government officials at the district, provincial, and national levels to reduce disaster risks through mitigation, preparedness, early warning, resilience and advocacy; and to respond rapidly and effectively to emergencies, thus preventing the loss of life'*<sup>22</sup>.

Project goal is, *'to build the resilience of communities in Afghanistan to natural disasters through a community-led child-based approach to disaster risk reduction (DRR)'*.

There are three distinct intermediate results of the project as listed below (for more details refer Appendix 01 – Evaluation Terms of Reference):

*Intermediate Result 1: Disaster-prone communities (120) of Balkh, Jawzjan and Saripul have increased capacity and understanding of Child-centred DRR and improved mechanisms to mitigate disaster risks and respond to emergencies.*

*Intermediate Result 2: Government and Afghan civil-society (at district and provincial levels) have increased knowledge and awareness of key DRR issues and how these can be addressed through other development activities; and their capacity to implement child-focused DRR activities is increased.*

*Intermediate Result 3: To increase the resilience of children (in 48 schools) to the effects of emergencies in partnership with the Ministry of Education, the Provincial Departments of Education in Balkh, Jawzjan and Saripul, and the National and Regional Education Clusters.*

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21 UNICEF EAPRO (2014), Protecting children from poverty, disaster and climate risks. Linking Social Protection with Disaster Risk and Climate Change Adaptation in East Asia and the Pacific – Reflections from a Symposium. UNICEF EAPRO, Bangkok. [https://www.unicef.org/eapro/Protecting\\_children\\_from\\_poverty\\_disaster\\_and\\_climate\\_risk.pdf](https://www.unicef.org/eapro/Protecting_children_from_poverty_disaster_and_climate_risk.pdf)

22 As per the Project Cooperation Agreement (PCA); Child-Centred Disaster Risk Reduction (CCDRR); Balkh, Saripul and Jawzjan Provinces of Afghanistan; UNICEF, Save the Children (2012); November 1, 2012 to December 31, 2014.

A summary table of output indicators (for three intermediate results) and targets that project set out to achieve is attached as Appendix 02.

### 1.2.2 Implementation Approach & Geographic Coverage

The project implementation features a phased approach. It was completed in two phases. During the first 14 months (from November 2012-December 2013), Phase 1 was implemented in six districts, two districts each in three northern Afghanistan provinces, i.e., Balkh, Jawzjan and Saripul. The geographic scope was expanded to an additional six districts (two new districts of the same provinces) during Phase 2, implemented from January 2014 to March 2015. Phase 2, implementation included a 3 months 'No-cost Extension (NCE)', sought primarily for completion of infrastructure activities.

The project interventions can be grouped into 3 categories. These have been referred to as Intermediate Result Areas (IRAs) in the project document (Strategic Objectives). All components focused on building capacities of different stakeholders i.e., communities, relevant government departments and CSOs; education authorities and improving educational facilities to mitigate the negative effects of the disasters.

The project coverage includes 120 vulnerable communities (10 communities from each selected district) from 12 disaster prone districts. Additionally, coverage includes 52 vulnerable<sup>23</sup> schools (instead of the planned 48; 4 schools in each district) and government and CSOs at national and sub-national levels.

The project implementation by and large came off as planned. Insecurity, general elections, and weather conditions caused slight delays in some areas without disrupting the field schedule significantly. The significant deviations from the plan include:

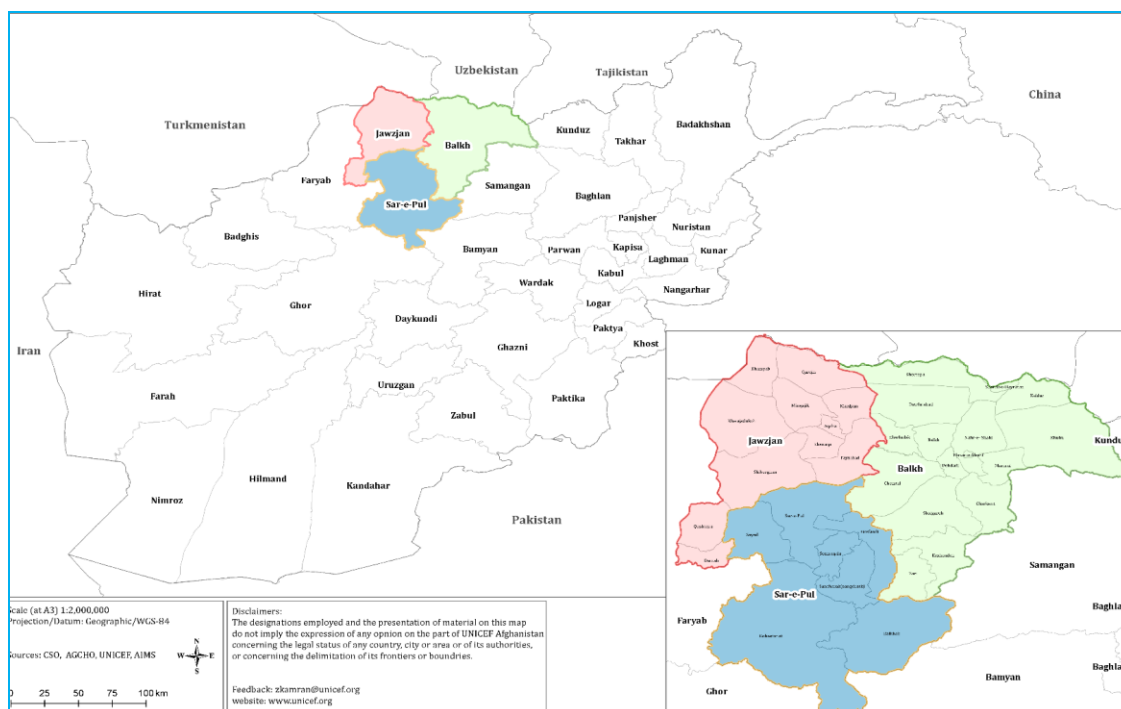
- Delayed roll-out of research and advocacy activity or consultancy leaving behind limited time to make meaningful use of recommendations;
- Replacement of Kalder with Charkent district in Balkh province during Phase II (for security reasons);
- Extending the Phase I activities to Phase II (for security); and
- The number of schools where project activities implemented were increased from 48 to 52.

Overall, the project has been implemented using the planned approaches and interventions. For quality assurance and consistent application of interventions, the project formulated minimum standards for project delivery e.g. training, mitigation, etc. These standards were then followed during implementation. The Table 1 consolidates the project coverage and timeline for the two phases. The Figure 1 plots the coverage on Afghanistan's political/administrative map.

<b>Table 1 : Geographic Coverage and Phase-wise Timeline</b>		
<b>Province</b>	<b>Implementation Phase I (Nov 2012-Dec 2013)</b>	<b>Implementation Phase II (Jan 2014-March 2015)</b>
Balkh	Dehdadi, Marmul	Sholgara, Charkent
Jawzjan	Aqcha, Sheberghan	Khowajadoku, Khanaga
Saripul	Sanchrak, Gosfandi	Saripul Centre, Sayad

<sup>23</sup> For both communities and schools, vulnerability criteria was defined and applied to target the most at risk communities and schools.





**Figure 1: Geographic Coverage (Provinces) of the CCDRR Project (Source: UNICEF Project Documents)**

### 1.2.3 Target Groups

The project prioritised softer elements whereby interventions focused on improving awareness, attitudes, and skills of multitude of stakeholders and groups at varied levels, to reduce and manage disaster risks. The priority groups included communities (men, women, boys, girls and older persons), teachers, education managers, students at schools, and staff of relevant public departments and CSOs at national, provincial and district levels.

The project reached out to 23,840 individuals as direct recipients, comprising 2,880 adults (men and women) in the targeted communities; 320 public officials and CSO representatives; 20,160 students (boys and girls), and 480 teachers in schools. The project also intended to indirectly benefit 155,400 individuals. The Table 02 carries numbers for direct recipients:

**Table 2: Summary Table for Target Groups & Direct Recipients**

Intermediate Result (IR)	Number of Direct Beneficiaries		Children		Adults	
			# of boys	# of girls	# of men	# of women
IR-1: Community Level	2880	12%			2160	720
IR 2: Government and CSOs	320	1%			240	80
IR 3: School Level	20640	87%	10080	10080	240	240
<b>Total</b>	<b>23840</b>	<b>100%</b>	<b>10080</b>	<b>10080</b>	<b>2640</b>	<b>1040</b>



### 1.2.4 Project Resources

The total project budget as extracted from Programme Cooperation Agreement (PCA) was AFN 183,065,925 (approximately \$3,262,897). The major financial contributions have come from UNICEF Afghanistan i.e. 93%, while remaining contributed by SCI i.e.7%. The Table 3 carries details of project committed resources and contributions by the partners:

**Table 3: Budget Breakdown & Partners Contributions**

<b>Project Budget</b>	<b>AFN (million)</b>	<b>USD<sup>24</sup> (million)</b>	<b>% Contribution</b>
UNICEF's Contribution	169.67	3.26	93%
Save the Children's Contribution:	13.39	0.26	7%
<b>Total Budget</b>	<b>183.06</b>	<b>3.52</b>	<b>100%</b>

### 1.2.5 Roles of Project Stakeholders

The project design and delivery feature a multitude of stakeholders including those who benefitted from the interventions. The significant stakeholders include SCI, UNICEF and relevant public agencies at national- and sub-national level, CSOs, schools, and communities (including men, women, boys and girls).

UNICEF Afghanistan contributed partly to the design, oversight of implementation, and put in 93% of project resources. UNICEF's contributions to the project operations and implementation were minimal.

SCI Afghanistan remained the lead implementing partner. It took lead in developing the proposal (with support from UNICEF), field planning and implementation, reporting, compliance and contract management, stakeholders' coordination, progress monitoring and knowledge documentation.

The ANDMA acted as principal government partner. It provided inputs and approvals for selection of high-risk communities, approval of sites and infrastructure/community mitigation projects, participated in the key project events and towards the end took over project forums and infrastructure.

The MoE acted as a key public sector partner for school based activities. It rendered support in schools selection, and in planning and implementation of school-based activities.

There were several other public offices that contributed to the project. These included the Offices of provincial and district Governors. These offices got involved in training (of staff), provincial and district coordination, communities' selection and coordination of community based activities including mitigation projects. The SCI regional office kept them informed of project progress and invited them to participate and share reflections in key project events.

The other significant public partners that contributed to the project activities and participated in the communication and learning events include Ministries of Rural Rehabilitation and Development (MRRD), and Labour and Social Affairs, Martyrs and Disabled (MoLSAMD).

The local Civil Society Organizations (CSOs) were identified and supported with varied capacity development interventions such as training, exposure visits etc., to contribute to regular engagement with communities and public offices for sustainability of the project.

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24 Calculated @ 1\$ = 52 Afghani; as given in project budget document.

The communities (men, women, girls, and Mullahs) and students (boys and girls) emerged as the most significant beneficiary or aid recipient groups of the project. These groups participated and benefitted from a whole range of different project activities, e.g., trainings (DRR, CPiE, Search & Rescue and Life Skills, etc.); hazards mapping and risks assessments; preparedness planning and simulation exercises; and small-scale mitigation projects.

### **1.2.6 Evaluation Users**

The evaluation users include a variety of stakeholders at international, national, and local levels.

Both UNICEF and SCI appear to be the major users of the evaluation. The evaluation results shall offer an independent and objective assessment of project's achievements, challenges, and learning. These findings shall feed into the internal accountability and similarly towards the donors. The learning, best practices, and recommendations shall work to inform the DRM programming within these organizations at varied levels i.e. in-country, regional, and global. Also, it shall offer ideas and bring value as to how two organizations could work together to realize the vision strategic partnership. Furthermore, it shall guide the two organizations on how to re-strategize engagement with government authorities to create sustainable results in Afghanistan.

The evaluation is to contribute to the critical appreciation of CBDRM/SBDRM approaches, results (they create and contribute to) and any pre-conditions that contribute to amplifying that change. Moreover, it shall add to the body of knowledge or literature available on models, interventions, challenges, learning, and contextual adaptations (in a humanitarian cum conflict affected context) of CBDRM and SBDRM approaches and results. Furthermore, it shall present a critical appraisal of what should (in terms of results) realistically be expected from parallel or standalone implementation of such approaches. In that sense, the evaluation is relevant to a range of different users or stakeholders such as donors, agencies implementing CBDRM and SBDRM approaches, researchers, and others.

The evaluation is relevant to and shall be used by the public offices involved in project implementation. These users may include ANDMA, MoE, MRRD, provincial and district authorities, who shall get an independent assessment of the project achievements, and critical review of what (approaches and interventions) worked while others did not, at varied levels and why. Moreover, the good practices and learning are likely to guide possible replication and scale-up. The evaluation may also contribute to initiate a discourse on public sector reforms for DRR integration into the larger development agenda.

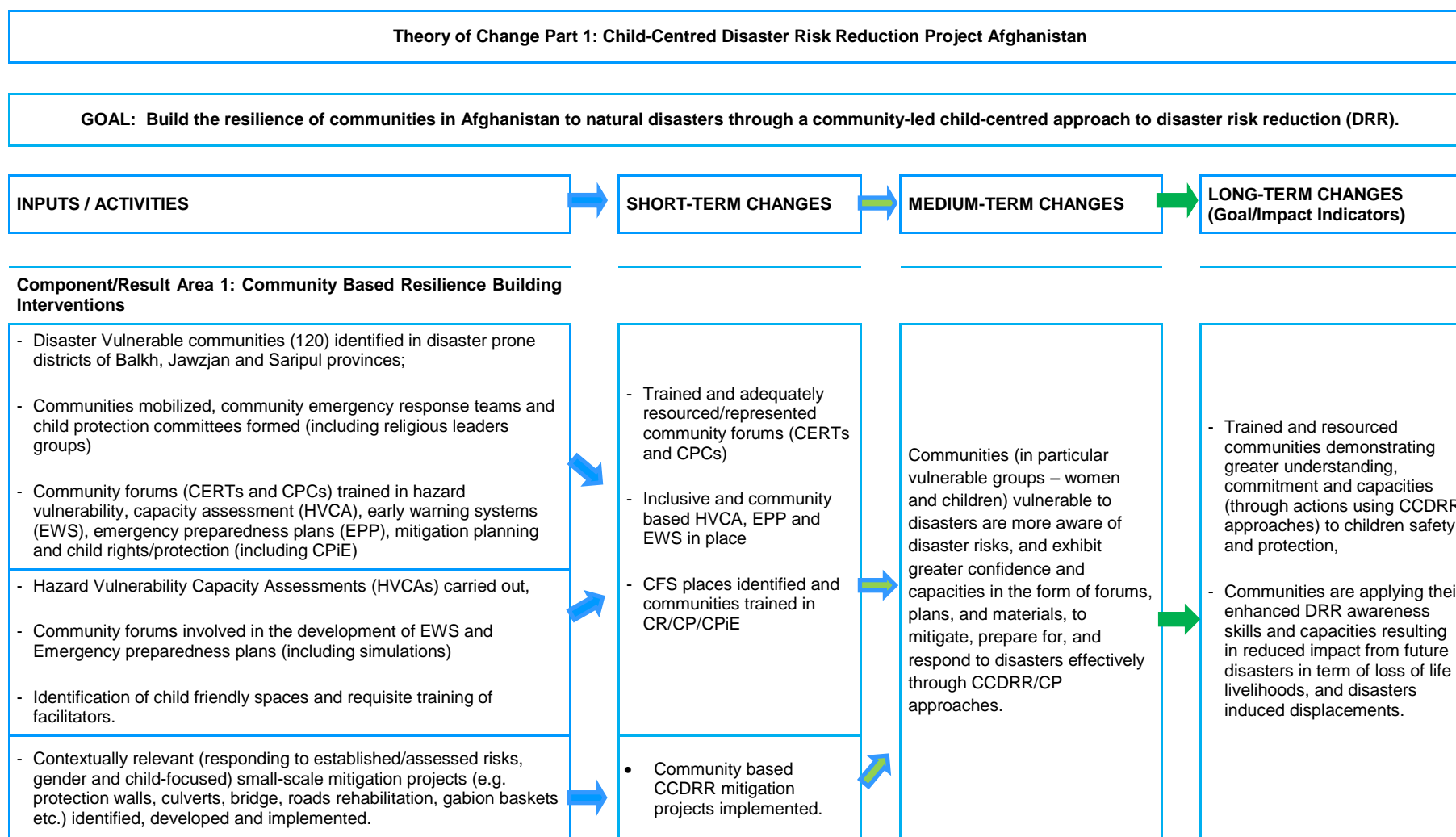
The DRM sector partners including multilateral and bilateral donors, UN agencies, INGOs and CSOs, are set to benefit from the evaluation as they shall get an objective and critical appraisal of CBDRM and SBDRM approaches, interventions, results, challenges, and lessons learnt. The evaluation is likely to inform the on-going and future work of sector partners across Afghanistan and in the region.

The communities, in particular women and children, would benefit from improved programming. This evaluation having been informed by their experiences and aspirations, would contribute to making future programming address priority needs tailored to operational contexts. Moreover, any policy and practice level changes it may generate would inform the future replication and scale up in Afghanistan (and elsewhere).

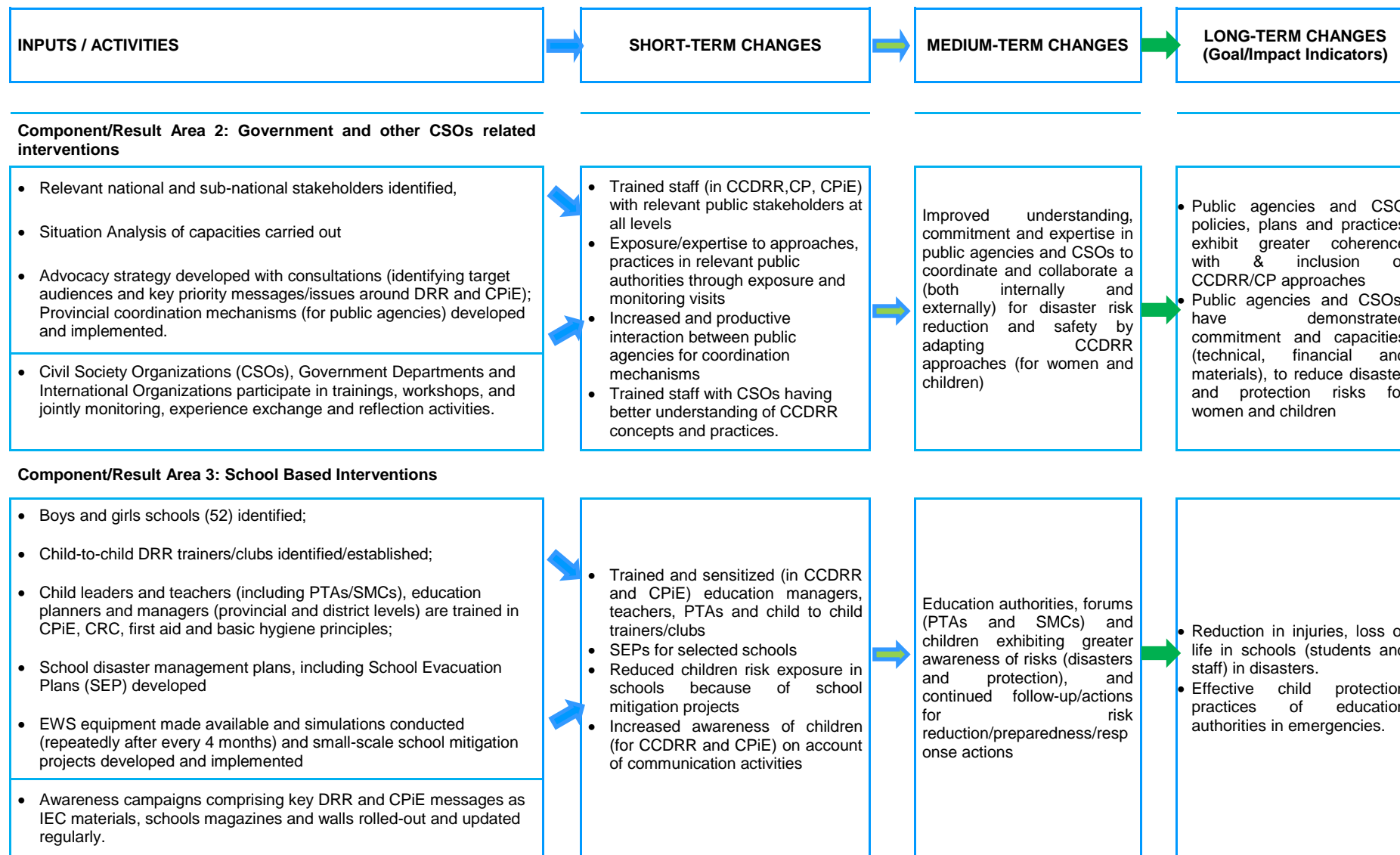
### **1.2.7 Project's Theory of Change**

The initial project design had a rudimentary Theory of Change (TOC), which was refined and expanded by the evaluators at the start of the evaluation. This however remains an ex-post and adapted TOC. The TOC comprises two sections: first, the results logic, which *lists progressive change emanating from inputs/activities to longer term outcomes*; second, description of enabling environment, risks and assumptions.

**Figure 2: CCDRR Project Theory of Change**







## Theory of Change Part 2: Child-Centred Disaster Risk Reduction Project Afghanistan

### Enabling Environment

- ☐ Positive changes in policy and institutional environment enabling increased access to community and school based DRM & protection services
- ☐ Encouraging changes in stakeholders coordination and commitment for services
- ☐ Strategic and enabling partnerships with relevant government departments (ANDMA, MoE, Provincial & District Authorities, MRRD), and CSOs with commitment, capacity, and ability to deliver with accountability.
- ☐ Greater, inclusive and sustained interest and participation of communities (women and children), and of PTAs/SMCs
- ☐ SCI and UNICEF demonstrate commitment and follow-up with matching actions reflecting leveraging of comparative strengths and advantages for successful delivery of the project.
- ☐ Enabling engagement of religious and social leaders to mobilize local support within communities
- ☐ Requisite approvals and clarity around terms of engagement (authority to work, NOCs, MOUs, coordination and oversight mechanisms and others).
- ☐ Appropriate and adequate financial controls, MEAL arrangements, communication plan, coordination and quality assurance mechanisms between partners.

### Assumptions and Risks

- ☐ Relevant government departments are willing and committed to contribute to enable timely and quality project delivery
- ☐ Project technical and support staff and of other stakeholders (government and CSOs) enabled by organizing appropriate, comprehensive and quality training and provided with adequate resources for project delivery
- ☐ All community groups (including women and children) are engaged fully (encouraged through effective mobilization) to actively participate and contribute to the project activities
- ☐ Project activities and resources are not derailed by natural disasters and security challenges
- ☐ Project activities such as forums, training, HVCA, plans; mitigation projects are implemented in a manner that ensures consistency with local culture and security environment.



## SECTION 2: EVALUATION PURPOSE, OBJECTIVES AND SCOPE

### 2.1 Purpose of the Summative Evaluation

The evaluation title i.e. 'Summative' is suggestive of the evaluation purpose and focus. Summative evaluations by definition and in practice are generally accountability driven, with focus on assessing achievement of outcomes and contribution to the impact. Processes and outputs are often not assessed at length. These evaluations, however, do focus on capturing any unintended achievements, lessons learnt for future use and are generally conducted at the end of the project; hence, also referred to as ex-post evaluations.

The purpose statement as outlined in the TORs is: 'to draw valuable lessons regarding overall effectiveness of the strategies and activities in enhancing resilience of the Afghan communities, especially children, with an aim to inform national policies and practices of SCI and UNICEF's own country and global programming in DRR'. The evaluation has an expressed focus on accountability (inter-/intra-organizational levels) and learning to inform future sector programming for the two partners, i.e., UNICEF and SCI; as well as by other public/non-public entities in Afghanistan.

This remains an end of the project evaluation, commissioned to demonstrate organizational commitment to accountability (internal and external) and learning. Furthermore, it was part of the contractual arrangement between UNICEF and SCI.

### 2.2 Objectives of the Evaluation

The specific evaluation objectives are as below:

- To evaluate the project and give an independent assessment with respect to UNEG (United Nations Evaluation Group) evaluation criteria elements, i.e., impact, relevance, effectiveness, efficiency and sustainability, for communities, schools and government particularly at sub-national levels;
- To critically assess and comment on the project supported coordination mechanisms (at provincial level) for improved collaboration between government and CSO stakeholders;
- To examine the MEAL processes, practices and products, and document key lessons learnt and best practices for possible replication and scaling-up;
- To assess the project with respect to coherence and integration to UNICEF programming priorities and principles, i.e., equity, gender equality, HRBA, accountability, and to UNICEF and SCI strategic plans;
- To assess and comment on the added value that UNICEF and SCI partnership has brought for this project;
- To examine, assess and document factors and practices that contributed to project successes and/or otherwise;
- To suggest strategic yet actionable recommendations to guide the formulation of possible follow-up project.

The Evaluation Matrix (Appendix 02) expands on the evaluation objectives by listing key evaluation questions and sub-questions, indicators, and corresponding information sources, and methods for information collection.

### 2.3 Evaluation Scope & Coherence

The evaluation scope included all activities implemented throughout the project life-cycle, i.e., from November 2012 to March 2015. The geographic scope of the evaluation covers 120 communities and 52 schools in the selected 12 districts (details available in the project

introduction), where CCDRR Project was implemented. Furthermore, the evaluation scope included engaging with key stakeholders (project staff, public officials, communities, teachers, mullahs and others) at national (Kabul), district and community levels, to learn about their experiences/reflections, views and suggestions on various programmatic aspects to enrich the evaluation process and findings

The evaluation planning and implementation took due note of and complies with guidelines, norms and ethical standards of the UNEG for conducting evaluations. The report structure and contents are aligned to UNICEF adapted UNEG Evaluation Report Standards<sup>25</sup> and as specified in the ToRs.

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25. For more details please refer [http://www.unicef.org/evaluation/files/UNICEF-Adapted\\_UNEG\\_EvaluationReportsStandards\\_2010.pdf](http://www.unicef.org/evaluation/files/UNICEF-Adapted_UNEG_EvaluationReportsStandards_2010.pdf)

## SECTION 3: EVALUATION METHODOLOGY

### 3.1 Evaluation Criteria and Questions

The evaluation criteria have been drawn from standard UNEG/OECD-DAC (both are identical) criteria elements i.e. impact, relevance, effectiveness, efficiency and sustainability. The additional criteria elements included accountability to participants (target groups) and coherence to UNICEF programming principles or priorities, i.e., equity, HRBA, gender equality, and consistency with UNICEF and SCI organisational and country plans.

The evaluators adapted the objectives and given questions for each criteria element (as in the evaluation TORs), to frame the key evaluation questions to develop the evaluation matrix (refer Appendix 2). The evaluation matrix carries the key evaluation questions, corresponding sub-questions and indicators, lists possible sources of information (stakeholders), and study methods and techniques. The evaluation matrix once finalized, guided the development of evaluation tools, used for information and data collection. This has also helped structure the discussion in the findings section.

### 3.2 Conceptual Overview

The conceptual model used for this evaluation is drawn from Theory-based Evaluation Approaches<sup>26</sup>. The body of literature available defines the approaches as conceptual analytical models, rather than any specific method or technique. Within different frameworks available in the approach (more or less the same), the evaluators have used the 'Contribution Analysis<sup>27</sup>'. The contribution analysis in essence is driven by the objective to assess and establish causality for projects and programme evaluations, while taking note of the key external events or actions (exogenous to the project) that may have had bearing on the project's observed results. The evaluation process entailed assessing and establishing causality by i) reasoned assessment of CCDRR TOC; ii) evidence of implementation; iii) evidence and validation of achieving the desired changes or outcomes, and iv) accounting for the external influencers or contextual changes.

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26 Theories of change are models created by the evaluator of the micro-linkages or causal path from programme to ultimate outcome, that can be empirically tested (Weiss, 1995) Theory-based approaches are a "logic of enquiry," which complement and can be used in combination with most of the evaluation designs and data collection techniques. Theory-based approaches to evaluation attempt to understand an intervention's contribution to observed results through a mechanistic or process interpretation of causation, rather than determining causation through comparison to a counterfactual. In theory-based approaches, the specific steps in a causal chain, the specific causal mechanisms, are tested. If these can be validated by empirical evidence, then there is a basis for making a causal inference. At the same time, theory-based approaches seek to identify and assess any significant influencing factors (i.e., contextual factors) that may also play a role in the causal chain and thus affect the contribution claim. Theory-based approaches have been discussed in evaluation literature for many years. For more details please read Funnell, S., & Rogers, P. (2011), Rogers, P. (2007), and Weiss, C. H. (1997). There is no agreed classification of theory-based approaches; indeed, in recent years, there has been a proliferation of theory-based approaches and numerous variations within each approach. The two prominent categories of theory-based evaluations are: i) realistic evaluations and; ii) theory-of-change approaches.

27 Contribution Analysis is an approach for assessing causal questions and inferring causality in real-life programme evaluations. It offers a step-by-step approach designed to help managers, researchers, and policymakers arrive at conclusions about the contribution their programme has made (or is currently making) to particular outcomes. The essential value of contribution analysis is that it offers an approach designed to reduce uncertainty about the contribution the intervention is making to the observed results through an increased understanding of why the observed results have occurred (or not!) and the roles played by the intervention and other internal and external factors. For more details refer the link [http://betterevaluation.org/plan/approach/contribution\\_analysis](http://betterevaluation.org/plan/approach/contribution_analysis). Additional literature available on theory of change approach - Contribution Analysis, argues that if an evaluator can validate a theory of change with empirical evidence and account for major external influencing factors, then it is reasonable to conclude that the intervention has made a difference. The theory of change provides the basis for arguing that the intervention is making a difference and identifies weaknesses in the argument, thus identifying where evidence for strengthening such claims is most needed. For additional information please refer literary work of Mayne, J (2001, 2008 and 2011).

The evaluators made use of mechanistic analysis, often used in the Theory-based Evaluation Approaches. By definition this technique attempts to understand an intervention's contribution to observe results through a process of interpretation of causation, rather than determining causation comparison to a counterfactual; therefore, the evaluation excludes establishing and comparing with the counterfactuals.

Relevant sections in the report carry commentary on validation of the CCDRR TOC, while leveraging contribution analysis. Both quantitative and qualitative data drawn from the mixed methods approach (primary and secondary information sources - more details in the methodology section) has facilitated assessing and establishing causality. To deepen the contextual understanding, in which the project was implemented, a range of internal and external stakeholders (details available in the subsequent section) were consulted to map and assess influences of other actors and actions, exogenous to the project, to establish project's attribution and contribution. Beside this, a range of secondary sources have been consulted to establish and understand the context and the influence of external environment in which the Project was rolled out (refer Appendix 03 for list of documents reviewed).

### 3.3 Evaluation Approach

The evaluation has been carried out using participatory and mixed-method approaches.

At one level, the participation manifests engaging with and seeking inputs from relevant evaluation stakeholders and users, i.e., UNICEF and SCI, and Evaluation Reference Group (a dedicated group for the evaluation comprising UNICEF and key government counterparts, formed at the start to provide evaluation oversight, more details in ERG TORs; refer Appendix 4). The inputs were sought at all critical stages, i.e. evaluation design including tools design, data collection, analysis, and to review findings and recommendations at reporting stage, which in turn resulted in demonstrated enrichment and ownership of the process and output.

At another level, the participation is evident in terms of numbers, range, and levels of stakeholders consulted during the course of evaluation. The evaluators consulted a wide range of stakeholders at all levels, i.e. national, provincial, district, facility, and communities, to have the evaluation informed by views, experiences, and suggestions from all those involved in project design, implementation, and those who benefitted at the end. The extensiveness of the evaluation is evident from the fact that evaluators consulted 602 individuals (representing various stakeholders) through KIIs and FGDs at all levels.

The following section describes the design and application of mixed methods approach.

### 3.4 Data Collection Methods

The evaluation has drawn on a mixed-methods approach, comprising both primary and secondary data collection and draw analysis. The approach facilitated extracting (from secondary sources) and generating (using primary methods/sources) relevant, comprehensive, and complementary information from varied sources. The use of multiple methods and techniques helped overcome any method/technique limitations, biases, and enabled cross validation and meaningful triangulation.

#### ***Use of Child Friendly Methods (Innovation)***

The evaluators developed and applied 'Child Friendly Methodology' to be able to address children sensitivities, knowing that they constitute one of the most significant target groups of the project. The interaction with and data collection from children complies with the

guidelines and research ethics set by both the UNICEF's<sup>28</sup> and the SCI<sup>29</sup>. The methodology enabled positive engagement with children in an open and non-intimidating environment, to have evaluation informed of their experiences, learning, gaps and suggestions. For this, child sensitive and activity-based tools (FGDs) were developed and applied. These tools included activities such as rapport building, use of photos to reflect and initiate discussions, walk and show around the school, and practically demonstrating what they had actually learnt (refer to relevant tools in the toolkit). During these sessions, the responses and actions of children were carefully observed and noted, to feed into field data, and later used for analysis. The evaluators with prior experience of implementing the tools took lead in the child friendly discussions. The application of child friendly methods makes this a 'child-centred evaluation'.

Find below short description of purpose, scope, and extent of primary and secondary methods used for the evaluation. Tables 7 and 9, offer a consolidated summary of the range and levels of methods and tools applied during this evaluation.

## Secondary Sources Review

Extensive secondary sources review was undertaken as part of the evaluation. The review remained an on-going activity throughout the evaluation. The literature review entailed referring to a range of internal (project specific) and external resources e.g., reports, standards and guidelines, databases, other published and un-published documents, etc.; for extracting relevant information. Please refer to the list of documents reviewed as Appendix 3. Overall 434 documents were reviewed both internal and external during the course of evaluation. The following tables offer insights into the distribution and breadth of secondary materials collected and reviewed.

**Table 4: Distribution of collected documents by source**

Document provided by	Total docs	Type of project document	UNICEF	AAN	Total docs
UNICEF and SCI	411	Project Documents (All Types)	411	1	412
AAN Evaluation Team	23	Secondary Sources		22	22
	<b>434</b>		<b>411</b>	<b>23</b>	<b>434</b>

**Table 5: Distribution of collected project documents by source and type of project document**

**Table 6: Distribution of collected secondary material by source and type of secondary document**

Type of secondary material	UNICEF	AAN	Total docs
Evaluation Guidelines/Reporting Standards		2	2
Project log frame, Baseline/End-line Tools,	37		37
Human Interest Story / Case Study	16		16
Assessment tools, Study, Situation Analysis, Facts	7	8	15
Concept/Proposal	2		2
Progress Reports, Baseline, End-line, Presentations	16		16
Document on Strategy, Policy, Training Plan	6	4	10
Guidelines, Terms of References	12	2	14
Activity Plan, Reports, Progress Reports, MoM	278	1	279
Final Reports	9		9
Monitoring Reports, Visits	22	4	26
Unclassified	6	2	8
<b>Total</b>	<b>411</b>	<b>23</b>	<b>434</b>

28 Unicef (2002), Evaluation Technical Notes: Children Participating in Research, Monitoring And Evaluation (M&E) — Ethics and Your Responsibilities as a Manager [https://www.unicef.org/evaluation/files/TechNote1\\_Ethics.pdf](https://www.unicef.org/evaluation/files/TechNote1_Ethics.pdf)

29 <http://resourcecentre.savethechildren.se/sites/default/files/documents/5459.pdf>

## Primary Information Collection Methods

Multiple quantitative and qualitative methods were used to generate relevant primary information or data. These methods were applied at all levels, i.e. national, provincial, district, sub-district (communities) and in schools. These include representative household based post-KAP survey (also referred to as Evaluation Household Survey), key informant or semi structured interviews (KIIs/SSIs), focus group discussions (FGDs), field observations and photographs (evaluation toolkit is attached as Appendix 7). The evaluation has drawn on both quantitative and qualitative data analysis techniques, e.g. statistical, comparative and content analyses (more details in data analysis section).

Find below details of primary methods of information collection and extent of application. The methods and extent of application is consolidated in the matrix below.

Quantitative methods included design and application of representative household/community survey (post-KAP) administered across all 12 districts (100% of project's implementation area or study universe).

### Evaluation Household Survey (post-KAP)

A post-KAP survey was administered to map both the changes and scale in community's knowledge, attitudes, and behaviours (especially for Intermediate Result 1) and other related elements such as accountability, communication, grievance management, etc. The post-KAP survey was planned and administered for the sake of reliable data gathered by an independent entity, to compare with and validate the data gathered and reported by the implementing partner. Representative sample was drawn (more discussion in the under sampling section) using multi-stage stratified random sampling. The survey was planned for all (12) project districts, of three provinces (100% project universe). The respondents included adult males and females representing households from project communities/villages.

SCI as part of the project implementation had developed and administered pre/post-KAP questionnaire, which was used as the base instrument and adapted to the evaluation needs. The questionnaire was translated into local language to facilitate quality and consistent data collection. The survey was administered by a locally recruited team of enumerators (both male and female). An extensive training on project context, objectives, key terms/concepts and questions included in the questionnaire, field protocols, and quality assurance measures was organized for these enumerators, before field deployment. Senior evaluators facilitated the training, organized in Balkh province. Conventional statistical analysis was used to map the quantum of change for key output and outcome indicators. Where required, these have been compared with internal records drawn by undertaking baseline and end-line analyses. The analysis has informed the assessment and validation of CCDRR project TOC.

For other project components (IRA #2: capacity development of public officials and CSOs; and IRA #3: school based interventions), the evaluators have relied on SCI led baselines and internal end-line evaluation results for mapping the transformational change to inform the outcomes/impact assessment. To explore the causative links and reflections on TOC pathways, complementary qualitative information gathered using qualitative methods/techniques from a range of selected stakeholders, has been analyzed and corroborated appropriately to substantiate the results and corresponding assertions.

Qualitative methods used for information gathering included KIIs/SSIs, FGDs (including child friendly discussions), observations, and field photographs. These have been applied at all levels, i.e., national, sub-national, facility and community levels. The design of the qualitative

methods took a considered view to explore “Positive Deviance” and the associated factors (enablers/dis-enablers). The use and extent of application of qualitative approaches/methods facilitated the evaluators in carrying out truly participatory evaluation and hold open discussions to get genuine reflections. Also, it facilitated in-depth understanding of the local context and getting familiarity with any exogenous factors that may have contributed to the (intended/unintended) observed results. As part of quality assurance, senior evaluators (including national evaluators) were tasked to lead interviews and discussions, to the extent possible, to ensure consistent and quality application of these methods.

### Focus Group Discussions (FGDs)

FGDs were used as primary methods of enquiry to draw qualitative information from various target groups in schools and communities. The groups consulted include CERT members (separately with men and women members, where required); CPCs, children/students (school C2C DRR trainers and DRR club members), and teachers. The discussions were centered on seeking information about their views, experiences, and suggestions. Moreover, discussions were also extended to explore and understand the causative links between observed behaviours and reasons for change, including any contextual changes. For qualitative data collection, the evaluators made use ‘Purposive Sampling’ technique. Multiple factors contributed to the samples selection such as stakeholders’ role and interest in the evaluation, levels hierarchy within particular stakeholders (national, subnational and field levels), geographic representation, and gender and age considerations. In total, 13 FGDs were conducted with varied groups with 150 men, women, and children in attendance (see Table 7 and 8).

**Table 7: List of Targets Groups for Focus Group Discussions**

Level	Stakeholders for FGDs	# of FGDs
<b>Community</b>	District Child Protection Committee	1
	Emergency Response Team (CERTs) Male/Female	4
	Community Beneficiaries; Non-CERT Members (Male/Female)	2
<b>School</b>	Children/School DRR Clubs (CCs)/ Children to Children Trainers (Boys/Girls)	4
	Teachers / PTAs/SMCs Members (Male/Female)	2

Group discussions/activities with children (boys and girls) featured application of child friendly techniques. To ensure larger representation and higher participation, children from varied grades (6-12) were included; it enabled to get diverse views on a given discussion point and hence enriched the field observations and findings. Similarly, for community based FGDs (CERT/CPC members including men and women), larger representation of varied individuals/groups (positions/occupations/age) was maintained to achieve more opinions/views on one topic. FGDs were conducted in two provinces/districts (Dehdadi district of Balkh province and Shebergan district of Jawzjan province) of the three Provinces covered by the Project. The average number of respondents/participants in each group discussion ranged from 6-8. The overall numbers suggest an encouraging proportion of adults and children (40% and 60% respectively) and healthy gender distribution (refer table below).

**Table 8: Gender Makeup of FGD Participants**

Respondent	Men	Women	Boys	Girls	Total
<b>Total</b>	28	32	29	61	150
% of each group	19%	21%	19%	41%	100%



## Key Informant Interviews (Semi-structured interviews)

KIIs or SSIs were used as primary methods for a cross-section of stakeholders including project staff and management of UNICEF and SCI, public officials and representatives of UN/INGOs. Few KIIs or SSIs were also conducted with community stakeholders such as religious leaders or Mullahs. The most significant public officials (at national and sub-national levels) included ANDMA, MoE, MRRD, CPAN leads, MoLSAMD, provincial and district governments.

During inception phase, both SCI and UNICEF were consulted for the selection of stakeholders and possible respondents particularly those from the government and CSOs who participated in the project activities. The focus of enquiry during stakeholders' consultations was to understand 'Why' and 'How' aspects of changes observed, including any significant external changes that may have contributed.

In total, **50 KIIs** were conducted at all levels (national, provincial, district and community). The KIIs were conducted with relevant stakeholders in two out of three provinces (one district each from Balkh and Jawzjan). The Table 9 summarizes the distribution of stakeholders in terms of range of stakeholders consulted (nature and level).

**Table 9: Distribution of Stakeholders for KIIs at All Levels**

Stakeholders	INGO/UN	ANDMA	Edu.	MRRD	SCI	UNICEF	CPAN	DDMC	Mullah	Total
# of KIIs	5	3	5	3	14	11	2	5	2	50

Level	National	Provincial	District	Community	Total
# of KIIs	29	13	6	2	50

The qualitative and quantitative tools (survey, KIIs, FGDs) carried visible overlaps, done intentionally to generate adequate data for cross-verification and triangulation.

## Field Observations

Besides field visits to Dehdadi (Balkh province) and Shebergan districts (Jawzjan province) for undertaking FGDs/KIIs, the evaluators also visited some schools- and community-based disaster mitigation projects in Aqcha and Khawjaduko districts of Jawzjan province, which enabled the evaluators to have some comparative reflections/findings from project districts/locations for two phases, i.e. Khawjaduko (Phase-II district).

## Sample size and sampling methods

Both representative and purposive sampling techniques were used for the evaluation, per specific method. For post-KAP, a representative sample was drawn to generate results with 95% confidence level and ±5% margin of error (refer to box for sampling formula). The sample was distributed using multi-stage random sampling technique with equal weightage for each district, resulting in a sample spread over 12 project districts.

### Formula Used for Sample Size Calculation

$$\text{Sample Size} = \frac{Z^2 * (p) * (1-p)}{c^2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

p = percentage picking a choice, expressed as decimal (.5 used for sample size needed)

c = confidence interval, expressed as decimal (e.g., .04 = ±4)

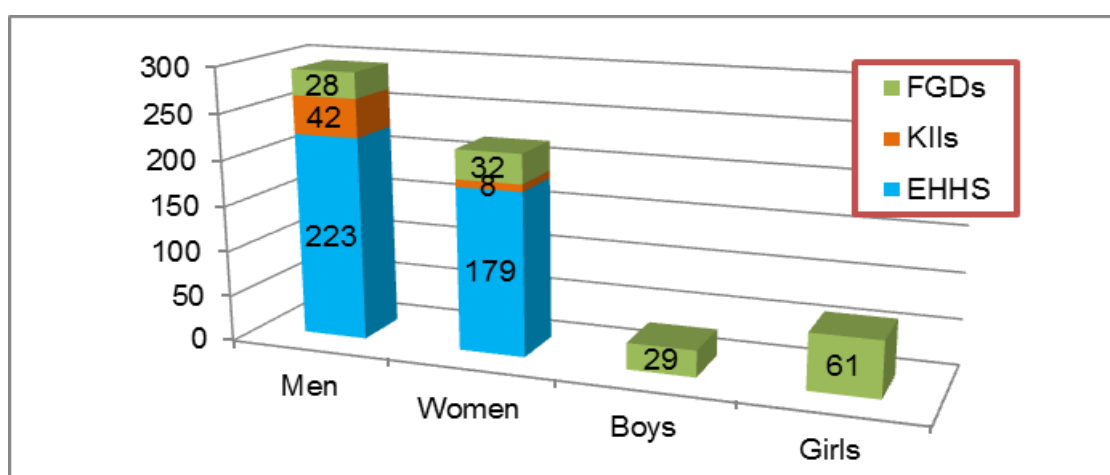
A sample of 384 households (HH) (for an estimated 896,043 population in 120 communities where activities were implemented) was drawn with an additional sample of 5% to address biases, confounders and non-respondents. The total number thus contacted were to 402

HHs. Households were taken as primary sampling unit, represented by an adult family member either male or female.

Though planned to be administered in 12 districts, the survey could only be undertaken in 10 districts. Two districts were dropped during fieldwork for security reasons (after consulting the relevant SCI teams). The evaluators were cautioned of cultural sensitivities and hence restricted access to girls and women to the outsiders. The evaluators based on discussions with local resources and partners continued with original plan of reaching out to 50% female respondents. The final survey results are encouraging in that sense whereby 45% of the total respondents' are females (refer Appendix 8 for more details of sampling approach, actual sample calculations and sample distribution). This reflects well in terms of having this evaluation informed of girls and women experiences and reflections.

**Purposive Sampling** was employed for stakeholders' selection for qualitative data collection. The sampling took a considered view of balancing the geographic coverage; stakeholders' relevance, scope and level of engagement, gender and age considerations, as well as achieving desired levels of data saturation, as prescribed for qualitative data collection. The purposive sampling (for qualitative methods) enabled the evaluators to have at least one interaction with key national stakeholders and reach out to each relevant stakeholder at provincial, district and community levels at least twice or more (see Table 7 and 9 under description of FGDs and KIs), which warranted the saturation point for qualitative discussions. The Table 10 offers gender and age distribution of evaluation respondents.

**Table 10: Gender & Age Distribution of Evaluation Respondents**



### 3.5 Data Collection Process

Data collection commenced with evaluators sharing a consolidated list of relevant project documents to pass on to the consultants for their review (internal), after preliminary review of project proposal/PCA, logical framework, and reports shared with consultants at earlier stages of evaluation. Snowballing technique was used for gathering additional information resources, reviewed continuously as part of the evaluation. Barring few exceptions, the partners shared the desired documents in time through different means, such as Google drive, Skype, and emails. The external documents (reports, databases, etc.) were gathered through web-search and during field work by asking relevant stakeholders to share the reference materials. The literature review continued throughout the evaluation.

Primary field data collection was carried out in two rounds of field visits. The first round was extensive and involved travel of international consultants to Kabul, whereas, the national evaluators joined in Kabul, and worked as a larger team in Kabul and in Jawzjan and Balkh Provinces. The first round entailed administering post-KAP survey and application of qualitative methods at all levels. Approximately 90% of primary data collection was completed during first phase/visit, which continued from 22<sup>nd</sup> November, 2015 to 3<sup>rd</sup> December, 2015. The planned meetings, which could not be completed<sup>30</sup> during the said visit, were covered through a follow-up visit by national evaluators from 14<sup>th</sup> to 16<sup>th</sup> December 2015.

The field data collection was largely led by international evaluators, with due support from national evaluators, field enumerators, and interpreters (for international consultants). The enumerators were recruited locally from the project provinces/districts, with 50% females, each having previous survey experience. Recruitment of female enumerators enabled easy access to female respondents, which otherwise would have not been possible for strong cultural seclusion of gender domains and interaction with outsiders. The field enumerators and provincial coordinators were trained in a day-long training, followed by pre-testing of survey questionnaire. A team of five members comprising four enumerators and one provincial coordinator carried out field survey in each Province. Post-training, the field teams were consulted and informed of security and communication protocols. Spot checks and surprised visits were undertaken by the provincial coordinators as well as the national evaluators, as part of quality assurance mechanism.

### 3.6 Quality Assurance

To ensure compliance to UNEG norms, standards and other research ethics, the evaluation followed a variety of quality assurance mechanisms. The most significant are listed below:

- **Reliability:** Representative Sample was drawn for the quantitative methods i.e. Evaluation Household Survey (EHHS). For qualitative tools, the evaluators inserted areas of overlap or redundancy to support triangulation.
- **Validity<sup>31</sup>:** The evaluation was designed to be participatory to the extent possible (refer Table 7, 8 and 9 on stakeholder and coverage) to have stakeholders involved in design and implementation of the evaluation. The evaluation design, however, excluded engaging direct and indirect beneficiaries in design of the evaluation; therefore, they were consulted through an open-ended discussion to enable the evaluators pick up and inform the evaluation of their views and suggestions.
- **Completeness and correctness:** Interviews and discussions were (audio) recorded, after obtaining due permission, to ensure 'Completeness' and transcribed to prevent loss or misinterpretation (Correctness) of any critical information by the note taker.
- **Local hiring and gender balance (enumerators):** The enumerators were hired locally with balanced representation of both males and females, to reach out adequately to the female respondents. Their views on overall security, access to areas and acceptance of female enumerators as 'Data Collectors' (compliance to cultural norms) were given due consideration in field planning and implementation. The evaluators deployed a balanced team with respect to gender, sector and regional exposure, language skills, enabling frank conversations with stakeholders, open and enriching internal discussions.
- **Deployment of experienced resources for qualitative data collection:** Senior evaluation team members, national and international, led the implementation of qualitative methods/tools. It facilitated consistent application of (KII/FGD) guides and

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30 Due to non-availability of the relevant individuals/groups or time/security constraints

31. Validity refers to whether study findings are true and certain. "True" in the sense that research findings accurately reflect the situation, and "certain" in that evidence supports the research findings.

has had bearing on increased probability of acquired information in analysis and reporting.

- **Spot checks & regular field monitoring:** The senior national team members (details of evaluation team are available in Appendix 11) visited selected communities to perform (surprised) spot checks to monitor field data collection process as part of quality assurance mechanisms. Besides that regular monitoring was conducted by the provincial/district coordinator to keep check on field activities and quality data collection.
- **Security management:** The security and coordination protocols were framed in view of the context and prevalent situation, through a consultative process during training of enumerators. Where required, SCI field and regional staff were consulted to take their views on current security situation. These elements were then incorporated into field planning, which enabled smooth execution of field data collection plan.

### 3.7 Ethical Safeguards

In order to pre-empt any negative consequences for the respondents, a variety of safeguards were applied during evaluation.

The SCI as lead partner brings extensive experience of working with communities and in particular children. Over the years, it has produced and implemented a series of organizational policies and guidelines to guide interaction and engagement with children. These include seeking pre-deployment written commitments from SCI staff around child protection, safety, and gender equality. The policies were complied with through the implementation of the project.

At field level, SCI applied the principal of prior scheduling and communication of activities to the communities; presence of female staff including family members (males) during interaction with women in the community (respecting the local culture and beliefs); involvement and presence of teachers during interaction with children (at schools) and others. The MEAL system while collecting information followed the desired standards and practices of seeking informed consent, and data confidentiality and anonymity. The evaluators did not find any cases around non-compliance to ethical safeguards, resulting negative consequences for project participants/stakeholders.

This evaluation has been guided by a series of ethical safeguards prescribed for researches involving human subjects and in particular children. The safeguards applied are integral to social research and complied with UNEG ethical standards also. Those engaged in the evaluation (particularly for field data collection) were informed and adequately trained around ethical considerations to enable full understanding and compliance. The most significant of the ethical safeguards are as below:

- **Informed consent and anonymity:** All field activities required that an informed consent from the respondents be sought (verbally) at the outset both for qualitative and quantitative methods. For children, the consent was sought from respective head/class teachers and children were also asked for their volunteer participation in group discussions. The respondents were informed that responses would be kept confidential and presented in report as anonymous and, if they wished, their identities would not be recorded. Those involved in management of the project were also given assurance of confidentiality to encourage candid and frank discussions and extract implementers' insights into challenges, learning, and opportunities. The field photographs were taken with prior consent of the children/respondents (of KIIs/FGDs) and/or the concerned authorities.
- **Presence of teachers/attendants during activities with children:** Before interacting with children, especially adolescent girls (in higher grades), the evaluators requested the head/class teachers to place a facilitator (mostly class teachers) to be

present during discussion with children. All discussions have had one designated person from school in attendance. Those in attendance were informed of the possible risk of respondent bias (because of their presence), hence were asked to not intervene in the discussions, unless necessary or asked for by the evaluators. To minimize the presence bias, the evaluators requested the teachers to sit behind the students. This helped to keep the chances of their interference and biased responses from the children, to the minimal. The senior evaluators, having experience and exposure to applying child friendly methods, lead the activities with children.

### 3.8 Data Analysis

The data processing (coding, editing, entry and cleaning) of the quantitative data (post-KAP) was performed parallel to field data collection to identify and remove error(s) and inconsistencies. The data entry, processing and analysis were conducted using customised soft wares, i.e., Microsoft Access, MS-Excel and IBM SPSS Statistics 20. Standard statistical analysis, e.g., frequency tables, cross-tabulation and measures of central tendencies, etc.; was performed on data generated and where required comparative analyses between baseline, end-line and post-KAP were performed to map the extent of change in key KAP elements. The percentage (%) changes were used to comment on validity of CCDRR TOC. Comparative analyses technique was used for baseline and end-line results for schools component. However, for this component, the evaluation relies on the data generated by SCI.

The evaluators followed conventional qualitative data analysis techniques for interpreting qualitative data, thus making it usable for the evaluation. The focus has been to discern 'how' and 'why' elements of the observed change(s). The analysis followed three synchronized streams of activities, i.e., data reduction, data display and conclusion, including verification. This involved transcription, summarising issue-specific data into data sheets and categorization into emerging themes. The emerging themes were then displayed and discussed as a team to draw conclusion while taking note of observations by the evaluators and quantitative data trends. The conclusions drawn were finally verified against original data for assessing plausibility and robustness.

The evaluators used the data triangulation using secondary and primary information, both quantitative and qualitative, for the evaluation. The analysis and reporting have drawn on the regular conversations between the international and national evaluators pertaining to any issue requiring clarification, contextualization and in some cases factual correction – for which evaluators referred to SCI staff (via Skype and phone).

The evaluators want to highlight differences in data collection approaches between SCI (during baseline and end-line) and of the evaluators. SCI has generated baseline and end line data by applying questionnaires to the groups (administered as FGDs) and drawn quantitative analysis, whereas evaluators have used the conventional household field survey for quantitative data collection/analysis. The data generated through KIIs and FGDs has come to complement and enrich the quantitative data. The readers may note variations in data (between baseline and end-line carried out by SCI internally; and EHHS-post-KAP conducted for evaluation purpose), which is rooted into differences in data collection and interpretation techniques by SCI and the evaluators. Moreover, additional questions were asked to be able to respond to the evaluation questions fully.



### 3.9 Limitations, Risks and Mitigation Measures

Find below summary of evaluation limitations, risks and mitigation measures.

**Table 11: Summary of Evaluation Limitations, Risks, and Mitigation Measures**

Limitations and Risks	Evaluation Outcome / Mitigation Measures
Use of indeterminate quantitative data (risk) for schools (gathered by SCI as part of baseline and end-line) for intermediate result 03.	It was un-avoidable for time and resources constraints (budget availability); however, extensive interaction with a variety of stakeholders including children, teachers and education managers was planned for data validation (to the extent possible). Furthermore, the application of child friendly methods including transect or school walks, quiz/recall learning, and practical demonstrations, enabled the evaluators to assess, verify and validate results.
The risk of respondents' biases affecting the field data collection both qualitative and quantitative methods applied for this evaluation i.e. surveys, interviews, and FGDs.	<p>Respondent biases are indeterminate. These stem from biases in various forms among various actors, such as the possibility of biases in translation and unreliability of the respondents' responses. However, mitigation efforts included:</p> <ul style="list-style-type: none"> <li>i) Gathering a substantial amount of data from range of stakeholders at all levels. This includes a total of 602 respondents/participants (including 402 EHHS Respondents incorporating) additional 5% sample; 50 KIIs and 13 FGDs) including adult men, women, children (Boys and Girls in schools/communities, public officials (male/female), UN and INGOs' staff, Shura members, religious leaders/prayer-leaders, teachers, principals and others). All data/information from above and the field observations collated, analysed, and then triangulated.</li> <li>ii) Use of local enumerators and national consultants to counter-check some of the drawn information and patterns,</li> <li>iii) Application of qualitative tools by senior evaluators both national and international.</li> <li>iv) Recording and transcription of conversations (where allowed) to minimize or correct any field interpretation gaps and oversights.</li> </ul>
Availability of key respondents to meet with the evaluators, security and cultural factors restraining access to communities and female respondents.	<p>The fieldwork coincided with annual exams at some schools, which constrained availability of teachers and students to meet with evaluators. Thanks to SCI Coordinators and flexibility on the part of teachers and students, the evaluators managed to administer the planned number of discussions. However, where feasible/required, few FGDs were combined for those common respondents representing multiple groups and forums, for example, CPC/CERT/Non-CERT members etc. therefore the overall number of FGDs was reduced to 13 instead of promised 26 FGDs)</p> <p>The evaluators could not meet with some critical public stakeholders, especially in provinces and districts, for their unavailability. This was addressed by planning a short second round of field data collection to cover all those missed in the first round. For some KIIs, Telephonic and Skype conversations were arranged. However, the security alert in Kabul restrained meeting with the representative of the World Bank.</p> <p>Local resources, including females (50% enumerators were females), were recruited to address security and cultural constraints to access areas and female respondents, which worked well. The views of local enumerators and SCI coordinators were taken into account for field activities and, where required, districts and locations were replaced with more secure place in consultation with SCI.</p> <p>A set of security and communication protocols were put in place and followed.</p>
Differences in approach/methodology (of SCI and evaluators) for household survey administration and analysis.	The evaluators used conventional approach to household surveys (individual respondents representing households) whereas SCI used FGDs or group discussions and interpreted it into statistical data. The

**Table 11: Summary of Evaluation Limitations, Risks, and Mitigation Measures**

Limitations and Risks	Evaluation Outcome / Mitigation Measures
<p>Limited equity analysis particularly with respect to lack of baseline information around income quintiles.</p>	<p>data comparison for different application and interpretation approaches remains a limitation.</p> <p>The information used for equity analysis (considerations of gender aspects, targeting approach and tracking of inputs and results for the poor into etc.) has been primarily drawn from the literature review and discussions with stakeholders.</p>
<p>Availability of basic or simplified ToC.</p>	<p>The evaluators based on discussions and literature review expanded the simplified TOC, which has been used for the analysis.</p>

## SECTION 4: EVALUATION IMPLEMENTATION & MANAGEMENT

### 4.1 Evaluation Implementation Phases

The evaluation followed a phased approach comprising of pre-inception, inception, primary data collection, consolidation, analysis and reporting; and dissemination. Following illustration gives a visual overview of the evaluation implementation and key deliverables. The evaluation implementation by and large followed a linear order, where progress/completion of activities and deliverables of one phase contributed to initiation of subsequent phase.



For more details of evaluation implementation please refer Appendix 09. The appendix contains evaluation deliverables/milestones details also.

### 4.2 Evaluation Management & Timeline

This evaluation was commissioned and managed by UNICEF Afghanistan Country Office (ACO). The Social Policy, Planning, Monitoring and Evaluation (SPPME) Section in UNICEF managed the evaluation. SCI Afghanistan extended field coordination support.

The Evaluation Reference Group (ERG) and Steering Committee (SC) provided evaluation oversight. The two forums have had representation from government, UNICEF, and SCI, Afghanistan (refer Appendix 4 and 5 for composition and role of each forum).

AAN Associates, a Pakistan-based evaluation and research consultants (entity) conducted the evaluation. AAN Associates deployed team of international and national consultants and field data collectors for the evaluation (roles and brief profiles of key team members given in Appendix 11). The consultants managed the field logistics and security; however, sought support on need basis from both the SCI and the UNICEF.

The evaluation was undertaken from October 2015 to February 2016. The field activities or data collection was carried out in November-December 2015 (refer Evaluation Work Plan as Appendix 10).



### 4.3 Level of independence

The evaluation has been designed and implemented professionally and independently. The evaluators maintained their independence and impartiality throughout the evaluation. The views and opinions expressed in the report are of the evaluators, for which they take complete responsibility.

## SECTION 5: EVALUATION FINDINGS

### 5.1 Project Results /Achievements

The CCDRR project has been successful in achieving most of the output targets as were set in the project log-frame (refer Table # 13). The table lists the planned and achieved targets (outputs) and last column carries commentary on achievements. The table is generated from the review of secondary sources. Discussion on other evaluation criteria elements takes into account the achievements.

Table 12: Project Achievements vis-à-vis Targets (Output level)			
Outputs/Indicators	Targets (Project Log frame)	Achieved Outputs/Results (Project Database 1&2/ 5th Annual Report)	%age Achievement
<b>Community Level CCDRR Interventions</b>			
Communities understand the scope, aims and objectives of project.	120 Communities	120 Communities	Achieved (100%)
CERT members identified, established and trained in Emergency Response, DRR and CPiE; ToR revised and finalised for CERTs and endorsed by ANDMA	120 CERTs established	120 CERTs established	Achieved (100%)
	2400 CERT members	2,402 CERT members (1,527 male, 635 female and 240 children) trained	Achieved (100%)
	ToR revised and finalised for CERTs and endorsed by ANDMA	ToRs for CERTs	Achieved ANDMA endorsement unknown
	No target set No target set	120 CERT kits distributed CERT exchange visits conducted in all district	Achieved,
Hazard Vulnerability Capacity Assessments (HVCAs) conducted; Early Warning Systems (EWS) implemented; Emergency Preparedness Plans (EPPs) finalized & developed and implemented;	120 HVCA	120 HVCA conducted	Achieved (100%)
	120 EWS	120 EWS equipment's (loud speakers) distributed	Achieved (100%)
	120 EPPs	120 EPPs prepared	Achieved (100%)
	120 hazard maps completed	120 hazard maps developed	Achieved (100%)
Child focused small-scale mitigation projects designed and successfully implemented.	120 child-focused small-scale mitigation projects	120 mitigation projects	Achieved (100%)
Child Protection Committees (CPC) established; CPC members have enhanced technical knowledge on CPiE and DRR mechanism	12 Child Protection Committees	12 Child Protection Committees have been established and linked to CPAN (Child Protection Action Network)	Achieved (100%)
	240 CPC members	276 CPC members	Achieved, exceeded target by + 15%
Appropriate locations for Child Friendly Spaces (CFS) identified	120 appropriate locations	57 CFS (Child Friendly Spaces)	Partly Achieved. Only 53% of planned CFS identified
<b>Capacity Building of Government and CSOs</b>			
Situational analysis conducted on major gaps in DRR activities; in targeted locations, detailed advocacy strategy developed on DRR and CPiE; disseminated and reviewed by other key stakeholders	Situation analysis in 3 provinces	Situational analysis and Advocacy Strategy report have been finalized and the reports were shared with donor and government stakeholders (MoE, ANDMA and MRRD) including the DRR actors (Afghan Aid, Action Aid, Concern, ACTED, Tear Fund and Johanniter).	Achieved, however not been used for advocacy
Members of Civil Society Organizations, Government Departments and International Organizations participate in trainings,	240 of Government Officials with improved knowledge on child-focused DRR activities.	275 District Disaster Management Committee (DDMC) members were trained on DRR & CPiE in all 12 districts	Achieved, exceeded target by +17%
		24 joint field monitoring visits were conducted.	.

Table 12: Project Achievements vis-à-vis Targets (Output level)			
Outputs/Indicators	Targets (Project Log frame)	Achieved Outputs/Results (Project Database 1&2/ 5th Annual Report)	%age Achievement
workshops and/or joint monitoring of activities		<p>1 joint field national exposure monitoring visit and 1 provincial exposure-monitoring visit were conducted. Representatives from the National ANDMA, PANDMA, MoE, MRRD and Save the Children staff were attended.</p> <p>Semi Annual and Annual joint project review meetings were conducted for phase one and the quarterly review, semi-annual review meetings held for phase two jointly by SCI and UNICEF in Kabul and Mazar, Balkh Province.</p> <p>Lessons learned workshops were conducted at a Provincial level in Mazar, Balkh Province. The outcomes and the identified issues are highlighted in the detailed achievements</p> <p>National lesson learnt Workshop was conducted, in last week of February 2015 in Mazar</p>	
Exchange visits conducted among SC's DRR projects	# of participants in exchange visits and experience sharing visits	Exchange visits were conducted in Jawzjan, Balkh and Saripul. This was also done among other SC projects OFDA DRR in Bameyan Province	Achieved
Produce case studies and video documentation	6 case studies 1 video documentation	6 case studies and 1 video clip have been produced (3 from Balkh and 3 from Jawzjan Provinces). This was shared with UNICEF and the best practices have been used for implementation of phase two districts.	Achieved
<b>School Level CCDRR Interventions</b>			
Boys and girls schools identified in partnership with Provincial and District DoE	48 of schools identified for DRR interventions	52 Schools	Achieved, exceeded targets by + 8%
Child-to-child DRR clubs established in target schools; child leaders trained in CPiE and DRR principles.	960 children identified as child-to-child trainers	1,040 child-to-child trainers are identified and trained on DRR, CPiE and basic hygiene to carry out training at 52 schools (20 child leaders per school)	Achieved, exceeded targets by +8%
	48 of child-to-child DRR clubs	52 Children's Councils were established	Achieved, exceeded targets by +8%
Children trained by child leaders in 48 boys and girls schools, and teachers (20 child leaders per school and 10 teachers per school) are trained in first aid and hygiene.	960 children trained in first aid and hygiene.	1,040 child-to-child trainers trained in DRR, CPiE and basic hygiene	Achieved, exceeded targets by +8%
	480 teachers trained in first aid and hygiene.	545 teachers trained in DRR, CPiE and basic hygiene	Achieved, exceeded targets by +14%
	19,200 children trained	19,396 (9,650 boys and 9,746 girls) children trained	Achieved, exceeded targets by +1%
Development of school disaster management plans, including School Evacuation Plans.	48 school disaster management plans	52 school maps	Achieved, exceeded targets by +8%
		52 evacuation plans	Achieved, exceeded targets by +8%
Simulations to test School EP conducted every 4 months	48 of simulations conducted at the school-level	52 exercises conducted in school on safe evacuations	Achieved, exceeded targets by +8%
Child friendly playground spaces established or improved at targeted schools	48 Child friendly playground spaces		No details available.

Table 12: Project Achievements vis-à-vis Targets (Output level)			
Outputs/Indicators	Targets (Project Log frame)	Achieved Outputs/Results (Project Database 1&2/ 5th Annual Report)	%age Achievement
Mullahs and Religious Leaders attend workshops on CPiE and DRR in the target districts.	240 Mullahs and Religious leaders	261 Mullahs	Achieved, exceeded targets by +9%
# Banners with DRR messages are displayed disseminating key messages about DRR to children.	Children in 48 schools	144 banners were printed with DRR messages, in 6 different designs, which were used during the school DRR campaign in both phases.	Achieved
DRR wall magazine and DRR wall established in targeted schools to disseminate key messages.	DRR walls in 48 schools	DRR walls in 52 schools	Achieved, exceeded targets by +8%
Schools have EWS equipment and student councils are fully trained to use it.	48 Schools	52 schools (including 51 first aid kits, 117 fire extinguishers distributed)	Achieved, exceeded targets by +8%
Teachers, PTSA, SMC members are trained in CPiE and DRR (10 per school)	480 teachers, PTSA, SMC members	545 (371 male and 174 female) teachers, PTSA, SMC members	Achieved, exceeded targets by +14%
Child-focused non-structural, mitigation projects in 52 targeted schools in coordination with DoE and School Management with a focus on making school environments child friendly and minimizing risk	45 small scale mitigation projects were completed out of 52. The phase one (21) and two (24) targets are achieved. (REF: Project log frame)	45 school mitigation projects completed	Partly achieved, as 90% project completed.
Print, Utilize and enhance DRR capacity-building modules and other training material - such as leaflets, brochures, posters, and booklets - for a cross-section of beneficiaries, including CERTs, government officials, community members, women, civil-society organizations, and religious leaders.	2,000 handouts printed with DRR and CPiE messages which were used during the school DRR campaign and simulation exercises	2,220 handouts printed with DRR and CPiE messages were used during the school DRR campaign in the phase one and two	Achieved, exceeded targets by +11%
	2,000 handouts printed with search and rescue messages which were used during the school DRR campaign	2,000 handouts printed with DRR Search and Rescue messages were used during the school DRR campaign in the phase one and two	Achieved
	2,000 handouts printed with First Aid messages which were used during the school DRR campaign (REF: Project log frame)	2,000 handouts printed with DRR First Aid messages were used during the school DRR campaign in the phase one and two	Achieved
Establish fifty two (52) child-to-child DRR clubs in target schools (20,800 children) and facilitate sessions to disseminate key DRR messages and train them in CPiE and CRC.	19,396 (boys -9,650, girls 9,746) children have been trained on DRR, CPiE and basic hygiene in Balkh, Jawzjan and Sar-i-Pul provinces.	DRR awareness raising campaigns were conducted for 52 targeted schools, and 16,198 (9,175 boys and 7,023 girls) children benefit directly.	Partly Achieved, number of children benefitting were less than planned (only 84%).
Printing of school bags with DRR message	400 School bags with DRR message printing is completed and distributed to schools in Balkh, Jawzjan and Sar-i-Pul provinces	480 school bags with DRR messages were provided to school children	Achieved, exceeded targets by +20%
Improve and finalize existing DRR materials such as the Children's DRR cartoon book and printing.	Four thousand (4,000) DRR cartoon books with Flood messages have been printed and distributed to schools	4,000 DRR cartoon books were printed and distributed to schools	Achieved

## 5.2 Project Impact

The impact has been assessed both in terms of creating immediate results/impact (perceptions and behavioural changes among the community beneficiaries) and contributions (measured in terms of projections and trends) to the stated goal (medium/long term impact) as is given in the results framework. The immediate impact was assessed around perceived or visible changes in community's knowledge and awareness about disaster risks, their capacities, and the actions being in practice to minimize the losses from disasters. The goal level indicators on the other hand are:

- 1) Reduction in disaster-induced internal displacements (numbers of IDPs);
- 2) Decrease in loss of property and livelihoods;
- 3) Reduction in number of people affected by disasters in project areas (districts and provinces).

It may also be noted that the project impact is often assessed after a considerable time has elapsed, following projects' closure. For that, this evaluation<sup>32</sup> can by no means be equated with focused impact assessments.

The analysis draws on the internal and external records, and views of all key stakeholders (including partners, government, communities, and children) consulted during the evaluation. It also factored into and made references to possible impact contributions by SCI's previous (during last decade) work on CBDBRM/CCDRR in the same provinces (mostly USAID-OFDA funded).

The project has been largely successful in creating short-term or immediate impact, which is evident in terms of creating/improving perceived sense of resilience and safety among communities where project was implemented. The Post-KAP results and findings from qualitative interactions with relevant stakeholders suggest that communities (women, girls, and children in particular) now consider themselves as more capable and empowered to take mitigation and response actions against disaster impacts. The communities claimed that the knowledge and skills (including hardware support) acquired during the project, have contributed to reinforcing trust in their own capabilities to reduce risks and prepare for disasters. The Table I.01 summarises the perceived immediate impact level changes, among survey respondents distributed by gender, that project has created for the project beneficiaries especially for women, girls, and children as these groups are usually considered more vulnerable to negative effects of the disasters.

**Table I.01: Project Impact in terms of Communities' Increased Sense of Resilience and Capacities for Disaster Risks; Results of Post-KAP (EHHS)**

Questions	Total	Male	Female
Q37. At the end of this project, does you/family/community feel safer from disasters and child protection risks? (n=402)			
Yes	82%	51%	49%
No	11%	89%	11%
I don't know	7%	53%	47%
<b>Total</b>	<b>100%</b>	<b>55%</b>	<b>45%</b>
Q38. Do you feel that project activities have made communities (men in particular) understand the disaster risks for women and children and capacities they have to reduce risks? (n=402)			
Yes	85%	53%	47%
No	7%	86%	14%

<sup>32</sup> The project ended in March, 2015; and the evaluation started in October, 2015, almost within six months after project closure.

	I don't know	7%	53%	47%
<b>Total</b>		<b>100%</b>	<b>55%</b>	<b>45%</b>
Q39. Do you feel that project activities have improved capacities of women and children to understand risks, mitigate, prepare for, and respond to disasters? (n=402)				
	Yes	81%	52%	48%
	No	11%	93%	7%
	I don't know	8%	44%	56%
<b>Total</b>		<b>100%</b>	<b>55%</b>	<b>45%</b>

The results indicate significant changes in pre-dispositions around gender and age-specific disaster risks, and how those differential risks can be addressed. Over 80% respondents shared that they feel safer, understand risks and capacities of women and children, and improved capacities of women and children for risk reduction. Women, girls and children attributed the improvements in their capacities due to significant representation and participation in trainings and practical activities. They view these changes as both enabling and empowering, in terms of knowing risks that they are exposed to (around them) and actions that may enable them save not only their own but also others' lives e.g., dependents, such as infants, siblings, older persons, and disable family members. When asked if the learning was used during October Earthquake (Afghanistan)<sup>33</sup>, the responses were encouraging and suggestive of strong internalization of learning (refer Box # 1 for excerpts from discussion with members of school clubs – girls)

#### **Box# 1: Internalization of Project Learning:**

The DRR Club members (girls) from Abida Balkhi High Schools (Balkh Province) shared that it was because of the project that they were able to take appropriate actions to remain safe and guide others to safety, during Afghanistan Earthquake in October 2015. Excerpts from interaction with DRR Club members are as below:

Another member (girl) shared that after she felt the tremors, she started running out (towards lawn) and shouting, advising other family members to move out into the open/lawn. On her way out, she picked-up of one of her younger siblings, also, to take him to safety.

Another girl shared that she lives in a multi-story building and having realized that she can't make it to outside (in open) during the earthquake, she asked her family members and moved to the inside corner of the room (as advised during training/drills). Once the earthquake finished, she asked everyone to move outside, knowing that there will be aftershocks. This again she had learnt because of the project.

Despite strong or significant 'feel-good' responses from communities, the extent to which the potential of these groups (women and children) has been harnessed for localized planning and implementation of CC/DRR agenda remains a weak area. Similarly, project's impact in changing gender perceptions and roles (in terms of women and girls taking on newer roles and receiving wider recognition and acceptance from other community members especially men), is again unknown due to lack of documented/reported or observed evidence. Neither communities nor project teams could give substantiated explanation of 'how' and 'to what extent' this project has contributed to addressing gender disparities and enabling them to take on additional roles for disaster risk reduction.

The project MEAL system did not track progress with respect to goal (or impact) indicators. The three listed goal (goal is treated as impact) indicators are: reduction in number of people affected, displaced, and disaster losses. This emerged as one of the most significant gaps or

33 A powerful 7.5 magnitude earthquake rocked parts of South Asia on 26 October 2015. It was centred near Jurm in northeast Afghanistan, 250 kilometres (160 miles) from the capital Kabul and at a depth of 213.5 kilometres (The US Geological Survey). <http://reliefweb.int/disaster/eq-2015-000147-afg>

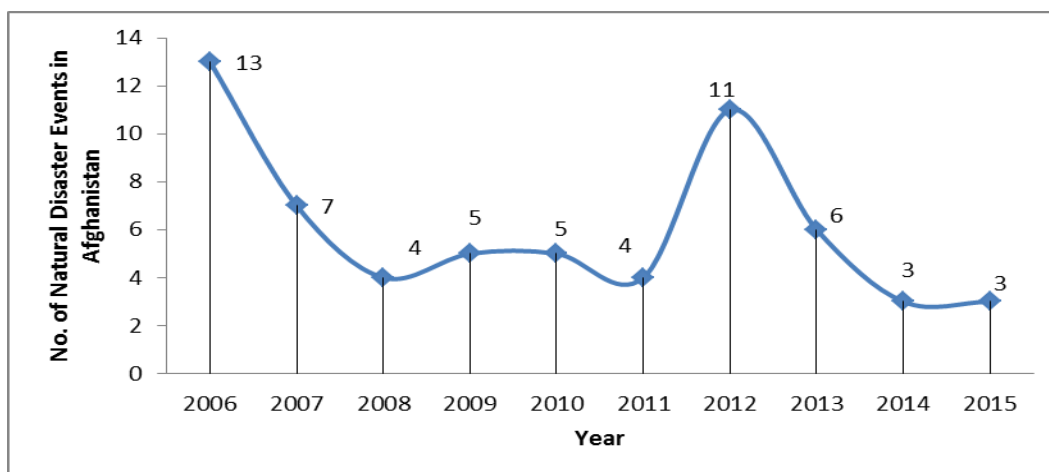
weaknesses of the system, and as a consequence constrained evaluators to use this information to draw meaningful comparisons and analysis. To address this information gap the evaluators have drawn analysis based on perception related changes (with respect to intended impact) by adding questions to the Post-KAP and other qualitative tools. Moreover, the consultants made use of external evidences to substantiate commentary on project's impact.

The Post-KAP findings are encouraging in the sense that respondents perceive project activities as likely to contribute (impact level changes) in reducing displacements, losses, and number of people affected in future disasters (again feel-good response). For more details refer to Table I.02.

<b>Table I.02: Project's Impact in terms of Communities' Perceptions on Reduction in Economic Losses and Number of Displacements due to Natural Disasters</b>				
<b>Questions</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	
Q40. Do you feel because of involvement in this project, the losses (to property & livelihood) from future disasters would be reduced (or have already been reduced in previous disasters)? (n=402)				
Yes	78%	53%	47%	
No	12%	87%	13%	
I don't know	10%	41%	59%	
<b>Total</b>	<b>100%</b>	<b>55%</b>	<b>45%</b>	
Q41. Do you feel because of the project activities, the number of internally displaced people from future disasters would be reduced (or have already been reduced in previous disasters)? (n=402)				
Yes	79%	53%	47%	
No	12%	86%	14%	
I don't know	9%	33%	67%	
<b>Total</b>	<b>100%</b>	<b>55%</b>	<b>45%</b>	

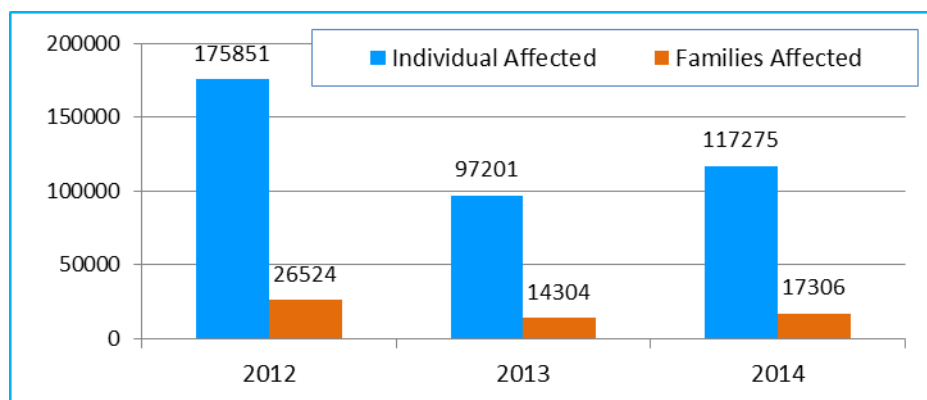
Most of the stakeholders consulted during evaluation also shared similar views; however none could produce/share any evidence/document, which could be used to measure the real impact due to project. Therefore, to make a reasoned judgement on project's impact, beyond community perceptions (gathered through Post-KAP results), the evaluators looked into national and international disaster reports and databases to draw meaningful and substantiated analysis. The international disaster database EM-DAT (for more details visit [www.emdat.be](http://www.emdat.be)) records suggest a decreasing trend in numbers of events or disasters that have struck Afghanistan during last decade (2006-15) (refer Figure I.01). This holds more significance given the fact that there are visible improvements in institutionalization of recording/ reporting of disasters in Afghanistan. This could partly be attributed to notable improvements in communications, including access to such as mobile networks, internet, etc.; across Afghanistan.





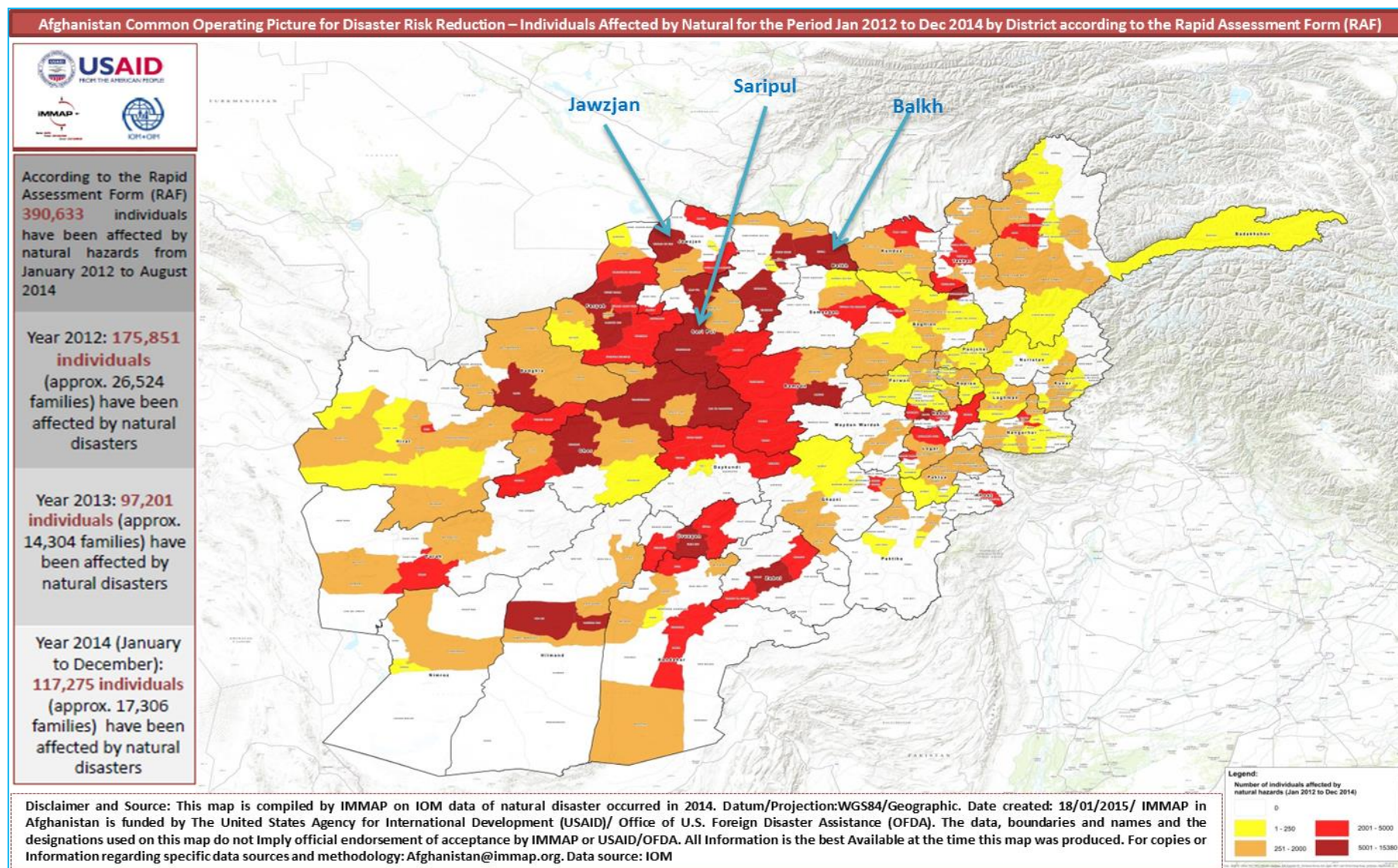
**Figure I.01: Natural Disasters Trend in Afghanistan from 2006-2015**

IOM Afghanistan is maintaining a natural disaster database, which provides records as far as 2012. The national data supports the trend i.e., reduction in number of disaster incidents, however with non-corresponding reduction in number of people affected by the disasters during last three years (2012-14). The statistics given in figures 1.04 and 1.05 highlight the pattern. The pattern suggests that probably the events (disasters) are increasingly becoming more consequential or in other words intense and expansive. This assertion (for the country) by default does not apply to provinces for varied risk exposure and level of development across Afghanistan. The provincially desegregated data suggests more losses in three provinces (refer Figure 1.03).



**Figure I.02: People Affected by Natural Disasters in Afghanistan (2012-2014)**





**Figure I.03: Afghanistan Map for People Affected by Natural Disasters (2012-2014)**

The critical review of pattern that emerges from Figure I.03, given the fact that SCI has been implementing CBDRM/CCDRR projects in these three provinces for well over 5 years (even before the initiation of CCDRR), including other INGOs, begs explanation as to what impact these stakeholders have either achieved or contributed to, through CBDRM/CCDRR programming. *The fact that three Project provinces are ranked amongst the worst affected provinces in terms of number of people affected despite years of efforts and investments by SCI and others raises concerns with regard to adequacy and efficacy of the CBDRM approaches and actions.* Moreover, it raises questions on the adequacy of TOC design particularly with respect to outcomes contributing to impact; given the fact that project has resulted in partial realization of outcome level changes.

This situation merits a wider and more focused debate, as to whether community-based risk reduction (CBDRR/M) approaches and actions can realistically either create or contribute to the kind of impact envisaged by the project. Moreover, it merits further exploration, if and what complementary approaches and interventions do CBDRM/CCDRR models require to produce or contribute to envisaged impact. The consultations with stakeholders point to the greater need of addressing the issues around wider development planning and practices, herein, referred to as macro-development agenda. The priority macro-development agenda (as a solution to achieve the desired impact on disaster losses) that emerged from these discussions include: water and watershed management (through small dams, canals, lining of river and others); land-use and urban planning (in Balkh, people referred to unplanned urban growth in river/water catchment areas as one of the reason for urban flooding), eco-system and natural resource management. Other priority elements for macro-level development agenda may include revival of traditional communal practice of cleaning rain drains; flood early warning (both for riverine and flash floods), risk sensitive infrastructure planning and development (roads, bridges, schools, hospitals and others).

In view of the above, it may be argued that the CCDRR project like other CBDRM/CCDRR programmes do contribute to micro-impact; however the kind of impact envisaged would only happen if macro-development agenda were set right. Thus, *the intended impact, which the project envisioned to achieve/contribute to, would require a micro-macro fit (balancing the up-stream and down-stream work), which this project did not factor into the design. Therefore, the partners are advised to set realistic expectations for future programmes and enrich design with deeper context reading.*

### Unintended Impact

The evaluators have noted the following un-intended impacts of the project, which incidentally relate to each other and are positive in essence.

An un-intended impact is noted in terms of project contributing to creation of 'voluntary movement', led by CERTs. The CERTs now have started operating out of their villages/physical domains. Several examples were shared (by community members, project staff and government officials even) where members of CERTs came to rescue/relief neighbouring villages and districts. There is anecdotal evidence to suggest that it worked to reinforce affinity and solidarity between tribes settled in these districts. Local and provincial authorities did acknowledge and appreciate the pro-activeness of CERTs in formation of local groups as first responders which are adequately trained and equipped to support disaster affected communities (in the vicinity). Floods in 2014 in Khojaduko district (Jawzjan) are one example out of many, where CERTs (province/district wide) were able to provide immediate assistance to the communities affected by the floods.

The other unintended impact is in terms of added recognition for the CERTs. The CERT details are available to the district and provincial authorities and often these forums are used by the district governments for immediate deployment for post-disaster assessments. Both government and SCI staff referred to multiple examples, where CERT members were



deployed as part of public sector team/s to conduct post-disaster damage and need assessments, by the respective provincial and district authorities.

### 5.3 Project Relevance

The description carries findings and analysis around project's relevance to DRR/DRM related national and regional policies, plans and priorities; community needs; targeting of most at risk geographic areas, communities and schools; and coherence to UNICEF/SCI country strategies, plans and programming principles of HRBA, equity, gender equality, and others.

#### 5.3.1 Coherence to National, Regional and Global DRM Commitments, Plans and Stakeholders Priorities

The project objectives relate to the Afghanistan National Constitution and in particular provisions around safety and security of citizens; access to services; and those related to emergencies. Similarly, the project focus and approaches (CBDRM) relate to the provisions of the Afghanistan DRM Law (2013). In particular, it relates to Articles 2, 5, and 6 of the law.

The project, in terms of its focus and design/approaches relates to Afghanistan's National Development Strategy 2008-2013, Strategic National Action Plan for Disaster Risk Reduction (SNAP -2011-15), National Disaster Management Plan (NDMP-2010), and National Adaptation Programme of Action for Climate Change (NAPA-2009). All these strategies and plans underline the need for pro-active disaster management, and prioritization of strengthening community capacities to mitigate, prepare

for and respond to disasters. Also, in terms of building government capacities, laying focus on vulnerable groups (for DRM interventions) and mainstreaming DRM into development planning and practice. These documents have laid the strategic framework and operational guidance for risk reduction, response and recovery from natural disasters<sup>34</sup>. For instance, NAPA carries DRR as a listed priority which states; 'reducing vulnerability of the country and its population through enhancement of adaptive capacity and resilience, and deployment of disaster risk reduction approaches<sup>35</sup>.

**Box# 2: Excerpts from SNAP (2011-15) that highlight project's relevance to the SNAP objectives**

**Strategic Objective 4:** To raise public awareness of disaster risk reduction nationwide; National Disaster Risk Reduction Awareness Campaign.

**Strategic Objective 5:** To strengthen community resilience using means to reduce the underlying factors of risk; Building Communities through Disaster Resilience.

**Strategic Objective 6:** To enhance disaster preparedness capacities in government at different levels. Preparedness for Effective Response.

The listed objectives relate to HFA priorities i.e. 3, 4 and 5).

The project relates to the regional DRR frameworks and commitments. For instance, it is consistent with the 'Strategic Framework on Disaster Management for South Asia', agreed between South Asian Association for Regional Cooperation (SAARC) member countries, including Afghanistan. Both CBDRM and SBDRM are listed priorities in the regional framework.

The thematic focus and approaches that project worked on/with, continue to be relevant in the follow-up/current frameworks such as Hyogo Framework for Action (HFA), Sustainable

<sup>34</sup> Community Based Disaster Risk Reduction (CBDRR) Institutionalization model for Afghanistan; Supported by the European Commission Directorate- General for Humanitarian Aid and Civil Protection (ECHO) under DIPECHO VII; May 2014

<sup>35</sup> Afghanistan's Intended Nationally Determined Contribution; Submission to the United Nations Framework Convention on Climate Change; 21 September 2015

Development Goals (2015-30), Sendai Framework for Action (2015-30), Kyoto Protocol<sup>36</sup> in 2013, and several others, to which Afghanistan is a signatory.

DRR is a listed priority on the agenda of development and humanitarian partners including donors, UN agencies, INGOs, and local partners. In particular, it relates to UNICEF commitments around Core commitments for Children (CCCs), resilience and DRR programming. These partners have funded and implemented (continue to implement) several DRR/DRM initiatives including those involving communities and schools.

### **5.3.2 Increasing focus on DRM Programming in Afghanistan:**

In the last couple of years, DRR/DRM has gained added recognition and prioritization including DRR coordination (amongst government and other development partners). Key developments include a request by the incumbent President of Afghanistan to the UN in Afghanistan, to prioritize and streamline sector coordination for improved results. The appointment of a full-time State Minister for ANDMA signifies the priority attached to the project. This is being seen as profile booster for the ANDMA. Complying with the request from the President Office, the UN agencies have revived the DRR working group at National level, which may also be replicated for the Northern provinces of the country.

Continued interest and investments by the donors, and initiation of major projects in recent years, point to renewed attention to the sector. DFID and JICA have funded major (multi-million dollar) consortium-based resilience projects. Afghanaid, an international humanitarian and development non-governmental organisation (NGO) leads the DFID-funded Afghanistan Resilience Consortium (ARC). JICA-funded project is led by IOM. Moreover, United Nations Environment Programme (UNEP) is implementing a project titled “Strengthen the Resilience of Afghanistan’s Vulnerable Communities against Natural Disasters (SRACAD 2015-2019). Dip ECHO/EC has also been funding (and continue to fund) risk reduction projects in Afghanistan. World Bank is likely to join in soon, as it has already begin stakeholders’ consultations.

### **5.3.3 Local Context, Needs of Vulnerable Groups and Adapting to Local Realities (Security and Culture)**

Afghanistan is ranked amongst the high-risk countries to natural disasters, evident from the fact that country was placed fourth (4) amongst the fifteen (15) most vulnerable countries (UN World Risk Report, 2012)<sup>37</sup>. The country is ranked first (1) for limited coping and adaptive capacities to natural disasters<sup>38</sup>. Although the EMDAT data suggests a decline in number of events every year (refer figure I.01, I.02 and I.03), however, the average impact is thought to be on the rise. A study suggests that since 2008, on an average, quarter of a million people are affected annually by natural disasters resulting in damages to houses and shelters and forcing over 23,000 people annually to displace from their homes<sup>39</sup>. These numbers and evolving trends underline the need and the urgency to take effective actions to prevent, mitigate, and prepare for disasters at all levels. These realities make the project Highly Relevant to the context and local needs.

The prioritization of highly vulnerable geographic areas (provinces, districts and communities – refer figure 1.05) and groups (women, girls, and boys) add to the project’s relevance. Discussions with relevant stakeholders indicate that Women, girls, and boys are at greater

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36 Afghanistan’s Intended Nationally Determined Contribution; Submission to the United Nations Framework Convention on Climate Change; 21 September 2015

37 [http://www.droughtmanagement.info/literature/UNU\\_world\\_risk\\_report\\_2012\\_2012.pdf](http://www.droughtmanagement.info/literature/UNU_world_risk_report_2012_2012.pdf)

38 Community Based Disaster Risk Reduction (CBDRR) Institutionalization Model for Afghanistan; Supported by the European Commission Directorate- General for Humanitarian Aid and Civil Protection (ECHO) under DIPECHO VII; May 2014.

39 Press Release; Major New Disaster Risk Management Programme for Afghanistan; Tuesday, March 10, 2015. <https://afghanistan.iom.int/press-releases/major-new-disaster-risk-management-programme-afghanistan>

risk for host of factors, e.g., social, cultural, economic, physical, etc. Disasters do compound these vulnerabilities, and the fact that it focuses on Child Protection in Emergencies (CPiE), makes it even more relevant. For instance the Northern Afghanistan Floods 2014<sup>40</sup> affected 50,000 people, half of those were children. The project prioritisation for women, girls and boys, is evident from the numbers of women (131), girls (565) and boys (529) being members of the community forums and as recipients of the trainings (Table ES 07), further augments project relevance to local context and needs. The project interventions particularly trainings have laid focus on supporting elderly and people living with disabilities as vulnerable groups and this further contributes to project's relevance in terms of prioritising the most vulnerable.

The Project design illustrates limited relevance to the context in terms of addressing or advocating for underlying causes of disasters and disaster risks, discussed in impact as macro-development challenges. Moreover, the exclusive focus on school preparedness (instead of comprehensive school safety), and limited success with operationalizing coordination mechanisms (provincial DRM Coordination Group), uncover design inadequacies and incomprehensiveness. It also points to insufficient understanding of public governance context, and any pre-conditions required in making any sub-national coordination work effectively.

Both project design and delivery mechanisms have drawn on learning acquired from OFDA-USAID funded SCI projects, started earlier than CCDRR and continuing. This learning particularly around community mobilization (involvement of Mullah, drawing on CDC membership), security management, mitigation projects grant size, and others have helped making interventions more relevant to the context. For example, the engagement with local religious leaders especially Mullahs (prayer leaders) worked favourably to have greater acceptance and participation of women in community forums and activities. Also, the learning from the previous project has been used in harnessing more meaningful partnership with government and security management (by selecting relatively stable areas; recruitment of local staff, and others). Together these elements come to support the assertion that the project has leveraged learning; and incorporated well the local cultural sensitivities and security challenges.

#### **5.3.4 Coherence to UNICEF Programming Priorities (HRBA, Equity, Gender Equality, CCC, and UNICEF & SCI Country Plans) and SCI Organizational Strategies**

By and large the project design and implementation demonstrate medium-to-high level of coherence to UNICEF programming priorities and principles. This has been discussed in details in section 5.5 (Project cross cutting priorities section), and to avoid duplication, this section carries only a brief description.

The relevance to HRBA principles is evident from project's engagement with three essential partners involved in/rights based programming. These include public agencies (as duty bearers); communities (as right holders) and civil society organizations (CSOs) partners as mediators or go between. The design, however, has apparent leaning or tilt towards communities than other actors. Expressed focus on women, girls and boys, including promotion of children rights (CPiE as an integral part of it), comes to augur the coherence to HRBA principles.

The alignment to equity principles is evident in terms of directing the project resources and activities (community mobilization, training, HVCAs, simulations etc.) to those areas where communities were in most need due to disaster risks. This is reflected by; 1) the prioritisation

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40 Save the Children: Situation Report #2 May 02, 2014; Afghanistan flood response 2014; Faryab, Sar-I-Pul, Jawzjan, Balkh Provinces:

of most disaster prone provinces, districts, communities and schools within the selected areas and 2) the significant participation of children, women, elderly and people with disabilities and other vulnerable groups in project activities and hence the recipients of project benefits. This is also evident by encouraging numbers for women, girls, and boys being part of community and school forums such as CERTs and DRR Groups. All these factors visibly add to delivering on equity commitments. Another contributing factor to regard the project as equity centric is the fact that since poor individuals or households are affected disproportionately<sup>41</sup> by the disasters, hence, all efforts and investments which contribute to disaster risk reduction shall benefit more to the poor and vulnerable to stay safe and therefore hold significance in terms of equity integration.

Gender equality is partly addressed in the equity analysis presented above. The project design and delivery relates highly to gender equality principles, as is evident from positive discrimination for secluded and vulnerable population groups, i.e. women, girls and boys. The project by design created opportunities for women, girls and boys to voice their concerns and priorities, besides working hand-in-hand with men through localized actions to have them addressed. Furthermore, the delivery demonstrated that the project design created opportunities for their meaningful representation and participation throughout the project implementation. The fact that project propelled them as active contributors, not as mere beneficiaries; and projected children as 'Agents of Change', bodes well with gender equality and age considerations. Strategies to engage with Mullahs and hire female staff, have also worked favourably in creating gender sensitive results.

The project conforms to multiple children rights and safety frameworks. These include: Convention on the Rights the Child (1990), Children's Charter for Disaster Risk Reduction (CCDRR - 2011)<sup>42,43</sup>, Core Commitments for Children (CCCs) in Humanitarian Actions (2010)<sup>44</sup>, and Comprehensive School Safety Framework<sup>45</sup> (CSSF). The level of alignment with these Conventions and frameworks varied corresponding to project strategic objectives. The key elements that align the project to these conventions and frameworks include: enabling access to fundamental rights such as development, life, protection, and participation, especially for women, children and older persons; raising awareness of child-centred approaches to DRR; and increasing commitment and capacities of governments, donors, and agencies; schools safety and preparedness. As outlined above, for an expressed focus on school preparedness, the alignment to CSSF is partial.

The project is aligned to UNICEF Country Programme 2010-2014 and continues to demonstrate relevance to the on-going 2015-2019 programme of cooperation. The coherence is manifested in terms of commitment to building resilience of women, girls and boys in vulnerable communities; promoting children rights; and protecting children in emergencies. The engagement with governments, CSOs, and communities adds to the alignment. The project design (resources allocations) appear to be more community centric vis-à-vis government capacity development (only 1% resources for government capacity development), which did not help much with creating buy-in for project approaches and interventions within relevant government agencies. Both design and delivery point to limited engagement by UNICEF and consequently little intra/inter-

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41 UNICEF EAPRO (2014), Protecting children from poverty, disaster and climate risks. Linking Social Protection with Disaster Risk and Climate Change Adaptation in East Asia and the Pacific – Reflections from a Symposium. UNICEF EAPRO, Bangkok. [https://www.unicef.org/eapro/Protecting\\_children\\_from\\_poverty\\_disaster\\_and\\_climate\\_risk.pdf](https://www.unicef.org/eapro/Protecting_children_from_poverty_disaster_and_climate_risk.pdf)

42. For more details on Children Charter for Disaster Risk Reduction, please refer

<http://www.preventionweb.net/files/globalplatform/childrencharter.pdf>

43 This charter aims to raise awareness of the need to put children at the heart of efforts to prepare for disasters before they strike. <http://www.savethechildren.org.uk/resources/online-library/children%E2%80%99s-charter-action-plan-disaster-risk-reduction-children-children>

44. For more details refer [http://www.unicef.org/publications/files/CCC\\_042010.pdf](http://www.unicef.org/publications/files/CCC_042010.pdf)

45. For more details please read [http://www.preventionweb.net/files/31059\\_comprehensiveschoolsafetyframe.pdf](http://www.preventionweb.net/files/31059_comprehensiveschoolsafetyframe.pdf)

organizational coordination between the two partners. Given the fact that this project has evolved out of strategic partnership, such oversights warrant serious review by the management of the two partners.

The above comments are to some extent valid for SCI. The project aligns to the priorities and strategies set under SCI Afghanistan DRR Strategy (2010-15), and DRR and Climate Change Adaptation Strategy (2012-2015), such as transition from emergency to development programming. The stand-alone CCDRR approach relates to SCI regional and global work as well (refer Appendix 12 for details on regional DRR work i.e., standalone and integrated projects/models). The delivery approach is coherent with organizational priorities of keeping focus on community-based work. The project targeting strategy and implementation approach clearly reflect that, the organization has successfully used learning from OFDA-USAID funded project, implemented in parallel in similar provinces.

## 5.4 Project Effectiveness

The effectiveness has been assessed at programmatic and operational levels. It carries a measured assessment with respect to achievement of objectives or outcomes. Moreover, it looks deeply at effectiveness of approaches and interventions with respect to participation, accountability, stakeholder coordination, and approaches used in delivering equitable results.

### 5.4.1 Project Outcomes and Quality

As noted in the achievement section, the project has been able to achieve most of the output results, set in the original project plan. The analysis below focuses on if the delivery of output has actually contributed to producing the desired outcomes (immediate). The project has produced outcome level changes particularly for communities and schools, (IR# 1 and 3) however the delivery for IR# 2 outcome results remains un-satisfactory. Find below effectiveness analysis for project intermediate results (IR#1, 2 and 3).

#### IR 1: Community Based Disaster Risk Management

This component had three outcome indicators: i) increased awareness of disaster risks and management; ii) positive changes in attitudes and behaviours for risk reduction and participation of children; and iii) communities with DRR plans, updated regularly.

The post-KAP (EHHS) results indicate significant improvement in risk awareness and knowledge of risk mitigation actions, particularly for women and children. For instance, over 80% respondents shared that the project had contributed to improved awareness of hazard risks to women and children and their capacities, as well as increased capacity to understand, mitigate, prepare for, and respond to disasters (refer Table # ES.01). The evaluators' discussions with communities and other stakeholders and field observations are no different than the post-KAP results. The numbers and field reflections illustrate effectiveness of awareness and training activities. The numbers bode well with creating equitable results for marginalized groups, as seen from the table below:

Table ES.01: EHHS Respondents' Views on Project Effectiveness				
Q38.Do you feel that project activities have made communities (men in particular) understand the disaster risks for women and children and capacities they have to reduce risks? (n=402)	Total	Male	Female	
Yes	85%	53%	47%	
No	7%	86%	14%	
I don't know	7%	53%	47%	



<b>Total</b>		100%	55%	45%
Q39. Do you feel that project activities have improved capacities of women and children to understand risks, mitigate, prepare for, and respond to disasters? (n=402)	<b>Total</b>	<b>Male</b>	<b>Female</b>	
Yes	81%	52%	48%	
No	11%	93%	7%	
I don't know	8%	44%	56%	
<b>Total</b>	100%	55%	45%	
Q25. Do you think that because of project (training/child protection committees/) communities are more informed of children rights & protection issues and what actions to take during normal/disaster situations to keep children safe e.g. physical violence, child marriages? (n=402)	<b>Total</b>	<b>Male</b>	<b>Female</b>	
Yes	70%	46%	54%	
No	22%	85%	15%	
I don't know	8%	55%	45%	
<b>Total</b>	100%	55%	45%	

The community groups consulted particularly women and children (boys and girls), acknowledged and appreciated the training and awareness activities. These groups made references to have learned concepts of children rights and child protection in emergencies.

Of those attended CCDRR project-supported trainings, the results are generally satisfactory with respect to understanding of risks and mitigation actions. This is evident from focus group discussions with members of different community forums and other non-member project beneficiaries. The Post-KAP results suggest similar sentiments and trends which are comparable to the project end-line results carried out internally (by SCI Afghanistan). For instance, 71% shared (compared to 72% at end-line) to have learnt, how to keep children safe during an emergency (refer the Table ES.02 for details).

**Table ES.02: EHHS Respondents' Views on Learning from Trainings**

Q17A. If yes, what did you learn during the training? (n=143)	End line	EHHS
How to map the hazards in the community	47%	57%
How to develop an Emergency Preparedness Plan	54%	60%
How to use Early Warning Systems equipment	78%	66%
How to keep children safe during an emergency	72%	71%
Where to go if there is a disaster	75%	53%

The qualitative findings gathered from community groups are largely similar. There are evident signs that participation of trainees, particularly women, has proven effective, as it reinforced learning and contributed to increasing self-belief and confidence in their abilities to take mitigation and response actions, in disaster situations. The groups referred to participation in actual exercises (community-based assessments, planning and others) and later during simulations (as per community plans), as refreshing and reassuring.

The post-KAP results suggest positive attitudinal changes among respondents, captured in Table ES.03 More than 90 % of participants surveyed responded that the presence of CERT contributed to improved sense of safety and that they were feeling safer because of early warning systems in their communities. Qualitative interactions with Government officials and the community members also indicate the adoption of certain practices by project beneficiaries especially children which they learned from their participation in project trainings and simulations. For example, children were proactive in cleaning of drains near schools before onset of rainy seasons which often results in small scale floods at local level. The numeric illustration of the responses in the Table ES.03 indicates that the project helped



the target groups enhance their DRR risk reduction skills and moreover increase their ability to protect their children in emergencies.

**Table ES.03: EHHS Results on Application of EWS, EPPs**

Questions	Yes	No	Don't know	No resp.	Total
Q14. Applied the learning of the project e.g. early warning system, community preparedness plans (evacuation, rescue, relief) systems? (n=343)	82%	13%	5%	-	100%
Q 21.2. Felt that presence of Community Emergency Response Team (CERT) has contributed to improved sense of safety in the community? (n=294)	94%	5%	1%	-	100%
Q23.1. If yes, do you / community feel safer because of early warning system? (n=325)	97%	2%	1%	-	100%
Q29.2. Do you think the Community Emergency Preparedness Plan addresses the disaster risks / capacities for women and children? (n=266)	88%	11%	1%	-	100%

The results for adequacy and quality of training are again quite encouraging. For example, 97% of the training participants (65% male and 35% female) referred to training being useful and feeling satisfied with different aspects of the training delivery (Refer Table ES.04). This could partly be attributed to performance benchmarking that was applied during the project implementation.

**Table ES.04: Quality of the Training Delivery**

Q17B. Did you find the trainings useful? (n=143)	Total	Male	Female
Yes	97%	65%	35%
No	2%	67%	33%
I don't know	1%	100%	0%
Total	100%	65%	35%
Q17C. Are you satisfied with following aspects of the trainings (all trainings in the project)? Please tick those for which respondents were satisfied? (n=143)	%	Male	Female
Training contents	84%	68%	33%
Training duration	59%	64%	36%
Training Materials & Delivery	62%	63%	38%
Trainers Knowledge	53%	66%	34%
Total	100%	65%	35%

*The project team shared that since SCI has been implementing USAID-OFDA DRR project in same areas from the last couple of years, therefore the project used the already developed available training materials from on-going USAID-OFDA project. This also implies the use of, to some extent standardised training and IEC materials as used by other INGOs and local partners. Not much was available or seen (except DRR walls) to offer a measured assessment as to the quality and comprehensiveness of the project's communication materials (posters, banners, etc.).*

The field interaction suggests non-availability and consequently the use of public sector approved/endorsed training materials for CBDRR/SBDRR. Similarly, it appears that project did not make use of public sector training capacities (such as trainers within education ministry and ANDMA) in delivery of project related training, nor it tried to develop cadre of trainers where those were not available already. This could be attributed to design oversight, however this could have been addressed at operational level, given a considered approach to government's capacity building been taken. For this, it could be argued that the project was unable to leave behind standardised (government approved) training curricula, materials, and cadre of public sector master trainers at any level.

The project facilitated formulation of community preparedness plans, during initial work with CERTs, which were implemented only during project life. However, the communities visited shared that they have not updated those plans since the initial drafts. This points to a low level of community ownership to update/revise the existing plans without external support.

The effectiveness of community mobilisation forums and project supported structural interventions (material inputs) is further discussed in the subsequent sections.

## **IR 2: Government & CSO Capacity Development**

The outcome indicators for this component, i.e., IR 2, were found to be both ambitious and to a degree not following SMART criteria. These are: i) demonstrated support from government for localised risk reduction, including children participation; ii) increase in active partnerships between government, CSOs, communities and children groups for risk reduction; and iii) DRM plans integrated into local development plans. A critical look at the indicators suggests non-conformity to the standard principles for defining SMART indicators. Therefore, the project monitoring system was unable to generate meaningful information to help assess effectiveness. The evaluators nonetheless, used proxy indicators such as any visible policy and practice changes around CBDRM/CCDRR and SBDRM which could be attributed to project advocacy efforts to assess the project effectiveness.

The evaluators noted that CBDRM is a registered priority for ANDMA for years, as is extensively referenced in ANDMA strategic documents, e.g., NDMP, SNAP, etc. ANDMA has implemented CBDRM projects in the past, with assistance from UN and other donors. CBDRM continues to be a priority and this was revealed during consultation with ANDMA at national and subnational levels. The interest and commitment is evident from recent approval/endorsement of CBDRM Model or Framework (by ANDMA). The project contributions are not noteworthy on this front; however, the relevant government officials and other stakeholders acknowledged the efforts of other actors working in consortium such as DIPECHO (Disaster Preparedness ECHO) partners, i.e., Afghan Aid, Action Aid, and Concern Worldwide, who have been involved in CBDRM model projects delivery for years.

No significant evidence was found to support whether the project was effective in linking up and promoting coordination between government, CSOs, and communities, including children groups. This is partly evident from lost contact with CSOs trained under this project. The SCI team shared that most of CSOs had actually closed down their operations. The community forums are, however, connected to local authorities, but mostly with CDC members. The concept of CCs is yet to be institutionalized within the education department. Similarly, integration of CBDRM plans into local development and district/provincial DRM plans is largely unknown. Jawzjan is the only province where project has been able to influence the provincial DRM plan with elements of children focused post-disaster needs assessments and inclusion of emergency stocks related to women and children.

Overall, this component was found to be least effective in achieving the outcome level changes whether measured through above stated proxy outcome level indicator or in terms of developing and/or harnessing the benefits of new partnerships with the CSOs, by the relevant ministries, linking the locally developed action plans with the development agenda of existing government recognised forums such as CDCs and weak linkages between CPAN and the CPCs. This could be attributed to the limited strategic thinking during project design and insufficient understanding of governments and local CSO context with respect to capacities, commitment, and operations. The commentary vis-à-vis approaches and success of provincial coordination mechanisms is given in the subsequent section.

### IR 3: School Based Disaster Risk Management (SBDRM)

This component or IR 3 also had three outcome indicators, which are: i) increased awareness of risks and risk reduction actions; ii) children views incorporated into school level preparedness plans and community DRR plans; and iii) improved community awareness and activities for awareness of children rights/protection (needs) in disasters (Table ES.01; Q# 25). It may be noted that project reached 52 schools against planned target of 48. The analysis draws on project baseline and end line results for school survey, and evaluators' own field findings gathered by applying child friendly tools with children, communities, and school/education authorities.

Field findings and results from both the EHHS (Appendix 15) and the project's end-line indicate that over 80% respondents suggest encouraging improvements in children's knowledge<sup>46</sup> pertaining to disaster risks and actions to mitigate the disaster impacts. Similarly, teachers shared that they had picked-up new ideas from the trainings. The CCs members referred to using learned concepts and acquired practices during Afghanistan Earthquake in October 2015 (refer Box# 1 in Project Impact section for learning of the CC/DRR Club girls). These reflections underline effectiveness of training/awareness components and internalisation of learning. The children view it as both enabling and empowering, to be able to take appropriate response actions as well as advise others in a disaster situation. The children and teachers referred to C2C trainers/sessions and DRR walls, including participation in school assessments and planning as effective, and as a result creating positive attitudinal and behavioural changes in schools. The participation helped inform the process and outcome of children risks and capacities.

Improved awareness among communities and children around actions that reduce the risk of vulnerabilities in disasters and trainings on CRC and CPiE, all bodes well for the effectiveness of training and communication approaches and actions. This is also evident from interaction with children in schools and from post-KAP results (70% of post-KAP respondents shared being aware of children rights in disasters) as well (refer Table ES.01; Q# 25). However, the project supported structures such as CPCs and CCs apparently did not interact much with the CPAN (formed with UNICEF's assistance) at provincial and district levels. The CPANs were noted as recognised and active platforms. Moreover, in absence of proper monitoring, the evaluators are unable to comment if CPCs and CCs (lead monitoring) made any impact on number of child protection cases reported and timely resolved. The fact that the project has created community-based monitoring mechanisms for CP and CPiE is, nonetheless, a significant achievement on its own.

The explicit focus on school preparedness highlights non-comprehensiveness of CBDRM model applied. Hence, it was found to be incoherent with CSSF. The evaluators noted visible disconnect of school safety and CPiE interventions with both UNICEF and SCI's on-going CP and education sector work, for instance; school based programme on mine risk education, district CPAN, teachers training, and others. This raises concerns around organizations' commitment to leveraging complementary work and creating enabling intra-/inter-organizational coordination. The project did not achieve much success in creating acceptance and support with MoE for SBDRM.

#### 5.4.2 Effectiveness of Strategies, Approaches and Interventions

Different project strategies and activities have been assessed with respect to effectiveness. These have been structured into groups, which include community mobilization and

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<sup>46</sup> Refer Q39 of EHHS; project activities have improved capacities of women and children to understand risks, mitigate, prepare for, and respond to disasters stands out at 81%.

participation of community members in particular women and children in the project forums; training, advocacy, and structural and material support; communication and MEAL; and strategic partnership and coordination.

## Geographic Targeting

The review of materials, tools (vulnerability index developed and applied), and discussions with stakeholders, suggest that project rightly picked-up the most vulnerable provinces, districts, communities and schools. The fact that these regions are relatively more peaceful also contributed to their selection for project interventions.

ANDMA records also support the contention that these provinces are highly disaster prone (refer the Table R.01); and are extremely vulnerable to most natural hazards such as drought, floods, landslides and avalanche. This all adds to prioritisation of most vulnerable and/or affected provinces (refer to Appendix 12 for complete listing of hazard specific vulnerability of all provinces).

**Table ES.05: Natural Hazards by Provinces (estimated)**

Province	Population	Earthquake	Drought	Flood	Landslide	Avalanche
Balkh	935,742	M	H	H	H	H
Jawzjan	508,660	M	H	H	L	M
Sar-i-Pul	467,763	M	H	M	L	L

Source: Afghanistan National Disaster Management Plan (2003)

A well-structured, score-based systematic methodology was evolved & adopted for final selection of the communities and schools. Only those communities and schools were selected which received maximum aggregate values for varied vulnerability criteria. The scores given for some elements, however, were more driven by subjective judgement (of the field staff or key informants) rather than empirically done. The use of methodical approaches and tools i.e., vulnerability index for communities and schools, reinforces the assertions around prioritization or selection of most-at-risk communities and schools. The involvement of ANDMA, local authorities, and P/DEDs further reinforces the assertions (refer to Box 3 for more details of schools and community index or indicators for selection).

### **Box#3: Methodical Geographic Targeting Approach:**

The community vulnerability index is more or less similar to schools index; however key points are listed below. The common points include hazard exposure, accessibility and security.

The other points used for selection of communities are:

1. Village population with greater proportion of children and elderly with basic infrastructure (e.g. schools, mosques and health facilities)
2. Non-existence of either SCI or other development partners to avoid overlaps/duplication.

For schools the key elements include:

1. Preference for schools with more students
2. Availability of limited facilities,
3. Presence of disabled students
4. Interest and support from school management

## Social Mobilization & Participation of Vulnerable Groups

The review of the project documents and SCI managed project database (listing on the composition of the community forums, participants of the various trainings), the EHHS survey results and the interactions with the stakeholders visibly indicate that social mobilization strategy has demonstrated focus on anchoring change within communities with a view to achieve equitable and sustainable results. The strategy and activities worked well in creating inclusive and representative forums, with adequate women and children representation, fostering the spirit of self-help and volunteerism, and by providing enabling tools and skills through training and participation in activities to understand disaster risks, and take/advise on effective actions for risk reduction, preparedness, and response. The engagement of Mullahs had a positive effect in terms of ensuring adequate representation of women in such forums. Mullah's were trained as part of the project and roped into social mobilization process to win over support. The Mullah's contributed by encouraging CDCs and CDC/CERT members to accept women's participation in such forums and similarly raised the issue during Friday sermons. The mobilization helped creating avenues for women including children to voice risks through participation in risk assessments, planning, simulation and other related activities; such opportunities in turn had informed preparedness activities and plans of their risks and capacities (refer Tables # ES.05, ES.06 and ES.07 for composition of different forums with respect to sex and age). The analysis is drawn from project records.

**Table ES.06: Total CERT members by age group and year of engagement**

Year	Age group			
	Adults	Children	Un-defined	Total
2013	1,104	84	14	1,202
2014	992	164	44	1,200
<b>TOTAL</b>	<b>2,096</b>	<b>248</b>	<b>58</b>	<b>2,402</b>

**Table ES.06A: Distribution of CERT members by age group and year of engagement**

Year	Age group			
	Adults	Children	Un-defined	Total
2013	46%	3%	1%	50%
2014	41%	7%	2%	50%
<b>TOTAL</b>	<b>87%</b>	<b>10%</b>	<b>3%</b>	<b>100%</b>

**Table ES.07: Distribution of committee members by age group and type of committee**

Sq#	Committee membership	Age group											
		Adults			Children			Unknown			TOTAL		
		M	W	Total	B	G	Total	M	F	Total	M	F	Total
1	CC	74	41	115	520	559	1,079				594	600	1,194
2	CPC	117	40	157	6	4	10	11		11	134	44	178
3	DDMC	223	32	255	2		2				225	32	257
4	UD	17	18	35	1	2	3				18	20	38
TOTAL		431	131	562	529	565	1,094	11		11	971	696	1,667
% within group		77%	23%	100%	48%	52%	100%	100%	0%	100%	58%	42%	100%
% of total in COMS		26%	8%	34%	32%	34%	66%	1%	0%	1%			

These numbers are extremely encouraging especially for a fragile, conflict-affected country like Afghanistan. The project has created positive results for women, girls, and children as manifested through their representation in various forums formed by the project and participation in project activities (trainings and simulations). The women CERT members shared that this project had worked to change their world-view, and they felt confident that they could use their learning and skills to take appropriate response actions during emergencies. The women and men CERT members shared that the project had contributed to added recognition of their contributions and potential; so, now they felt empowered and had noted positive changes in men's attitude as well.



## Training, Advocacy and Structural/ Material Support

As outlined earlier, the stakeholders and communities in particular, acknowledged and appreciated the training contents, materials, and training delivery (refer Table ES.04; Q# 17C). The fact that a wide variety of trainee groups (public officials, community men, women and children, teachers, students, etc.) had to be trained, the stakeholders views suggest that both training content and delivery were tailored to trainees' interests, capacities (level of education), and age and sex considerations. The use of adult and child learning models and techniques further reinforced the effectiveness of training approaches and interventions. The post-KAP results and stakeholders' reflections support the effectiveness of training (refer Table ES.02 for respondents' views on learning from trainings on CBDRM & CPiE). The C2C learning or dissemination approach has received wider appreciation. The training design and delivery have mostly been SCI-led with limited involvement of relevant public agencies training units. For this reason, the project has not contributed much in developing capacities such as trainer manuals, content developers, master trainers, etc.; within relevant public agencies.

The project design features research and advocacy as tools for promoting replication of CC/CBDRM approaches and DRR mainstreaming into development planning and practice. During project design, planning and initiation phase, a comprehensive 'National CC/DRR Advocacy Plan<sup>47</sup>' was formulated by involving an international consultant who worked with relevant ministries and other stakeholders. Interaction with project team suggests that only limited progress had been made with roll out of planned advocacy activities. This was due to inappropriate scheduling of research and advocacy plan formulation, besides unforeseen delays in completing planned activities. SCI team shared that the advocacy plan did contribute to inform the design of the on-going comprehensive school safety project, being funded by ECHO/EC.

Structural and material support (as hardware component) was provided to the communities and schools, to complement the software components, e.g., training and awareness. The hardware component featuring small-scale child-centred community and school mitigation projects, CERTs kits to aid initial response, has apparently worked well in terms of perceived (community's) reduction in risk exposure and improved preparedness. The prioritization of child-centred mitigation projects is evident, and communities were largely satisfied with the quality of work undertaken. For example, 86 % of the respondents (n=296: 54%=Males and 46% =Females) stated that the small-scale mitigation projects implemented by SCI help them feel safer (refer Table ES.08). Moreover, the responses indicate that over 90 % of children go to school without fear because of the opportunities and improved emergency preparedness plans. SCI team informed that OFDA project's learning had helped improve the mitigation projects planning, e.g. selection of activities, engineering designs, grant size, and consequently the delivery. The hand-over of mitigation projects as part of exit strategy to an under-resourced provincial ANDMA (without a clear plan) appears inappropriate.

**Table ES.08: Respondents views on benefits of mitigation projects, trainings, EPPs and EWs**

Q31C. Do you/community feel safer because of small-scale mitigation projects in your community/Schools? (n=296)	Total	Male	Female
Yes	86%	54%	46%
No	7%	95%	5%

47 Unpublished, however TORs of the 'Situational Analysis and Advocacy Strategy for Disaster Risk Reduction in Afghanistan' are available on the link; <https://www.savethechildren.net/.../Situational Analysis and Advocacy>

	I don't know	6%	63%	37%
Total		100%	58%	42%
Q32. How has this project (training, school plans, emergency preparedness plans, early warning systems, small scale mitigation projects) benefited children? (n=402)		<b>Total</b>	<b>Male</b>	<b>Female</b>
Children go to school regularly without any fear		92%	54%	46%
The school is more protected from floods.		61%	54%	46%
Homes are better protected		43%	40%	60%
<b>Total</b>			55%	45%

### Communication & Monitoring, Evaluation, Accountability and Learning (MEAL)

The absence of a clear communication strategy or plan is an evident miss, having implications for project's visibility and profiling. Despite this evident gap, the project has done well to achieve what it achieved in terms of profiling the issue and making stakeholders aware of key elements of the project. Project features a range of communication activities, some being exclusive while others built into parallel interventions. Some of the most significant ones include project launch and closure events, trainings, community meetings and events, stakeholders' visits (monitoring and exposure visits) to project sites, community simulations, events and celebrations of key international days, review and dissemination events. The post-KAP results and field interaction with stakeholders suggest wider awareness of DRR related messages and project elements (refer Table ES.09). However, the evaluators did not see much to offer a measured assessment of quality, comprehensiveness, and efficacy of project IEC materials which could have been used as means of communication for engagement with community forums, except for reported case studies, short video, and DRR booklet. For school component, however, the DRR walls and children posters were much appreciated by students and helped children to increase awareness on DRR concepts and preparedness actions.

**Table ES.09: Respondents awareness/knowledge about the CCDRR Project**

Q8. Are you familiar with recently completed Save the Children's Child Centred Disaster Risk Reduction (CCDRR) Project implemented in your village? (n=402)	<b>Total</b>	<b>Male</b>	<b>Female</b>
Yes	89%	56%	44%
No	11%	49%	51%
I don't know	1%	33%	67%
<b>Total</b>	100%	55%	45%

The MEAL framework developed at the outset, and shared with the evaluators looks reasonably comprehensive with a few deficiencies. The key activities or elements of this framework include: baseline and end-line reports, periodic field visits and progress reports, donor reports, database, case studies, review and reflections, and others. Furthermore, a series of recording and reporting tools was developed and applied. The system has worked reasonably well; however, the focus has been on monitoring inputs, activities, and outputs. The outcome monitoring has been both limited and inconsistent, which can partly be attributed to inappropriate and non-SMART indicators. The output monitoring offers disaggregation across sites, phases, components, activities and beneficiary groups (including age and sex). The project results/data, however, lack tracking of results for the poor. For example no documentation available to demonstrate any criteria used to define the 'poor'.

The accountability system has primarily worked to feed into upward (within the organization, donors, and national government) and lateral accountability (to the provincial government partners). Regular updates and progress reports were shared with relevant government offices at provincial and national level and with UNICEF as the donor. The project activities and updates sought inputs and comments from government partners and communities, which aligns it to the general norms and standards of accountability concept. However, the fact that limited information about project updates and progress went back to communities, suggests insufficient focus and commitment to downward accountability. Moreover, not much was seen or made available to form a considered opinion with regard to the project's contribution to either creating or reinforcing the public officials' accountability (as duty bearers) towards communities (as right holders). The evaluators did not find evidence of project evolving and application of formal complaint-response mechanisms (CRMs), as part of accountability to the beneficiaries. The project team shared that it worked more at informal level.

The MEAL framework had an expressed focus on knowledge management and documentation of lessons learned, evident from inclusion of case studies, learning and dissemination workshops. This resulted in producing multiple case studies (success stories), a short documentary, and holding two learning dissemination events for national and sub-national stakeholders. The critical review of knowledge and information products produced thus far suggests deficiencies in terms of depth and richness of information, comprehensiveness, and presentation. Prioritisation and better planning (in terms of financial and technical resources by the implementers) may have had helped with producing better knowledge products.

### **UNICEF / SCI Strategic Partnership and Coordination**

Strategic partnership between UNICEF and SCI in Afghanistan is unique and unusual. It is unusual in the sense that in other countries, the two organizations are found to be competing for (financial) resources for having overlapping or similar thematic focus. Nonetheless, the partnership does make sense for the fact that both partners carry distinct advantages and strengths. This for sure offers the promise to leverage their unique positions and strengths.

The evaluators reviewed the strategic partnership in terms of contributions to the design and delivery; contributions by carrying out complementary work; intra- and inter-organizational coordination for improved results.

The findings suggest that UNICEF has made limited contributions to the project design and delivery. Moreover, the field discussions underline that this project was implemented in a stand-alone mode; as both SCI and UNICEF, despite having multiple avenues such as on-going teachers' training, curricula development, mine risk education, child protection, and other work, did not make any attempt to forge linkages with those programmes to create synergies. This underlines the gaps and ineffectiveness of intra-/inter-organizational coordination mechanisms. In a nutshell, it could be stated that opportunity that came out of the strategic partnership has not been fully leveraged. The complementarity of their roles and work could have been used meaningfully for on-going joint health and nutrition project through increased intra-/inter-organizational coordination.

To encourage sector-wide coordination, the project helped form provincial coordination mechanisms (DRR Working Groups) with ANDMA in the lead. The intent was to harmonize and synergize the on-going DRR work and provide platform for accelerated information and resources exchange. These working groups have been created in all three provinces. However, the field interactions suggested that none of them was functional at the time of the evaluation. The key factors or reasons for discontinuation comprised under-resourced provincial ANDMA; limited interest, commitment, and understanding of DRR significance;



and to a degree hesitation of both public sector and non-profit partners to share projects/interventions details. To the evaluators, the failure lies in design inadequacies in particular, lack of in-depth understanding of the context, and pre-conditions required for such sub-national platforms to perform. In Afghanistan, the government's working is deeply centralized and for any sub-national effort to succeed there must be wider interest and commitment at central level (between stakeholders involved) and binding directions to the provinces to follow. Future attempts must take note of these elements to help sub-national efforts to succeed.

As underlined in the evaluation TORs, the evaluators did explore with project teams whether the project had seen any differential progress or achievements in different geographic areas, i.e., districts. It appears that the project has been completed without much to be seen in terms of differential achievements across different districts. Moreover, instead of creating cross-sectoral and/or cross-organisational linkages, the project delivery merely leveraged the goodwill with communities and local authorities created through good work done with USAID-OFDA funding in the past.

### **Project Implementation (Timeliness and Partnerships)**

The project has achieved most of the output level results within time; hence, can be rated effective on that account. However, partial achievement of outcome level results downplays its effectiveness to some extent.

The project's implementation period was extended by three months (no cost extension) for completion of mitigation projects and documentation. The most significant enablers are apparently the documents, goodwill and learning from USAID-OFDA project, implemented in these provinces. These included training and IEC materials, benchmarks, learning around mitigation projects, linkages to local governments, besides other factors.

The critical challenges or impediments that curtailed timely completion of activities appeared to be extreme weather conditions (limiting progress on mitigation projects during winters), delays in approval/feedback from government counterparts and interferences in mitigation projects planning, delays in recruitment and deployment of international staff and consultants, and complex financial reporting mechanisms (for UNICEF reporting). Though these impediments did not affect the quality of deliverables much, but delayed timely delivery/completion. The inappropriate scheduling of research and advocacy planning rendered the whole exercise meaningless.

The partnership with PED and ANDMA (provincial) was largely an enabling factor. SCI used national level MOUs to solicit support from provincial authorities, and did not sign any new MOUs or contracts. The expectations evolved over time and took shape as issues came up. The partners were able to extend timely support, which helped to deliver project effectively.

In terms of implementation, it is hard to suggest another holistic model than the one used to implement this project as it had relevant government agencies, NGOs, donors and community (more importantly women, children) on board. However, one could argue the need for further improving the overall effectiveness of coordination among various actors involved in implementation. Intra-/inter-government agencies coordination is a perpetual challenge that needs to be factored in while working with it and could always be improved. The governments around the globe always need to be driven consistently to take the 'driving seat' and Afghanistan is no exception; hence, increased attention and resources for government's capacity-building should have been given priority with a view to anchoring a legacy, knowledge-base and ownership of project achievements within the government system.

### 5.4.3 Theory of Change

Since the evaluation has used Theory Based Evaluation framework as the conceptual model, a dedicated section has been added to the report to share evaluators' assessment of TOC's validity. The description carries more focused assessment with respect to 'Contribution Analysis'. This commentary draws on the assessment of impact and effectiveness; hence, the readers may find some overlaps with previous sections.

Starting with component or IR 1, the TOC appears to have worked in creating intended outcome level results from project inputs, activities, and outputs (refer Table/s # ES.01-.04 in effectiveness). The project has contributed to improved knowledge and positive attitudes and behaviours around disaster risks and risk reduction among the target audience. Given the fact that no overlaps were observed in terms of multiple organizations working in same communities, it may be safe to argue that observed changes have occurred because of the CCDRR Project only. For data constraints, the evaluators are unable to offer a measured assessment of project outcomes contributing to the envisaged impact. The numbers are taken from the IOM database (refer Figure I.01, I.02 & I.03 in the impact section) for 2012-14, where these provinces have been ranked as most affected (by natural disasters). This becomes even more significant given the fact that not only SCI, but there are other actors also, who have been implementing CBDRM/CCDRR approaches/programmes in these provinces for years (Appendix 14). Discussions with stakeholders point to the fact that CBDRM model would only work to create or contribute to desired impact-level changes, provided macro-level (referred previously) complementary interventions are implemented. This certainly looks valid, and that contradicts the ToC (at least for outcomes contributing to impact).

For component or IR 2, the TOC has apparently worked only in creating output-level results from inputs and activities. The fact that no substantive policy and practice level changes were observed within government and CSOs, the TOC appears to be ineffective for creating or contributing to outcome as well as consequential impact level changes. The qualitative findings from the discussions with key informants revealed that the only significant change that has occurred during this period is approval of CBDRM Framework, which happened mainly due to activities carried out by DipECHO funded consortium. This project does not seem to have made any direct or indirect contribution to the approval of CBDRM Framework. To the evaluators, this has happened for lack of strategic focus and deeper context understanding, especially around engaging meaningfully with government agencies and drawing on the strengths of CSOs.

The school component or IR 3 again has worked reasonably well, as evident from demonstrated outcome level achievements. As explained above, the impact level changes did not occur or at least not become evident during the evaluation process. The key gaps are evident in terms of an overwhelming focus on schools preparedness rather than comprehensive school safety. Moreover, the project could not achieve institutionalisation of SBDRM within MoE.

Most of project's risks and assumptions are found to be relevant. However, evaluators are of the view that future project design must lay added focus on deeper understanding of the context and intra-/inter-organizational coordination.

At a broader level, the TOC appears to be partly valid. This holds ground for the fact that it has successfully been able to create most of the output level changes. However, the outcomes were realized partly while impact level results are largely unknown. The facts on the ground and consultations with stakeholders underlined that impact level change would occur only when the CBDRM efforts were complemented by macro-level interventions.

## 5.5 Project Cross Cutting Priorities

This section carries findings and analysis around level of integration of UNICEF's programming priorities, i.e. equity, gender equality, HRBA, and core commitment for children in humanitarian action (CCC), in project's design, delivery, and results achieved/created for target groups. The readers are advised to read this section in continuation of findings with respect to relevance, impact, and effectiveness.

### 5.5.1 Equity

The degree of project's conformity with UNICEF equity programming principles varies in design, delivery and results level. The equity integration is evident in terms of prioritisation of most vulnerable provinces, districts, communities, and schools. The project evolved and applied methodical approaches, i.e. risk indices for communities and schools. The process involved consultation with relevant stakeholders, which again bodes well with equity (refer to Box 4 that lists the vulnerability criteria used for community and schools selection).

The global and national disaster databases suggest that women, girls, and children, in relative terms are more vulnerable and affected by the disasters in Afghanistan. The stakeholders involved in emergency response services are also of the same view. For that, the prioritisation of disaster risks for women, girls, and boys; and meaningful representation and participation in forums and activities (trainings, assessments, mitigation projects, simulations, etc.), support project's alignment to equity considerations. The numbers for women, girls, and boys as trainees, and as members of community and school forums, further favour the project for inclusiveness and creation of equitable results (refer Tables # ES.05, ES.06 and ES.07).

The design deficiencies are evident in terms of limited focus on disaster prevention and addressing/advocating for macro-development agenda to address underlying risk factors. This to a degree dilutes the coherence to equity principles.

The monitoring system has worked well in capturing results for women and children while the results created for poor remain largely unknown.

### 5.5.2 Gender Equality

Often, women, girls, and boys suffer more due to their limited capacities to act in an emergency situation. This project addresses this issue by prioritising risks of these groups and through capacity development of women, girls, and boys (besides other groups such as men), which suggests coherence to gender equality. The expressed focus on actively engaging women and children again works to

#### **Box# 4: Vulnerability criteria for community and schools selection:**

The key elements of community and schools selection criteria are as below:

1. Community with higher exposure to natural hazards; large population with higher proportion of elderly and children (vulnerable segments); accessible (secure); and availability of basic community infrastructure or services.
2. Schools with higher exposure to natural hazards; prioritization of schools with limited facilities; and higher proportion of students with disabilities.

#### **Box# 5: Reflections on gender equality:**

ANDMA Official appreciated the prioritisation of women, girls and children. To him, the project success is in profiling risks and capacities of these groups & creating models of meaningful engagement.

Women groups shared that this project has brought added recognition to the peculiar risks they face, and potential to contribute. The men are now more sensitive of these needs and capacity to contribute.

The CC members (girls) shared that they learned new things and shared with others at school and back home. They feel more aware and confident of how to protect themselves and others.

illustrate consistency with gender equality principles. The encouraging numbers for women, girls, and boys as trainees and as members of various forums such as CCs, CPCs and CERTs, bodes well with gender equality considerations (refer to Table ES.07). Adequate representation of women (almost 1/3)<sup>48</sup> in community forums such as CERTs, in a conservative social context like Afghanistan, is certainly a noteworthy achievement. Effective engagement of Mullah's has worked in creating favourable environment for women representation and participation. The project has largely been successful in raising awareness (in the communities and among the local authorities) around risks, needs, and capacities of women, girls, and boys, which is again an achievement. The balanced female staffing (as an operational measure) in the project field teams facilitated access to women hence proved useful for creating results for women and girls.

The monitoring system has captured women and children's level of involvement as well as results the project created for them.

### 5.5.3 Human Rights Based Approach (HRBA)

The project's conformity to HRBA is manifested at varied levels, e.g., engagement with right holders and duty bearers (including CSOs), training and awareness of human rights (particularly related with children), and creating community monitoring and gatekeeping mechanisms for child protection, i.e., CPCs.

The accountability system has been largely feeding into up-ward (donor and government) and lateral accountability (provincial departments), with insufficient focus on downward (communities) accountability. The evaluators did not find evidence of project evolving and applying formal complaint response mechanisms (CRMs), as part of accountability of the duty bearers to the beneficiaries. It could be equated with a communication gap between communities and other actors, especially government, which requires continuous monitoring and support to bridge such gaps.

#### Box# 6: Right Holders' Rights in DRR Context:

'Managing the risk of disasters is aimed at protecting persons and their property, health, livelihoods and productive assets, as well as cultural and environmental assets, while promoting and protecting all human rights, including the right to development'

Sendai Framework for Children  
[http://www.preventionweb.net/files/43291\\_sendaiframeworkfordrren.pdf](http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf)

The project brings together all relevant stakeholders essential for rights-based programming, i.e. communities (men, women, children and others) as 'right holders' and government agencies as duty bearers. It envisaged building the capacities of CSOs to bridge divide between the two. The critical review of project budget however suggests greater focus on communities as compared to government stakeholders (only 1% resources for government – more details in refer EY.01 in the efficiency section).

Alignment to HRBA is evident in terms of training and awareness of rights, particularly child rights. The focus on CPiE adds further to the rights orientation. The results indicate visible improvements in community's awareness and attitudes for children rights and protection. The extension of community based (CERT and CCs) child protection monitoring is a new concept that this project has introduced and applied. The evaluators noted disconnect with wider CPAN initiative, which UNICEF has also contributed to. The project monitoring records, however, do not give sufficient information to make a measured assessment of the impact of these initiatives on reporting and resolution of child protection cases.

#### 5.5.4 The Core Commitments for Children in Humanitarian Action (CCCs)

This section builds further on the commentary given in the 'Relevance' section; hence, may be read in conjunction with the said section. The CCCs<sup>49</sup> are a compendium of specific programming and operational commitments around child sensitive humanitarian assistance and specific, necessary actions and standards.

The project records and consultations with stakeholders did not help much to ascertain if and to what extent the project has worked to promote and have CCCs integrated into local preparedness planning and disaster response. However, community and school preparedness plans do demonstrate consistency and coherence to the programming, supplies & logistics, and operational commitments under CCCs. For visible disconnect of community and school plans from district and provincial emergency preparedness plans, the chances of any meaningful integration of CCCs into these plans are limited.

The project documents, too, do not carry any clear references to integration of CCCs and results produced.

#### 5.6 Project Efficiency

The evaluation did not require any comprehensive 'value for money analysis', perhaps for the project being implemented in a humanitarian context. The commentary in this section encompasses impressions of implementers around adequacy of funds and other project resources (against set targets), budgetary distribution between project activities and operations, per unit costs for some critical (high value) activities. The commentary largely relies on the secondary information.

For the implementers the project had allocated adequate resources i.e. staff, time, and funds, for targets set under the project. As required, the evaluators did look into the financial systems and found it compliant to international accounting principles and standards. SCI Afghanistan staff did refer to process related complexities that delayed transfers from UNICEF. None from the two organizations made reference to mismanagement and embezzlement of funds.

The table below i.e. EY.01 presents budgetary distribution between different heads of account. A critical look at the budget suggests imbalanced distribution whereby almost 55% resources allocated/spent on operations compared to 45% for activities. Within activities, the major chunk is allocated/spent on mitigation projects i.e. 23% of total budget. The allocations for government/CSO capacity building were less than 1%, which again illuminates imbalanced distributions. These oversights in turn affected the performance and sustainability of different components. For instance, where the mitigation projects both appear to and been referred to (by the communities) as sustainable interventions of the project, the government/CSO focused training and coordination related investments did not produce lasting results or change.

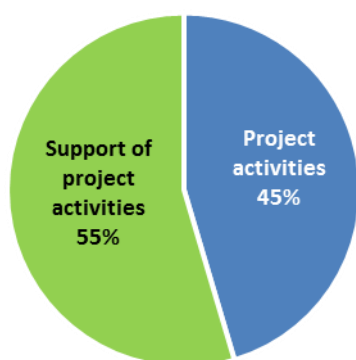
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<sup>49</sup> Core Commitments of Children in Humanitarian Action; UNICEF, May 2010.  
[http://www.unicef.org/publications/files/CCC\\_042010.pdf](http://www.unicef.org/publications/files/CCC_042010.pdf)

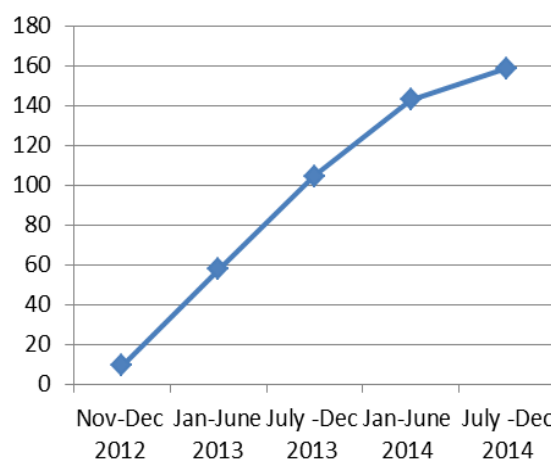
**Table EY.01: Summary for UNICEF' Budget for CCDRR Project**

N o	Item	Total UNICEF Revised March 14 Budget	UNICEF Budget (revised Dec 2014)	Cumulative Expenditure	Balance	Distributions		
						% of budg t	% of exp.	% of line item
1	Human Resources (project direct staff)	34,758,134	39,898,622	40,622,005	-723,383	25.16 %	25.62%	101.81 %
2	Transportation and Accommodation	5,647,450	3,853,955	4,333,889	-479,934	2.43%	2.73%	112.45 %
3	Project Activities (start-up)	214,866	215,350	217,923	-2,573	0.14%	0.14%	101.19 %
31	Project activities: Community preparedness	18,129,540	16,880,365	17,717,900	-837,535	10.65 %	11.17%	104.96 %
32	Project activities: Cap development (Govt/CSO)	732,576	778,148	853,642	-75,494	0.49%	0.54%	109.70 %
33	Project activities: School based DRR	12,119,692	12,173,204	12,375,572	-202,368	7.68%	7.80%	101.66 %
34	Other Activity Costs	4,612,140	4,284,683	3,092,602	1,192,081	2.70%	1.95%	72.18%
4	Mitigation project materials etc.	36,987,962	36,591,895	37,743,465	-1,151,570	23.08 %	23.80%	103.15 %
5	Operational Support	17,948,655	16,937,359	14,866,799	2,070,560	10.68 %	9.38%	87.78%
6	Programme Planning and Implementation	25,402,600	24,940,034	24,430,338	509,696	15.73 %	15.41%	97.96%
7	Training and Staff Development	2,017,080	2,017,080	2,314,972	-297,892	1.27%	1.46%	114.77 %
<b>Total budget</b>		<b>158,570,695</b>	<b>158,570,694</b>	<b>158,569,107</b>	<b>1,587</b>	<b>100.00 %</b>	<b>100.00 %</b>	
<b>Indirect Project Costs @ 7%</b>		<b>11,099,949</b>	<b>11,099,949</b>	<b>11,099,837</b>	<b>111</b>			
<b>TOTAL (AFG)</b>		<b>169,670,644</b>	<b>169,670,643</b>	<b>169,668,944</b>	<b>1,698</b>			
<b>TOTAL (USD)</b>		<b>3,262,897</b>	<b>3,262,897</b>	<b>3,262,864</b>	<b>33</b>			

**Figure EY.01: Budget Distribution (Project Vs. Support Activities)**



**Figure EY.02: Disbursement of Allocated Funds**



Owing to limited information on segregated costs and expenditures tracking for different project components, inputs and activities, the evaluators could only perform costs/beneficiary analysis (refer Table EY.02 for details) for the project. No comparative analysis in terms of costs/beneficiary for other similar projects could be made in lieu of not having any sector standards (unit costs to produce certain results) to measure cost efficiency, and inaccessibility to financial information of other partners involved in the



implementation of similar projects, e.g. INGOs, and UN agencies. Hence it is noted as a limitation of the efficiency analysis presented here.

The analysis of available financial information suggests that project spent USD 148 and 23 on every direct and indirect beneficiary respectively. The results created for the value are in terms of men, women, and children being more aware of risks, risk mitigation and preparedness actions. The project has created more or less identical results for public officials and CSO representatives.

<b>Table EY.02: Cost Per Beneficiary</b>			
	<b>Total Project Budget</b>	<b>Cost per Direct Beneficiary</b>	<b>Cost per Indirect Beneficiary</b>
AFG (million)	183,065,925	7,679	1,178
USD <sup>50</sup>	3,520,499	148	23
Total # of Direct Beneficiaries			23,840
Total # of Indirect Beneficiaries <sup>51</sup>			155,400

Within that each community mitigation project has created results in terms of perceived reduction in disasters risk. The average/beneficiary cost comes to only AFG 97 (USD 1.86). For school-based mitigation projects, costs are even lower (refer Tables EY.03 and EY.04). Although, there are no industry standards to draw any meaningful comparison, however the quality of work done and beneficiaries' reflections on mitigation project contributing to reduced vulnerability, these calculations appear to offer good value for money.

Table EY.03: Cost Per Beneficiary of Community based Mitigation Projects (CMPs)				
	Total CPMs	Total Cost of MPs	Average Cost Per CPMs	Average Cost Per Direct Beneficiary
AFG (million)	119	39,172,750	329,183	97
USD		753,322	6,330	1.86
Total # of Direct Beneficiaries of the community based MPs <sup>52</sup>				405,493

Table EY.04: Cost Per Beneficiary of School Based Mitigation Projects				
	Total CPMs	Total Cost of MPs	Average Cost Per CMPs	Average Cost Per Direct Beneficiary
AFG (million)	45	3,342,724	74,283	74
USD		64,283	1,429	1.42
Total # of Direct Beneficiaries of the school based MPs <sup>53</sup>				45,246

Within the project, some activities appear relatively more cost efficient than others. These include DRR Walls (in schools) and C2C learning which appeared to bring more returns

50 Exchange Rate applied is 1 USD = 52 AFG as per Project Budget Documents

51 This is calculated based on CSO data that the average community size is 1,295 individuals, and that the whole of the target community will benefit indirectly from the project activities; Final Proposal (PCA) CCDRR Project: Save the Children.

52 Methodology for calculation of direct beneficiaries is not clear; therefore the evaluation used the calculations used by the project as given in the relevant data of mitigation projects.

53 ibid



compared to investments made, hence merit appreciation for efficient use of project resources.

## 5.7 Project Sustainability

The analysis for sustainability<sup>54</sup> is rooted into the availability and application of project exit/sustainability plan, and likelihood of continuity of project forums, infrastructure support, coordination forums, and results created (in terms of improved knowledge and attitudes) beyond project closure.

The project had a clearly stated exit or sustainability plan, which was applied as such. The sustainability strategy had multiple yet reinforcing elements such as effective social mobilization for sustained interest for organized actions; partnership, capacity development, and handover of project forums and mitigation projects to capacitated government partners.

The project has been able to deliver well on social mobilization component; however, the likelihood of continuity of these forums, i.e. CERTs, CCs, and CPCs, is not certain. The post-KAP results are more or less similar to evaluators' views (refer Table S.01). The handover of forums to under-resourced provincial ANDMA is not very convincing either.

**Table S.01: Respondent view on continuity of the project**

Q45. In your opinion which forums or activities may continue after project completion? n=402	(n)	%
Regular hazard mapping	194	48
Community Emergency Response Team	233	58
Child Protection Committee (CPCs)	177	44
School based Children DRR Clubs (CCs)	150	37
Mitigation Projects	169	42
Knowledge gained and practices	156	39
Don't know	59	15
All Above	7	2
Others	3	1
The sum of percentage is greater than 100%, due to multiple response questions.		

The CERTs are likely to remain active for longer than other two forums, i.e. CCs and CPCs, because of overlaps (membership) with CDCs, which are likely to sustain longer due to their strong linkages with MRRD. CCs have neither been institutionalized by Provincial Education Department nor Child Protection Committees are linked to provincial and district CPANs. It points to weakness in project's design, which lacked direction to anchor these forums within public sector partners.

The knowledge and positive attitudes that this project has created are likely to sustain longer than any other element. The trainees' involvement in practical activities, such as risk assessments, preparedness planning, etc., has worked well to complement and reinforce the learning and giving confidence in abilities and skills to handle emergency situations exceedingly well. The trainees at all level appreciated the new learning and shared that the learning would stay beyond project. The material support provided in the form of mitigation projects and CERT kits, has more chances to survive beyond project, as noted during field visits. The handover of mitigation projects as part of exit plan is again less convincing and may not contribute much to sustainability.

<sup>54</sup> Sustainability: The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time. Source: Glossary of Key Terms in Evaluation and Results Based Management; Glossary of Terms: The Development Assistance Committee (DAC)/OECD (Organization for Economic Development and Cooperation), 2010.

The government and CSOs capacity development component has not produced expected results to postulate that this investment would enable the beneficiaries' carry on with CBDRM and SBDRM activities beyond the project life. Most of the CSOs have closed operations and SCI have lost contact with them. To the evaluators, limited foresight, strategic focus, and poor reading of the operational context contributed to making results of this component less sustainable. One example is allocation of less than 1% resources for this component. Had this component been planned more strategically with adequate resources, it could have worked better to enable public agencies to own and institutionalize the results besides replicating and/or scaling them up on their own.

## SECTION 6: LESSONS LEARNT AND GOOD PRACTICES

The lessons learnt, good practices, and recommendations are complementary, hence have been grouped together. It is plausible to read them as a complete package.

The literature review and consultations with stakeholders including communities, and evaluators' own reflections and experiences, have all contributed to distil and piece together these three elements. These have been framed to enable the key stakeholders (UNICEF, SCI, and the relevant government ministries) to enrich and inform the on-going and future programmes/projects' designs and delivery. Similarly, there are ideas for government partners to explore and experiment replication and scale-up.

These learning and recommendations have been consolidated through an iterative process of internal and external discussions (for exploration, deeper understanding, and validation), in particular with project implementers, other key stakeholders, and consultants. The lessons learnt, good practices, and in particular recommendations have been reviewed thoroughly with range of stakeholders, who participated in the project dissemination event held in mid-February 2016 in Kabul. The partners, relevant government stakeholders, and representatives from UN agencies attended the event. The opportunity was used not only to present but share the rationale and supporting evidences for formulation of lessons learned, good practices, and recommendations. The session helped with validation and at the same time seeking inputs on feasibility, relevance (to the context), and operationalization of the recommendations through concrete practical steps. The inputs drawn during the session facilitated refining the section and in particular the recommendations.

### 6.1 Lessons Learnt

1. [Social Mobilization](#): The social mobilization process must take stock of and capitalize on the prevalent community organizations or forums (instead of creating new ones) to minimize friction and disruption (as noted for having CDC representation in the CERTs). This facilitates immediate acceptance (of external organizations and the agenda), and adds to continuity of such forums and activities after closure.
2. [Geographic Targeting](#): Evolve and apply layered approaches (featuring methodical assessments and stakeholder consultations) for geographic prioritisation, to achieve effective and equitable targeting. The project has been successful in evolving and applying vulnerability indices (for schools and communities selection) including stakeholders' consultations, thus makes case for adaptive replication.
3. [MEAL Framework](#): Develop and rigorously apply performance benchmarks for delivery of acceptable (quality) and consistent inputs and outputs (delivery). Tracking compliance (documentation) is equally significant, however it requires focused monitoring and evaluation systems, as has emerged systemic gap in this project. The future projects must evolve matching monitoring and evaluation systems to track compliance and use documentation for decision making.
4. [Capacity Development](#): Undertake deeper assessment of partners/governments current capacities and commitment, and use them to inform the development and execution of exit plans featuring gradual transition to these partners for continuity/sustainability of project outputs e.g. community forums and mitigation projects. The future projects must evolve responsible exit plan (complete roadmap) featuring timely engagement, building capacities (for transition), and handholding post transition/closure.
5. [Development Needs Assessment](#): Assess local development needs and priorities (such as village development plans) and strategize dovetailing the project inputs (soft and hardware support) to the extent possible with local priorities to create ready acceptance and harness support for other project inputs. The project successfully linked up mitigation projects with village development priorities, which merits replication in future.

6. Thematic Integration: Leverage available organizational resources and context knowledge e.g. training & communication materials, trained staff, awareness of key influencers (like Mullah), and others, to maximize results and prioritising (in terms of resource allocation) inputs that are being done first time. The project has been successful in leveraging resources and learning from OFDA-USAID project such as recruiting trained local staff, training resources, IEC materials and mitigation project allocations.
7. Communication Strategy: Plan and implement a well thought-out and adequately resourced communication (including knowledge management) strategy and plan for greater visibility, profiling and effective knowledge management. The project has gained useful learning with respect to articulating plans, adequacy of resources (both technical and financial), use of mixed media, and harnessing the potential of local media.
8. Contextualization: Prioritise recruitment of local and balanced staff of both sexes (given requisite expertise are either available or capacities could be brought to acceptable levels) to create ready acceptance (adding local face or identity), access to women (in conservative environments such as Afghanistan), and leveraging local knowledge of staff for contextualizing project inputs and processes. The project implementation demonstrates successful implementation of these elements; hence it makes good case for replication.
9. Externalities: Take a considered view of project key inputs and milestones and use them to inform project schedule for efficient and effective implementation. Careful scheduling is critical to addressing challenges such as insecurity (highly relevant to Afghanistan), context volatility, usability of outputs for subsequent activities (e.g. advocacy), and extreme weather conditions. The project gained useful learning on all these counts. Future projects may need to take note of inappropriate scheduling and also exploring community contracting and monitoring mechanisms to address challenges around insecurity, volatility, weather conditions, etc.

## 6.2 Good Practices

1. DRR Walls, featuring murals and wall paintings with key DRR messages has worked very well in terms of contributing to school-wide dissemination. It proved to be a low-cost high-impact activity; hence, is rated as good practice for replication and scaling-up.
2. The child-to-child (peer) learning model has been widely appreciated by implementers and the participants (teachers and students) for efficiency and effectiveness. It could deliver even better results, given children were provided with child-friendly communication tools/products (games, animations, work books, etc.) to enable dissemination of guided, consistent, and quality learning.
3. The practice of engaging communities, particularly vulnerable groups such as women, girls and children, in training, and follow-up with practical demonstrations (community risks assessment, planning activities) and simulations; worked well to reinforce learning, create confidence in their ability to perform the tasks.
4. The practice of engaging local influencers such as Mullahs (religious/prayer leaders) for social mobilization and creating broader acceptance for women participation in community forums and activities (by men mostly) has worked extremely well. The future projects must prioritize proactive engagement of opinion leaders and influencers to address possible resistance to newer ideas.

## SECTION 7: CONCLUSION AND RECOMMENDATIONS

### 7.1 Conclusion

The project was and continues to be highly relevant to the Afghanistan development and disaster risk context. The UNICEF-SCI strategic partnership is unique in carrying huge potential to capitalize on the comparative strengths and advantages for meaningful contributions for children and women in Afghanistan.

The prioritisation of CBDRM/SBDRM approaches adds further to its relevance. These appear even more relevant to a context such as Afghanistan, featuring low levels of development, chronic insecurity, limited outreach, and capacities within public agencies, and evolving disaster risk context. Furthermore, it will enable and empower communities to take meaningful actions at local level for prevention, mitigation, preparedness, and response. The success of these approaches and models is established globally (in creating localized results), which the project worked to reinforce.

There are noted design deficiencies such as unrealistic or ambitious result expectations (impact in particular), and limited focus on addressing/advocating the underlying causes for disasters and disaster risks (referred to as macro-development agenda). Moreover, the project design demonstrates gaps around strategic engagement with government (for sustainable capacity development), and in-apt reading of the governance context to facilitate creation of sectoral coordination mechanisms. Together these elements rendered the project's ToC, as partially relevant.

Overall, the project implementation has largely been trouble free. The phased approach has worked well, where learning acquired from the former helped inform the second phase. Ample evidence is available to suggest that project leveraged (SCI) organizational learning and resources from other projects. This is both encouraging and enabled quality and consistent project delivery. The demonstrated successes with social mobilization, in particular with having representation and participation of women and children in community forums and project activities, enabled inclusiveness and create equitable results. The project implementation could not leverage the strategic partnership fully, as is evident from limited intra-/inter-organizational coordination. Effective coordination could have helped in resources maximization and relatively more responsible exit. The partners must use these learning to inform on-going joint work in the DRR/DRM sector.

The results emanated from this project come to reinforce the relevance and effectiveness of CBDRM/SBDRM approaches, often at local or grass-roots level. The results suggest that for realization of envisaged impact/goal level change, the design must have had integrated series of complementarity approaches and actions (around macro development) entailing risk-sensitive development planning and management (including natural resources management, land-use planning, and others). Hence, it could be argued that any meaningful change to prevent/mitigate disasters and disaster risks, for children and other vulnerable groups, would essentially require combination of micro-macro approaches and interventions. This is critical to realizing the vision of resilient communities and producing sustainable development results.

The project has generated useful learning around prioritization and packaging of DRR. The two partners are advised to prioritise integrating DRR into on-going thematic or sectoral programmes. The non-thematic or stand-alone DRR projects may only be taken up if they out-weigh the thematic integration. The intra- and inter-organizational coordination requires serious overhaul to help achieve the vision of strategic partnership.

## 7.2 Recommendations

As highlighted above, the recommendations have been structured to complement and further reinforce the lessons learnt and good practices. The process to draw recommendations features extensive consultations with all key stakeholders at all levels. The subsequent dissemination session with the partners, the government and other stakeholders, provided one more opportunity to discuss and seek inputs from wider audience around recommendations' feasibility, contextualization, and operationalization (listing concrete next steps). Moreover, each recommendation has also been assessed in terms of order of priority (level of urgency) and key/potential stakeholders that may have (or potentially) a role to play in taking these forward. The recommendation matrix carries only the strategic level recommendations to enable the policy makers and planners for focused future programming.

S #	Recommendations	Order of Priority	Stakeholder/s Responsible
1.	<p><b><i>Undertake sector-wide assessment of the efficacy and impact of CCDRR/CBDRR/SBDRM models and approaches applied by all actors, to guide future programming and donor/government prioritisation.</i></b></p> <p>CBDRM/CCDRR/SBDRM approaches/projects are being implemented in Afghanistan for years, with significant financial injection. In view of the evolving context featuring renewed commitment to DRM by the incumbent government and new donors and consortiums lining up, it seems appropriate to evaluate the efficacy of these approaches/models and impact these projects have either produced or contributing to. On practical level, ANDMA and possibly MRRD could be supported to lead/coordinate the initiative. This may need to be discussed further at National DRR Working Group. One possible option is to roll-out this as a series of researches and impact assessments (thematic, regional, etc.) to measure effectiveness of different models/approaches been/being applied by sector partners, and suggest improvements in programming and complementary work require getting best results. Use the evaluation findings along with the outcome of these assessments to shape broader macro-level development agenda to address the root causes of massive losses due to disasters.</p>	Immediate	ANDMA, Donors, UN, INGOs DRM Consortiums,

S #	Recommendations	Order of Priority	Stakeholder/s Responsible
2	<p><b><i>UNICEF-SCI to draw on organizational strengths fully for creating meaningful results for children. Intra &amp; inter-organizational coordination/collaboration mechanisms need to be streamlined.</i></b></p> <p>For achieving meaningful results for children, the two partners may need to adopt pro-active approach to leveraging unique strengths and comparative advantages that these two bring to the partnership. UNICEF in particular, may need to adopt more hands-on approach by contributing more to the design and delivery of future joint initiatives. Moreover, the linkages between down-stream and up-stream work need to be exploited fully.</p> <p>Intra-/inter-organizational coordination needs a serious and urgent overhaul. At practical level it may include regular joint planning and reviews meetings, prioritization of joint projects in internal reviews, frequent senior management interactions with others, to complement and harmonize on-going &amp; future thematic/organizational work, e.g. WASH, CP, Education and others.</p>	Immediate and on-going	UNICEF and SCI Senior Managers and Thematic Leads
3	<p><b><i>Prioritise DRR integration into thematic work (CP, WASH, Education, Health) over standalone CL/CCDRR Projects, unless absolutely necessary.</i></b></p> <p>UNICEF and SCI, both individually and together are positioned much better to deliver more meaningful results by integrating CC/DRR into on-going thematic work instead of initiating standalone projects. This shall enable creating sustainable results, given likelihood of sustained interest (in thematic work), and continuity of funding or resources. The standalone CC/CLDRR projects may only be implemented if they genuinely bring some strategic value.</p>	On-going	UNICEF and SCI Senior Managers/ Thematic Units
4	<p><b><i>DRR projects must balance between micro and macro level initiatives (downstream and up-stream work) to contribute to creating resilient societies for women and children.</i></b></p> <p>The joint/individual initiatives must dig deeper to create strategic linkages between micro-macro (downstream and up-stream work) in an effort to demonstrated results for women and children. The macro/upstream could be rooted into strategic research (evidence creation) and advocacy.</p>	Medium-to-Long Term On-going	UNICEF and SCI Thematic Leads



S #	Recommendations	Order of Priority	Stakeholder/s Responsible
5	<p><b><i>SBDRM must graduate to comprehensive school safety from existing school preparedness (centric) approaches, and may need to be seen as integral and/or complementary to the CBDRM approaches.</i></b></p> <p>The SBDRM programming must graduate and embrace comprehensive school safety plans. This can be guided by CSSF and must be planned/ implemented as integral part of CBDRM. The immediate opportunity lies in having a chapter or section included into the National Education Sector Plan (being formulated/ revised).</p>	Immediate	UNICEF/SCI Education and DRR Leads
6	<p><b><i>Government capacity development must consider local context, prioritise institutionalization of new practices (including creating adequate technical, financial and material capacities) for sustained change</i></b></p> <p>The future projects must prioritise greater public sector engagement/capacity development. The engagement may entail thorough comprehension of the governance context, existing capacities within public sector, and prioritise relevant/urgent technical assistance (on priority areas such as training content development, methodologies, standards, procedures etc.), on-site/job coaching and guidance, pre-agreed commitments for (particularly from government agencies) meaningful policy and practice level changes.</p> <p>The project delivery approaches must be framed to work on gradual transition of implementation (shifting responsibility) to the lead public agency to leave behind visible and tested capacities for continuity of work. For instance, the government capacity development component under this project may have benefitted more in case it had worked on standardizing community and students' trainings packages, and built capacities by establishing/strengthening the training units within ANDMA and MoE to deliver/replicate DRR/CPiE trainings in future.</p>	Medium-to-Long Term (On-going)	UNICEF and SCI Thematic Leads & relevant government counterparts

## APPENDICES

### Appendix 1: Terms of Reference

#### UNICEF AFGHANISTAN

#### TERMS OF REFERENCE FOR SERVICES – INSTITUTIONS

#### SHORT TITLE OF ASSIGNMENT

**Summative Evaluation of UNICEF Supported Child Centred DRR Project**

#### BACKGROUND

Afghanistan is one of the youngest countries globally. The percentage of youth is among the highest in the world with 48% of population under age of 15. Such a young age structure creates a heavy burden for the working population, especially given the poor labour market opportunities, contributing to a very high dependency rate at 107 per 100 persons (at the working age 15-59 years old). Amidst this situation of high fertility (Fertility rate at 2.03) and mortality rates (Child mortality under age of 5 years: 91 per 1,000 live birth) 55.36.5 percent of the Afghan population subsists below the poverty line. The number of people living in absolute poverty has been continuously increasing due to both, population growth as well as migration.<sup>56</sup>

Within the context of the recent military-political transition where the international forces withdrew from Afghanistan's military operations at the end of 2014 and the change in the political regime in 2014 after a polemical election process, the year of 2015 is being considered as the watershed for the country. In the short to medium term, economic growth is expected to be adversely impacted by this transition and the livelihoods of Afghan people placed at a higher risk of attrition. Growing insecurity and economic downturn will most likely exacerbate poverty in Afghanistan.

Compounding of the above increased proneness of Afghanistan to disasters. Afghanistan is vulnerable to a plethora of a range of natural disasters, resulting in frequent large-scale displacement of local population and disruption of essential services. Natural disasters also exacerbate the vulnerability of communities who have been affected by long-term food insecurity and protracted conflict. Balkh, Saripul and Jawzjan provinces in northern Afghanistan are among these areas prone to recurrent natural disasters including flash floods, drought, extreme cold, avalanches and sandstorms. A study reports that most of the families in Balkh province have been displaced due to conflict (approx. 57%) and others due to natural disasters (22%), and a combination of the above (17%). Internally Displaced Persons (IDPs) are one of the most deprived and vulnerable categories in both urban and rural areas.<sup>57</sup>

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<sup>55</sup> National Risk and Vulnerability Assessment (NRVA) 2011-2012 (Central Statistics Organization, 2014)

<sup>56</sup> Afghanistan is receiving huge number of migrants from neighbouring countries. In addition, 1.5 million of nomadic population are estimated by the government. (Central Statistics Organization, 2015)

<sup>57</sup> Research Study on IDPs in urban settings – Afghanistan, for the World Bank and UNHCR and Samuel Hall, 2012, Challenges of IDP Protection in Afghanistan, for NRC. (Samuel Hall, 2011)

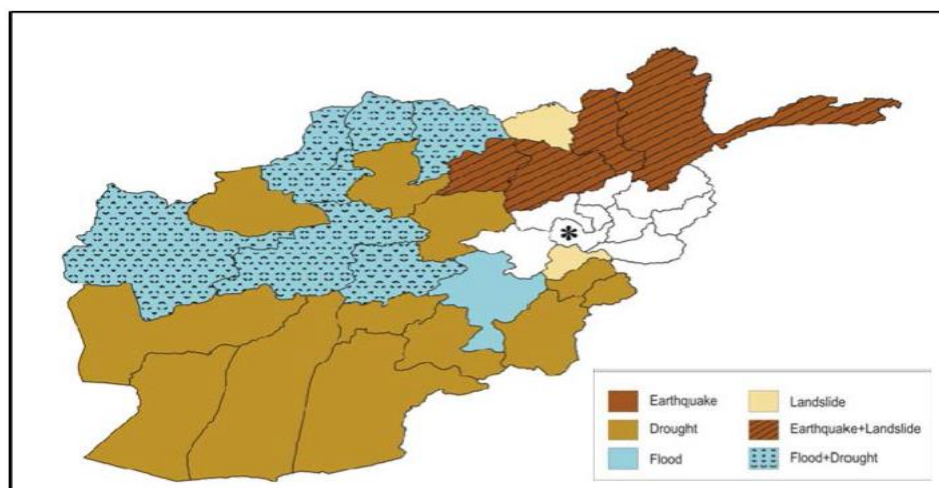


Figure 1: Afghanistan Risk Map (Source NDMP 2010)

*Figure 1 Afghanistan Risk Map*

Against the above disaster risk map, national response has been strengthening. The government formulated the Disaster Management Framework, under the National Strategy and Plan for Disaster Management. It also developed the Strategic National Action Plan for DRR 2011-2015 to provide a road map to a safer and more resilient Afghanistan.<sup>58</sup>

As natural disasters appear to become increasingly variable and severe, these phenomena are increasingly attributed to global climate change.<sup>59</sup> Globally, Disaster Risk Reduction (DRR) is gaining an increased recognition as both a sector and an approach.<sup>60</sup> DRR is defined as the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

#### ***UNICEF-Save CCDRR project:***

The development partners have responded to the increasing severity and frequency of disasters in Afghanistan. In 2012, Save the Children (SCI) began a partnership with UNICEF to implement a Child-centered Disaster Risk Reduction (CCDRR) programme in 12 districts of Balkh, Saripul and Jawzjan provinces through a Programme Cooperation Agreement (PCA). The project activities have been divided into two phases, each phase covering 2 districts in each of the 3 provinces, totalling 6 districts per phase.

<sup>58</sup> The Strategic National Action Plan (SNAP) for Disaster Risk Reduction: Toward Peace and Stable Development 2011-2015 [http://www.preventionweb.net/files/31182\\_snapfinalversion-230.pdf](http://www.preventionweb.net/files/31182_snapfinalversion-230.pdf)

<sup>59</sup> This is the definition of DRR according to the Sphere Project. Idem page 14

<sup>60</sup> The Sphere Project - Humanitarian Charter and Minimum Standards in Humanitarian Response; 2013

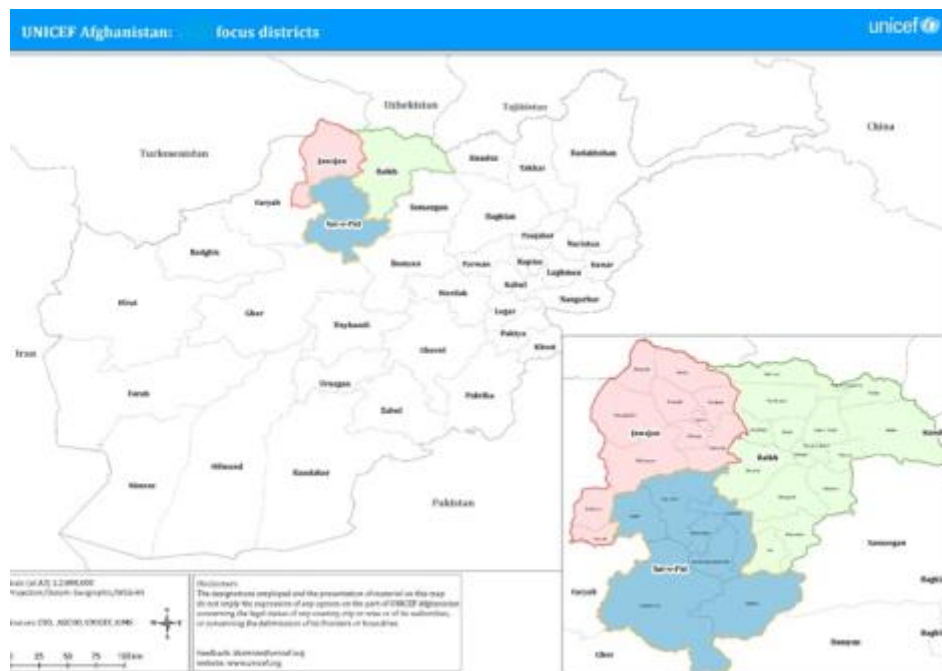


Figure 2 CCDR Project area

The goal of the project is to build resilience of communities in Afghanistan to natural disasters through a community-led CCDRR, as children -both girls and boys- are often the most vulnerable and form a larger part of the affected population. Children, due to their age-related vulnerability, constitute more than half of the population affected by disasters. They are subject to a number of adverse impacts including death, injury, illness, separation from families, interruption to education, an increase in child labour and trafficking among other child protection issues.<sup>61</sup>

The planned activities and the broader approach adopted, is informed by, and in line with the Children's Charter for Disaster Preparedness, developed by UNICEF, Save the Children, World Vision and Plan after consultation with children from 21 countries. The charter seeks to *"to raise awareness of the need for a child-centred approach to DRR and for stronger commitment from governments, donors and agencies to take appropriate steps to protect children and utilize their energy and knowledge to engage in DRR and climate change adaptation."*<sup>62</sup> Five priority action points were identified by children, which this project contributes towards: i) Schools must be safe and education must not be interrupted; ii) Child protection must be a priority before, during and after a disaster; iii) Children have a right to participate and to access the information they need; iv) Community infrastructure must be safe, and relief and reconstruction must help reduce future risks; v) Disaster risk reduction activities must reach the most vulnerable.

The programme activities were implemented in line with the priorities set out by the Government of Afghanistan in the Disaster Management Framework, National Strategy for Disaster Management, and the National Disaster Management Plan. The Government of Afghanistan along with members of the international community also developed the Strategic National Plan (SNAP) for Disaster Risk Reduction: Towards Peace and Stable Development 2011-2015 to provide a roadmap to *"A Safer and More Resilient Afghanistan"* by addressing the risks of future disasters and climate change impacts in a cohesive way. The activities of this programme activity were in line with the following strategic objectives set out in the SNAP:

- Strategic Objective 4: To raise public awareness of disaster risk reduction nationwide; National Disaster Risk Reduction Awareness Campaign (Timeline: 2011-mid-2013)

<sup>61</sup> Towards the resilient future children want: a review of progress in achieving the Children's Charter for Disaster Risk Reduction (World Vision UK on behalf of Children in a Changing Climate Coalition, 2013)

<sup>62</sup> See the Children Charter on: [www.childreninachangingclimate.org](http://www.childreninachangingclimate.org)

- Strategic Objective 5: To strengthen community resilience using means to reduce the underlying factors of risk; Building Communities through Disaster Resilience (Timeline: 2011-mid 2013)
- Strategic Objective 6: To enhance disaster preparedness capacities in government at different levels. Preparedness for Effective Response (Timeline: 2011-2015)

The CCDRR project aims to address such inequities among children in the select disaster-prone areas. The main aim of the CCDRR project is to strengthen the capacity of communities, local civil-society organizations and key government officials at the district, provincial, and national levels to reduce disaster risks through mitigation, preparedness, early warning, resilience and advocacy. The project has an overall aim of responding rapidly and effectively to emergencies, thus preventing the loss of life.

This project focuses on three intermediate results:

**Intermediate Result 1:** Disaster-prone communities of Balkh, Jawzjan and Saripul have increased capacity and understanding of Child-centered DRR and improved mechanisms to mitigate disaster risks and respond to emergencies.

**Intermediate Result 2:** Government and Afghan civil-society (at district and provincial levels) have increased knowledge and awareness of key DRR issues and how these can be addressed through other development activities; and their capacity to implement child-focused DRR activities is increased.

**Intermediate Result 3:** To increase the resilience of children to the effects of emergencies in partnership with the Ministry of Education, the Provincial Departments of Education in Balkh, Jawzjan and Saripul, and the National and Regional Education Clusters.

## OBJECTIVE

**1. Evaluation Purpose:** The purpose of the evaluation is to draw valuable lessons regarding overall effectiveness of the strategies and the activities in enhancing resilience of the Afghan communities, especially children, with an aim to inform national policies and practices of SCI and UNICEF's own country and global programming in DRR.

**2. Evaluation Objectives:** Specific objectives of this summative evaluation are:

- Assess the impact, relevancy, effectiveness and efficiency plus sustainability of the CCDRR project at school, community and government level in three provinces;
- Assess coordination mechanisms for CCDRR;
- Identify lessons learned and best practices of the project, notably;
  - Key factors and best practices contributing to the project's successes or failures
  - Recommendations on ways to improve the programme in a follow-on project
  - Major lessons of the project.

## ACTIVITIES, TASKS, DELIVERABLES AND TIMELINES, PLUS BUDGET PER DELIVERABLE

### 1. Scope and focus

The summative evaluation will focus on the assessment/measurement of factors and evidence for achieving expected results of the CCDRR and value add in line with the Strategic partnership between SCI and UNICEF Afghanistan Country Office (ACO).

The evaluation will be based primarily on the UNEG (United Nations Evaluation Group) evaluation criteria of impact, relevance, effectiveness, efficiency, and sustainability. The evaluation will be undertaken through the lens of equity, human rights and gender equality. However, the perspective of

wealth quintile for equity analysis would not be applied due to data limitations and its complexity of sampling the population based on wealth. The dimensions that are relevant and measurable are geography/location, age and gender. Here geography captures proneness to disasters and whether the project indeed focused on these areas and gender will explore the inclusion of women and girls. The third dimension is age, with focus on children (5-17).

In geographic terms, the evaluation will focus on all three intervention provinces of the CCDRR project. The evaluation will assess how well the CCDRR brought the change in the lives of the population, especially children and women.

The intended users of the evaluation results are the Government officials from the Ministry of Education (MoE), Ministry of Rural Rehabilitation and Reconstruction (MRRD), Afghanistan National Disaster Management Authority (ANDMA), SCI and UNICEF staff who aim to scale up the DRR programme in Afghanistan.

## **2. Evaluation criteria and questions:**

**2.1. Impact:** *Positive and negative, primary and secondary long-term effects produced by the intervention, directly or indirectly, intended or unintended, for the most vulnerable groups.*

- What was the impact of the intervention, if any, on gender relationships, women's and children's empowerment and participation?
- What was the impact of the child protection awareness raising components of the project?
- Have there been any unintended consequences, positive or negative, at any level as a result of the project?
- What has been the impact of the project on the behaviour and practices of the targeted communities and participants with regards to experiencing and combating disasters?
- Was the school attendance and learning among children positively affected (compared to pre-intervention) during disasters in the participating schools?

**2.2. Relevance:** *The extent to which the expected results of the intervention address the rights and needs of the most vulnerable groups, reduce inequities, and are consistent with equity-focused development priorities.*

- Were the activities appropriate to the culture and context (including security situation) of the areas we are working in?
- What is the value of the intervention in relation to the Government of Afghanistan's strategy and policy?
- What is the value of the intervention in relation to the equity approach such as the human rights-based approach, gender mainstreaming, the core commitments for children in humanitarian action (CCCs) and the Strategic Plan of UNICEF?
- Was the project aligned to the community needs identified in the baseline or the initial SITAN carried out within the project?<sup>63</sup>

**2.3. Effectiveness:** *The extent to which the intervention's equity-focused results were achieved or are expected to be achieved.*

- How has the project improved CCDRR capacity at the targeted schools, communities and at government level?
- Did the poor and most vulnerable participate in this project? Have their capacities (knowledge, attitude and practice) been positively affected?<sup>64</sup>
- Did girls and women participate in this project and with what results?
- What strategies were effective in ensuring that poor and vulnerable and children especially girls participated?

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<sup>63</sup> Reference to Baseline and SITAN of the CCDRR project.

<sup>64</sup> Participation of the poor and marginalized will be assessed mostly through qualitative methods



- Was the project able to develop capacities in DRR in the most disaster prone districts? Was there a differential impact among the districts? What were the factors responsible for these differential impacts?
- How effective was the project advocacy?
- What were the activities and components of the project that were less-than effective?

**2.4. Efficiency:** *A measure of how economically resources/inputs (funds, expertise, time, equipment, etc) are converted to equitable results.*

- Was the project implemented in a timely manner to best meet the needs? If any, what factors limited the timeliness of implementation and what was the impact of any delays?
- Was the collaboration with stakeholders including Provincial ANDMA and the Provincial Education Department effective? What added value did the collaboration bring to the project?
- Did the CCDRR project bring value for money?
- Did the CCDRR project use resources in the most economical manner to achieve expected results? Were any other economical alternatives feasible?
- Were the costs incurred used for the appropriate and intended purposes?
- Was the CCDRR project's cost appropriate/sufficient to achieve the results?

**2.5. Sustainability:** *The continuation of benefits to the most vulnerable groups after major intervention assistance has been completed. Sustainability looks to the probability of continued long-term benefits for the most vulnerable.*

- Is the intervention and its impact (capacities including behaviour) likely to continue when external support is withdrawn?
- To what extent can the CCDRR project be scaled up?
- Which components of CCDRR are replicable for Afghanistan context?
- How far are the groups, organizations and initiatives created and/or supported by the project sustainable beyond the project duration?

**2.6. Accountability of Participants (target groups):**

- What is the perception of the participants and other stakeholders towards the quality and type of trainings, small scale mitigation projects and other support that they have received?
- Did the intervention promote accountability to participants to ensure their meaningful participation in the activities?

### **3. Evaluation Design and Methodology**

The evaluation will use a mix of methodologies: quantitative and qualitative to answer the above questions. Questionnaires will be administered to participants, especially members of the community (including girls and boys) to capture the pre and the post situation using appropriate quantitative techniques. The project covered 120 disaster prone communities and 52 schools of 12 districts, 4 selected in each province: Balkh, Jawzjan and Saripul. The total number of beneficiaries is 23,840 (adults =3680; children=20,160). A representative number of the target beneficiaries for the evaluation of the project will be sampled from each district. It is expected that the field visit to the target provinces for data collection will take 7 days per province within 3 weeks.

A mixed method approach will be applied involving secondary and primary data collection methods. The primary tools will be administered at multiple levels i.e. national, sub-national and community. This will help to assess the connection between policy and practice. Moreover, it will facilitate mapping understanding, commitment and capacities of varied levels of stakeholders.

The evaluation is expected to commence with a review of documents in Kabul/Balkh and necessary preparation for the field visit. While finalizing the methodology the consultant will work closely with PDQ and DRR department of Save the Children along with MEAL (Monitoring, Evaluation,

Accountability and Learning) staff. A clear methodology will be included in the inception report for technical feedback and approval by key stakeholders and by the Evaluation Reference Group (ERG) of UNICEF ACO. (See section on Evaluation management). Guided by an approved inception report, the evaluation team will conduct a series of interviews through a mix of quantitative, qualitative and structured and non-structured methods. A particular focus will be placed on meaningful participation of children and women of the most disaster-prone communities of the targeted provinces to reflect their experience and perspective.

Qualitative and quantitative tools should be prepared in collaboration with the CCDRR project team and will require sign off by the evaluation manager of UNICEF ACO.

### **3.1. Data collection method**

The data collection methods used are listed below:

- Desk/ Secondary sources review
- Participants/community questionnaire
- Key informant interviews (KIIs)
- Focus Group Discussions (FGDs)
- Field Visits
- Field observations and photographs

#### **Desk/secondary sources review**

Key resources to be referred for a desk review:

- Approved PCA Project proposal- CCDRR
- MEAL framework-CCDRR
- Annual, semi-annual project plans
- Phase one and two baseline survey reports
- Semi Annual and Annual Progress Reports (including financial reports)
- Internal End-line evaluation report
- Situational analysis and advocacy strategy

#### **Primary sources:**

*Interviews:* Suggested interviewees:

- Direct rights holders: Communities, Children/Students, caretakers of children/Women in all three provinces, notably in disaster-prone communities.
- Key implementing partners of the government: ANDMA, MoE, PED and MRRD, DRR working group members in all three provinces
- Key stakeholders at community level: Community leaders, activists, service providers in all three provinces

### **3.2. Data collection tool:**

The evaluator will develop the data collection approach, and the tools accordingly in consultation with UNICEF SPPME Section.

### **3.3. Conceptual model/framework of the Project (adapted from the CCDRR concept note):**

A well-articulated conceptual model/framework or Theory of Change/ToC, is critical for the equity-focused evaluations to assess whether CCDRR project reached the most vulnerable children and population in targeted project areas. ToC is also important to understand how effectively project strategies and activities were intended to impact the lives of targeted groups.

The project concept note includes a basic rationale and conceptual framework which can be used to construct a more explicit theory of change. Within the overall objective of enhanced capacity development of schools, communities and the government systems, the project brings in its past

experience of achieving such results through community driven approaches, incorporating lessons from earlier programming.

(Please see Annex 1 for more on this)

### 3.4. Governance body of the evaluation function

Both Evaluation Management Team (EMT) and Evaluation Reference Group (ERG) are responsible for ensuring quality and independence of evaluation process and deliverables as well as ensuring its alignment with the UNEG norms and standards and its ethical guidelines.

- UNICEF Evaluation Management Team (EMT)  
Suggested composition: Representative, Deputy Representative, Chief of SPPME and Chief of Field Operations and Emergency Coordinator
- UNICEF Evaluation Reference Group (ERG)  
Suggested composition: Head of UNICEF NRZO, Chiefs of Education, Child Protection UNICEF M&E specialist, colleagues from SCI and the Government of Afghanistan.

### 3.5. Limitations of data:

Data that will be used for the evaluation mainly come from the project monitoring and evaluation system i.e. the baseline, mid-line and end-line data and studies.

Reliability of disaggregation of data by sex, age and residence/geography/location is high. However, the data by wealth quintile, ethnic origin of the household head, caretakers' education is not available and these equity dimensions will not be covered in this evaluation.

The primary data collected will attempt to fill in the gaps where ever possible and necessitated by the scope and the dimensions of evaluation. However cost and accessibility are two critical factors impacting the ambition and scope of the primary data collection.

## 4. Timeline:

The estimated timeline is for **approximately 12 weeks** from the desk review of the documentation to the finalization of the report. This is expected to be spread over **16 weeks** to allow for unforeseen contingencies and delays in the light of the complex and transitional context of Afghanistan. Week 1 and weeks 11 and 12 are for remote working.

### Inception phase

- |   |        |
|---|--------|
| • Desk review of the documentation (home based) | 1 week |
| • Inception meeting (in Kabul)                  | 1 day  |
| • Inception report, evaluation work plan        | 1 week |

### Data collection phase

- |   |         |
|---|---------|
| • Field trip for interview, discussion and FGD: | 3 weeks |
|---|---------|

### Final evaluation reporting writing

- |                                  |         |
|----------------------------------|---------|
| • Data analysis, Report writing  | 3 weeks |
| • Sharing of evaluation findings | 2 weeks |

### Final report finalization

- |   |        |
|---|--------|
| • Feedback incorporate and prepare final report | 1 week |
| • Presentation of key evaluation findings       | 1 day  |

Evaluation Activities/Phases	Percentage of Total Payment	
After submission the Inception Report	30 %	30%
After the completion of data	30%	60%

collection  
After submission of the Final Evaluation Report and Presentation 40% 100%

**Note: Consultancy Payment and Other Expenses:** Payment will be done in three installment as shown above, (*a. Inception phase, entailing three activities, b. Data collection and c. submission of the final report*). The institution is expected to submit their financial offers for all costs inclusive, (*professional fee, Admin fee and logistics*).

Evaluation phase/activities/deliverables		week 1	week 2	week 3	week4	week5	week 6	week 7	week 8	week 9	week 10	week 11	week12
<b>Inception pahse</b>													
Desk review of the documentation (home based)		1 week											
Inception meeting (in Kabul)			week2										
Inception report, evaluation work plan			week 2										
Sharing of the inception report			week 2										
Receiving feedback on the inception report and finalisation of the inception report			week 2	week 3									
<b>Data Collection Phase</b>													
Field trip for interview, discussion and FGD:				week 3	week 4	week5	week6						
Presentation of the draft findings and data analysis and validation								week 7					
<b>Final evaluation report writing</b>													
Data analysisrefining and report writing								week 7	week 8	week 9			
Sharing of draft analysis and receiving feedback											week 10	week11	
<b>Evaluation report finalisation</b>													
Incorporate feedeback and finalise the report (remotely)													week 12
Sharing of the report/dissemination (remotely)													week12

## 5. Instruction on Expected Deliverables:

**a) Inception report:** The evaluator should develop an inception report, based on the inception meetings and the preliminary desk review of the project documentation. The inception report should provide information on what has been done to initiate the evaluation (e.g. progress of the desk review and meetings) and the action plan for evaluation process. It will present includes the evaluators' understanding of how the project is supposed to work, including strategies, activities, outputs and expected outcomes. The evaluators are expected to describe the conceptual framework for the evaluation, the Theory of Change of the project to be evaluated, and details of the evaluation methodology, develop in some detail the evaluation questions based on the ToR and the details of the evaluation methodology including data collection plans and tools. The inception report must be accompanied with an **evaluation work plan**, including the phases of the evaluation with their key deliverables and milestones. The Report must comply with United Nations Evaluation Group (UNEG) Norms and Standards.<sup>65</sup>

The suggested structure of the inception report:

1. Introduction
  - 1.1. Background and context
  - 1.2. Scope of the evaluation
  - 1.3. Purpose of the evaluation

<sup>65</sup> UN Women 'Guidance note for Inceptions Reports' September 2010.  
UNEG Evaluation Norms and Standards <http://www.uneval.org/document/detail/608>

#### 1.4. Objectives of the evaluation

### 2. Methodology

- 2.1. Evaluation criteria and questions
- 2.2. Conceptual framework/ Theory of Change
- 2.3. Data collection methods
- 2.4. Analytical approaches
- 2.5. Limitations/Risks and potential shortcomings

### 3. Programme of work

- 3.1. Phases of work
- 3.2. Team composition and responsibilities
- 3.3. Management and logistic support
- 3.4. Calendar of work

### Annexes

- I. Terms of reference of the evaluation
- II. Evaluation matrix (including Evaluation criteria; Key questions; Specific sub-questions; Data sources; Data collection methods and tools; Indicators/Success standards; Methods for data analysis)
- III. Stakeholder map
- IV. Tentative outline of the main evaluation report
- V. Interview checklists/proToCols
- VI. Outcome model (Theory of Change)
- VII. Detailed responsibilities of evaluation team members
- VIII. Reference documents
- IX. Detailed evaluation work plan

**b) Final evaluation report:** The final evaluation report should be in English; not more than 30 pages in total excluding annexure including but not limited to:

- Impacts of the project
- Major achievements of the project
- Efficiency and effectiveness of the project implementation and appropriateness of the project design
- Coordination / Coherence
- Sustainability of the project
- Major learning and best practices
- Key recommendations

The report should be clear and concise, with an executive summary not exceeding five pages. Annexes should include the TORs, a list of individuals interviewed and consulted, evaluation tools, a bibliography of the desk review documentation, a description of methods employed a summary of survey results (if appropriate) and any other relevant materials.

**c) Debrief with programme and management staff:** A power point presentation that includes a summary of the evaluation report (including process, findings and recommendations) delivered to the CCDRR project staff/SCI and SCI management, UNICEF ACO and North Region Zone Office (via video conference).

### **TORs-Annex 1**

#### **Conceptual Framework and the Theory of Change**

The aim of the CCDRR project is to improve the ability of communities and children to mitigate the worst effects of disasters; and to contribute to the capacity building of government authorities and

more functional and formalized ties between communities and the government. The resilience of children of children will be strengthened through school-based interventions.

In order to achieve the above, 120 communities across 12 districts in Balkh, Jawzjan and Saripul provinces were targeted. The key strategies identified are: 1. Capacity building of local communities in DRR and emergency preparedness; 2. Advocating for better child protection in emergencies and DRR mechanisms at the provincial and national level and improving capacity of Afghan civil society related to DRR and emergency response, and 3. DRR and Education in both formal and non-formal education mechanisms. The choice of these strategies is informed by the lessons from past two years' intervention of Save the Children. Functional ideas with wider applicability were maintained and expanded into new areas and communities. Similarly, gaps in programming that were identified in previous interventions were sought to be overcome through a range of refined and supplementary interventions to empower a wider spectrum of beneficiaries in a more holistic manner through joint programming with UNICEF, so that optimal service delivery to the beneficiaries can be attained in the expanded areas.

Overall the project rationale and approach are guided by UNICEF's organizational priority: *the rights, safety and resilience of vulnerable girls, boys and women in hazard prone communities, including those affected by climate change are, enhanced through a reduction in disaster risk. And by the four strategic results:* i) DRR for children and women is a national and local priority; ii) different risks faced by girls, boys and women are identified and addressed; iii) safer and more resilient conditions for girls, boys and women; iv) strengthened humanitarian preparedness, response & early recovery.

#### **Key strategies (based on Lessons Learned):**

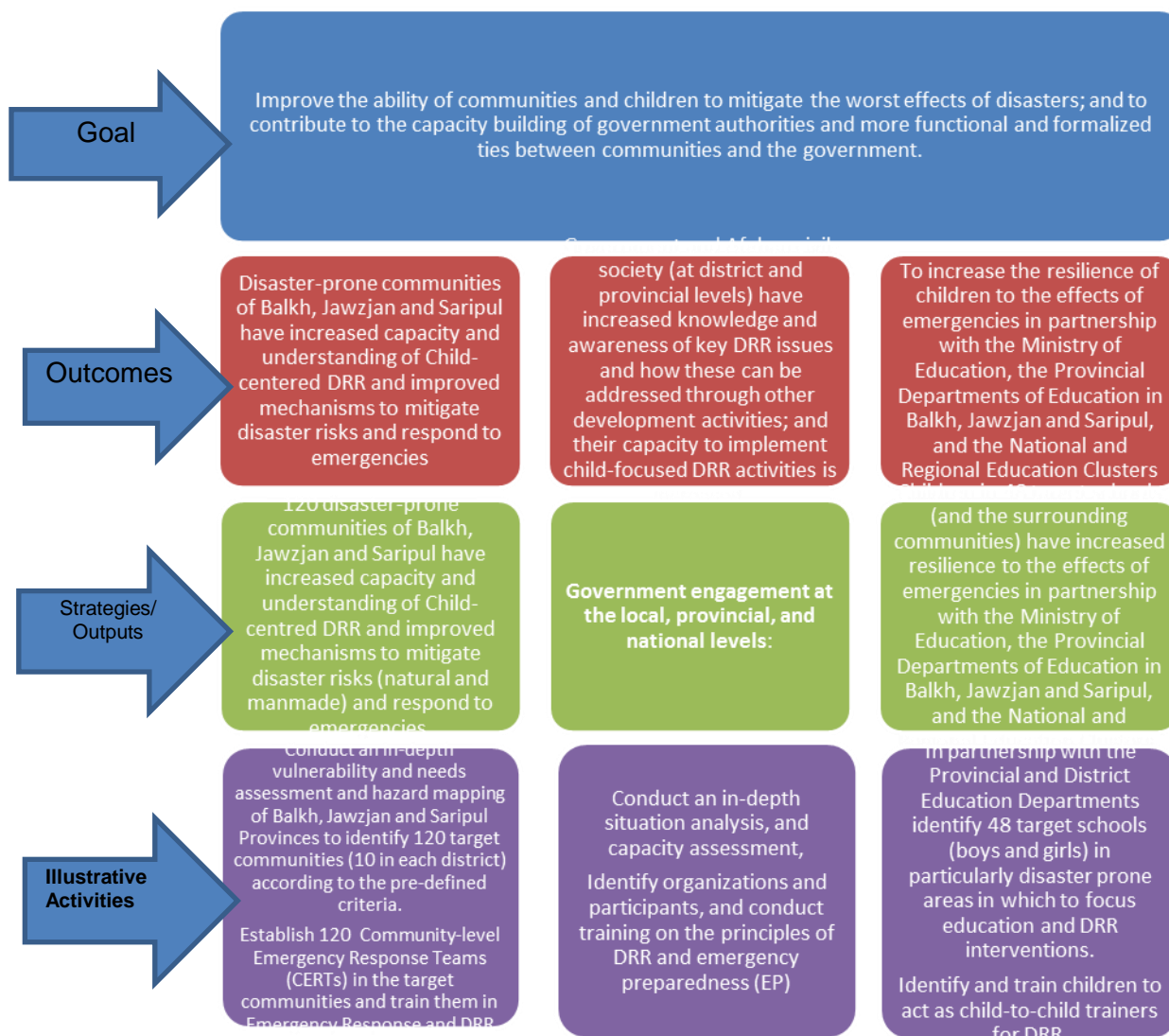
**Community ownership towards child centred outcomes:** Evidence from the field has continually demonstrated that community-based initiatives and responses to emergencies are functional and effective, because community members are able to show initiative, organize themselves well, and take the lead in protecting children from the worst effects of natural disasters. Communities-including influential leaders such as Mullahs and Ulemas-F feel a sense of ownership in project implementation, due to the fact that they are promoting their own well-being and have a direct stake in project outcomes. The Community Emergency Response Teams (CERTs) form the base of our community-based programming, and the project will advocate for their inclusion into official government structures to ensure sustainability. Securing an official status for the CERTs will increase their credibility, influence and reduce member turnover.

**Government engagement at the local, provincial, and national levels:** The inclusion of key government actors in DRR and emergency response is a necessary condition for long-term sustainability, as well as for information sharing between communities and district-level officials, and amongst key national and international stakeholders. By means of such coordination, it is possible to avoid the unnecessary overlapping of aid and to promote a functional distribution of roles and responsibilities. A concrete example of government engagement will be the training provided to district-level government, including ANDMA, the Rural Rehabilitation Department, and the police.

**Children's engagement in emergency preparedness and response:** Previous project implementation has shown that Children's Councils are an excellent means by which to disseminate DRR awareness-raising messages to other children using the technique of child-to-child information transfer. Messaging can also be directed successfully to entire communities. The project sought to establish Child-to-Child DRR clubs in schools in targeted communities, and strengthen links with the CERTs. This was expected to contribute to an improved capacity of the villages to respond effectively to emergencies while meeting the protection needs of children.

Loosely constructed the Theory of change schema is presented as follows:





The evaluators are expected to examine and further refine this ToC through their various engagements with the programme staff at UNICEF, government. This could be incorporated within the inception workshop consultation as well.

**TORS-Annex 2**  
**Results framework of the CCDRR project**

Goal	To build the resilience of communities in Afghanistan to natural disasters through a community-led child-based approach to disaster risk reduction (DRR).			
Strategic Objective	To strengthen the capacity of communities, local civil-society organizations, and key government authorities at the district and provincial levels to reduce disaster risks through mitigation, preparedness, early warning, resilience and advocacy; and to respond rapidly and effectively to emergencies, thus preventing the loss of life.			
Outcomes	<ol style="list-style-type: none"> <li>120 disaster-prone communities of Balkh, Jawzjan and Saripul have increased capacity and understanding of Child-centred DRR and improved mechanisms to mitigate disaster risks (natural and manmade) and respond to emergencies.</li> <li>Government and Afghan civil-society (at district and provincial levels) have increased knowledge and awareness of key DRR issues and how these can be addressed through other development activities; and their capacity to implement child-focused DRR activities is increased.</li> <li>Children in 48 target schools (and the surrounding communities) have increased resilience to the effects of emergencies in partnership with the Ministry of Education, the Provincial Departments of Education in Balkh, Jawzjan and Saripul, and the National and Regional Education Clusters.</li> </ol>			
	<b>Activities</b>	<b>Indicators</b>	<b>Means of Verification</b>	<b>Assumptions and Risks</b>
	<p>120 communities identified and mobilised to the goals and objectives of the project</p> <p>120 CERTs established and trained in Emergency Response, DRR and CPiE</p> <p>2,400 CERT members trained in DRR and CPiE</p> <p>Terms of Reference</p>	<p># of communities with increased capacity and understanding of child-centred DRR</p> <p>Communities have their capacity built-up in disaster mitigation and their ability augmented/enhance to respond effectively to emergencies in a timely</p>	<p>Quarterly Progress Reports, Monitoring Visits, baseline and endline assessments, pre and post-tests, participant records</p>	<p>Government officials in the relevant line departments identify with the projects aims and objectives and provide support to ensure effective implementation of the project.</p> <p>Insecurity does not prevent access to the target</p>

	<p>developed between CERTs, Save the Children and ANDMA</p> <p>240 Mullahs and Religious Leaders attend workshops on CPiE and DRR in the target districts.</p> <p>120 Hazard Vulnerability Capacity Assessments (HVCAs) conducted in target communities</p> <p>120 Early Warning Systems (EWS) developed and implemented in target communities</p> <p>120 community Emergency Preparedness Plans (EPPs) developed in target communities</p> <p>120 hazard maps completed in target communities</p> <p>120 child-focused small-scale mitigation projects designed and implemented in 120 target communities</p> <p>12 Child Protection Committees established in target communities</p> <p>240 CPC members have enhanced technical</p>	<p>manner</p> <p>Assessment and hazard mapping conducted in 3 provinces</p> <p># of communities identified and prioritised for interventions</p> <p># of CERTs established</p> <p># of CERT members identified and trained</p> <p>ToR revised and finalised for CERTs and endorsed by ANDMA</p> <p># of DRR and CPiE workshops conducted by Mullahs and Ulemas at district and provincial level</p> <p># of HVCAs, EWS and EPPs conducted/implemented/finalised</p> <p># of small-scale mitigation projects (e.g. protection walls, culverts, bridge, roads rehabilitation, gabion baskets etc.) successfully implemented.</p>		<p>communities.</p> <p>Staff with the appropriate skills, knowledge and capacity can be recruited in a timely fashion in the target provinces</p> <p>Natural disasters in the target areas do not impact on access to target communities or prevent project implementation.</p>
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	<p>knowledge on CPiE and DRR mechanisms</p> <p>Appropriate locations identified for Child Friendly Spaces (CFS) in targeted areas and facilitators identified and trained.</p> <p>Exchange visits conducted among SC's DRR projects</p> <p>Situational analysis conducted on major gaps in DRR activities in targeted locations, and detailed advocacy strategy developed identifying target audiences and key priority messages/issues.</p> <p>3-4 members of Civil Society Organisations, Government Departments and International Organisations participate in trainings, workshops and/or joint monitoring of activities</p> <p>48 boys and girls schools identified in partnership with Provincial and District DoE</p>	<p># of new CPCs established within target areas</p> <p># of CPCs' technical knowledge and capacity enhances on CPiE</p> <p># of CFS facilitators identified and trained.</p> <p># of participants in exchange visits and experience sharing visits</p> <p>Advocacy carried out with MoWA, MoLSAMD, MoEd, and ANDMA at district and provincial level in collaboration with UNICEF and other stakeholders on DRR and CPiE</p> <p>Capacity of Afghan CSOs, and Government departments e.g. MoWA, MoLSAMD, MoEd66, and ANDMA to meet the emergency-protection needs of children enhanced at district level.</p>		
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66 For the capacity building of PoEd staff, the focus will be on continuation of children's education and following-up for the quick reopening of schools following an emergency. Other topics and issues will be included following consultation with UNICEF and the Education Cluster.

	<p>960 child leaders trained in CPiE and DRR principles</p> <p>19,200 children trained by child leaders in 48 boys and girls schools</p> <p>Development of 48 school disaster management plans, including School Evacuation Plans.</p> <p>Simulations to test School EP conducted every 4 months</p> <p>960 children trained, and 480 teachers (20 child leaders per school and 10 teachers per school) are trained in first aid and hygiene.</p> <p>48 DRR wall magazine and DRR wall established in targeted schools to disseminate key messages.</p> <p>480 teachers, PTSA, SMC members are trained in CPiE and DRR (10 per school)</p>	<p>% of Government Officials with improved knowledge on child-focused DRR activities.</p> <p>Situational analysis completed and advocacy strategy produced, disseminated and reviewed by other key stakeholders</p> <p># of schools identified for DRR interventions</p> <p># of children identified as child-to-child trainers</p> <p># of child-to-child trainers trained in DRR and child-to-child methods</p> <p># of child-to-child DRR clubs established in target schools</p> <p># of DRR club meetings/sessions held.</p> <p># of school disaster management plans developed</p> <p># of simulations conducted at the school-level</p>		
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		# of children and teachers trained in first aid and hygiene.		
		# of DRR walls established in target schools		

**TORs - Annex 3**  
**List of Mandatory Required Reading**

1. UNEG Code of Conduct for Evaluation in the UN System, UNEG, March 2008 (<http://www.unevaluation.org/document/detail/100>)
2. Ethical approach to evaluation in the UN system can be found in the *Ethical Guidelines for Evaluation in the UN System* (UNEG/FN/ETH [2008]). (<http://www.uneval.org/document/detail/102>)
3. Integrating Human Rights and Gender Equality in Evaluations, August 2014 (<http://www.uneval.org/document/detail/1616>)
4. Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance" ( <http://www.unevaluation.org/document/detail/980>)
5. Standards for Evaluation in the UN System (<http://www.uneval.org/document/detail/22>)
6. Norms for Evaluation in the UN System (<http://www.uneval.org/document/detail/21>)



## Appendix 2: Evaluation Matrix

### Evaluation matrix

The evaluation matrix is drawn from the evaluation TORs. The matrix carries key evaluation questions broken down into sub-questions, which the evaluation shall address. For each sub-question the matrix enlists corresponding possible/potential information sources and methods/tools that are to be applied to gather the information and address evaluation questions. The evaluation matrix informs the development of evaluation tools (excluding the survey questionnaire/s).

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
<b>EQ 01 Project Impact:</b> What impact has the project created/contributed to in short, medium and long –term (either positive or negative, primary or secondary, direct or indirect, intended or unintended) for government stakeholders, communities and children, in particular vulnerable groups (poor, women, children, disabled, older persons and others)?				
1.1	Did project achieve/contribute to the intended outcomes and goal? What capacities has this project increased for governments, civil society organizations? Did project contribute to or produce unexpected/unintended impact?	<ul style="list-style-type: none"> <li>• Level of achievements against outcomes/objectives and goal</li> <li>• Key capacities (technical and operational) that public sector &amp; CSOs see having improved by the project activities</li> <li>• Evidences of inclusion of CCDRR/CP/CPiE (in particular risks and capacities of women and children) in public sector and CSO legislation, policies, plans, finances and practices</li> <li>• Evidences of improved collaboration between departments at provincial level (ANDMA, PDE, MRRD, Provincial Governors) and CSOs</li> <li>• Changes in the operational context (outside project activities) that facilitated/hindered achieving/contribution to project outcomes and goals</li> <li>• Evidences of unintended/unexpected impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports &amp; databases (baseline and end line surveys),</li> <li>• Evaluation KAP Survey,</li> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI, UNICEF and other CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KAP Survey</li> <li>• KIs</li> <li>• Field Observations</li> </ul>
1.2	Do stakeholders particularly communities - men, women, children, and social leaders, view that this project has facilitated in participation of women and children in risk reduction and consequently a sense of empowerment? Did it change gender relations and how?	<ul style="list-style-type: none"> <li>• Numbers and level of engagement of women and children in forums and activities (CERT, CPC, C2CDRR Trainer, PTAs HVCA, EWS, mitigation, EPPs, SEP, and simulations)</li> <li>• Changes in communities views of the disaster risks women and children exposed to and capacities/potential for risk reduction</li> <li>• Changes in women and children own worldview/attitude of enhanced DRM capacities for prevention, mitigation, preparing and responding to disasters.</li> <li>• Communities (including women and children) views of project-induced changes in gender relations, e.g. significant normative</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports &amp; databases (baseline and end line surveys),</li> <li>• Evaluation KAP Survey,</li> <li>• Partners: SCI and UNICEF</li> <li>• Communities (men and women) and children – members of CERT, CDC, C2C DRR Trainers, DRR Clubs,</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KAP Survey</li> <li>• KIs</li> <li>• FGDs</li> <li>• Field Observations</li> </ul>

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
		changes such as role/actions previously un/less acceptable becoming more acceptable (or otherwise) for women.		
1.3	What changes has this project brought in understanding, attitudes, and actions of government, CSOs, and communities vis a vis child protection risks, prevention, and response measures including in emergencies (CPiE).	<ul style="list-style-type: none"> <li>• Changes in public sector/CSO and communities (including women and children) knowledge, attitudes, and practices with respect to children rights, protection risks and responses</li> <li>• Significant policy and practice level changes at all levels contributing to reduced risk/incidences of child protection – acts of violence, sexual abuse, child marriages and others</li> <li>• Children's (boys and girls) own views of significant changes in communities (houses) and schools, resulting in reduced protection risks/incidences, and suggestions (for improvement)</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports &amp; databases (baseline and end line surveys),</li> <li>• Evaluation KAP Survey,</li> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI and UNICEF</li> <li>• Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, DRR Clubs,</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KAP Survey</li> <li>• KIs</li> <li>• FGDs</li> <li>• Field Observations</li> </ul>
1.4	What changes has this project brought in improving sense of resilience (to natural disasters) amongst communities?	<ul style="list-style-type: none"> <li>• Changes in community KAP around disasters risks, prevention and mitigation, preparedness and response</li> <li>• Views of vulnerable groups (as defined by project) around what particular inequities/vulnerabilities has this project effort to address for improved sense of resilience (at public level, community, household and individual levels)</li> <li>• Evidences of successful application of knowledge/skills and materials to either reduce risks and/or effective disaster response</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports, databases</li> <li>• Evaluation KAP Survey,</li> <li>• Communities (men and women)</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KAP survey</li> <li>• FGDs</li> <li>• Field Observations</li> </ul>
1.5	Did school component of the project contribute to enhancing resilience and safety of children and attendance?	<ul style="list-style-type: none"> <li>• Changes in children knowledge, attitudes, and practices around DRR/CP</li> <li>• Project supported advocacy and results in terms of changes in education sector plans, views of education managers, curriculum, teachers training, resources for resilience and safety, and replication in other regions/schools</li> <li>• Changes in attendance</li> <li>• Evidences of successful application of knowledge/skills and materials to either reduce risks and/or effective disaster response (in schools).</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports and databases (school baseline and end line)</li> <li>• Schools attendance records/teachers assessment</li> <li>• Members C2C DRR Trainers, DRR Clubs, PTAs/SMCs, Teachers, Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• FGDs</li> <li>• Field observations</li> </ul>

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
<b>EQ 2 (Relevance):</b> To what extent the project objectives/results, approaches, and interventions are responsive to the rights, needs, equity focused development priorities of most vulnerable groups (to reduce inequities)?				
2.1	Are project objectives, approaches, and activities align with national development/CCDRR policies, strategies, and plans of development stakeholders (public stakeholders, donors, UN and INGOs) and how?	<ul style="list-style-type: none"> <li>• Sector context: legislation, policies, plans for development/DRM – key elements of projects demonstrating relevance to national and sub-national plans and policies</li> <li>• Coherence and convergence with other UN/INGOs and donors priorities and plans</li> </ul>	<ul style="list-style-type: none"> <li>• Sector documents; national development/DRR plans, policies and reports</li> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI, UNICEF and other UN agencies, INGOs, CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIs</li> </ul>
2.2	How did project identify and respond to the needs of the most vulnerable, and design relates to unique Afghanistan/regional cultural and security context?	<ul style="list-style-type: none"> <li>• Project's description/criteria of vulnerable groups and identification of needs (including underlying causes for inequities/vulnerability) of these groups</li> <li>• Evidences of relevance of approaches and interventions in terms of addressing needs including the underlying causes for these groups</li> <li>• Evidences of integration of local context (security and culture) in terms of components, approaches and interventions</li> <li>• Identification and appropriateness of project risks and assumptions, including assessing/incorporating newer risks and adequacy of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Sector documents; national development/DRR plans, policies and reports, national databases</li> <li>• Projects documents, SitAN and databases</li> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI, UNICEF and CSOs</li> <li>• Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs,</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIs</li> <li>• FGDs</li> <li>• Observations</li> </ul>
2.3	Does project design demonstrate coherence to and application of the principle of equity in terms of targeting high-risk provinces, districts, schools, communities, and groups?	<ul style="list-style-type: none"> <li>• Afghanistan risk profile and selection of provinces, districts, schools, communities, and groups at most risk</li> <li>• Evidences of project design reflecting active engagement of most vulnerable to address the apparent and underlying causes for heightened risks (for them) or inequities</li> <li>• Stakeholders views on selection of appropriate/most at risk provinces, districts, schools, communities and groups, including meaningful engagement in risk reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Sector documents; national development/DRR plans, policies and reports, national databases</li> <li>• Projects documents and databases</li> <li>• Government Representatives (Education, ANDMA, MRRD,</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIs</li> <li>• FGDs</li> <li>• Field observations</li> </ul>

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
			Provincial and District Authorities) • Partners: SCI, UNICEF and CSOs • Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs,	
2.4	Does project design incorporate the principles/priorities of HRBA, gender equality, CCCs, sustainability, accountability, and UNICEF/SCI Plans?	• Balance in focus on duty bearers, right holders and meaningful engagement (facilitation) to reinforce responsibilities and entitlements, including allocated resources • Distribution of targeted beneficiaries in terms of sex and age, and scope/quality of engagement to reduce risks and insecurity • Key elements and level of coherence with CCC, UNICEF and SCI Strategic Plans • Evidences of availability and adequacy of communication/accountability, sustainability strategies and plans	• Projects documents, SitAN, database • SCI Plan, UNICEF Strategic Plan, Core Programming Principles & Guidelines • Evaluation KAP Survey • Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities) • Partners: SCI, UNICEF and CSOs • Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs	• Secondary Sources Review • KAP Survey • KIIs • FGDs • Field observations
<b>EQ 3 (Effectiveness, Coordination, Participation and Accountability):</b> To what extent has the project achieved the objectives whilst facilitating/ensuring participation, accountability, stakeholders coordination, and delivery of equitable results?				
3.1	Were the outcomes and quality standards for capacity development outcomes (in particular) at all levels (for all stakeholders) adequately defined and measured? How do communities, public stakeholders and CSOs assess the quality of training, mitigation projects, and materials support received?	• Smartly defined outcomes/results and standards (quality) of delivery for key deliverables such as forums/mobilization, training, mitigation, materials support, awareness and advocacy • Evidences of measuring progress and quality of key outcomes/results (including level of desegregation) • Views of stakeholders (government, CSOs and communities) for quality of key inputs/outcomes • Intra and inter-organizational (SCI and UNICEF) collaboration	• Project reports & databases (baseline and end line surveys), • Evaluation KAP Survey, • Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities) • Partners: SCI, UNICEF and	• Secondary Sources Review • KAP Survey • KIIs • FGDs • Field Observations

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
	<i>(Note: complements Q 1.1, however with focus on quality assessment).</i>	for quality delivery (technical inputs from education and child protection units)	other CSOs Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, DDR Clubs, PTAs/SMCs,	
3.2	What were the key strategies and how effective were those, to facilitate participation of poor, vulnerable and children (in particular women and girls)? What benefits have women and girls received from participation?	<ul style="list-style-type: none"> <li>Evidences of approaches, actions and results of participation of poor, children, women and girls</li> <li>Changes in women, children, and girls own perception of increased capacities (for risk reduction and safety) after having participated in the project.</li> </ul>	<ul style="list-style-type: none"> <li>Project reports and databases</li> <li>Partners: SCI, UNICEF and other CSOs</li> <li>Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KIIs</li> <li>FGDs</li> <li>Field Observations</li> </ul>
3.3	What particular DRR capacities has this project developed in districts (government agencies)? Have all districts benefitted equally, if not what factors contributed to differential delivery?	<ul style="list-style-type: none"> <li>Key outputs/outcomes for district governments and level of achievement</li> <li>Changes in DRR capacities as seen by the district officials</li> <li>Implementing partner's views of differential achievements (across districts) and reasons (enablers and disablers) and impact</li> </ul>	<ul style="list-style-type: none"> <li>Projects documents, SitAN, databases</li> <li>Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>Partners: SCI and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KIIs</li> </ul>
3.4	What strategies/approaches/interventions like mobilization/forums, training, planning, structural and material support, advocacy, and stakeholders coordination, have worked better (than others) in producing intended results?	<ul style="list-style-type: none"> <li>Strategies and actions for achieving key project deliverables</li> <li>Evidences of successes or otherwise as captured through monitoring, review and reflection processes (what worked and what did not)</li> <li>Significant external events/context changes, timeliness and appropriateness of response or mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>Project reports and knowledge products</li> <li>Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>Partners: SCI, UNICEF and other CSOs</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KIIs</li> <li>Field observations</li> </ul>
3.5	Did project have a communication strategy and what measures taken to inform stakeholders (public sector, CSOs and communities) of key project aspects t e.g. objectives,	<ul style="list-style-type: none"> <li>Communication strategy and actions for dissemination of project and results</li> <li>Stakeholders views of project communication and knowledge of key elements (aims, objectives, partners, resources)</li> <li>Availability, implementation and adequacy (dissemination,</li> </ul>	<ul style="list-style-type: none"> <li>Project reports, knowledge products, community products and grievance management system records</li> <li>Evaluation KAP survey</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KAP survey</li> <li>KIIs</li> <li>FGDs</li> </ul>

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
	resources, progress, partnerships, and grievance management mechanisms?	easier access and beneficiaries trust) of project grievance management system	<ul style="list-style-type: none"> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI, UNICEF and other CSOs</li> <li>• Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs</li> </ul>	<ul style="list-style-type: none"> <li>• Field Observations</li> </ul>
3.6	Did project supported provincial coordination mechanisms contribute to improved working/ collaboration between relevant public agencies? What visible results have Provincial Coordination Mechanisms produced?	<ul style="list-style-type: none"> <li>• Rationale for provincial coordination mechanisms, clarity of purpose, objectives and operational features (fit with local context)</li> <li>• Evidence of success in terms of number of meetings, information sharing, joint plans and activities and results for CCDRR/CPIE</li> <li>• Additional support it may require to continue functioning</li> </ul>	<ul style="list-style-type: none"> <li>• TORs, minutes of meeting and joint projects of activities of Provincial Coordination Forums</li> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI, UNICEF, and other CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIIs</li> </ul>
<b>EQ4 (Efficiency):</b> To what extent the project resources/inputs (funds, expertise, time, and equipment) have been adequate, efficiently utilized to produce equitable results?				
4.1	Did project achieve the expected results within time? What factors either enabled or hindered timely delivery and how did it impact the results?	<ul style="list-style-type: none"> <li>• Level of achievement of results/outcomes</li> <li>• Reasons for delay and project extension</li> <li>• Evidences of enabling and disabling factors and implications for project outcomes/results</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic Plan/s, progress and lesson learnt reports</li> <li>• Partners: SCI and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary sources Review</li> <li>• KIIs</li> </ul>
4.2	Were the project partnerships with provincial education and ANDMA explicitly defined and managed/followed-up to deliver timely/quality results?	<ul style="list-style-type: none"> <li>• Premise of provincial partnerships with education and ANDMA, articulation of expectations and processes of engagement (MOUs)</li> <li>• Public sector partners and SCI/UNICEF views on contributions in timely and quality project delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Project documents, MOUs, minutes of meetings, review and lessons learned reports</li> <li>• Provincial government representatives (Education, and ANDMA)</li> <li>• Partners: SCI and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIIs</li> </ul>



SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
4.3	Were allocated resources (funds, expertise, time and equipment) for the project activities adequate, and used only for project activities?	<ul style="list-style-type: none"> <li>• SCI views on adequacy of project resources to produce expected results</li> <li>• Expenditures vs Budget including significant budgetary/resources readjustment</li> <li>• Quality of financial procedures and controls to ensure use for the project</li> </ul>	<ul style="list-style-type: none"> <li>• Project budget/expenditure statements, review and lessons learnt reports</li> <li>• Partners: SCI and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIIs</li> </ul>
4.4	Did project produce the results in most economical way? Are there other cost efficient approaches/alternatives, to produce similar results?	<ul style="list-style-type: none"> <li>• Expenditures incurred, unit costs for key inputs (training, mitigation and overheads)</li> <li>• Comparative costs for similar projects/results by SCI/UNICEF or other stakeholders in Afghanistan</li> </ul>	<ul style="list-style-type: none"> <li>• Project financial records</li> <li>• Partners: SCI, UNICEF and CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIIs</li> </ul>
4.5	Did project have had well designed M&E Plan and how efficiently was it implemented?	<ul style="list-style-type: none"> <li>• MEAL plan and efficient implementation – result indicators captured, responsive tools, frequency of reporting, development and up-dation of useful databases</li> <li>• Instances where monitoring reports/databases for management decision making</li> </ul>	<ul style="list-style-type: none"> <li>• MEAL framework, databases, tools and reports</li> <li>• Partners: SCI (MEAL Staff) and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIIs</li> </ul>
<b>EQ 5 (Sustainability):</b> What project results/benefits to continue (or are likely) beyond project life, especially for the most vulnerable groups?				
5.1	Did project have had sustainability strategy or exit plan and how well has that been implemented?	<ul style="list-style-type: none"> <li>• Availability and implementation of Exit Plan or Sustainability strategy</li> <li>• Strategies, actions and results of sustainability</li> <li>• Implementing partners assessment of successes and challenges with sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Project proposal, reports, lessons learnt reports</li> <li>• Partners: SCI and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KIIs</li> </ul>
5.2	What results of the project in particular through training (inducing changes in knowledge, attitudes and behaviours), mobilization/forums, coordination mechanisms, assessment and advocacy (policies and plans), structural and material support, will continue beyond project? Can these be replicated and/or scaled-up in Afghanistan and under what conditions?	<ul style="list-style-type: none"> <li>• Stakeholders (public officials and communities) views on what elements to sustain (including why)</li> <li>• Project approaches and activities that carry potential for replication and scale-up and pre-conditions (as seen by implementers and other stakeholders)</li> </ul>	<ul style="list-style-type: none"> <li>• Project proposal, plans and reports, lessons learnt reports</li> <li>• KAP Survey</li> <li>• Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>• Partners: SCI, UNICEF and CSOs</li> <li>• Communities (men and women) and children –</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Sources Review</li> <li>• KAP Survey</li> <li>• KIIs</li> <li>• FGDs</li> <li>• Field Observations</li> </ul>

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
			members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs	
<b>EQ 6 (Cross Cutting Priorities):</b> To what extent the project implementation corresponds to the principles and priorities of equity, gender equality/mainstreaming, HRBA and Core Commitments for Children In Humanitarian Action (CCCs) including partners strategic plans?				
6.1	What strategies, approaches, and actions have been applied to integrate (at implementation level) cross cutting priorities/principles such as equity, gender equality/mainstreaming, HRBA, and CCCs?	<ul style="list-style-type: none"> <li>Evidences of approaches, actions and results to integrate cross cutting priorities and principles</li> </ul>	<ul style="list-style-type: none"> <li>Periodic Plan/s, progress, databases and lesson learnt reports</li> <li>Partners: SCI and UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KIIs</li> </ul>
<b>EQ 7 (Lessons Learnt, Best Practices and Recommendations) :</b> What are the best practices, key lessons drawn and recommendations for possible scale-up, replication and follow-up project?				
7.1	Did MEAL plan contribute to documenting the key learning and best practices? Which approaches, techniques, methods were more effective and should be used for future while others be dropped? Which of these lessons/best practices could be replicated or scaled up in Afghanistan and under what conditions?	<ul style="list-style-type: none"> <li>Design and application of knowledge management plan</li> <li>Evidences of knowledge management contributing to producing comprehensive and quality/in-depth knowledge products carrying distilled lessons learnt and best practices (what worked well and what not)</li> <li>Learning and best practices that remained undocumented</li> <li>Potential for replication and scale-up of best practices and preconditions for application</li> </ul>	<ul style="list-style-type: none"> <li>Project MEAL Plan, progress reports, lessons learnt reports</li> <li>Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> <li>Partners: SCI, UNICEF and other CSOs</li> <li>Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs</li> <li>Evaluators' team discussions and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KIIs</li> <li>FGDs</li> <li>Field Observations</li> </ul>
7.2	Identify key recommendations (approaches/activities that may be retained, refined and complemented with additional ones) for possible follow-up project?	<ul style="list-style-type: none"> <li>Assessment of design and operational deficiencies, successes and challenges (for design and operational improvements)</li> <li>Recommendation around risks, assumptions and successful mitigation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Project proposal, plans, reports, lessons learnt reports</li> <li>Government Representatives (Education, ANDMA, MRRD, Provincial and District Authorities)</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Sources Review</li> <li>KIIs</li> <li>FGDs</li> <li>Field Observations</li> </ul>

SQ#	Questions & sub-questions	Indicators/Information to be gathered	Information sources	Data collection methods and tools
			<ul style="list-style-type: none"> <li>• Partners: SCI, UNICEF and other CSOs</li> <li>• Communities (men and women) and children – members of CERT, CPC, CDC, C2C DRR Trainers, PTAs/SMCs</li> <li>• Evaluators' team discussions and experiences.</li> </ul>	

## Appendix 3: List of Documents Reviewed

**Table A: Distribution of collected documents by Source**

Document provided by	Total docs
UNICEF and SCI	411
AAN Evaluation Team	23
	<b>434</b>

**Table B: Distribution of collected project documents by source and type of project document**

Type of project document	UNICEF	AAN	Total docs
Project Documents (All Types)	411	1	412
Secondary Sources		22	22
	<b>411</b>	<b>23</b>	<b>434</b>

**Table C: Distribution of collected secondary material by source and type of secondary document**

Type of secondary material	UNICEF	AAN	Total docs
Evaluation Guidelines/Reporting Standards		2	2
Project logframe, Baseline/Endline Tools,	37		37
Human Interest Story / Case Study	16		16
Assessment tools, Study, Situation Analysis, Facts	7	8	15
Concept/Proposal	2		2
Progress Reports, Baseline, Endline, Presentations	16		16
Document on Strategy, Policy, Training Plan	6	4	10
Guidelines, Terms of References	12	2	14
Activity Plan, Reports, Progress Reports, MoM	278	1	279
Final Reports	9		9
Monitoring Reports, Visits	22	4	26
Unclassified	6	2	8
	<b>411</b>	<b>23</b>	<b>434</b>

## *List of Documents Reviewed*

1. Child-Centred Disaster Risk Reduction (CCDRR) in Balkh, Saripul and Jawzjan Provinces of Afghanistan; Save the Children (2012)
2. Third Narrative and Phase One (Annual) Report; Save the Children (2014)
3. PCA Annex 4:Fourth Narrative (Phase One & Two Progress included) Report ;Save the Children (2014)
4. "Country programme document
5. 2015-2019; UNICEF (2014)"
6. DRR Advocacy Plan Save the Children Afghanistan (2014-7);Save the Children (2014)
7. Internal Endline Evaluation Report; Save the Children (2015)
8. Fund Summary From Part: 1;Save the Children (2012)
9. Pictorial Evidence of Children and CC-DRR staff at the end of Baseline survey in all province Saripul, Balkh, Jawzjan; Save the Children (2014)
10. The 3 days training provided to Mullahs and DDMC members; UNICEF, Save the children
11. Pictorial evidence of Trainings, Mitigation Programmes; UNICEF, Save the children
12. CCDRR project/ Small Scale Community Mitigation Projects. Mitigation Projects Data Collection Sheet Phase One & Two; UNICEF, Save the children
13. CCDRR project/ Small Scale School Mitigation Projects. Mitigation Projects Data Collection Sheet Phase One & Two; UNICEF, Save the children (2015)
14. A summary of the phase one baseline survey findings ; Save the children (2014)
15. Target Areas with Demographic Profile of Phase One and Two; Save the children
16. Annex 1- Child Centered DRR – July-December 2014, Project Photos; Save the children (2014)
17. Annex 1- Child Centered DRR – Phase Two, Project Photos; Save the children (2014)
18. Pictorial Evidence of CCDRR staff at the end of Baseline survey ; Save the children
19. CCDRR Appreciation letters; Save the children
20. Saving children & FAMILIES in Emergencies Case studies and success stories; Save the children (2015)
21. Phase 1 - Survey Database; Save the children
22. Survey Strategy, Methodology; Save the children (2013)
23. UNICEF DRR base line survey sample size; Save the children
24. Communities Assessed in DRR Needs Assessment; Save the children
25. Action Plan for Second Phase Baseline Survey; Save the children
26. Survey methodology for Community Level (Household Survey) The survey method is LQAS (Lot Quality Assurance Sampling; Save the children (2013)
27. Beneficiary Calculations' ; UNICEF, Save the children
28. Beneficiary Calculations' ; UNICEF, Save the children
29. DRR Base-Line Questionnaire Knowledge, Attitude and Practice Questionnaire for adult in community; Save the children
30. DRR Base-Line Questionnaire Knowledge, Attitude and Practice Questionnaire for Children's; Save the children
31. CASE STUDY Boys CC Mazar ; Save the children (2014)
32. Case Study Female CERT Team Mazar; Save the children (2014)
33. CASE STUDY Girls CC Mazar; Save the children (2014)
34. Case study with comments from Lydia ; Save the children (2014)
35. Case Study, Male CERT Team Mitigation, Balkh ; Save the children (2014)
36. Children lead to mitigate the risk of flood and earthquake; Save the children (2014)
37. Child Centered - Disaster Risk Reduction Project Phase Two Baseline Survey Report; Save the children (2014)
38. Progress Reporting Template; UNICEF, Save the children (2012)

39. Baseline Survey Sampling; Save the children
40. Disaster Risk Reduction Situation Analysis for Afghanistan; Save the children (2014)
41. Education Sector Planning Assessment in Afghanistan to explore opportunities for the integration of DRR into the education system; UNICEF (2012)
42. Child-centered Disaster Risk Reduction (CCDRR) Project Areas; Save the children
43. Monitoring Evaluation Accountability Learning framework for Child Centred DRR activities in Afghanistan; UNICEF (2013)
44. Fifth Narrative (Phase One & Two Progress included) Report; Save the children (2015)
45. PCA Annex 4: Fifth Narrative (Phase One & Two Progress included) Report ; Save the children (2014)
46. Final Narrative Report (Phase One & Two Progress included); Save the children (2015)
47. Semi-Annual Report; Save the children (2013)
48. Story Children's Council Balkh; Save the children
49. UNICEF Proposed Log frame; UNICEF (2012)
50. "Child Centered - Disaster Risk Reduction Project
51. 1st phase Baseline Survey Report; Save the children (2013)"
52. Joint work plan UNICEF(Afghanistan) Save the children; UNICEF, Save the children (2011)
53. Output of Child centred DRR - Baseline and Endline Comparison Datasets; Save the children (2014)
54. Output of Community based DRR - Baseline and Endline Comparison Datasets; Save the children (2014)
55. Output of Government base interventions Endline Datasets ; Save the children (2014)
56. DRR Working Group: Terms of Reference; Save the children (2013)
57. This programme cooperation agreement to support implementation of UNICEF programme of cooperation with the Government of Afghanistan ; Save the children (2012)
58. Balkh PDMC Provincial Governor Office; Save the children (2015)
59. Provincial Lesson Learnt Workshop Narrative Report ; Save the children (2013)
60. Advocacy Strategy Planning Workshop in Kabul ; Save the children (2014)
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74. Work Plan for Phase Two- Monthly Plan and Performance Tracking Against the Target (Jan 2014 to June 2014); Save the children (2014)
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78. CCDRR Monthly Activity Plan (Aug 2014); Save the children (2014)
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97. CL-DRR Monthly Activity Plan August2014- Balkh; Save the children (2014)
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161. Project Hand Over Form; UNICEF & Save the Children (2014)
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164. Provincial Monthly Planning Sheet; Save the children (2015)
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166. Balkh CCDRR Activity Progress Matrix - Phase Two ; Save the children (2014)
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169. Balkh CC-DRR Project Monthly report of Jan; Save the children (2014)
170. Balkh CL-DRR Monthly Activity plan November; Save the children (2014)
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177. Balkh-CC-DRR Monthly Activity plan February; Save the children (2015)
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180. Balkh-CC-DRR Project Monthly report of Feb ; Save the children (2014)
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182. Balkh-CL-DRR Monthly Activity plan April; Save the children (2014)
183. Balkh-CL-DRR Monthly Activity plan February ; Save the children (2013)
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188. BLK CC-DRR Monthly Activity plan May ; Save the children (2014)
189. BLK- CCDRR Monthly Plan, Mach; Save the children (2015)
190. BLK-Monthly Report of Feb ; Save the children (2015)
191. BLK-Monthly Report of June ; Save the children (2014)
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194. Boucher m and e 3(2).doc; Save the children
195. Case study template ; Save the children (2015)
196. TEMPLATE FOR PROGRAMMATIC REPORTING; Save the children (2014)
197. TEMPLATE FOR PROGRAMMATIC REPORTING; Save the children (2014)
198. Score Card for project second phase activities; Save the children (2015)
199. Score Card for project second phase activities ; Save the children (2015)
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202. TARGETED VILLAGES FOR CCDRR PROJECT IN BALKH, JAWZJAN AND SARIPUL PROVINCES ; Save the children
203. CCDRR Activity Progress Matrix - Phase 1 - 3 Provinces; Save the children
204. CCDRR Activity Progress Matrix - Phase 2 - 3 Provinces Feb; Save the children (2014)
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206. CCDRR Activity Progress Matrix - Phase 2 –Jawzjan Provinces August; Save the children (2014)
207. CCDRR Activity Progress Matrix - Phase Two - April 2014 Balkh ; Save the children
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210. CCDRR Activity Progress Matrix - Phase Two - Saripul Province 13 March ; Save the children (2014)
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229. CCDRR Endline FGD guide CERT members and teachers ; Save the children (2014)
230. CCDRR Endline FGD guide CPAN members ; Save the children (2014)
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232. CCDRR Endline FGD plan ; Save the children (2014)
233. CC-DRR Monthly Activity plan December-; Save the children (2014)
234. CC-DRR Monthly report Jan; Save the children (2014)
235. Score Card for project second phase activities; Save the children (2014)
236. CCDRR -Updated Presentation -24March ; Save the children (2014)
237. CCDRR\_August Monthly Report\_; Save the children (2014)
238. CCDRR\_July Monthly Report\_; Save the children (2014)
239. CCDRR\_June Progress Matrix; Save the children (2014)
240. CCDRR\_May Monthly Report\_; Save the children (2014)
241. CCDRR\_November Monthly Report\_; Save the children (2014)
242. CCDRR\_QuarterlyReport; Save the children (2014)
243. Score Card for project second phase activities; Save the children (2014)
244. CCDRR\_September Monthly Report\_; Save the children (2014)
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246. Project Hand Over Form; Save the children&UNICEF (2014)
247. Compiled CCDRR Activity report FEB ; Save the children (2014)
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249. Compile Report of Balkh, Jawzjan and Sar-i-pul provincial offices Main activities; Save the children (2014)"
250. Compiled Report ; Save the children (2015)
251. Copy of 82600199 CCDRR Revised Budget Jan ; Save the children (2014)
252. Detailed itinerary - for National field visit ; Save the children (2014)
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254. DRR FIELD EXCHANGE VISIT IN BAMYAN; Save the children (2014)
255. DSC\_1892.JPG; Save the children
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257. DSC\_1903.JPG; Save the children
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267. Project Hand Over Form; Save the children & UNICEF (2014)
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272. DRR End-line Questionnaire Knowledge, Attitude and Practice Questionnaire for adult in community; Save the children (2014)"
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280. JWZ CC-DRR Fund Request Mar; Save the children (2014)
281. JWZ\_CC-DRR monthly report April; Save the children (2014)
282. Template for Programmatic Reporting ; Save the children (2015)
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286. Template for Programmatic Reporting ; Save the children (2014)
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291. JWZ-CC-DRR- plan for the month of April; Save the children (2014)
292. JWZ-CC-DRR- plan for the month of August; Save the children (2014)
293. JWZ-CC-DRR- plan for the month of December ; Save the children (2014)
294. JWZ-CC-DRR- plan for the month of February ; Save the children (2015)
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303. JWZ-CC-DRR project monthly - plan for the month of March ; Save the children (2014)
304. FIELD JOIN MONITORING REPORT; Save the children (2015)
305. Score Card for project second phase activities; Save the children (2015)
306. Project Hand Over Form; Save the children&UNICEF (2014)
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## Appendix 4: Terms of Reference - Evaluation Reference Group (ERG)

### UNICEF Afghanistan Country Office (ACO) Final Evaluation of UNICEF-funded Child Centered Disaster Risk Reduction (CCDRR) Project

#### Rationale

In order that ACO ensures the quality of any evaluations and controls the nature of impartiality and independence of the evaluations in the evaluation process, an appropriate Evaluation Reference Group (ERG) is required to be established for each evaluation for its purpose.

#### Objectives of the ACO Evaluation Reference Group (ERG)

- ➔ To act as an interface between the evaluation team and stakeholders relevant to the evaluation
- ➔ To ensure the systematic involvement and participation of relevant stakeholders in the evaluation process, in order to enhance the learning and ownership of the evaluation
- ➔ To assure quality of all the evaluation process, including deliverables
- ➔ To ensure that the evaluation team has access to and consults all information sources and documentation on activities undertaken
- ➔ To ensure the dissemination and use of the evaluation findings, conclusions and recommendations, enhancing its credibility

The reference group aims to bring together all technical stakeholders who are concerned with the evaluation results and recommendations. The group focuses on ensuring quality of the evaluations process. The group needs to be set up during the conceptualization of evaluations, during the formulation of the ToRs at latest.

The ERG can consist of stakeholders and interested parties such as programme managers, decision makers, partner organizations, civil society organizations, Government representatives, experts, international partners working in the country, donors and beneficiaries. The reference groups can include different stakeholders directly involved in the intervention (i.e. implementing partner, beneficiaries) or interested in the evaluation without direct involvement in implementation (i.e. UN sister agencies). In both cases, the evaluation manager will assess what is the relevance and feasibility of their implication throughout the evaluation process.

Potential stakeholders for reference groups should be identified and involved as early as possible in the evaluation process. The evaluation manager should analyze their participation and develop a ToRs for their clear involvement throughout.<sup>67</sup>

#### Composition of ACO Evaluation Reference Group (ERG)

ERG is composed by internal and external stakeholders.

Members (subject to change as per the evaluation purpose):

Chief of SPPME (Chair); Chief of Field Coordination; Planning & Monitoring Specialist; Knowledge Management Specialist; Information Officer (for the partnership management); Education Specialist; Emergency Specialist; Child Protection Specialist; Head of North Region Zone Office; NRZO PME Officer; NRZO Emergency focal point/Education Officer; NRZO Child Protection Officer; Head of Research and Evaluation Unit of the MoE,

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67 UNIFEM 'Guidance Note on Management Structures and Reference Groups for Evaluations' 2009

MoLSAMD Head of Planning and Evaluation Unit of ANDMA (where available); Save the Children International DRR staff in North Region and Kabul Office; OCHA staff for DRR programme in Afghanistan (where relevant)

Other stakeholders such as Civil Society Organisations (CSO), other UN agencies, donors, beneficiaries, may be a part of the ERG, as necessary and where possible. Stakeholders' analysis mapping (Table 1) will facilitate to identify the most relevant stakeholders for the ERG.

Secretariat: Evaluation Specialist and its oic

#### **Role and responsibilities of ACO Evaluation Reference Group (ERG)**

- To discuss, review and comment the ToRs of evaluations (at meeting or via email) in order to send the finalised ToRs to UNICEF ROSA Evaluation team for quality assurance
- To review and comment the inception report, evaluation work plan, interim report in order to send the finalised report to UNICEF ROSA Evaluation Team
- To validate evaluation questions
- To discuss and comment on notes and reports produced by the evaluator/evaluation team (Comments by individual members of the ERG are compiled by the evaluation manager and subsequently transmitted to the evaluation team.)
- To advise the ACO Evaluation Management Team (EMT) and its derivative groups on evaluations issues of UNICEF ACO
- To facilitate data collection of the evaluator/evaluation team and take part in the collection of data and information where possible and where the impartiality and independence of the evaluations ensured
- To advise the evaluation team on the evaluation norms and standards, proToCols and methodologies
- To review the draft evaluation report and comment for quality assurance before sending to UNICEF ROSA Evaluation Team
- To assist in feedback of the findings, conclusions and recommendations from the evaluation
- To assist EMT for their formulation of the management response to evaluation recommendations
- To update the evaluation progress status on PRIME (online IMEP)
- To upload the management response to evaluation recommendation on GEROS (Global Evaluation Recommendations Oversight System) once the EMT sign off the management response

#### **Useful tools**

**Table 1. Stakeholders' analysis mapping**

The table 1 below can be used to map out all the relevant groups, who are potential members of the ERG, and to assess their relevance to the evaluation and estimate how difficult it is likely to engage them. Based on the mapping on stakeholders who are very relevant to the evaluation, the ERG composition may be facilitated.

<b>Type of stakeholders</b>	<b>Names of Potential Stakeholders</b>	<b>Relevance of Stakeholder</b> Rate 1 (low) to 5 (high)*	<b>Difficulty of engaging</b> Rate 1 (low) to 5 (high)**
Government and national counterparts Partners, CSOs Beneficiaries Programme			

managers  
 Decision makers  
 Other UN Agencies  
 Donors  
 Others [please  
 specify]

\* Relevance of Stakeholder rating: 1= not very relevant at all; 5=very relevant to the evaluation

\*\* Difficulty of engaging rating: 1=will be easy to engage; 5=will be very difficult to engage

Source: UNIFEM "Guidance Note on Management Structures and Reference Groups for Evaluations" 2009

## Table 2. Stages of involvement of ERG

The table 2 below will allow the ERG members to see at which stage of the evaluation their involvement is required.

#	Stage	Meeting	Role
1	Terms of Reference (ToRs)	Via email	Comment, Validation
2	Engagement of the external evaluation team	Via email	Comments
3	Evaluation questions	1	Comments, Validation
4	Inception report, evaluation work plan	Via email	Comments, Validation
5	Interim report	Via email	Comments, Validation
6	First draft report	1	Discussion, Comments, Validation
7	Final report, conclusions and recommendations	1	Discussion, Comments, Validation
8	Dissemination of results <sup>68</sup>	1	Discussion, Comments, Validation

Source: "The Reference Group" EuropeAid – Evaluation Guidelines; European Commission (Accessible from UNICEF intranet > Evaluation > Evaluation 'Step by Step' > 2.4 How to delineate roles and responsibilities)  
[http://ec.europa.eu/europeaid/evaluation/methodology/methods/mth\\_stg\\_en.htm](http://ec.europa.eu/europeaid/evaluation/methodology/methods/mth_stg_en.htm)

### Useful documents (can be found on the ACO shared drive – Evaluation folder/M&E)

- UNICEF "Internal guidance for management response to evaluations" December 2009
- UNICEF Directive "Strengthening the evaluation function in line with the UNICEF Evaluation Policy" CF/EXD/2009/004:17 March 2009
- UN ECOSOC "Revised Evaluation Policy of UNICEF" E/ICEF/2013/14:18 April 2013

<sup>68</sup> Dissemination stage must involve Communication & Advocacy section for the modalities of dissemination of the final evaluation report.

### Summative Evaluation of Child-Centered Disaster Risk Reduction Project Terms of Reference

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#### Steering Committee

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##### Background

Afghanistan is one of the youngest countries globally. The percentage of youth is among the highest in the world with 48% of population under age of 15. Such a young age structure creates a heavy burden for the working population, especially given the poor labour market opportunities, contributing to a very high dependency rate at 107 per 100 persons (at the working age 15-59 years old). Amidst this situation of high fertility (Fertility rate at 2.03) and mortality rates (Child mortality under age of 5 years: 91 per 1,000 live birth) 69.36.5 percent of the Afghan population subsists below the poverty line. The number of people living in absolute poverty has been continuously increasing due to both, population growth as well as migration.<sup>70</sup>

Afghanistan is vulnerable to a plethora of a range of natural disasters, resulting in frequent large scale displacement of local population and disruption of essential services. Natural disasters also exacerbate the vulnerability of communities who have been affected by long-term food insecurity and protracted conflict. Balkh, Saripul and Jawzjan provinces in northern Afghanistan are among these areas prone to recurrent natural disasters including flash floods, drought, extreme cold, avalanches and sandstorms. A study reports that most of the families in Balkh province have been displaced due to conflict (approx. 57%) and others due to natural disasters (22%), and a combination of the above (17%). Internally Displaced Persons (IDPs) are one of the most deprived and vulnerable category in both urban and rural areas.<sup>71</sup>

The government formulated the Disaster Management Framework, under the National Strategy and Plan for Disaster Management. It also developed the Strategic National Action Plan for DRR 2011-2015 to provide a road map to a safer and more resilient Afghanistan.<sup>72</sup>

As natural disasters appear to become increasingly variable and severe, these phenomena are increasingly attributed to global climate change.<sup>73</sup> Globally, Disaster Risk Reduction (DRR) is gaining an increased recognition as both a sector and an approach.<sup>74</sup> DRR is defined as the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

##### **UNICEF-Save CCDRR project:**

The development partners have responded to the increasing severity and frequency of disasters in Afghanistan. In 2012, Save the Children (SCI) began a partnership with UNICEF to implement a Child-centered Disaster Risk Reduction (CCDRR) programme in 12 districts of Balkh, Saripul and Jawzjan provinces through a Programme Cooperation Agreement (PCA). The project activities have been divided into two phases, each phase covering 2 districts in each of the 3 provinces, totaling 6 districts per phase.

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69 National Risk and Vulnerability Assessment (NRVA) 2011-2012 (Central Statistics Organization, 2014)

70 Afghanistan is receiving huge number of migrants from neighboring countries. In addition, 1.5 million of nomadic population are estimated by the government. (Central Statistics Organization, 2015)

71 Research Study on IDPs in urban settings – Afghanistan, for the World Bank and UNHCR and Samuel Hall, 2012, Challenges of IDP Protection in Afghanistan, for NRC. (Samuel Hall, 2011)

72 The Strategic National Action Plan (SNAP) for Disaster Risk Reduction: Toward Peace and Stable Development 2011-2015 [http://www.preventionweb.net/files/31182\\_snapfinalversion-230.pdf](http://www.preventionweb.net/files/31182_snapfinalversion-230.pdf)

73 This is the definition of DRR according to the Sphere Project. Idem page 14

74 The Sphere Project - Humanitarian Charter and Minimum Standards in Humanitarian Response; 2013

The goal of the project was to build resilience of communities in Afghanistan to natural disasters through a community-led CCDRR, as children -both girls and boys- are often the most vulnerable and form a larger part of the affected population. Children, due to their age-related vulnerability, constitute more than half of the population affected by disasters. They are subject to a number of adverse impacts including death, injury, illness, separation from families, interruption to education, an increase in child labour and trafficking among other child protection issues.<sup>75</sup>

The programme activities were implemented in line with the priorities set out by the Government of Afghanistan in the Disaster Management Framework, National Strategy for Disaster Management, and the National Disaster Management Plan. The Government of Afghanistan along with members of the international community also developed the Strategic National Plan (SNAP) for Disaster Risk Reduction: Towards Peace and Stable Development 2011-2015 to provide a roadmap to “A Safer and More Resilient Afghanistan” by addressing the risks of future disasters and climate change impacts in a cohesive way. The activities of these programme activities were in line with the following strategic objectives set out in the SNAP:

- Strategic Objective 4: To raise public awareness of disaster risk reduction nationwide; National Disaster Risk Reduction Awareness Campaign (Timeline: 2011-mid-2013)
- Strategic Objective 5: To strengthen community resilience using means to reduce the underlying factors of risk; Building Communities through Disaster Resilience (Timeline: 2011-mid 2013)
- Strategic Objective 6: To enhance disaster preparedness capacities in government at different levels. Preparedness for Effective Response (Timeline: 2011-2015)

The CCDRR project aimed to address such inequities among children in the select disaster-prone areas. The main aim of the CCDRR project was to strengthen the capacity of communities, local civil-society organizations and key government officials at the district, provincial, and national levels to reduce disaster risks through mitigation, preparedness, early warning, resilience and advocacy. The project had an overall aim of responding rapidly and effectively to emergencies, thus preventing the loss of life.

This project focused on three intermediate results:

**Intermediate Result 1:** Disaster-prone communities of Balkh, Jawzjan and Saripul have increased capacity and understanding of Child-centered DRR and improved mechanisms to mitigate disaster risks and respond to emergencies.

**Intermediate Result 2:** Government and Afghan civil-society (at district and provincial levels) have increased knowledge and awareness of key DRR issues and how these can be addressed through other development activities; and their capacity to implement child-focused DRR activities is increased.

**Intermediate Result 3:** To increase the resilience of children to the effects of emergencies in partnership with the Ministry of Education, the Provincial Departments of Education in Balkh, Jawzjan and Saripul, and the National and Regional Education Clusters.

#### *Summative Evaluation*

The purpose of the summative evaluation of the CCDRR project is to draw valuable lessons regarding overall effectiveness of the strategies and the activities in enhancing resilience of the Afghan communities, especially children, with an aim to inform national policies and practices of Save the Children and UNICEF's own country and global programming in DRR.

Specific objectives of this summative evaluation are:

- Assess the impact, relevancy, effectiveness and efficiency plus sustainability of the CCDRR project at school, community and government level in three provinces;
- Assess coordination mechanisms for CCDRR;
- Identify lessons learned and best practices of the project, notably;

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<sup>75</sup> Towards the resilient future children want: a review of progress in achieving the Children's Charter for Disaster Risk Reduction (World Vision UK on behalf of Children in a Changing Climate Coalition, 2013)

- Key factors and best practices contributing to the project's successes or failures
- Recommendations on ways to improve the programme in a follow-on project
- Major lessons of the project.

The summative evaluation will focus on the assessment/measurement of factors and evidence for achieving expected results of the CCDRR and value add in line with the Strategic partnership between Save the Children and UNICEF Afghanistan Country Office (ACO).

The evaluation will be based primarily on the UNEG (United Nations Evaluation Group) evaluation criteria of impact, relevance, effectiveness, efficiency, and sustainability. The evaluation will be undertaken through the lens of equity, human rights and gender equality. However, the perspective of wealth quintile for equity analysis would not be applied due to data limitations and its complexity of sampling the population based on wealth. The dimensions that are relevant and measurable are geography/location, age and gender.

The evaluation will use a mix of methodologies: quantitative and qualitative. Questionnaires will be administered to participants, especially members of the community (including girls and boys) to capture the pre and the post situation using appropriate quantitative techniques. A representative number of the target beneficiaries for the evaluation of the project will be sampled from each district.

### Scope

The Steering Committee will be composed of members from the relevant Ministries, UNICEF and implementing partner. It will have advisory role and provide feedback to UNICEF Evaluation Team and AAN Consultancy Firm, which is responsible for conducting evaluation of the CCDRR Project.

The Steering Committee will oversee overall evaluation activities and review key research documents such as inception report, data collection tools and methodology, and final evaluation report. The key responsibilities of the steering committee are to provide guidance, ensure that the evaluation will meet the ethical standards of data collection procedures, and provide feedback on reviewed materials.

### Objectives

The followings are the main objectives of the Steering Committee:

- To review the evaluation documents/reports and oversee the evaluation process
- To ensure that the objectives of the evaluation are met and in line with the UNEG guidelines and UNICEF's ethical standards and norms;
- To provide advice and technical support to the Evaluation Team.

### Specific Responsibilities

Specific tasks of the Steering Committee include, but are not limited to the following:

- Provide guidance to the Evaluation Team during the inception phase, data collection phase, final evaluation report writing and finalization.
- Provide advice and ensure that the evaluation procedures and data collection activities are informed by the local contexts of Balkh, Saripul and Jawzan.
- Review and provide feedback on the data collection tools and methods; Inception Report and Final Evaluation Report, including quality assurance mechanisms (data collection, storage and analysis).
- Oversee the process of the evaluation and ensure that it is conducted according to the Terms of Reference of the Summative Evaluation of CCDRR Project, and have at least one review meeting during the 1st month of the data collection period.
- Ensure that possible bottlenecks of the evaluation are addressed on time.
- Ensure that the relevant and appropriate lessons learnt are conveyed back to the larger national programme and policy environment

The Steering Committee will function during the implementation of the Summative Evaluation of CCDRR Project from November 2015 to January 2016. This timeframe may change if the evaluation gets delayed/extended due to unforeseen circumstances.

### **Members of the Steering Committee**

Members of the Steering Committee will be from both UNICEF, Save the Children and Government Partners:

- Ms. Usha Mishra, Chief of Social Policy, Planning, Monitoring and Evaluation
- Mr. Andrew Morris, Chief of Field Office, UNICEF ACO, Mazar-i- Sharif
- Ms. Roya Maihan Poya, Emergency Officer, UNICEF ACO, Kabul
- TBD, Representative from Ministry of Rural Rehabilitation and Development (MRRD)
- Mr. Mohammad Munir, Representative from the Ministry of Education
- Mr. Mohammad Nasir Alokazay, Representative from the Ministry of Education
- Mr. Abdul Rahman Bakhtari, Representative from the Department of Economy, Balkh
- Mr. Rafi Aziz, Associate Director, Save the Children
- Pamatheesan Kopalaillai, Senior Programme Manager, DRR Programme, Save the Children

### **Chairperson**

The Steering Committee for the Summative Evaluation of the CCDRR Project will be chaired by Dr. Lakshmi Narasimhan Balaji, Deputy Representative, UNICEF ACO. In his absence, Mr. Olushola Ismail, Chief of Field Coordination will chair the Committee. Ms. Sevara Hamzaeva, Evaluation Specialist, SPPME Section, will carry out responsibilities of the secretariat.

### **ProToCol of the Meetings**

The Steering Committee may decide to arrange separate sessions in addition to planned meetings for the review and provision of feedback on the documents of the evaluation. The main agenda of the meetings include but are not limited to:

1. The first task of the Steering Meeting will be to review and provide feedback on the Inception Report of the Summative Evaluation of CCDRR Project. The committee will meet to discuss and approve the Inception Report. The approval will be based on review of the evaluation planning, methodology and data collection tools, including human resources involved in the evaluation process.
2. The Steering Committee will meet for the mid-term review during the data collection period to address possible bottlenecks. A date will be decided on in the first meeting about the Inception Report.
3. Review the draft final evaluation report and provide feedback. Have a meeting to discuss and approve the final evaluation report, and report back to the Social Policy Planning, Monitoring and Evaluation Section.



## Appendix 6: List of People met for Key Informant Interviews

District / Location	Respondents	Designation	Organization	Data Collection Methods
Kabul	Eng. Habib	DRR Expert - Afghanaid	Afghanaid	KII
Kabul	Guru Naik	Consortium Manager	Afghanaid	KII
Kabul	Muhammad Qasim Haidary	Deputy of Plan and Policy	ANDMA	KII
Kabul	Zainullah Sultani	National Programme Officer (HAP)	IOM	KII
Kabul	Gul Mohammad Ahmadi	National Programme Officer (HAP)	IOM	KII
Kabul	Jan Mohammad	Disaster Education Dept.	MOE	KII
Kabul	Naseer Popal	Director General MRRD	MRRD	KII
Kabul	Abdul Hakim Zahoor	Senior Director	PED	KII
Kabul	Suman K. Rai	MEAL Senior Manager	SC	KII
Kabul	Muhammad Asif Mukhtar Momand	MEAL Coordinator	SC	KII
Kabul	Rohullah Mosawi	CC DRR regional manager/ National Project Manager CCDRR	SC	KII
Kabul	Khan Aga	CCDRR PC	SC	KII
Kabul	Kopalapillai Pamatheesan	International Programme Manager CCDRR	SC	KII
Kabul	Ghulam Mohammad Fakori	DRR Coordinator	SC	KII
Kabul	Abdur Rahim	Grants Manager	SC	KII
Kabul	Halima Faizi	Grants Senior Manager	SC	KII
Kabul	Zubair Zahir Shairzay	Media & Campaign Coordinator	SC	KII
Kabul	Ana Locsin	Country Director	SC	KII
Kabul	Milan Dinic	Deputy Country Director	SC	KII
Kabul	Mohammad Rafi Aziz	Assistant Director	SC	KII
Kabul	Olushola Ismail	Chief of Field Operations/ Emergency Specialist	UNICEF	KII
Kabul	Jean Lieby	Chief of Child Protection	UNICEF	KII
Kabul	Roya Maihan	Education Specialist - Education in Emergencies	UNICEF	KII
Kabul	Lailoma Hassani	Education Officer - Education in Emergencies	UNICEF	KII
Kabul	Farid Ahmad Dastgeer	CP in Mazar UNICEF	UNICEF	KII
Kabul	Sevara	SPPME/ Evaluation Specialist	UNICEF	KII
Kabul	Altaf Nusrat	Personal Assistant Field Operations and Emergency	UNICEF	KII
Kabul	Mirwaiz	Education Section	UNICEF	KII
Kabul	Usha Mishra	Chief-Social Policy, Planning and M&E	UNICEF	KII
Shebergan	Ahmad Sayed Saboori	Child Protection Action Network (CPAN)	CPAN	KII
Mazar office	Zakir Asoli	Child Protection Action Network (CPAN)	CPAN	KII
Shebergan	Eng Syed Enayatullah	Director DRR MRRD	MRRD	KII

Balkh office	Engineer Folad	Director DRR MRRD	MRRD	KII
Shebergan	Sayed Faizullah Sadat	Provincial Director of ANDMA	P-ANDMA	KII
Balkh office	Haji Rehmatullah Wahid	Provincial Director of ANDMA	P-ANDMA	KII
Shebergan	Abdur Rauf Arian	Director Provincial Education	PED	KII
Balkh	Mrs. Shahida	Deputy Education Director	Provincial Education Department	KII
Balkh office	Dr. Maria Sai	DRR Coordinator	SC	KII
Balkh office	Gul Ahmed Adeeb	MEAL/ CP Team Coordinator	SC	KII
Mazar office	Andrew Morris	Head of Field Office Balkh	UNICEF	KII
Mazar office	Ahmedshah Azizyar	Education Specialist / CCDRR Field Focal Point	UNICEF	KII
Mazar office	Mirwaiz Muzafar	Humanitarian Affairs Officer	UNOCHA	KII
Sheberghan	Engineer Abdurhaman Mehmoodi	Disaster management specialist	Governor Office	KII
Balkh	Engineer Sultan Aziz Akrami	Disaster management specialist	Governor Office	KII
Aqcha	Sayed Zohorudding	Aqcha District deputy governor	DDMC	KII
Dehdadi	Mirza Mohammad	District executive officer	DDMC	KII
Dehdadi	Haji Aslam	Dy. Distt. Governor	DDMC	KII
Aqcha	Abdullah Head of District ED	District Education Directorate/Managers (DED)	DED	KII
Khowajaduk oh	Mullah Abdul Jabbar	Mullah / Religious Leaders	Community	KII
Dehdadi	Mullah Nageebullah	Mullah / Religious Leaders	Community	KII
Dehdadi	District Child Protection Committee & other Beneficiaries	CPC members/ teachers, community beneficiaries	Community	FGD
Shebergan	Emergency Response Team (CERTs)	Male - CERT Members	Community	FGD
Dehdadi	Emergency Response Team (CERTs)	Male - CERT Members	Community	FGD
Sheberghan	Emergency Response Team (CERTs)	CERT / Non-CERT Female (7+3)	Community	FGD
Dehdadi	Emergency Response Team (CERTs)	CERT / Non-CERT Female (10+10)	Community	FGD
Dehdadi	Children/School DRR Clubs (CCs)/ Children to Children Trainers	School Children - Boys & Girls	High School	FGD
Khowajaduk oh	Children/School DRR Clubs (CCs)/ Children to Children Trainers	School Children - Girls	Girls High School	FGD
Khowajaduk oh	Teachers / PTAs/SMCs Members	Principal/Teachers (Female)	Girls High School	FGD
Dehdadi	Children/School DRR Clubs (CCs)/ Children to Children Trainers	School Children - Girls	Girls High School	FGD
Shebergan	Children/School DRR Clubs (CCs)/ Children to Children Trainers	School Children - Boys & Girls	High School	FGD
Shebergan	Teachers / PTAs/SMCs Members	Principal/Teachers (Female)	High School	FGD
Dehdadi	Teachers / PTAs/SMCs Members	Principal/Teachers	High School	FGD
Dehdadi	Teachers FGDs Boys School (males and females)		High School	FGD
Aqcha	Mitigation projects visits.		Observation	Observati

				on
Dehdadi	Mitigation projects visits.		Observation	Observation

**CCDRR Summative Evaluation**  
**Questionnaire for post-KAP Household Survey**  
**Knowledge, Attitude and Practice**

Questionnaire # پرسشنامه \_\_\_\_\_

**Informed Consent**

Asalam-o-Alaikum. My name is \_\_\_\_\_, and I am representing an evaluation contractor undertaking evaluation of SCI CCDRR Project. We are conducting a survey and would appreciate your participation. I would like to ask you some questions about how you and your community has participated and benefitted from the different resilience/DRR project activities. This information will help to understand the project achievements as seen by the communities. We need 45 to 60 minutes to complete the survey.

Please note that this information shall be kept confidential and shall only be used for evaluation. Also, your participation in this survey is voluntary, hence you can chose not to become part of it. However, we sincerely hope that you will participate in this survey.

Do you want to ask me anything about the survey?

Do you agree?            Yes            No

Survey Date: \_\_\_\_\_

آگاهی نامه رضایت

سلام اسم من ----- است و من همراه موسسه حمایه اطفال کار میکنم ، ما میخواهیم یک سروی را انجام دهیم و اشتراک شما را در آن قدردانی مینمایم، من میخواهم چند سوال از شما در مورد مبارزه با حوادث و پاسخگوی آن در مورد شما و قریه تان داشته باشم ، که این معلومات موسسه حمایه اطفال را در راستای پلانگذاری دقیق مبارزه باحوادث و پاسخگویی کمک خواهد نمود ، لذا اشتراک شما نهایت مهم میباشد، ما در حدود 45 الی 60 دقیقه وقت شما را نیاز داریم تا سروی خود را تکمیل نمایم.

بخاطر داشته باشید که تمام معلومات شما سری است و فقط درین همین سروی از وی استفاده صورت میگردد. و نیز اشتراک درین سروی داوطلبانه میباشد لذا شما میتوانید بعضی سوالات انتخابی را پاسخ ندهید . به هر حال ما امیدواریم که شما درین سروی شرکت نماید زیرا نظریات شما نهایت مهم میباشد.

آیا میخواهید را جع به سروی چیزی از ما بپرسید؟

شما موافق هستید؟            بلی            نخیر

تاریخ سروی: \_\_\_\_\_

Interviewer Name: (1) اسم مصاحبه کننده \_\_\_\_\_

1. Name of the Province: نام ولایت \_\_\_\_\_
2. Name of the District: نام ولسوالی \_\_\_\_\_
3. Name of the Village: نام قریه \_\_\_\_\_
4. Age of the Respondent: سن پاسخ دهنده: \_\_\_\_\_ Years سال
5. Sex of the Respondent جنسیت پاسخ دهنده
  1. Female [ ] *Female* *اناث*
  2. Male [ ] *Male* *ذکور*
6. Education of Respondent: سویه تحصیلی پاسخ دهنده
  1. No formal education [ ] *No formal education* *تعلیمات غیر رسمی*
  2. Attended primary school but did not complete [ ] *Attended primary school but did not complete* *[مکتب ابتدایی ولی تمام نشده]*
  3. Completed primary school [ ] *Completed primary school* *[تکمیل دوره ابتدایی]*
  4. Attended secondary school [ ] *Attended secondary school* *[حضور در دوره متوسطه]*
  5. Other [ ] *Other* *[لطفا مشخص سازید و غیره]*
7. Position in Household [ ] *موقف در خانواده*
  1. Mother [ ] *Mother* *مادر*
  2. Father [ ] *Father* *پدر*
  3. Grandmother (living with child(ren) and grandchild(ren)) [ ] *Grandmother (living with child(ren) and grandchild(ren))* *[مادر کلان]*
  4. Grandfather (living with child(ren) and grandchild(ren)) [ ] *Grandfather (living with child(ren) and grandchild(ren))* *[پدرکلان]*
  5. Aunt [ ] *Aunt* *عمه یا خاله*
  6. Uncle [ ] *Uncle* *کاکا یا ماما*
  7. Other [ ] *Other* *[لطفا مشخص سازید و غیره]*
8. Are you familiar with recently completed Save the Children's Child Centered Disaster Risk Reduction (CCDRR) Project implemented in your village? (Do you know of activities implemented during the project?) **If no, jump to question # 11**  
 آیا از پروژه کاهش خطرات حوادث طفل محور که توسط موسسه حمایه اطفال درین اواخر در قریه شما تطبیق شده است آشنایی دارید؟ اگر نه دارد به سوال 11 بروید.
  1. Yes [ ] *Yes* *بلی*
  2. No [ ] *No* *نخیر*
  3. I don't know [ ] *I don't know* *[نمی دانم]*
9. If yes, can you share which from the following project activities were implemented in your community? اگر بلی، میتوانید بگویید که کدام یک از فعالیت های ذیل در قریه شما تطبیق شده است؟

1. It developed an early warning system for the village [ سیستم هوشدار دهی را در قریه انکشاف داده ]
2. It involved the government in Disaster Risk Reduction for the communities [ دولت را در کاهش ]  
[ ] [ خطرات حوادث سهیم ساخته است.
3. Conducted awareness sessions to inform people of hazards in the community [ مردم را در ]  
[ ] [ ارتباط به خطرات حوادث آگاه ساخته است.
4. It supported the community to develop a plan to make sure that community is prepared for disasters and know what to do when one happens [ جامعه را کمک نمود تا پلان را در ارتباط به ]  
[ ] [ کاهش خطرات حوادث طرح نماید و بدانند که در زمان وقوع آن چي کنند.
5. It helped the community to make sure that children are kept safe during disasters [ با مردم ]  
[ ] [ کمک نمود تا مطمئن شوند که اطفال در جریان حوادث محفوظ استند.
6. It helped the schools to develop plans to make sure they are prepared for disasters and know what to do when one happens [ با مکاتب کمک نمودند تا برای آمادگی حوادث پلان طرح نمایند و بدانند ]  
[ ] [ که در جریان وقوع حوادث چي کنند.
7. It helped to understand the disaster risks and capacities of women and children and what actions do they/community need to take to keep them safe? [ کمک نمود تا خطرات حوادث فهمیده ]  
[ ] [ شود و ظرفیت زنان و اطفال در ارتباط به اینکه در جریان وقوع حوادث چي باید کرد بلند برده شد.
8. Other: [ ] و غیره: \_\_\_\_\_

**Note: Let the adult express first and the interviewer should only tick the relevant options**

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

10. Can you tell us how did you come to know about this project (from where did you get the information about it)? [ آیا میتواند بگوید که در مورد پروژه ما چگونه معلومات دریافت نمودید؟ ]
1. Through other friends, family or people in the community [ از طریق دوستان، فامیل و مردم محل ]
2. Through direct involvement with the project [ از طریق اشتراک مستقیم در پروژه ]
3. Through the child (ren) in the household that go to school [ از طریق اطفال خانواده که به مکتب میروند. ]
4. Other [ ] و غیره: \_\_\_\_\_

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

11. Has any natural disaster struck your community in last 2 years? If yes, please name one or more? **If no, jump to question #17** آیا قریه شما در جریان دو سال گذشته مستقیماً توسط کدام

حوادث طبیعی متاثر شده است؟ اگر بلی، یک یا دو حادثه را نام ببرید؟ اگر نه، به سوال 17 بروید

1. Earthquake زلزله [ ]
2. Flood سیلاب [ ]
3. Avalanche برف کوچ [ ]
4. Drought خشک سالی [ ]
5. Landslide لغزش زمین [ ]
6. Other: و غیره [ ]

Note: If yes, let the adult express first and the interviewer should only tick the relevant options

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

12. Who in your family was most affected by the disaster(s)? کی در فامیل شما توسط حوادث زیاد تر متاثر شده بود؟

1. Older Persons کهن سالان [ ]
2. Adult Men مرادن بالغ [ ]
3. Adult Women زنان بالغ [ ]
4. Infants & Children (under 18) (زیر سن 18) [ ]
5. Others و غیره [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options.

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

13. What do you think are the key reasons for losses/damages because of the disaster(s) struck your village? شما چی فکر میکنید که عوامل اصلی خسارات حوادث در قریه شما چی بود؟

1. Buildings/roads/bridges were not well planned; eg, they were built in the wrong place [ ] ساختمانها، پل ها که خوب پلان نشده بودند: مثلاً آنها در مکان های نادرست ساخته شده بودند.
2. People did not know how to protect their homes and other buildings from the disaster [ ] مردم نمیدانستند که چگونه خانه ها و تعمیرات شانرا از خطر حوادث محافظت نمایند.
3. People knew how to protect the buildings from disaster but did not have the resources to do so مردم میدانستند که چگونه خانه های و تعمیرات شانرا از خطر حوادث محافظت نمایند اما منابع [نداشتند].
4. People did not know how to build their homes and other buildings in a sturdy way. [ ] مردم نمیدانستند که چگونه خانه های خود را در جا های محکم بنا نمایند.
5. People knew how to build the buildings in a sturdy way but did not have the resources to do so. [ ] مردم که میدانستند که چگونه خانه های خود را در جا های محکم بنا نمایند اما منبع نداشتند.
6. People did not know where to go/actions to take, to protect themselves. مردم نمیدانستند [ ] که به کجا بروند تا خود را محافظت نمایند.
7. Other: و غیره [ ]



Note: Let the adult express first and the interviewer should only tick the relevant options.

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

14. During the disaster, did you/community apply the learning of the project e.g. early warning system, community preparedness plans (evacuation, rescue, relief) systems? در جریان حوادث، شما و یا اهالی قریه شما چیزی را که از پروژه آموخته بودید عملی کردید. مانند سیستم هشدار دهی قبلی، پلان های آمادگی محلی و سیستم های (تخلیه، نجات، کمک رسانی)

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

15. Did you receive advance (early warning) information about the disaster? آیا شما معلومات قبلی (هشدار قبلی) در مورد حادثه طبعی در دست داشتید؟

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]
- 4.

16. What do you think the community needs most to respond to the disasters? به نظر شما قریه تان از همه زیاد به کدام چیز نیاز دارد تا در مقابل حوادث جوابگو باشد؟

1. A trained group of people ensuring that children are kept safe in the community یک گروه آموزش شده، که مطمئن سازد اطفال در قریه محفوظ هستند [ ]
2. A system to let people know that a disaster might be about to take place یک سیستم [ ] که مردم را باخبر سازد که حادثه در حال واقع شدن است.
3. A plan for what to do if a disaster happens یک پلان برای اینکه در حالت وقوع حوادث چی باید کرد [ ]
4. A trained group of people to help put plans in place to reduce the effect of disasters on your community یک گروه آموزش شده مردم که پلان را عملی نمایند تا تاثیرات حوادث در محل کم شود. [ ]
5. A safe place for children to go and spend time together یک محل محفوظ که تمام اطفال [ ] در زمان اضطرار در آن جا بروند و با هم یکجا وقت خود را سپری کنند؟
6. Other: و غیره: [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options.

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

17. Have you ever attended CCDRR project supported trainings?

If not move to Q # 18. آیا تا حال در کدام آموزش پروژه کاهش خطرات حوادث حضور داشته اید؟ اگر نه، به سوال 18 بروید.

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

اگر بلی، چي چیز ها را در جریان آموزش فرا گرفته (A) If yes, what did you learn during the training?  
ايد؟

1. How to map the hazards in the community اينكه چگونه خطرات را در قريه [ ] نقشه کشی نمايم.
2. How to develop an Emergency Preparedness Plan اينكه چگونه پلان [ ] امادگی حالت اضطراری انکشاف داده شود.
3. How to use Early Warning Systems equipment اينكه چگونه اسباب سيستم [ ] هوشدار قبلی استفاده شود.
4. How to keep children safe during an emergency اينكه چگونه اطفال در [ ] حالت اضطرار مصون نگاه داشته شود.
5. Where to go if there is a disaster [ ] اگر حوادث رخ دهد کجا رفته شود.
6. How to protect buildings if we think there is going to be a disaster [ ] چگونه تعميرها محافظت شود اگر بدانيم که حواث در حالت وقوع است.
7. Others مشخص سازيد: specify وغيره [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذاريد مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنيد.

B: Did you find the trainings useful? آيا آموزش براي تان موثر بود؟

1. Yes بلی [ ]
2. No نخير [ ]
3. I don't know نمی دانم [ ]

C: Are you satisfied with following aspects of the trainings (all trainings in the project)?

آيا از جوانب ذيل آموزش راضی هستيد (تمام). لطفاً هما جوابات را علامت گذاری نماييد که جواب دهنده از آن راضی است.  
آموزش های پروژه).

1. Training contents محتويات آموزشی [ ]
2. Training duration مدت دوران آموزش [ ]
3. Training Materials & Delivery مواد و طرز ارايه آموزش [ ]
4. Trainers Knowledge علميت آموزگار [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذاريد مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنيد.

18. Did women/girls from your community participate in any of these training? آيا زنان و دختران قريه شما درين آموزش ها سهم گرفته بوند؟

1. Yes بلی [ ]
2. No نخير [ ]
3. I don't know نمی دانم [ ]

19. Did children from your community participate in any of these training or trainings at schools? آيا اطفال قريه شما درين آموزش ها و يا آموزش های مکتب اشتراک ورزیده بوند؟

1. Yes بلی [ ]

2. No [ ]      نخیر
3. I don't know [ ]      نمی دانم

20. Which organizations or government bodies organized these training? کدام موسسه یا سازمان دولتی این آموزش ها را تنظیم نمودند؟

1. Save the Children [ ]      موسسه محافظت اطفال
2. UNICEF [ ]      یونیسف
3. District government [ ]      حکومت ولسوالی
4. Provincial government [ ]      حکومت ولایت
5. National government [ ]      حکومت مرکزی
6. Don't know [ ]      نیم دانم
7. Others [ ]      و غیره

Specify:

مشخص

سازید

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

21. Does your community/village have a Community Emergency Response Team (CERT) for disaster preparedness planning and response? آیا قریه/محل شما برای پلانگذاری آمادگی و پاسخگویی تیم محلی پاسخ به حالت اضطراری دارد؟

1. Yes [ ]      بلی
2. No [ ]      نخیر
3. I don't know [ ]      نمی دانم

(A) If yes, in your opinion what is the role of Community Emergency Response Team (CERT) members? اگر بلی، به نظر شما نقش اعضای تیم محلی پاسخ به حالت اضطراری چیست؟

1. Child Protection to keep children safe [ ]      محافظت اطفال تا اطفال مصون باشد
2. Early warning before the disaster happens [ ]      هوشداردهی قبلی از وقوع حوادث
3. Search and rescue [ ]      جستجو و نجات
4. First aid [ ]      کمک های اولیه
5. Evacuation [ ]      تخلیه
6. I do not know [ ]      نمی دانم
7. Others [ ]      و غیره

Please specify: لطفا مشخص سازید:

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

(B) Do you feel that presence of Community Emergency Response Team (CERT) has contributed to improved sense of safety in the community? آیا شما فکر میکنید که موجودیت تیم محلی پاسخ به حوادث کمک نموده است تا مردم محل احساس مصونیت بیشتر داشته باشد؟

1. Yes [ ]      بلی

2. No [ ]
3. I don't know [ ]

(C): Who from the following groups are members of Community Emergency Response Team (CERT)? اعضای تیم محلی پاسخگویی به حوادث شامل کدام گروه ذیل میباشد؟

1. Men مردان [ ]
2. Women زنان [ ]
3. Boys بچه ها [ ]
4. Girls دختران [ ]
5. All above تمام گروه های فوق [ ]
6. Don't know نمی دانم [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

22. Do you feel that women and children can contribute to the functions of Emergency Response Team (CERT)? آیا شما فکر میکنید که زنان و اطفال میتوانند در کارهای تیم پاسخگویی به حالت اضطراری کمک کنند؟

1. Yes بلی [ ]
2. No [ ]
3. I don't know نمی دانم [ ]

23. Is there an early warning system for disasters in your community? (The system is to inform people (in advance) about the natural disasters that might happen, warns them when a disaster might hit and includes a plan of how to respond to a disasters). **if no, jump to question # 24** آیا در قریه شما سیستم هشداردهی قبلی برای جلوگیری از وقوع حوادث وجود دارد؟ (سیستم که مردم را قبل از وقوع حوادث باخیر سازد. به مردم هشداد بدهد اینکه چی وقت حادثه رخ خواهد داد و نیز شامل پلان پاسخ به حوادث باشد).

1. Yes بلی [ ]
2. No [ ]
3. I don't know نمی دانم [ ]

(A): If yes, do you/community feel safer because of early warning system? اگر بلی، آیا شما و مردم قریه به خاطر سیستم هشداردهی قبلی احساس مصونیت میکنید؟

1. Yes بلی [ ]
2. No [ ]
3. I don't know نمی دانم [ ]

(B): Do you think that the early warning system benefits following groups? آیا شما فکر میکنید که گروه های ذیل از سیستم هشدار قبلی مستفید میشوند؟

1. Men مردان [ ]
2. Women زنان [ ]
3. Girls دختران [ ]
4. Boys پسران [ ]
5. All همه این ها [ ]
6. None هیچ کدام [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

24. Do you know if your village/community has a Child Protection Committee? **if no, jump to question # 25.** آیا شما خبر دارید که قریه شما کمیته محافظت اطفال دارد؟ اگر نه، به سوال 25 بروید.

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

(A): If yes, what do know of the main tasks of the child protection committee? اگر بلی، کدام ها فعالیت های عمده کمیته محافظت اطفال میباشد؟

1. Keep records of the child protection issues in community / school    مسایل مربوط [    ] به محافظت اطفال را در قریه ثبت می نماید؟
2. Refer child protection issues to relevant people for action    مسایل محافظت اطفال را [    ] برای عملکرد به افراد زیربط راجع میسازد.
3. Provide psychosocial support to affected children in the event of emergency    [    ] برای اطفال متاثر از حالت اضطراری حمایت روان اجتماعی ارایه میکند؟
4. Make sure children have a child-friendly space to go to    اطمینان حاصل مینمایند که [    ] اطفال در حالت اضطرار محل محفوظ برای رفتن دارد؟
5. Protecting children from abuse, exploitation, neglect and violence    محافظت اطفال [    ] از سوء استفاده، استثمار، بی اعتنایی و خشونت.
6. Early warning    [    ]    هوشدار قبل از قبل    [    ]
7. Search and rescue    [    ]    جستجو و نجات    [    ]
8. First aid    [    ]    کمک های اولیه    [    ]
9. Evacuation    [    ]    تخلیه    [    ]
10. Other:    [    ]    و غیره    [    ]
11. I don't know    نمی دانم    [    ]

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

25. Do you think that because of project (training/child protection committees/) communities are more informed of children rights & protection issues and what actions to take during normal/disaster situations to keep children safe e.g. physical violence, child marriages? آیا شما فکر میکنید که در نتیجه این پروژه (آموزش/کمیته محافظت اطفال) حالا قریه جات به ارتباط حقوق اطفال و محافظت اطفال و اینکه در حالت عادی و اضطرار به خاطر محافظت اطفال کدام کارها انجام شوند زیادتر مطلع هستند. مانند خشونت فیزیکی او ازدواج قبل از سن.

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

26. Has this project (training/committees/schools training) increased awareness of children rights and protection in children? آیا این پروژه (آموزش/کمیته محافظت اطفال) آگاهی اطفال را به ارتباط حقوق و محافظت ایشان زیاد نموده است.

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

27. Has this project contributed to reduction in child protection in emergencies cases/incidences in your community? آیا این پروژه در کاهش وقایع/حادثات محافظت اطفال در حالت اضطراری در قریه شما کمک نموده است؟

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

28. Do you know of a specific place in your village, where children can go to play safely, developed by any NGO or government? آیا شما در قریه تان ازین طور یک محلی آگاهی دارید که توسط موسسه و یا دولت ساخته شده باشد و اطفال در آن به طور محفوظ ساعت تیری نمایند؟

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

29. Is there a Community Emergency Preparedness Plan (EPP) in your community? **If no, jump to question # 30** آیا قریه شما پلان آمادگی حالت اضطراری محلی دارد؟ اگر نه، به سوال 30 بروید.

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

(If no, please explain the definition of EPP: An emergency preparedness plan (EPP) sets out the different responsibilities of different people in the community in the event of emergency and all relevant actions to be performed). (اگر نه، لطفا پلان آمادگی حالت اضطراری را شرح نمایید. پلان آمادگی حالت اضطراری مسولیت ها را برای افراد مختلف در حالت اضطرار وضع مینماید.)

**If yes, then ask following questions** اگر بلی، پس سوالات ذیل را پرسان نمایید.

(A): Who in your community participated in developing Community Emergency Preparedness Plan? در قریه شما کی ها در انکشاف پلان آمادگی حالت اضطراری محلی سهیم بودند؟

1. Men مردان [ ]
2. Women زنان [ ]
3. Girls دختران [ ]
4. Boys پسران [ ]
5. All همه اینها [ ]
6. None هیچ کدام [ ]

**Note: Let the adult express first and the interviewer should only tick the relevant options**

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

(B): Do you think the Community Emergency Preparedness Plan addresses the disaster risks/capacities for women and children? آیا شما فکر میکنید که پلان آمادگی حالت اضطراری محلی خطرات/ظرفیت زنان و اطفال را جوابگو هست؟

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

(C): Do you/community feel safer because of Community Emergency Preparedness Plan? آیا مردم محل شما به خاطر پلان آمادگی حالت اضطراری محلی حالا احساس مصونیت میکنند؟

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

(D): Do you think that the Community Emergency Preparedness Plan benefits following groups? آیا شما فکر میکنید که پلان آمادگی حالت اضطراری محلی گروههای ذیل را مستفید میسازد؟

1. Men مردان [ ]
2. Women زنان [ ]
3. Girls دختران [ ]
4. Boys پسران [ ]
5. All همه اینها [ ]
6. None هیچ کدام [ ]

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

(E): Can you recall, if you/community applied the Community Emergency Preparedness Plan during last disaster in the community? آیا میتوانید به خاطر بیاورید، اگر کدام قریه پلان آمادگی حالت اضطراری در جریان حوادث گذشته به کار برده باشد؟

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

30. Have you ever participated in an emergency response exercise/simulation (to practice what you would do if there is an emergency/disaster in your community)? **If no, jump to question # 31** آیا شما کدام مرتبه در تمرین پاسخ به حالت اضطراری اشتراک کرده اید. شما چی **jump to question # 31** خواهید کرد اگر در قریه شما کدام حالت اضطرار به وقوع پیوندد؟ اگر نه، به سوال 31 بروید.

1. Yes بلی [ ]
2. No نخیر [ ]
3. I don't know نمی دانم [ ]

If yes, please ask following. اگر بلی، لطفا سوالات ذیل را بپرسید.

(A): Did women and children participate in this exercise? آیا زنان و اطفال در تمرینات سهیم بودند؟



1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

(B): Did you find it useful to practically participate/see how the emergency preparedness plan would work? آیا برایتان مفید بود اینکه شما به طور عملی در پلانگذاری آمادگی حالت اضطراری کار کردید؟

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

31. Are you aware of any **small-scale mitigation projects in your community/Schools** to reduce disaster risks? **If no, jump to question # 32** آیا شما از کدام پروژه کوچک در قریه تان که بتواند خطرات حوادث را کاهش دهد آگاهی دارید؟ اگر نه، به سوال شماره 32 بپردازید.

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

(A) If yes, what kinds of projects have been implemented in your community? اگر بلی، کدام نوع پروژه ها در قریه تان تطبیق شده است؟

- |    |                      |                     |        |
|----|----------------------|---------------------|--------|
| 1. | Protection walls     | دیوارهای استنادی    | [    ] |
| 2. | Culverts             | زابرها              | [    ] |
| 3. | Bridge               | پل                  | [    ] |
| 4. | Roads rehabilitation | اعمار سرک           | [    ] |
| 5. | Gabion baskets       | خریطة های پر از ریک | [    ] |
| 6. | Boundary walls       | دیوارهای احاطوی     | [    ] |
| 7. | Access road/path     | راه ها              | [    ] |
| 8. | Others               | و غیره              | [    ] |

Please specify: مشخص سازید \_\_\_\_\_

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

B). Who participated in the identification/planning/implementation of small-scale mitigation projects in your community/schools? کی ها در تشخیص/پلانگذاری/تطبیق پروژه های کوچک پیشگیرانه در قریه و یا مکتب تان اشتراک کردند؟

- |    |       |           |        |
|----|-------|-----------|--------|
| 1. | Men   | مردان     | [    ] |
| 2. | Women | زنان      | [    ] |
| 3. | Girls | دختران    | [    ] |
| 4. | Boys  | پسران     | [    ] |
| 5. | All   | همه اینها | [    ] |
| 6. | None  | هیچ کدام  | [    ] |

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت: بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

(C): Do you/community feel safer because of small-scale mitigation projects in your community/Schools? آیا افراد محل تان در نتیجه پروژه های کوچک پیشگیرانه در قریه/مکتب تان احساس مصونیت میکند؟

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

32. How has this project (training, school plans, emergency preparedness plans, early warning systems, small scale mitigation projects) benefited children? چگونه این پروژه (آموزش، پلان های مکتب، پلان های آمادگی حالت اضطراری، سیستم های هوشدار دهی از قبل، پروژه های کوچک) اطفال را مستفید ساخت؟

1. Children go to school regularly without any fear    اطفال بدون کدام به طور [    ] منظم به مکتب میروند.
2. The school is more protected from floods.    مکتب از سیلاب ها زیاد محفوظ [    ] هستند
3. Homes are better protected    خانه ها محفوظ تر اند [    ]
4. Children can get to safe place if there is an emergency    در حالت اضطرار اطفال جای مصونتر دارد. [    ]
5. Other    و غیره \_\_\_\_\_ [    ]

33. Do you think that it is important to consult/involve women and children in activities to plan/reduce the effects of disasters on your village? چي فکر میکنید آیا این مهم است که با زنان و اطفال در پلان و کاهش تاثیرات حوادث در قریه شما مشوره صورت گیرد و یا هم دخیل ساخته شود؟

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

34. Did any hazard mapping exercise take place in your community in last 3 years ? **If no, jump to question # 35.** آیا کدام تمرین نقشه کشی خطرات در قریه شما درین سه سال گذشته صورت گرفته است؟ اگر نه، به سوال 35 بروید.

1. Yes    بلی    [    ]
2. No    نخیر    [    ]
3. I don't know    نمی دانم    [    ]

اگر بلی، کی ها (A): if yes, who participated from the community in hazard mapping exercise?  
از قریه شما در تمرین نقشه کشی خطرات اشتراک ورزیدند؟

- |    |       |           |     |
|----|-------|-----------|-----|
| 1. | Men   | مردان     | [ ] |
| 2. | Women | زنان      | [ ] |
| 3. | Girls | دختران    | [ ] |
| 4. | Boys  | پسران     | [ ] |
| 5. | All   | همه اینها | [ ] |
| 6. | None  | هیچ کدام  | [ ] |

Note: Let the adult express first and the interviewer should only tick the relevant options

نوت : بگذارید مصاحبه شونده شرح دهد و شما فقط نکات مورد هدف خود را نشانی کنید.

(B): Do you think the hazard mapping exercise took note of women and children related disaster risks and capacities? آیا شما فکر میکنید که در تمرین نقشه کشی خطرات حالت اضطراری، ظرفیت زنان و اطفال مد نظر گرفته شده اند؟

- |    |              |          |     |
|----|--------------|----------|-----|
| 1. | Yes          | بلی      | [ ] |
| 2. | No           | نخیر     | [ ] |
| 3. | I don't know | نمی دانم | [ ] |

35. Do you know about the purpose and objectives of (recently completed) SCI CCDRR project? آیا شما مقاصد او اهداف پروژه موسسه محافظت اطفال که درین اواخر تکمیل شده است میدانید؟

- |    |              |          |     |
|----|--------------|----------|-----|
| 1. | Yes          | بلی      | [ ] |
| 2. | No           | نخیر     | [ ] |
| 3. | I don't know | نمی دانم | [ ] |

36. Are you aware of project supported complaint management system to register any grievances/complaints to SCI teams? آیا شما از سیستم شکایات این. **If no, jump to question # 37.**

پروژه که چگونه شکایات خود را به تیم موسسه محافظت اطفال ثبت نمایند، آگاهی دارید؟

- |    |              |          |     |
|----|--------------|----------|-----|
| 1. | Yes          | بلی      | [ ] |
| 2. | No           | نخیر     | [ ] |
| 3. | I don't know | نمی دانم | [ ] |

(A) If yes, did it address any complaints or grievances registered? اگر بلی، آیا اینها کدام شکایت ثبت شده را رسیدگی نموده است؟

- |    |              |          |     |
|----|--------------|----------|-----|
| 1. | Yes          | بلی      | [ ] |
| 2. | No           | نخیر     | [ ] |
| 3. | I don't know | نمی دانم | [ ] |

37. At the end of this project, do you/family/community feel safer from disasters and child protection risks? در اخر این پروژه، آیا شما/فامیل/مردم محل شما از حوادث احساس مصونتر دارند؟

- |    |              |          |     |
|----|--------------|----------|-----|
| 1. | Yes          | بلی      | [ ] |
| 2. | No           | نخیر     | [ ] |
| 3. | I don't know | نمی دانم | [ ] |

38. Do you feel that project activities have made communities (men in particular) understand the disaster risks for women and children and capacities they have to reduce risks? آیا شما فکر میکنید که در نتیجه فعالیت های این پروژه اهالی قریه جات (بخصوص مردان) فهمیدند که خطرات حوادث برای زنان و اطفال کدام ها است و نیز زنان و اطفال کدام ظرفیت ها را دارا هستند تا خطرات را کاهش دهند؟

1. Yes    بلی    [     ]
2. No    نخیر    [     ]
3. I don't know    نمی دانم    [     ]

39. Do you feel that project activities have improved capacities of women and children to understand risks, mitigate, prepare for, and respond to disasters? آیا شما فکر میکنید که فعالیت های این پروژه ظرفیت زنان و اطفال را اینکه چگونه خطرات را بفهمند، جلوگیری کنند، آمادگی داشته باشند و پاسخگو باشند بیشتر نموده است.

1. Yes    بلی    [     ]
2. No    نخیر    [     ]
3. I don't know    نمی دانم    [     ]

40. Do you feel because of involvement in this project, the losses (to property & livelihood) from future disasters would be reduced (or have already been reduced in previous disasters)? آیا فکر میکنید که بخاطر دخیل بودن درین پروژه، در آینده خسارات (ملکیت و معیشت) کاهش خواهد یافت و یا اینکه قبل از قیل در حوادث گذشته کاهش یافته بود؟

1. Yes    بلی    [     ]
2. No    نخیر    [     ]
3. I don't know    نمی دانم    [     ]

41. Do you feel because of the project activities, the number of internally displaced people from future disasters would be reduced (or have already been reduced in previous disasters)? آیا شما فکر میکنید که فعالیت های این پروژه، در آینده خطرات بیجاشده گان داخلی را کاهش خواهد داد و یا اینکه در حوادث قبلی کاهش نموده است؟

1. Yes    بلی    [     ]
2. No    نخیر    [     ]
3. I don't know    نمی دانم    [     ]

42. Do you feel because of project activities, women and children have taken new roles/activities (which they were not involved earlier)? آیا شما فکر میکنید که در نتیجه فعالیت های این پروژه، زنان و اطفال نقش/فعالیت های جدید را اتخاذ نموده که قبل نداشتند؟

1. Yes    بلی    [     ]
2. No    نخیر    [     ]
3. I don't know    نمی دانم    [     ]

If yes, please specify; اگر بلی، لطفا مشخص سازید.

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43. Do you think that relevant public authorities (district, ANDMA, MoE) have more capacities e.g. plans & resources, to mitigate, prepare for and respond to disasters? آیا شما فکر میکنید که مسئولین دولتی(ولسوالی، اداره مبارزه با حوادث طبیعی، وزارت معارف) ظرفیت بیشتری دارد مانند پلان ها و منابع تا همچو حوادث را جلوگیری نماید و یا هم آمادگی به پاسخگویی به همچو حوادث داشته باشد؟

1. Yes بلی [     ]
2. No نخیر [     ]
3. I don't know نمی دانم [     ]

If yes, please specify; اگر بلی، لطفا مشخص سازید.

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44. Do you think that project activities and implementation approaches were appropriate to Afghan Culture & Security Context? آیا شما فکر میکنید که فعالیت های پروژه و طرق تطبیق پروژه با کلتور افغانی و امنیت منطقه مناسبیت داشت؟

1. Yes بلی [     ]
2. No نخیر [     ]
3. I don't know نمی دانم [     ]

45. In your opinion which forums or activities may continue (or are continuing) after the project closure/completion? به نظر شما بعد از ختم پروژه کدام فعالیت ها جریان خواهد داشت؟

1. Regular hazard mapping نقشه کشی خطرات به طور منظم [     ]
2. Community Emergency Response Team تیم محلی پاسخگوی حالت اضطراری [     ]
3. Child Protection Committee کمیته محافظت اطفال [     ]
4. School based Children DRR Clubs کلب های کاهش خطرات حوادث اطفال [     ]
5. Mitigation Projects (پیش گیرانه) پروژه های کوچک [     ]
6. Knowledge gained and practices علم و طریقه های فراگیر [     ]
7. Don't know نمی دانم [     ]
8. All Above تمام فوق [     ]

If others, please specify; اگر دیگر ها باشد > لطفا مشخص نمایید.

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Many thanks for your time and sharing your thoughts بسیار زیاد تشکر از وقت و نظریات شما

# SUMMATIVE EVALUATION UNICEF/SCI Child-Centered Disaster Risk Reduction (CCDRR) Project

## **Interview Guide for Government Stakeholders (ANDMA, MRRD, Education, Provincial/District Authorities) At National, Provincial, District & Facility Levels**

### **Introduction and informed consent:**

Thank you very much for affording us time for this meeting.

Asalam-o-Alaikum! My name is ..... , I'm here for the evaluation (after project completion) of Save The Children's "Child-Centered Disaster Risk Reduction (CCDRR) Project. This project was implemented in Balkh, Jawzjan and Sari Pul. This has completed few months back. We assume that you are aware of the project, as you/your organization participated/contributed to some activities either directly or indirectly. We are meeting all key stakeholders who have been involved or participated in the project to gather stakeholders' views, experiences, and suggestions.

This is an end of project evaluation, which focuses on assessment of results, strategies, learning, and ideas for future project.

This interview should take between 45 minutes to an hour. We seek your permission to start the interview. While doing so, we may want to underline that whatever you may say would be only used for the purpose of this evaluation only. Also, that this information shall be kept confidential, and your name will not appear in the report, nor will we quote you or attribute any information directly to you without your expressed permission first. Your participation is completely voluntary, and so if you choose now or at any time to withdraw from this evaluation, your decision will be honoured without consequence. For the purposes of having accurate notes of this discussion, we may record this conversation with your permission (seek permission and record only if allowed). If you have question in this regard, we will be happy to respond.

*Note: The evaluation team members to adapt questions based on role, level of understanding and participation (in the project) of stakeholders and representatives.*

Date:	
Respondent Name (Mr./Mrs.):	
Organization:	
Designation/Position:	
Province:	
District:	
Contact Details (optional)	

### **Impact & Effectiveness**

1. Are you familiar with the SCI CCDRR project implemented in three/your province/s? If yes, what do you know of project goal, objectives, partners, resources, and how/where did you learn about those? Did you/organization participate in any of the project activities, please share more details of your/organizations involvement in the project?

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2. Are you aware if SCI/project formed any partnership (formal) with Government, UNICEF, and CSOs (probe if it was documented in the form of MOU, joint plan, etc. and if yes, ask for copy/document)? To what extent was this partnership (engagement) well defined, in terms of roles, expectations, contributions, quality standards for delivery, coordination mechanisms etc. between partners (SCI, UNICEF and government/CSOs).

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3. To what extent has the set expectations/target in the project partnership terms/MOU/plan between/for partners been met? If yes, how and if not, where did it fell short and what were the inhibiting factors (internal to the project and external)? How did those impact the results/partnership?

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4. Has this project achieved the (larger) outcome level results (given non-familiarity – narrate three community, government, schools related results)? In your view, has all these achievements (outcomes) been made because of project activities (element of attribution/contribution) only or are/were there other contributors/factors (external to project – change in government policy, another project by some other partner etc.) that facilitated achieving these outcomes?

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5. Are/were there any project results/outcomes that have not been achieved? If yes, can you share/elaborate those results and reasons why those results have not been achieved (internal factors such as limited time, quality of technical advice, financial resources, coordination, or external factors such as change in government policy, limited interest/commitment by the government, another project with conflicting



interests or priorities etc) and how has that affected achieving the outcomes and contributing to the larger impact of the project?

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6. What particular capacities e.g. policies, plans/planning, practices, trained human resources, monitoring and evaluation, finances, coordination between stakeholders, have this project increased with respect to DRM/CCDRR/CPiE? Please elaborate and share evidence particularly with respect to what level has these capacities been enhanced i.e. national, provincial, district, sub-district, and facility/community level?

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7. In continuation to previous question, how has these improved capacities either changed or may induce/lead to other changes in future, in the way your office/organizations works/operates at different levels? What are/would be the results of these changes for risk reduction (risk identification, mitigation, preparing for and responding to disasters) and protection/safety for children and women in peace times and in disasters? Please elaborate and share evidence if any.

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8. Are you familiar or been part of project supported provincial coordination mechanisms? If yes, what were the gaps and challenges with existing stakeholders coordination (at provincial and district levels) for why?

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9. To what extent has coordination between provincial departments/stakeholders improved because of project activities/support? If yes, what particular steps/interventions have been undertaken to help achieve improved stakeholders' coordination at provincial level, please share instances/evidences (probe further by asking if they have formed joint risk reduction plans, undertaken activities, swift disaster response, have started sharing of expertise and other resources, and others)?

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10. Has improved coordination between stakeholders contributed to improved capacities/plans for stakeholders to reduce disaster and protection risks (acts of violence, child marriages etc.) for women and children in the provinces? Please share instances/evidences?

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11. Did any disaster/s strike the provinces/districts/communities (where project was implemented) during/after the project? In your view, did any of the project interventions or results (community, government, and schools) contribute to reduced impact (disaster displacements, lives lost and economic costs), particularly for women and children, if yes, how & why? Probe further any particular instances and evidences?

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12. To what extent and how well project achieved meaningful participation of community in particular women and children in various activities such as forums, HVCA, mitigation, EWS, EPP, SEP, mitigation projects etc.? Has that participation reduced vulnerabilities and risks and how?

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13. Did project link up the community/school plans with the public sector (ANDMA, education sector) risk reduction plans? If yes, how please elaborate.

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14. Are/were you satisfied with the quality of project inputs/activities such as forums, training, advocacy, preparedness, and EWS plans, simulations, mitigation projects etc.? Have these inputs been as per national/international standards, please elaborate and share evidences?

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15. In your view, which project approaches/interventions were more effective than others and why (best practices)? Ask separately for forums/mobilization, capacity development/training, research and advocacy, stakeholders' coordination, localized planning and implementation of HVCA, EPP, SEP, EWS, pilot implementation/mitigation, research, advocacy, and knowledge management? Please elaborate.

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16. In your view, did all districts participate/benefit from the project activities equally? If yes/not please explain how and why? Have you noted, if project activities have been replicated in other provinces, districts, and communities (non-project) or by other public/CSO stakeholders? Please explain?

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17. Has project/activities contributed to emergence of any new risks for communities in particular women and children? Has it created any unintended/unexpected results/impacts (both within your organization or for communities)? If yes, please share.

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#### **Relevance**

18. Is risk reduction/management and protection (at community levels and in the public sector) priority for the Government of Afghanistan/your organization? If yes, is there a legislation, policy, or plan that government/your organization has to reduce disaster and protection risks for all and in particular women and children? Probe for references/evidences?

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19. Given your familiarity with the project outcomes (explain if required, for communities, public stakeholders, CSOs, children/schools), approaches (explain if required, forums, capacity development, research and advocacy, stakeholders coordination, pilot implementation, knowledge management), and activities (explain if required, mobilization, training, EWS/EPP/SEP planning and simulation, mitigation, coordination mechanisms, joint visits, knowledge exchange), to what extent do you

feel that project outcomes, approaches, and activities were relevant to the government/department policies, plans, practices? If yes/no, how? Please elaborate and share evidences.

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20. Did/to what extent partners (SCI/UNICEF) consult your organization/office to contribute to project design, selection of provinces, districts, schools, and communities? In your view are these provinces, districts, and communities represent the most disaster prone (prioritization), please share evidences to substantiate your views?

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21. In your view, who gets most affected by disasters and why? Do children and women represent the most vulnerable groups (this project focused), if yes, what are reasons for there vulnerability/heightened risks? Did this project focused on addressing reasons (apparent and underlying) for women and children vulnerabilities/risks? Please elaborate.

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22. Did this project place adequate focus on building government capacities/systems in terms of range and scope of activities, resources, short and medium term? Was delivery approach/es were appropriate to local culture and security context?

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**Efficiency (partly addressed above)**

23. In your view, were allocated resources (in terms of time, technical support, partnerships, and funds) were adequate and helped in timely completion/achievement of outcomes/results? Were you/organization been kept informed of progress and challenges (efficacy of MEAL)? What factors made project partner/s seek extension?

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24. Are there other approaches/models that could have been applied to achieve the same results for risk reduction and protection of children and women? Do you find this/other models most economical or cost efficient?

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**Sustainability**

25. What particular activities/results that this project created for your department/organization are either continuing or likely to continue, after this project and why?

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26. In your view, what elements or results of the project (forums, training – KAP, SEP/EPPs, mitigation, trained staff etc) are continuing or likely to continue after project closure, and why? Which ones may not continue and why?

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**Crossing Cutting Priorities HRBA, Gender Equality, Equity, Quality, and Accountability**

27. To what extent has this project contributed to identifying & reinforcing the government/your department's role/responsibility to reduce disaster risks for people (as right holders)? Has that contributed to (your department's) exploring new ways of engaging with people as right holders? If yes, please elaborate.

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28. To what extent has this project made people aware of their rights, and also more constructive/meaningful engagement of people/representatives and CSO with public authorities/your department?

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29. Did this project contribute to greater awareness (both in public sector and communities) of risks and capacities (disasters and protection) for women and children? Did this project evolved effective mechanisms (approaches and activities) to involve women and children more meaningfully to identify and address risks by leveraging/building their capacities at all levels particularly community/school levels? Please explain?

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30. Has this project contributed to women/girls taking up newer roles/responsibilities (changes in gender relations) at community/school level, which were not much seen/accepted earlier? What has caused that change gender roles and make them more acceptable in the communities? Please share instances/evidences.

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31. Did you/organization participate in the reflection/learning workshops and activities? What are the key lessons learnt (with respect to planning, implementation, monitoring, etc.) for you/organization because of involvement in the project? Have your adopted/adapted (even if in progress) those for your routine work and what results have those created or likely to create?

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# SUMMATIVE EVALUATION UNICEF/SCI Child-Centered Disaster Risk Reduction (CCDRR) Project

## Interview Guide for SCI Afghanistan & UNICEF

### Introduction and informed consent:

Thank you very much for affording us time for this meeting.

Asalam-o-Alaikum! My name is ..... , I'm here for the evaluation (after project completion) of Save The Children's "Child-Centered Disaster Risk Reduction (CCDRR) Project. This project was implemented in Balkh, Jawzjan and Sari Pul. This has completed few months back. We are meeting all key stakeholders who have been involved or participated in the project to gather stakeholders' views, experiences, and suggestions.

This is an end of project evaluation, which focuses on assessment of results, strategies, learning, and ideas for future project.

This interview should take around an hour or more. We seek your permission to start the interview. While doing so, we may want to underline that whatever you may say would be only used for the purpose of this evaluation only. Also, that this information shall be kept confidential, and your name will not appear in the report, nor will we quote you or attribute any information directly to you without your expressed permission first. Your participation is completely voluntary, and so if you choose now or at any time to withdraw from this evaluation, your decision will be honoured without consequence. For the purposes of having accurate notes of this discussion, we may record this conversation with your permission (seek permission and record only if allowed). If you have question in this regard, we will be happy to respond.

Note: The evaluation team members to adapt questions as to staff member's role in and understanding of the project. This tool is primarily developed for SCI This guide is developed on the assumption that respondents know of SCI CCDRR Project.

Date:	
Respondent Name (Mr./Mrs.):	
Organization:	
Designation/Position:	
Contact Details (optional)	

### **Impact & Effectiveness**

1. In your view has this project achieved the (larger) outcome level results (for community, government, and schools)? To what extent all these achievements (outcomes) can be attributed to project activities only or are/were there other contributors/factors (external to project – change in government policy, another project by some other partner etc.) that facilitated achieving these outcomes?

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2. In your view, what added value has UNICEF/SCI partnership brought to developing, implementing, and achieving the project outcomes and contributions to the impacts? What value has been created by SCI/UNICEF, please elaborate?

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3. Are you aware if SCI/project formed any partnership (formal) with Government, UNICEF and CSOs (probe if it was documented in the form of MOU, joint plan, etc. and if yes, ask for copy/document)? To what extent was this partnership (engagement) well defined, in terms of roles, expectations, contributions, quality standards for delivery, coordination mechanisms etc. between partners (SCI, UNICEF and government/CSOs).

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4. To what extent has the set expectations/target in the project partnership terms/MOU/plan between/for partners been met? If yes, how and if not, where did it fall short and what were the inhibiting factors (internal to the project and external)? How did those impact the results/partnership?

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5. What are/were any project results/outcomes that have not been achieved? If yes, can you share/elaborate those results and reasons both internal/external such as limited time, quality of technical advice, financial resources, coordination, or external factors such as change in government policy, limited interest/commitment by the government, another project with conflicting interests or priorities etc. How did those affected achieving/contributing to the results/impact?



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6. Did project adequately/appropriately define the project outcomes (in quantitative and qualitative terms – standards of delivery for forums, mobilization, training, mitigation, preparedness. etc)? Were adequate/appropriate systems (monitoring) in place to measure, analyze, and disseminate the progress/delivery on these outcomes/results?

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7. What particular capacities e.g. policies, plans/planning, practices, trained human resources, monitoring and evaluation, finances, coordination between stakeholders, have this project increased with respect to DRM/CCDRR/CPiE in government stakeholders and CSOs? Please elaborate and share evidence particularly with respect to what level has these capacities been enhanced i.e. national, provincial, district, sub-district, and facility/community level and for what results?

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8. In your opinion, how has these improved capacities either changed or may induce/lead to other changes in future, in the way public stakeholders and CSOs work/operate at different levels? What are/would be the results of these changes for risk reduction (risk identification, mitigation, preparing for and responding to disasters) and protection/safety for children and women in peace times and in disasters? Please elaborate and share evidence if any.

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9. What were the gaps and challenges with existing stakeholders coordination (between government and CSOs at provincial and district levels) and what did project supported provincial coordination systems intend to improve and how?

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10. In your opinion, has coordination between provincial departments and other stakeholders improved because of project activities/support? If yes, what actions have been taken how has that improved stakeholders' coordination at provincial level, please share instances/evidences (probe further by asking if they have formed joint risk reduction plans, undertaken activities, swift disaster response, have started sharing of expertise and other resources, and others)?

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11. To what extent has improved coordination between stakeholders contributed to improved capacities/plans for stakeholders to reduce disaster and protection risks (acts of violence, child marriages etc.) for women and children in the provinces? Please share instances/evidences?

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12. To what extent has project developed and applied strategies/activities to meaningfully engage communities and in particular women and children in community/school level activities (in planning, forums, training, HVCA, EPP, SEP, EWS, mitigation projects? What results (knowledge, attitudes and practices) have participation in these activities created for communities and in particular women and children in terms of reducing vulnerabilities and increasing capacities?

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13. Has any disaster struck the provinces/districts/communities (where project was implemented) during/after the project? In your view, did any of the project interventions or results (community, government, and schools) contribute to reduced impact (disaster displacements, lives lost and economic costs), particularly for women and children, if yes, how & why? Probe further any particular instances and evidences?

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14. Did project link up the community/school plans with the public sector (ANDMA, education sector) risk reduction plans? If yes, how please elaborate.

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15. In your view the quality of project inputs/activities such as forums, training, advocacy, preparedness, and EWS plans, mitigation projects etc. was satisfactory (as per agreed/local standards)?

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16. In your view, which project approaches/interventions were more effective than others and why (best practices)? Ask separately for forums/mobilization, capacity development/training, research and advocacy, stakeholders' coordination, localized planning and implementation of HVCA, EPP, SEP, EWS, pilot implementation/mitigation, research, advocacy and knowledge management, engagement of religious leaders (what role did they play)? Please elaborate.

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17. In your view, did all districts participate/benefit from the project activities equally? If yes/not please explain how and why? Have you noted if project activities have been replicated in other provinces, districts, and communities (non-project) or by other public/CSO stakeholders? Please explain.

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18. In your view, has project/activities contributed to emergence of any new risks for communities in particular women and children? In your view has this project created any unintended/unexpected results/impacts (for partners and communities)? If yes, please elaborate.

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### **Relevance**

19. Is risk reduction/management and protection (at community levels and in the public sector) priority for the Government of Afghanistan? If yes, is there a legislation, policy, or plan that government/public sector organizations have to reduce disaster and protection risks for all and in particular women and children? Probe for references/evidences?

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20. Which particular project objectives, approaches, activities relate to relevant government/public sector priorities, policies and plans? How does it relate to SCI and UNICEF organization plans and Afghanistan specific sector priorities (including CCC)? If yes/no, how? Please elaborate and share evidences.

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21. Did/to what extent partners (SCI/UNICEF) consult your organization/office to contribute to project design, selection of provinces, districts, schools, and communities? In your view are these provinces, districts, and communities represent the most disaster prone (prioritization), please share evidences to substantiate your views?

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22. In your view, who gets most affected by disasters and why? Do children and women represent the most vulnerable groups (this project focused), if yes, what are reasons for there vulnerability/heightened risks? Did this project focused on addressing reasons (apparent and underlying) for women and children vulnerabilities/risks? Please elaborate.

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23. To what extent the project design balances prioritizing government, CSOs, and communities (range and scope of activities, resources)? How has project delivery approaches/interventions integrated/made coherent with local culture and security context?

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24. What were the most critical project assumptions and risks? What particular measures were adopted to get informed of existing/emerging risks and how adequately/appropriately those been responded?

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25. Did project design have had well defined sustainability and communication/accountability plans? How well have those been rolled out and delivered results as expected? Probe further on grievance management system.

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26. Did project have had well defined targets/indicators (including qualitative delivery standards) for three project results/outcomes (community, government, and schools)? Has MEAL plan captured the progress fully (including level of desegregation gender, quality of training, forums, mitigation projects, etc.)?

**Efficiency (partly addressed above)**

27. To what extent did project achieve the set targets (outcome)? What factors either enabled or disabled achieving the outcomes/impact? What factors contributed to seeking extension in the project?

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28. How well partnership with education/ANDMA defined (at provincial level) and managed? Did partners help achieving timely delivery of project outcomes?

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29. In your view, were allocated resources (in terms of time, technical support, partnerships, and funds) were adequate and helped in timely completion/achievement of outcomes/results? What made project seek extension?

30. Have you done budget/expenditure assessments (to calculate unit costs for training, mitigation etc.) and any budgetary re-adjustments made? Has any comparisons been made with similar results produced in other countries or in Afghanistan? What particular measures (for financial control) to ensure that funds are spent on intended/planned activities and judiciously used?

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31. How comprehensive was the MEAL Plan (definition of result indicators, tools, frequency and quality of reports)? Did it contribute to generating timely and useful monitoring reports/data and to what extent has that been used for management decision-making? Please share instances/evidence

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32. How did project inform stakeholders (government, CSOs and others) of progress and challenges? What were the key knowledge management processes and what lessons have this helped to produced?

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33. Are there other approaches/models that could have been applied (or has been applied by other development partners) to achieve the same results for risk reduction and protection of children and women? Do you find this/other models most economical or cost efficient?

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### **Sustainability**

34. What were the key features/approaches of exit/sustainability plan? What have been the successes and challenges with implementing exit/sustainability plan?

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35. In your view what elements or results of the project (for communities, government, CSOs and communities) in terms of forums, training – KAP, SEP/EPPs, mitigation,

trained staff, etc. are continuing or likely to continue after project closure, and why? Which ones may not continue and why?

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**Crossing Cutting Priorities HRBA, Gender Equality, Equity, Quality, and Accountability**

36. In your view, has this project contributed to identifying & reinforcing the government's role/responsibility to reduce disaster risks for people (as right holders)? Has that contributed to government department's exploring new ways of engaging with people as right holders? If yes, please elaborate.

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37. To what extent has this project made people aware of their rights, and consequently contributed to more constructive engagement with public authorities/your department?

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38. In your view, did this project achieve greater awareness (both in public sector and communities – including children and women) of risks (disasters and protection) for women and children? Did this project evolved effective mechanisms (approaches and activities) to involve women and children more meaningfully to identify and address risks posed to them at all levels particularly community/school levels? Please explain?

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39. Has this project contributed to women/girls taking up new roles/responsibilities (changes in gender relations) at community/school level, which were not much seen/acceptable earlier? What has caused that change in new roles and acceptance in communities? Please share instances/evidences.

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40. Did project have had a knowledge management plan? If yes, how well has that been implemented? What are the key lessons learnt (with respect to planning, implementation, monitoring, etc.) in terms of what worked and what did not? What learning/best practices have been or carry potential for adoption/adaptation by government, CSOs and others?

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# SUMMATIVE EVALUATION UNICEF/SCI Child-Centered Disaster Risk Reduction (CCDRR) Project

## Interview Guide for (Civil Society Organizations)

### Introduction and informed consent:

Thank you very much for affording us time for this meeting.

Asalam-o-Alaikum! My name is ..... , I'm here for the evaluation (after project completion) of Save The Children's "Child-Centered Disaster Risk Reduction (CCDRR) Project. This project was implemented in Balkh, Jawzjan and Sari Pul. This has completed few months back. We assume that you are aware of the project, as you/your organization participated/contributed to some activities either directly or indirectly. We are meeting all key stakeholders who have been involved or participated in the project to gather stakeholders' views, experiences, and suggestions.

This is an end of project evaluation, which focuses on assessment of results, strategies, learning, and ideas for future project.

This interview should take between 45 minutes to an hour. We seek your permission to start the interview. While doing so, we may want to underline that whatever you may say would be only used for the purpose of this evaluation only. Also, that this information shall be kept confidential, and your name will not appear in the report, nor will we quote you or attribute any information directly to you without your expressed permission first. Your participation is completely voluntary, and so if you choose now or at any time to withdraw from this evaluation, your decision will be honoured without consequence. For the purposes of having accurate notes of this discussion, we may record this conversation with your permission (seek permission and record only if allowed). If you have question in this regard, we will be happy to respond.

Note: The evaluation team members to adapt questions based on role, level of understanding and participation (in the project) of CSOs/representatives.

Date:	
Respondent Name (Mr./Mrs.):	
Organization:	
Designation/Position:	
Contact Details (optional):	

### **Guide Questions**

1. Are you familiar with the SCI CCDRR project implemented in three/your province/s? If yes, what do you know of project goal, objectives, partners, resources, and how/where did you learn about those? Did you/organization participate in any of the project activities, please share more details of your/organizations involvement in the project?

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2. In your view what was the purpose/objective of engaging you/your CSO (for SCI and yourself) in the project? To what extent has that purpose or objective been realized?

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3. Given familiarity with the larger project, to what extent you feel the this project achieved the (larger) outcome level results (given non-familiarity – narrate three community, government, schools related results)? Are/were there any project results/outcomes that have not been achieved and why?

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4. Which particular activities did you/CSO participate and how did that contribute to building capacities of your organization? Has that changed the way you may develop, implement, monitor and disseminate CBDRM/CCDRR, school safety, government capacity development like mobilization, HVCA, training, EPP, SEP, mitigation, engaging women and children, improving government coordination etc? A

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5. Are you familiar/ been part of project supported provincial coordination mechanisms? If yes, what were the gaps and challenges and how has this project addressed those (approaches/interventions)? To what extent have those improved coordination between stakeholders – government, CSOs, communities (probe further as to what particular actions and results are evident of improved coordination – joint activities, projects, knowledge exchange etc.).

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6. Are/were you satisfied with the quality of project inputs/activities such as forums, training, advocacy, preparedness, and EWS plans, simulations, mitigation projects etc.?

Have these inputs been as per national/international standards, please elaborate and share evidences?

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7. Has project/activities contributed to emergence of any new risks for communities in particular women and children? Has it created any unintended/unexpected results/impacts (both within your organization or for communities)? If yes, please share

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### **Relevance**

8. Is risk reduction/management and protection (at community levels and in the public sector) priority for the Government of Afghanistan/your organization? If yes, how project supported activities (CBDRM, CCDRR, School Based DRM, government capacity development) relate to government priorities/your organizational priorities?

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9. In your view, who gets most affected by disasters and why? Do children and women represent the most vulnerable groups (this project focused), if yes, what are reasons for their vulnerability/heightened risks? Did this project focused on addressing reasons (apparent and underlying) for women and children vulnerabilities/risks? Please elaborate.

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### **Efficiency (partly addressed above)**

10. Are there other approaches/models that your/ other organization have been applied to achieve the same results for risk reduction and protection of children and women? Do you find this/other models most economical or cost efficient?

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### **Sustainability**

11. What particular activities/results that this project created for your organization are either continuing or likely to continue, after this project and why?

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12. In your view, what elements or results of the project (forums, training – KAP, SEP/EPPs, mitigation, trained staff etc) are continuing or likely to continue after project closure, and why? Which ones may not continue and why?

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**Crossing Cutting Priorities HRBA, Gender Equality, Equity, Quality, and Accountability**

13. In your view, to what extent has this project made people aware of their rights, and also more constructive/meaningful engagement of people/representatives and CSO with public authorities/your department?

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14. Did this project contribute to greater awareness (both in public sector and communities) of risks and capacities (disasters and protection) for women and children? Did this project evolved effective mechanisms (approaches and activities) to involve women and children more meaningfully to identify and address risks by leveraging/building their capacities at all levels particularly community/school levels? Please explain?

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15. Has this project contributed to women/girls taking up newer roles/responsibilities (changes in gender relations) at community/school level, which were not much seen/accepted earlier? What has caused that change gender roles and make them more acceptable in the communities? Please share instances/evidences.

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16. Did you/organization participate in the reflection/learning workshops and activities? What are the key lessons learnt (with respect to planning, implementation, monitoring, etc.) for you/organization because of involvement in the project? Have your adopted/adapted (even if in progress) those for your work with communities, schools, and government and what results have those created or likely to create?

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# SUMMATIVE EVALUATION UNICEF/SCI Child-Centered Disaster Risk Reduction (CCDRR) Project

## **Questions and Guidelines for Focus Group Discussion**

**Members of CERT/CPC**

**Community Beneficiaries (Male/Female)**

### **Introduction and informed consent:**

Thank you very much for affording us time for this discussion.

Asalam-o-Alaikum! My name is ..... , I'm here for the evaluation (after project completion) of Save The Children's "Child-Centered Disaster Risk Reduction (CCDRR) Project. This project was implemented in Balkh, Jawzjan and Sari Pul. This has completed few months back. We are meeting all key stakeholders who have been involved or participated in the project to gather stakeholders' views, experiences, and suggestions.

This is an end of project evaluation, which focuses on assessment of results, strategies, learning, and ideas for future project.

This discussion should take around an hour or slightly more. We seek your permission to start the interview. While doing so, we may want to underline that whatever you may say would be only used for the purpose of this evaluation only. Also, that this information shall be kept confidential, and your name will not appear in the report, nor will we quote you or attribute any information directly to you without your expressed permission first. Your participation is completely voluntary, and so if you choose now or at any time to withdraw from this evaluation, your decision will be honoured without consequence. For the purposes of having accurate notes of this discussion, we may record this conversation with your permission (seek permission and record only if allowed). If you have question in this regard, we will be happy to respond.

Date:	Province:
Village /Community:	District:

**Important Note:** The FGD facilitator is advised to check in advance that all participants represent the relevant forums (CERT, CPCs). Invite women and child members also.

**Please record all the information complete the following**

#	Respondent Name	Age	#	Respondent Name	Age
1			7		
2			8		
3			9		
4			10		
5			11		
6			12		

**Questions:**

1. Did you experience disaster/s in your area/community and how do/did these disasters impact community (in particular women and children)? Probe further by asking nature and frequency of disasters, ask for impacts on houses, roads, fields, animals, schools, health centres, and others.

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2. What did you/community do (activities) traditionally to identify disaster risks, mitigate, prepare for, and respond to disasters? Who (men, women, children) would implement these activities and how effective were those in reducing disaster risks/impact?

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3. Do/did disasters impact all (equally) or impact some individuals/groups more than others (probe who - men, women, children, disabled, others)? What do you think are the reasons for more impact on these groups? Probe further to understand the particular vulnerabilities and capacities of these groups?

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4. Do you think that recently completed SCI CCDRR project addressed all and/or any of the reasons that contribute to higher risk/impact for these groups (women and children in particular)? Probe further by asking what activities of the project and how do they relate to existing risks for varied groups (particular women and children).

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5. Which project activities have you participated in (ask individually for each activity - forums/CERT/CPC, training, EWS, EPP, simulation, mitigation projects, religious leaders training)? Were those relevant (design and implementation) to Afghan/local cultural and security context? How have these activities benefitted you/community and in particular women and children?

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6. What/how differently could have these activities been undertaken and/or what additional/new activities (project should have had undertaken) to reduce disasters risks for communities and in particular for women and children? How good was the quality of inputs/activities undertaken by the project (training, HVCA, preparedness planning, mitigation projects)?

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7. Have any of the project activities created/contributed more and/or newer risks for communities, women, and children in particular? Probe further by asking what are those more/added and new risks and how do link up with project activities, including, who they may have affected/impacted.

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8. Do you think that community and women/children themselves, now have better understanding of (disaster and protection) risks (vulnerabilities and capacities of women and children for disasters) and capacities (to identify, mitigate, prepare for and respond to) of women and children? Probe further by asking which activities, and how much, level of satisfaction for registering there voices/concerns in activities and plans (of participation and inclusion of risks).

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9. Has any disaster/s struck your community/village after start/completion of this project, If yes, how (differently) have community (women and children in particular) have responded? Did/which project activities contribute to lesser disaster impact – loss of

life, damages to houses, land, animals etc? Probe further how (for CERT teams, timely early warning, timely evacuation, teams and procedures in place for rescue/relief, role of religious leaders and others).and if there were other factors outside the project that may have contributed.

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10. What kind of child protection issues are most common in your community (violence, labour, early marriages and others), who gets affected (boy or girl, age groups) and why do these happen (articulate reasons)? Has this project made you/community (including women and children) more aware of children rights and particularly child protection? Probe more as to what has this project done to address these issues and the reasons (ask particularly of sessions, CPC etc.) and what has changed because of these (for whom).

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11. Are you aware of school component, If yes, what has been done by the project for/at schools (probe further for school activities – assessments, children groups, awareness, SEP, mitigation)? Probe further by asking if you/children feel that because of this project schools and children are safer, elaborate how. Also, ask if school based activities resulted in reduced disaster impact during last disaster experienced, which activities contributed to that.

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12. Which particular project activities such as forums (CERT, CPC), knowledge/training, EPP, EWS, mitigation projects would continue (to benefit all and/or particular groups) and which others may not or unlikely to continue? Please probe why would certain activities sustain while others may not and what else could/should be done to make them more sustainable.

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13. Did project (during implementation) have had a system to register complaints/grievances with SCI and/or others involved in implementation? If yes, how would it work and were complaints made (probe further nature of complaints) and if those been responded/addressed to your satisfaction?



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14. Because of this project, has women and girls/children (in your community) started taking on newer (unconventional) roles and responsibilities (for DRM, CP) not involved in earlier? What new roles/tasks have women and girls have taken on and have those been accepted by community/men, social leaders and others?

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15. Do you think that government authorities (which ones) are now more capable to support communities before and after disasters and how? What additional actions these departments/authorities must take (ANDMA, district authorities etc.)?

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# SUMMATIVE EVALUATION UNICEF/SCI Child-Centered Disaster Risk Reduction (CCDRR) Project

## **Questions and Guidelines for Focus Group Discussion** **Community Beneficiaries – Indirect (Male/Female)**

### **Introduction and informed consent:**

Thank you very much for affording us time for this discussion.

Asalam-o-Alaikum! My name is ..... , I'm here for the evaluation (after project completion) of Save The Children's "Child-Centered Disaster Risk Reduction (CCDRR) Project. This project was implemented in Balkh, Jawzjan and Sari Pul. This has completed few months back. We are meeting all key stakeholders who have been involved or participated in the project to gather stakeholders' views, experiences, and suggestions.

This is an end of project evaluation, which focuses on assessment of results, strategies, learning, and ideas for future project.

This discussion should take around an hour or slightly more. We seek your permission to start the interview. While doing so, we may want to underline that whatever you may say would be only used for the purpose of this evaluation only. Also, that this information shall be kept confidential, and your name will not appear in the report, nor will we quote you or attribute any information directly to you without your expressed permission first. Your participation is completely voluntary, and so if you choose now or at any time to withdraw from this evaluation, your decision will be honoured without consequence. For the purposes of having accurate notes of this discussion, we may record this conversation with your permission (seek permission and record only if allowed). If you have question in this regard, we will be happy to respond.

Date:	Province:
Village /Community:	District:

**Important Note:** The FGD facilitator is advise to check in advance if none of the participants have either attended or been part of the forums supported by the project.

The FGD is to be conducted separately with men and women. The participation of girls may be allowed for women discussion.

**Please record all the information complete the following**

#	Respondent Name	Age	#	Respondent Name	Age
1			7		
2			8		
3			9		
4			10		
5			11		
6			12		

**Questions:**

1. Did you experience disaster/s in your area/community and how do/did these disasters impact community (in particular women and children)? Probe further by asking nature and frequency of disasters, ask for impacts on houses, roads, fields, animals, schools, health centres, and others?

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2. What did you/community do (activities) traditionally to identify disaster risks, mitigate, prepare for, and respond to disasters? Who (men, women, children) would implement these activities and how effective were those in reducing disaster risks/impact?

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3. Do/did disasters impact all (equally) or impact some individuals/groups more than others (probe who - men, women, children, disabled, others)? What do you think are the reasons for more impact on these groups? Probe further to understand the particular vulnerabilities and capacities of these groups?

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4. Are you familiar with SCI CCDRR project's implemented in your community/village? What was the purpose/goals, partners, activities of the project - probe further by referring activities forums/CERT/CPC, training, EWS, EPP, simulation, mitigation projects, religious leaders training? Probe more by asking how did they learn about the project and if it addressed the causes for vulnerability (of some groups) as noted above. Also, if those fit into local security and cultural context.

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5. Who (men, women, children) participated in these activities (ask individually for each activity - forums/CERT/CPC, training, EWS, EPP, simulation, mitigation projects) and have/how these activities benefitted you and the larger community?

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6. Do you think that community and women/children themselves, now have better understanding of (disaster and protection) risks (vulnerabilities and capacities of women and children for disasters) and capacities (to identify, mitigate, prepare for and respond to) of women and children? Probe further by asking which activities, and how much, level of satisfaction for registering their voices/concerns in activities and plans (of participation and inclusion of risks).

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7. Has any disaster/s struck your community/village after start/completion of this project, If yes, how (differently) have community (women and children in particular) have responded? Did/which project activities contribute to lesser disaster impact – loss of life, damages to houses, land, animals etc? Probe further how (for CERT teams, timely early warning, timely evacuation, teams and procedures in place for rescue/relief and others).and if there were other factors outside the project that may have contributed.

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8. What kind of child protection issues are most common in your community (violence, labour, early marriages and others), who gets affected (boy or girl, age groups) and why do these happen (articulate reasons)? Has this project made you/community (including women and children) more aware of children rights and particularly child protection? Probe more as to what has this project done to address these issues and the reasons (ask particularly of sessions, CPC etc.) and what has changed because of these (for whom)..

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9. Are you aware of school component, If yes, what has been done by the project for/at schools (probe further for school activities – assessments, children groups, awareness, SEP, mitigation)? Probe further by asking if you/children feel that because of this project schools and children are safer, elaborate how. Also, ask if school based activities resulted in reduced disaster impact during last disaster experienced, which activities contributed to that.

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10. Which particular project activities such as forums (CERT, CPC), knowledge/training, EPP, EWS, mitigation projects would continue (to benefit all and/or particular groups) and which others may not or unlikely to continue? Please probe why would certain activities sustain while others may not and what else could/should be done to make them more sustainable.

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11. Did project (during implementation) have had a system to register complaints/grievances with SCI and/or others involved in implementation? If yes, how would it work and were complaints made (probe further nature of complaints) and if those been responded/addressed to your satisfaction?

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12. Because of this project, has women and girls/children (in your community) started taking on newer (unconventional) roles and responsibilities (for DRM, CP) not involved in earlier? What new roles/tasks have women and girls have taken on and have those been accepted by community/men, social leaders, and others?

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13. Do you think that government authorities (which ones) are now more capable to support communities before and after disasters and how? What additional actions these departments/authorities must take (ANDMA, district authorities etc.)?
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# SUMMATIVE EVALUATION UNICEF/SCI Child-Centered Disaster Risk Reduction (CCDRR) Project

## Questions and Guidelines for Focus Group Discussion School Teachers (including PTAs/SMC)

### Introduction and informed consent:

Thank you very much for affording us time for this discussion.

Asalam-o-Alaikum! My name is ..... , I'm here for the evaluation (after project completion) of Save The Children's "Child-Centered Disaster Risk Reduction (CCDRR) Project. This project was implemented in Balkh, Jawzjan and Sari Pul. This has completed few months back. We are meeting all key stakeholders who have been involved or participated in the project to gather stakeholders' views, experiences, and suggestions.

This is an end of project evaluation, which focuses on assessment of results, strategies, learning, and ideas for future project.

This discussion should take around an hour or slightly more. We seek your permission to start the interview. While doing so, we may want to underline that whatever you may say would be only used for the purpose of this evaluation only. Also, that this information shall be kept confidential, and your name will not appear in the report, nor will we quote you or attribute any information directly to you without your expressed permission first. Your participation is completely voluntary, and so if you choose now or at any time to withdraw from this evaluation, your decision will be honoured without consequence. For the purposes of having accurate notes of this discussion, we may record this conversation with your permission (seek permission and record only if allowed). If you have question in this regard, we will be happy to respond

Date:	Province:
School Name:	District:
School Type (Boys/Girls)	Village /Community:
School Grade:	School Contact Details:

The FGD facilitator is advised to check in advance if all teachers/PTA members have directly benefitted from the project activities. Separate sessions with male and female teachers.  
 Invite                female                members                of                PTAs                if                any?

**Please record all the information complete the following**

<b>Sr#</b>	<b>Respondent Name</b>	<b>Sr#</b>	<b>Respondent Name</b>
1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

**Questions:**

1. Did you experience disasters in your area/community and how do/did these disasters impact schools? Probe further by asking nature and frequency of disasters, ask for impacts on school buildings, access pathways, students - boys, girls, age groups, continuity of education, teachers, others.

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2. Which particular groups (teachers, students of different ages and sexes) get affected most and with what consequences? Why you these teachers/students get affected most? Probe further asking impacts as loss of life, injury, psycho-social distress, sleep disorders, separation from families etc. and asking what are particular vulnerabilities and capacities of children to make them suffer more.

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3. What measures/actions are taken by education authorities, schools, teachers and students take to prevent, mitigate, prepare for and respond to disasters? Do these work effectively?

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4. What actions/support could make schools safer for children? Did SCI project include all and/or any of those actions? Probe further which elements do they know of the project, and did the find activities appropriate such assessments, C2C DRR trainers, groups, school emergency pan/SEP, mitigation projects, DRR walls, sessions for PTA/SMCs, education managers training, and others

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5. Which activities have you participated (ask individually for each activity - assessments, C2C DRR trainers, groups, SEP, mitigation projects, DRR walls, sessions for PTA/SMCs, education managers, and others) and have/how these activities benefitted in reducing risk for you/students you/school and students? Probe further by asking about quality of inputs by the project (training, assessment, SEP, mitigation projects, children clubs etc.).

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6. Do you feel education managers, teaches, PTA/SMCs and children now have (after the participation in project activities) more knowledge and skills to identify risks, mitigate, prepare for and respond to disasters? Have any/all project activities created/contributed to any newer risks for schools/children?

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7. Has any disaster struck this community/school after start/completion of this project, If yes, how (differently) have school (education managers, teachers and students/children) in particular responded? If and which activities contribute to lesser disaster impact – loss of life, injuries, damages to school, missing children? Probe further what contributed to less losses/damages by referring to activities such as EWS, SEP, Children DRR clubs, evacuation, rescue/relief, and others.

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8. What kind of child protection issues are more prevalent in the schools (corporal punishments etc.) and reasons? Has this project contributed to awareness/sensitization (amongst teachers and students) of the children rights and particularly child protection?

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9. What particular actions you/your school or district education authorities have taken (after getting involved in this project) to address child protection/rights concerns and



issues (including reasons) and have benefitted reducing instances/cases of child protection)?

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10. Do you think that because of participation/engagement in this project or its activities, schools are safer for children (boys and girls)? If yes how and if not, what other activities/actions need to be taken (suggestions and recommendations)?

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11. Which project activities do you feel like forums (DRR clubs, SEP, knowledge/training, EWS, mitigation projects may or likely to continue (to benefit children and teachers) and others may not, and probe further by asking why?

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12. Are you aware, if education authorities have replicated these project activities or formed new policies and plans (district and provincial levels) to enhance safety of children and schools (to disasters)? If yes, what has happened and how would it make children safer and protected? What other/additional actions should education authorities must take to make schools safer?

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**SUMMATIVE EVALUATION  
UNICEF/SCI  
Child-Centred Disaster Risk Reduction (CCDRR) Project**

**Questions and Guidelines for  
Child Friendly Activities / Focus Group Discussion  
Children (In Schools – DRR Clubs & C2C Trainers)**

**Evaluation Team: 1 x Moderator and Note-taker each:** For the purpose of this evaluation, children activities are planned to seek information from school based children groups, engaged in schools by SCI/UNICEF during project implementation. Keeping in mind the constraints on data collection with the children, some interactive/joyful activities are designed to enable establishing rapport with the children. Evaluation team may take 5-10 minutes with children to have child friendly way of introduction, etc. Once at ease, children will be able to respond to the evaluation better. During the training of the data collection team shall be trained/educated how to adopt friendly engagement with children.

**Introductions and informed consent**

Note: The evaluation team may seek permission and introduce themselves to the children, at start or other appropriate time, preferably following some rapport building.

**Group dynamics:** 8-12 students from different grades (if possible sexes also) shall participate in this discussion/activity. To enable more participation it could be organized at any place (inside or outside school) where children feel at comfort. Children could be asked of their preferences at the start or at later stages.

Date:	Province:
School Name:	District:
School Type (Boys/Girls)	Village /Community:
School Grade:	School Contact Details:

**Participants:**

#	Respondent Name	Grade	#	Respondent Name	Grade
1			7		
2			8		
3			9		
4			10		
5			11		
6			12		

## **Children Activities**

### **Introduction & Organization of the activities**

Activities	Process / Checklist
<b>STEP 1:</b> Introduction with the children (20 Min)	This is most significant for being able to engage with children and initiate a dialogue/discussion. The team may choose to start dialogue/discussion by asking children to share their nick names (either by friends or family). Team should also introduce themselves in the same manner. (Other things may include asking them about their food preferences, colours, animals, games etc.)
<b>ACTIVITY 1: Using Illustrations (30 Min)</b>	<p>The children may be asked to identify the picture/s (of past or recent experience/event) to get idea on the level of awareness. The team may use poster size pictures about relevant disaster, children rights, children participation and DRR/DRM activities.</p> <p>The evaluation team will show posters to the children in group one after another to assess their knowledge and awareness levels. Ask them to share their experiences and learning while being part of the activities or event.</p>
<b>ACTIVITY 2: Poster making / Drawing Maps (45 Min)</b>	<p>For this exercise, divide children into 3-4 sub-groups and distribute adequate stationary items (chart papers, eraser, sharpener and multiple colours/markers, ruler etc.). The group members may then be introduced to the activity and requisite instructions to start drawing (identify risks, vulnerable groups, and places in their village/schools) and draw school/community map.</p> <p><u>The task could be to ask them to draw an ideal school – how do they want to see their school..</u></p>
<b>ACTIVITY 3: Transact walk:</b>	<p>The evaluation members may ask children to show around (inside and outside school) with children leading the evaluation team and showing different parts of the school or outside.</p> <p>Children may be asked to take evaluation team at places, which the children think are not safe/at risk for them, and/or where project supported activities such as mitigation the initiatives (such as any mitigation project in school).</p> <p>During this evaluators could take note of quality and comprehensiveness of schools mitigation projects.</p> <p>Children may then be asked to get back to their drawing/s boards and start marking any missing objects/components that they feel should have had made them feel more safer (highlighted during transect walk). .</p>

## Activity 1: Illustration/Photographs

### Awareness on Natural Disasters – Floods, Earthquake, Snowstorms – (Questions )



1. Do you know about floods, earthquake, and snowstorm? How do these affect us – destroy building, schools, kill animals, etc.?
2. Do these disasters affect children, who gets affected more (infants, boys, girls, adolescent and why?
3. Have you experienced disaster situation at school or/and community? Please share what had happened and what did you/teachers/parents do?
4. Are you familiar with SCI CCDRR project's implemented in your school/community? If yes, what do you know about the project?
5. Did you participate in any of these activities? What activities you participated in (c2C DRR trainers, DRR clubs, teachers training, SEP, communication walls, etc)?
6. Why were these activities implemented? Now after participation, did anything change, if yes how and for whom?
7. Have you participated in any project activities outside schools? If yes, what has happened and do you feel safer/protected because of that at home/village? What else should change?

## Activity 1: Illustration/Photographs



### **DRR/CP TRAINING/ Participation**

1. Did you participate any training on DRR/CP by the project in your school/Community? What did you learn please share?
2. Do you think you/ other children now have (after the participation in project activities) more knowledge and skills to prepare/respond to disaster situation?
3. Have you shared your learning with other children at school, in community and with parents? Who did you share it with, how and what did you share?



### **Child Protection / Rights**

1. Do children have rights? If yes, what rights do they have (education, health, life etc.?)
2. Are there children (in your family, community) who don't go to school (stay at home, go to work), or beaten at school/family? Why does it happen?
3. Have you learnt anything from the project (training or other activities) what to do in case children are not going to school, going to work, facing violence ?
4. Has anything changed (in family or school) because of which you feel more safe (probe if parents have become sensitive, teachers have become more sensitive and don't give physical punishment??)



## Activity 1: Illustration/Photographs



### **Mitigation Projects**

1. Have you noticed anything done by the project – probe of protection wall, passage, bridge etc, during the project in your school/community to make you feel safe to come to school or in community?
2. Who built it and do you think it will protect/save children lives (in school and community) during/after disasters? How?
3. Were you consulted/participated during planning and implementation of this activity? If yes, were your ideas seriously taken?



### **DRR Drills (Simulation Exercise)**

1. Have you ever participate in DRR drills (simulation exercise) in your school or community? Do you know how/what to do to remain safe during/after disaster?
2. Do you think if you do this in future disaster, you may remain safe? Do you need something else to make you feel more safer?



### **School Safety**

1. Do you think after this project your school is safer now and if yes how?
2. What do you recommend should have (new activities or things done differently) been done by the project to make you feel safer/protection?

### Activity 1: Illustration/Photographs

1. Name other activities carried out in your school by this project?
2. Which project activity you like/dislike most and want to be continued or dropped? Why you like/dislike these?

### Activity 2: Poster making



How do you want your school to look like (please draw and paint)?



### Activity 3: Transact walk



Walk in/around the school to identify the places where you feel at or unsafe, and where project supported mitigation projects implemented. What else could make school more safe?.

## Appendix 8: Sample Size Calculation, Sampling Frame and Sample Distribution

### Actual Villages Surveyed (Evaluation Household Survey)

Province	District	Village	Sample HHs per village	Sample HHs per District	Sample HHs per Province
Balkh	Charkent	Safid Chashma	16	33	134
		Yaka Taal	17		
	Dehdadi	Kariz Khord	17	34	
		Pushti Bagh	17		
	Marmul	Chashma Saay	17	34	
		Lab Joy	17		
	Sholgara	Baba Ewaz	17	33	
		Esterkot Pain	16		
Jawzjan	Sheberghan	Jaghsay	16	33	134
		Khaton Qala	17		
	Khajadokoh	Etroq	17	68	
		labjar Taghan	17		
		Qizlayaq	17		
		Saltoq kalan	17		
	Khanaqa	Elik rebat	17	33	
		Kalta Shakh	16		
	Saripul	Saripul Center	Charbagh	16	
Behsood			17		
Charamgar Khan			17		
Sayad		Sayyad center	17	51	
		Tashkotal	17		
Sandcharak		Toghye Khwaja sufla	17	33	
		Toghye Khwaja Ulya	16		
Total Respondents of the Survey				402	402

### Sampling Methodology

#### Target Population

The summative evaluation study design and proposed sampling framework shall enable the evaluators to draw primary information from all twelve targeted districts. The evaluation study includes all project districts that were covered during the programme implementation for gathering quantitative information through household survey to understand the achievement of results, delivery of outputs and outcomes around knowledge capacity and usage of communities on Child-Centered DRR. Following are the population details at HHs level in the targeted districts as drawn from the project documents. The following details were used as the basis for Sample Size calculations and to rationalize & justify the sampling frame for the HH quantitative survey.

Province	District	Targeted Villages	Total # of HHs	Total Adult Population	Total # of Children
Balkh	Dehdadi	10	10,933	65,600	33,456
	Marmul	10	1,850	11,100	5,661
	Sholgara	10	2,554	17,878	8,223
	Charkent	10	1,294	9,058	4,166
Subtotal (Balkh)		40	16,631	103,636	51,506
Jawzjan	Aqcha	10	12,317	73,900	37,689
	Sheberghan	10	26,950	161,700	82,467



	Khowajadokho	10	3,425	23,975	11,028
	Khan Aga	10	2,583	18,081	8,317
<b>Subtotal (Jawzjan)</b>		<b>40</b>	<b>45,275</b>	<b>277,656</b>	<b>139,501</b>
<b>Sar-I-Pul</b>	Sanchrak	10	16,400	98,400	50,184
	Gosfandi	10	9,183	55,100	28,101
	Sar-I-Pul Centre	10	6,238	43,666	20,086
	Sayad	10	2,760	19,320	8,887
<b>Subtotal (Sar-I-Pul)</b>		<b>40</b>	<b>34,581</b>	<b>216,486</b>	<b>107,258</b>
<b>Grant Total</b>	<b>12</b>	<b>120</b>	<b>96,487</b>	<b>597,778</b>	<b>298,265</b>

### Sampling Unit

The sampling unit for the summative evaluation is a household.

*It is defined as "A group of family members contributing to a single kitchen; in case of multiple kitchens, the respondent should respond only in relation to expenses/earnings related to the one He/She is part of/contributing to".*

### Sample Size

Using the given details of project's geographic spread and the population, the evaluators have used the standard statistical methodology for calculating a Representative Sample at 95% confidence level and with  $\pm 5\%$  margin of error for each district. The sampling calculations also comply with international sampling best practices for generating meaningful quantitative information. The evaluators have calculated the actual sample size as 384 households (drawn at 896,043 total population in 120 communities) from all twelve districts. Sample size estimation is based on the following standard formula;

$$SS = \frac{Z^2 * (p) * (1-p)}{C^2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)  
p = percentage picking a choice, expressed as decimal  
(.5 used for sample size needed)  
c = confidence interval, expressed as decimal  
(e.g., .04 =  $\pm 4$ )

However, complying with the survey best practices, 5% additional sample has been added to cover biases, confounders, non-respondents and to minimize the risk of information unreliability and inconsistency; hence by adding an additional 18 households, the total sample size equals 402 households (round figure) from all twelve districts to be distributed equally within each district.

Table below shows the total sample size for all twelve project districts.

Province	District	Villages	Sample HHs
<b>Balkh</b>	Dehdadi	2	33
	Marmul	2	34
	Sholgara	2	34
	Charkent	2	33

<b>Subtotal (Balkh)</b>		<b>8</b>	<b>134</b>
<b>Jawzjan</b>	Aqcha	2	33
	Sheberghan	2	34
	Khowajadokho	2	34
	Khan Aga	2	33
<b>Subtotal (Jawzjan)</b>		<b>8</b>	<b>134</b>
<b>Sar-I-Pul</b>	Sanchrak	2	33
	Gosfandi	2	34
	Sar-I-Pul Centre	2	34
	Sayad	2	33
<b>Subtotal (Sar-I-Pul )</b>		<b>8</b>	<b>134</b>
<b>Grant Total</b>	<b>12</b>	<b>24</b>	<b>402</b>

For the given target population in all twelve districts, overall margin of error for total sample of 402 is  $\pm 4.89$  at 95% confidence level. The sample size proposed above is the minimum required sample size, which can provide representative/ reliable estimates for CCDRR indicators.

### Sampling Approach

At next stage, two villages from each district will be selected through Simple Random Sampling (SRS). After selection of the villages, following the project standard approach total sample equally distributed among the villages and at least 16-17 households will be selected again through SRS for interview. The consultant used the website [www.randomizer.org](http://www.randomizer.org) to apply SRS for the selection of villages.

### Selection of Households

In order to select households from a village, we will divide each village into four hypothetical quarters followed by the selection of a starting point in each quarter. The sample size allocated to a village will be equally divided among these four quarters. This will maximize the representation of different communities in the sample size. For the selection of a household around a particular starting point, Right Hand Rule (RHR) will be used for female and Left Hand Rule (LHR) will be used for male respondents. This systematic procedure for selection of a respondent shall enable the evaluators to minimize surveyor's bias. Consequently; equal no of male and female respondents will be interviewed from each village making the overall sample size equally distributed among male and female respondents. In the event that there are multiple households within a housing structure, one household will be selected randomly.

### Selection of Respondents

For the selection of respondent from selected household, we will draw a list of all household members who are eligible to be interviewed as per the above criteria. If more than one persons qualified for the interview, one of them will be selected randomly (using random number table or lottery method). If the selected member is not present at the time of first visit, an appointment will be made according to his/her availability to complete the interview.

### List of Sampled Villages

Province	District	Village	Per Village Sample Size	Per District Sample Size
1.Jawzjan	1.Sheberghan	Jaghsay	16	33
		Khaton Qala	17	
	2.Aqcha	Komak Omar	17	34
		khan		

		Laghmani	17	
	3.khanaqa	Mesr-e-Danaji	17	34
		Elik Rubat Mesr	17	
	4. khajadokoh	Chob Bash	17	33
		Qezel Ayagh	16	
2.Saripul	1.Sayad	Yamchi	16	33
		Jaght	17	
	2.Sar-e-pol Center	Abul Fatah	17	34
		Olqani Kalan	17	
	3.Sancharak	Khowja Sorkh	17	34
		Aqpay	17	
	4.Gosfandi	Alaghan Uzbekia	17	33
		Malikan	16	
3.Balkh	1.Marmul	Charmaghsaay Pahin	16	33
		Parwaz Bala	17	
	2.Dehdadi	Kariz khurd	17	34
		Pushtibagh	17	
	3.Sholgara	Ester Koot Pain	17	34
		Tur Paghli	17	
	4.Charkent	Voye Bulaq	17	33
		Nanwai	16	
3	12	24	402	402

Sample Size Calculator - www.surveysystem.com/sscalc.htm

confidence interval and confidence level. If you are not familiar with these terms, [click here](#). To learn more about the factors that affect the size of confidence intervals, [click here](#).

Enter your choices in a calculator below to find the sample size you need or the confidence interval you have. Leave the Population box blank, if the population is very large or unknown.

### Determine Sample Size

Confidence Level: 95% - 99%

Confidence Interval: 5

Population: 896043

Calculate Clear

Sample size needed: 384

### Find Confidence Interval

Confidence Level: 95% - 99%

Sample Size: 402

Population: 896043

Percentage: 50

Calculate Clear

Confidence Interval: 4.89

Sample Size Calculator Terms: Confidence Interval & Confidence Level

The confidence interval (also called margin of error) is the plus-or-minus figure usually reported in

## Appendix 9: Evaluation Phases & Implementation Approach

Table 14 presents the phases of work and summarises the main activities within each phase.

**Table 14: Evaluation Phases and Implementation Approach**

Ph.#	Phase title	Tasks performed
1	PRE-INCEPTION PHASE	<ul style="list-style-type: none"> <li>- This phase was featured with evaluation start-up/planning activities and extensive literature review of project documents and other secondary sources to understand the project context, design, activities and implementation approaches. A comprehensive “list of required documents” was prepared by the evaluation team and shared with UNICEF/SCI with a request to share the required documents. The list gradually expanded as the need for more documents was realized. Most of the required documents were shared by SCI; however, received in 10 tranches on multiple occasions. Cumulatively, the evaluation team received <b>402 project documents (refer Appendix xxx)</b>. The review of documents continued throughout the evaluation.</li> <li>- The pre-inception phase focused on preparing the “Draft Inception Report” before formal Inception Meeting/Briefing in Kabul; and where deemed necessary, “Skype Meetings” were requested and convened between the evaluation team and UNICEF/SCI teams to seek clarity on any aspect/issue to inform the preparation of draft inception report.</li> <li>- The draft IR submitted on 12<sup>th</sup> November 2015 as per the plan and was finalized post-inception meeting, held in Kabul on 22<sup>nd</sup> November, 2015, with the Evaluation Reference Group (UNICEF/SCI).</li> <li>- Requests made to UNICEF for issuance of visa-support letter on 2<sup>nd</sup> and 4<sup>th</sup> November 2015.</li> <li>- The evaluation team (international) visited Kabul during 22<sup>nd</sup> November to 3<sup>rd</sup> December 2015. National team members joined the team during inception meeting and subsequent field data collection phase.</li> <li>- <b><i>The output of this stage was the Draft Inception Report.</i></b></li> </ul>
2	INCEPTION	<ul style="list-style-type: none"> <li>- Formal inception meeting/briefing was held in Kabul on 22<sup>nd</sup> November 2015; subsequently, the IR was finalized incorporating feedback on key evaluation elements including evaluation matrix, evaluation methodology and data-collection tools and macro- evaluation plan, i.e. activities, milestones, timeframe, roles / responsibilities for those involved (UNICEF/SCI and the consultants) and finalized the list of key stakeholders to be consulted during field activities.</li> <li>- <b>The output of this stage is the Final Inception Report.</b></li> </ul>
3	FIELD DATA COLLECTION FIELD DEBRIEFS	<ul style="list-style-type: none"> <li>- This phase was marked with preparation for the fieldwork, the training of field teams (including pre-testing of the questionnaire), selection of communities, schools and lining up field activities in provinces and districts. The field work started with interviews in Kabul, while some team members (international &amp; national) travelled to provinces for field training of enumerators; and later the Kabul team joined the other team members for field work in provinces and districts to gather information from stakeholders.</li> <li>- Evaluation Household Survey (EHHs) was completed during international team’s stay in Afghanistan to ensure execution of all quality proToCols during data collection.</li> <li>- The planned meetings, which could not be completed during evaluation team’s stay in Afghanistan, were covered through a follow-up visit by national evaluators from 14<sup>th</sup> to 16<sup>th</sup> December 2015.</li> <li>- <b>The output of this stage was completion of field data collection and debrief at Kabul level with provincial and national colleagues of UNICEF and SCI to share initial findings and impressions.</b></li> <li>- <u><i>The national evaluation team continued with field data collection in province (II) while international team conducted the debriefing with UNICEF/SCI.</i></u></li> </ul>
4	DATA CONSOLIDATION, ANALYSIS &	<ul style="list-style-type: none"> <li>- This phase featured with consolidation of field findings/data, data processing, analysis and drafting the Evaluation report as per the template and guidelines of UNICEF. The draft report was shared with UNICEF <b>in first week of February</b></li> </ul>

**Table 14: Evaluation Phases and Implementation Approach**

Ph.#	Phase title	Tasks performed
	REPORTING	<p>2016.</p> <ul style="list-style-type: none"> <li>- <b>The outputs for this phase were; 1) Data analysis &amp; Sharing of Presentation (preliminary findings); and 2) preparation of the Draft Evaluation Report.</b></li> </ul>
5	FINALIZATION OF REPORT AND DISSEMINATION SESSION FOR STAKEHOLDERS	<ul style="list-style-type: none"> <li>- This phase entailed finalization of the evaluation report based on feedback (consolidated) received from UNICEF and others; and sharing of the final report with UNICEF.</li> <li>- Following formal approval of the report, UNICEF plans to hold a dissemination session, for which consultants to prepare and make a presentation (for stakeholders to be invited). UNICEF and SCI to plan and manage/hold the event.</li> <li>- <b>The output for this phase is the Final Evaluation Report and Power Point Presentation by Evaluation Lead during planned dissemination event (for sharing of the evaluation findings to larger group of stakeholders).</b></li> </ul>

## Appendix 10: Work Plan (Actual)

Table 15 presents the complete work plan.

**Table 15: Evaluation Work Plan**

A#	Activity	Work Place	November 2015				December 2015				January 2016				Feb 2016	
			W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4		
<b>1</b>	<b>INCEPTION PHASE</b>															
1.1	Initial (skype) meeting with UNICEF and SCI to discuss evaluation process, schedule consultants visit to Afghanistan and seek information and clarity on key aspects of the project. Send required documents for visa facilitation	Remote														
1.2	Literature review and preparation of the Draft Inception Report	Remote														
1.3	Inception Meeting/Briefing – to present key elements of IR such as study design, methodology, sample for HH survey, instruments, schedule, key indicators and timeline with UNICEF and SCI.	Onsite: Kabul														
1.4	Finalize Inception Report & Toolkit as per feedback received	Onsite: Kabul														
<b>2</b>	<b>FIELD DATA COLLECTION PHASE</b>															
2.1	Detailed field planning for qualitative and quantitative field data collection and organizing resources (field teams)	Onsite: Kabul														
2.2	Training of field enumerators and survey management staff (provincial and district coordinators) and survey administration/oversight (team to split)	Onsite: Balkh														
2.3	Interviews/data collection in Kabul	Onsite: Kabul														
2.4	Provincial/district/community level meetings (KIIs, FGDs and Observations) in selected provinces	Onsite: Balk & Jawzjan														
2.5	Field and Kabul debriefs	Onsite: Balk & Kabul														
<b>3</b>	<b>REPORTING &amp; PRESENTATION PHASE</b>															
3.1	Data consolidation, processing, entry, editing, cleaning and preliminary analysis of quantitative/qualitative field data	Remote														
3.2	Preparation of presentation with preliminary findings, analysis and Skype Meeting to present to UNICEF/SCI teams	Remote														
3.3	Produce draft report and share with UNICEF for feedback	Remote														
<b>4</b>	<b>FINALIZATION &amp; DISSEMINATION PHASE</b>															
4.1	Composite feedback on draft report and finalization	Remote														
4.2	Share evaluation findings and recommendations with stakeholders in a dissemination session (to be organized by SCI and UNICEF)	Kabul														

## Appendix 11: Team Composition, Responsibilities and Brief Profile

The evaluation has been carried out by a team of evaluators both international and national. The field data collection was supported by team of enumerators, provincial coordinators and interpreters. The Table 16 briefly describe the role and responsibility for this evaluation; brief profiles of evaluation team members have also been presented in this section;

**Table 16: Evaluation core team composition and responsibilities**

Team	Member	Role / function
<b>Core Team</b>		
International Principal Evaluator (Team Lead)	Nadeem Haider	Overall responsibility for quality delivery of the Evaluation; Evaluation design/implementation, oversight, quality assurance, consultative meetings/debrief, reporting and representation with UNICEF/SCI.
Associate Consultant / Coordinator	Asmat Ali Gill	Contribute to evaluation design, tools development, coordination with stakeholders, quality assurance and survey management; conduct field training for enumerators (in Afghanistan), logistics oversight of survey, administrative and financial management, data analysis and reporting.
National Evaluation Expert	Shamshad Khan Haleemzai	Contribute to design of instruments; training of the enumerators, survey supervision, undertaking FGDs/KIIs and reporting of the field findings.
Survey supervisor / FGD Facilitator (Afghanistan Based)	Najiba Mehrzad	Responsible for supporting the core evaluation team in undertaking FGD/KIIs especially with female groups; and reporting of the field findings.
Research Associate	Faisal Shahzad	Assist the senior evaluators in literature review, data validation, comparative analysis and in reporting.
Professional Editor	Aziz Usmani	For editing, proofing of the evaluation report.
<b>Field Team Members</b>		
Provincial Coordinators / Enumerators (EHHS data collectors)	Hired locally	HH Survey administration; the provincial coordinators are responsible for survey monitoring and implementation of field proToCols during field data collection.

### **Nadeem Haider - International Principal Evaluator (Team Lead)**

Mr. Nadeem Haider brings 17 years of inter-disciplinary/multi-sector managerial and consulting experience, with all range of development and humanitarian partners. Mr. Haider has worked in diversified contexts such as South, Southwest & Central Asia (Pakistan, Afghanistan, Iran and Tajikistan), Eastern Europe (Moldova), Middle-East and Horn of Africa (Yemen, Somalia, Ethiopia and Kenya). He has worked extensively in the field of disaster risk management DRM (including conflict management) and brings deeper understanding of concepts, principles, and approaches that underpin DRM. Mr. Haider has undertaken over 50 formative, project based and sector researches, baselines, reviews and evaluations (for accountability and learning purposes mostly) for development partners. Mr. Haider has been the team lead/principal researcher for three evaluations for UNICEF Pakistan, which have been rated 'Highly Satisfactory' under GEROs system of UNICEF.

### **Asmat Ali Gill - Associate Consultant / Evaluation Coordinator**

Mr. Asmat Gill holds Masters in Health Economics & Management with over 15 years of hands on experience. Mr. Gill brings demonstrated experience of thematic/formative research, monitoring and evaluation and administering large scale household and facility based surveys at National and sub-national level. He has been part of evaluation team which has produced three high quality evaluations for UNICEF Pakistan in last three years; these

three evaluations have been ranked 'Highly Satisfactory' under GEROs system of UNICEF. His sectoral experience includes child rights governance, disaster risk management, emergency preparedness, health, WASH and other thematic areas including gender, budget economic analysis of development projects and project management.

**Shamshad Khan Haleemzai – National Evaluation Expert / Provincial Coordinator**

Mr. Shamshad Khan Haleemzai is a social development professional with 8 years of work experience having educational background in the fields of "Public Health" and "Monitoring and Evaluation". He has strong quantitative and qualitative analytical skills. He has served as Senior Monitoring and Evaluation Officer for The Asia Foundation (Afghanistan). He has received multiple trainings including "Monitoring Evaluation Learning and Accountability", "Project cycle management" and "Human Communication". Pashto is his native language and also fluent in English and Dari (local language of Northern Afghanistan).

**Hafiz Ghulam Dastgeer – Statistical Expert / Data Analyst**

Mr. Dastgeer is a development professional with hands on experience in Monitoring & Evaluation and has served various research entities as Statistical Expert. He holds postgraduate qualification (MSc. Economics) from renowned public sector Quaid-i-Azam University, Islamabad. Mr. Dastgeer brings demonstrated experience in managing complex surveys, impact assessments, and evaluations across the country and in Afghanistan. His functional expertise include both qualitative & quantitative research, designing and implementation of data collection tools, quality assurance in field data gathering / collation, formulation and origination of data entry software programs, collect, compile process and analyzing data.



## Appendix 12: Afghanistan National Disaster Management Plan (2003)

No	Province	Population	Earthquake	Drought	Flood	Landslide	Avalanche
1	Kabul	2,974,808	M	L	L	L	M
2	Kapisa	360,292	M	M	L	L	H
3	Parwan	762,839	M	M	L	L	H
4	Logar	291,880	M	M	L	M	M
5	Wardak	413,596	L	M	M	L	H
6	Bamian	340,005	M	H	M	L	H
7	Ghazni	1,865,762	L	M	H	L	H
8	Ghor	486,108	L	H	H	L	L
9	Paktika	352,629	L	M	M	L	L
10	Khost	70,246	L	H	M	L	L
11	Nuristan	111,898	L	L	L	L	M
12	Laghman	308,260	M	M	M	L	M
13	Ningarhar	1,086,593	M	M	M	L	L
14	Kunar	321,662	M	M	M	L	M
15	Badakhshan	593,148	H	M	H	H	H
16	Baghlan	758,242	H	M	M	H	H
17	Kunduz	815,107	M	M	H	M	M
18	Takhar	697,601	H	M	M	H	M
19	Balkh	935,742	M	H	H	M	M
20	Faryab	699,897	M	H	H	L	M
21	Jawzjan	508,660	M	H	H	L	M
22	Samangan	304,073	H	M	H	H	M
23	Sar-i-Pul	467,763	M	H	M	L	L
24	Helmand	745,616	M	H	M	L	M
25	Kandahar	826,870	L	H	M	L	L
26	Nimroz	149,339	L	H	M	L	L
27	Uruzgan	639,115	L	H	H	L	H
28	Zabul	282,170	L	H	M	L	H
29	Badghis	758,242	L	H	M	L	M
30	Farah	338,276	M	H	M	L	M

H: High

M: Medium

L: Low

Source: Afghanistan National Disaster Management Plan (2003)

### The 15 most vulnerable countries

Rank	Country	Vulnerability (%)
1.	Eritrea	75.35
2.	Niger	75.17
3.	Chad	74.74
4.	Afghanistan	74.32
5.	Haiti	73.54
6.	Sierra Leone	72.20
7.	Liberia	71.74
8.	Mozambique	71.37
9.	Guinea	71.05
10.	Central African Republic	70.69
11.	Ethiopia	70.21
12.	Mali	69.76
13.	Burundi	69.32
14.	Nigeria	68.70
15.	Togo	68.39

<sup>76</sup> [http://www.droughtmanagement.info/literature/UNU\\_world\\_risk\\_report\\_2012\\_2012.pdf](http://www.droughtmanagement.info/literature/UNU_world_risk_report_2012_2012.pdf)

## Appendix 14: DRR Programmes of UN Agencies/Donors/INGOS

SCI and UNICEF both are child focused organizations and place Children at the Centre of designing, planning, and implementation of their programmes/projects. CCDRR project design and implementation approach reflects children involvement and participation in most of project activities including trainings, preparedness planning, communication and execution of other project activities; therefore CCDRR project is aligned to programming priorities and principles of both organizations.

Save the Children Afghanistan (SCA) work on DRR is in compliance with programming priorities set forth in SCI 'Disaster Risk Reduction and Climate Change Adaptation Strategy 2012 -2015 and also in Save the Children Afghanistan (SCA) DRR strategy for 2010-2015.

The SC CCDRR project in Afghanistan relates with Save the Children International work on DRR in Europe, Middle East and Central Asia especially in countries like Haiti, Philippines, Pakistan and others. These include stand-alone DRR programmes and also which integrates DRR into other development projects/programmes such as health, education, livelihoods, shelter and child protection etc. For instance, in 2009, Save the Children/U.S. (SC/US) supported children, parents, and teachers associated with 20 schools and communities affected by 2008 hurricanes and tropical storms in Haiti. The project aimed to strengthen disaster response, preparedness, mitigation, and management by establishing emergency response teams in schools to conduct hazard and vulnerability assessments; and to prepare and implement school disaster preparedness plans. In 2010, through its two-year programme, Save the Children/Philippines (SC/Philippines) developed and strengthened the DRR capacities of local authorities and teachers through trainings on DRR and undertaken disaster preparedness activities to reduce disaster risks against volcanoes and typhoons. Similarly, with DANIDA funding, Save the Children Pakistan has implemented a series of both stand-alone and integrated projects on Community-Based DRR in disaster prone communities of Punjab and Sindh provinces of Pakistan during 2011-14. All these examples visibly reflect that SCI/SC-Afg CCDRR project is in line with SCI global priorities and work on DRR programming.

Save the children in its efforts to reduce disaster risks also rolled out a USAID/OFDA funded project titled 'Building a Culture of Resilience in Afghanistan's Provinces'. The project is rolled out in Faryab, Jawzjan, Sar-i-Pul, Balkh, Bamyan, Kabul, Uruzgan, and Kandahar Provinces of northern Afghanistan. This also includes the provinces Jawzjan, Sar-i-Pul and Balkh where CCDRR project is implemented. Interactions with the CCDRR project staff and the field observations indicate that a clear distinction was maintained in the selection of communities in those districts which are common to both projects. The CCDRR project took note of the best practices and learned lessons from the OFDA project (initiated in 2010) on DRR to inform the design and implementation approach of the CCDRR project.

**Table 17: DRR Programmes**

Stand-Alone DRR Programmes			
<b>Community-Based DRR in Rural Afghanistan</b>	30 of the most hazard-prone villages in Badakhshan and Baghlan provinces	FOCUS	To implement community-based DRR programs in. FOCUS works with local councils and first responders to institute DRR measures, such as fortified river banks and other structural improvements, and enhance preparedness and response mechanisms through trainings and materials transfer
<b>Afghanistan Rapid Humanitarian Assistance Program (HAP)</b>	Afghanistan	International Organization for Migration (IOM)	To reduce vulnerability among Afghans affected by natural disasters by delivering life-saving emergency relief, piloting DRR measures, and providing technical support to the Afghanistan National Disaster Management Authority.
<b>Programs that Integrate DRR with Disaster Response</b>			

<b>Information Management and Hazard Mapping in Afghanistan:</b>	Afghanistan	Information Management and Mine Action Programs (iMMAP)	Information management and mapping tools are crucial to prepare for, respond to, and mitigate the impacts of natural disasters.
<b>Emergency Preparedness and Response in Afghanistan:</b>	Disaster-prone areas of Kunar and Nuristan provinces	International Medical Corps (IMC)	Improving the capacity of local communities and NGOs to prepare for and respond to natural disasters.
<b>Building Local Capacity to Lead Emergency Response</b>	Badghis and Helmand provinces	International Rescue Committee (IRC)	Strengthening the ability of local NGOs to respond to humanitarian needs by embedding local NGO staff in IRC emergency response teams.
<b>Community-Based Disaster Risk Reduction (CBDRR)</b>	Northeastern Afghanistan	Aga Khan Foundation (AKF)	To assist residents of north-eastern Afghanistan to evaluate their communities' hazards and vulnerabilities, while helping them develop plans and basic skills to prepare for, mitigate, and respond to potential disasters. sToCkpile of emergency relief supplies
<b>Strengthening Humanitarian Coordination</b>	Afghanistan	UN Office for the Coordination of Humanitarian Affairs (OCHA)	To coordinate humanitarian activities and funding, manage information, and strengthen the capacity of Afghanistan's humanitarian community to prioritize and respond to humanitarian needs. OCHA also created a Common Humanitarian Fund
<b>Supporting Coordinated Solutions to Food Insecurity</b>	Afghanistan	UN Food and Agriculture Organization (FAO)	Coordination for emergency preparedness and response, improve food-security interventions, and strengthen the technical capacities of the GIRoA in situation analysis, response planning, and humanitarian coordination.

## Appendix 15: Evaluation Household Survey Results

Questions	Responses/Options	Sex				Total	
		M		F			
		Row #%				Column #%	
		#	%	#	%	#	%
Q6. Education of Respondent	No formal education	50	53%	45	47%	95	24%
	Attended primary school but did not complete	39	55%	32	45%	71	18%
	Completed primary school	42	71%	17	29%	59	15%
	Attended secondary school	12	52%	11	48%	23	6%
	Others	80	52%	74	48%	154	38%
	Total	223	55%	179	45%	402	100%
Q7. Position of Household Multiple Response	Position in Household - Mother	5	4%	112	96%	117	29%
	Position in Household - Father	184	97%	5	3%	189	47%
	Position in Household - Grandmother	0	0%	15	100%	15	4%
	Position in Household - Grandfather	6	86%	1	14%	7	2%
	Position in Household - Aunt	0	0%	21	100%	21	5%
	Position in Household - Uncle	8	89%	1	11%	9	2%
	Position in Household - Others	20	43%	26	57%	46	11%
	Total	223	55%	179	45%	402	100%
Q8. Are you familiar with recently completed Save the Children’s Child Centered Disaster Risk Reduction (CCDRR) Project implemented in your village?	Yes	201	56%	155	44%	356	89%
	No	21	49%	22	51%	43	11%
	I don't know	1	33%	2	67%	3	1%
	Total	223	55%	179	45%	402	100%
Q9.If yes, can you share which from the following project activities were implemented in your community? Multiple Response	It developed an early warning system for the village	73	46%	86	54%	159	45%
	It involved the government in Disaster Risk Reduction for the communities	106	54%	89	46%	195	55%
	Conducted awareness sessions to inform people of hazards in the community	139	50%	137	50%	276	78%
	It supported the community to develop a plan to make sure that community is prepared for disasters and know what to do when one happens	62	39%	97	61%	159	45%
	It helped the community to make sure that children are kept safe during disasters	113	54%	97	46%	210	59%
	It helped the schools to develop plans to make sure they are prepared for disasters and know what to do when one happens	51	37%	87	63%	138	39%
	It helped to understand the disaster risks and capacities of women and children and what actions do they/community need to	42	29%	105	71%	147	41%

	take to keep them safe?						
	Other	4	27%	11	73%	15	4%
	Total	201	56%	155	44%	356	100%
Q10. Can you tell us how did you come to know about this project (from where did you get the information about it)? <b>Multiple Response</b>	Through other friends, family or people in the community	150	58%	110	42%	260	73%
	Through direct involvement with the project	39	44%	50	56%	89	25%
	Through the child (ren) in the household that go to school	26	32%	55	68%	81	23%
	Other	6	100%	0	0%	6	2%
	Total	201	56%	155	44%	356	100%
Q11.Has any natural disaster struck your community in last 2 years? If yes, please name one or more? <b>Multiple Response</b>	Earthquake	58	36%	101	64%	159	46%
	Flood	165	50%	167	50%	332	97%
	Avalanche	3	43%	4	57%	7	2%
	Drought	68	50%	69	50%	137	40%
	Landslide	1	50%	1	50%	2	1%
	Total	174	51%	170	49%	343	100%
Q12.Who in your family was most affected by the disaster? <b>Multiple Response</b>	Older Persons	95	52%	89	48%	184	54%
	Adult Men	10	24%	31	76%	41	12%
	Adult Women	10	22%	35	78%	45	13%
	Infants & Children (under 18)	88	64%	50	36%	138	40%
	Other	47	45%	58	55%	105	31%
	Total	173	50%	170	50%	343	100%
Q13. What do you think are the key reasons for losses/damages because of the disaster(s) struck your village? <b>Multiple Response</b>	Buildings/roads/bridges were not well planned; eg, they were built in the wrong place	131	49%	134	51%	265	77%
	People did not know how to protect their homes and other buildings from the disaster	82	44%	105	56%	187	55%
	People knew how to protect the buildings from disaster but did not have the resources to do so	33	32%	70	68%	103	30%
	People did not know how to build their homes and other buildings in a sturdy way	35	28%	90	72%	125	36%
	People knew how to build the buildings in a sturdy way but did not have the resources to do so	26	33%	53	67%	79	23%
	People did not know where to go/actions to take, to protect themselves	31	33%	63	67%	94	27%
	Other	2	13%	13	87%	15	4%
	Total	173	50%	170	50%	343	100%
Q14. During the disaster, did you/community apply the learning of the project e.g. early warning system, community preparedness plans (evacuation, rescue, relief) systems?	Yes	134	47%	149	53%	283	82.5%
	No	34	77%	10	23%	44	12.8%
	I don't know	5	31%	11	69%	16	4.7%
	Total	173	50%	170	50%	343	100%
Q15. Did you receive advance (early warning) information about the disaster?	Yes	126	46%	150	54%	276	80%
	No	43	72%	17	28%	60	17%
	I don't know	4	57%	3	43%	7	2%
	Total	173	55%	170	45%	343	100%
Q16. What do you think the community needs most to respond to the disasters? <b>Multiple Response</b>	A trained group of people ensuring that children are kept safe in the community	98	43%	130	57%	228	66%
	A system to let people know that a disaster might	84	37%	142	63%	226	66%

	be about to take place						
	A plan for what to do if a disaster happens	66	38%	106	62%	172	50%
	A trained group of people to help put plans in place to reduce the effect of disasters on your community	74	46%	88	54%	162	47%
	A safe place for children to go and spend time together	36	36%	63	64%	99	29%
	Other	4	27%	11	73%	15	4%
	Total	173	50%	170	50%	343	100%
Q17. Have you ever attended CCDRR project supported trainings?	Yes	93	65%	50	35%	143	36%
	No	120	49%	127	51%	247	61%
	I don't know	10	83%	2	17%	12	3%
	Total	223	55%	179	45%	402	100%
Q17A. If yes, what did you learn during the training? <b>Multiple Response</b>	How to map the hazards in the community	55	68%	26	32%	81	57%
	How to develop an Emergency Preparedness Plan	59	69%	27	31%	86	60%
	How to use Early Warning Systems equipment	67	71%	28	29%	95	66%
	How to keep children safe during an emergency	62	61%	40	39%	102	71%
	Where to go if there is a disaster	41	54%	35	46%	76	53%
	How to protect buildings if we think there is going to be a disaster	14	45%	17	55%	31	22%
	Total	93	65%	50	35%	143	100%
Q17B. Did you find the trainings useful?	Yes	90	65%	49	35%	139	97%
	No	2	67%	1	33%	3	2%
	I don't know	1	100%	0	0%	1	1%
	Total	93	65%	50	35%	143	100%
Q17C. Are you satisfied with following aspects of the trainings (all trainings in the project)? Please tick those for which respondents were satisfied? <b>Multiple Response</b>	Training contents	81	68%	39	33%	120	84%
	Training duration	54	64%	30	36%	84	59%
	Training Materials & Delivery	55	63%	33	38%	88	62%
	Trainers Knowledge	50	66%	26	34%	76	53%
	Total	93	65%	50	35%	143	100%
Q18. Did women/girls from your community participate in any of these training?	Yes	129	51%	123	49%	252	63%
	No	51	52%	47	48%	98	24%
	I don't know	43	83%	9	17%	52	13%
	Total	223	55%	179	45%	402	100%
Q19. Did children from your community participate in any of these training or trainings at schools?	Yes	192	55%	159	45%	351	87%
	No	22	71%	9	29%	31	8%
	I don't know	9	45%	11	55%	20	5%
	Total	223	55%	179	45%	402	100%
Q20. Which organizations or government bodies organized these training? <b>Multiple Response</b>	Save the Children	172	52%	159	48%	331	82%
	UNICEF	54	62%	33	38%	87	22%
	District government	26	76%	8	24%	34	8%
	Provincial government	42	88%	6	13%	48	12%
	National government	1	33%	2	67%	3	1%
	Don't know	13	43%	17	57%	30	7%
	Others	0	0%	3	100%	3	1%
	Total	223	55%	179	45%	402	100%
Q21. Does your community/village have a Community Emergency Response Team (CERT) for disaster preparedness planning and response?	Yes	162	55%	132	45%	294	73%
	No	42	56%	33	44%	75	19%
	I don't know	19	58%	14	42%	33	8%
	Total	223	55%	179	45%	402	100%
Q21A.If yes, in your opinion what is the role of Community Emergency	Child Protection to keep children safe	63	39%	98	61%	161	55%



Response Team (CERT) members? <b>Multiple Response</b>	Early warning before the disaster happens	84	47%	93	53%	177	60%
	Search and rescue	116	49%	121	51%	237	81%
	First aid	114	53%	102	47%	216	73%
	Evacuation	86	65%	47	35%	133	45%
	I do not know	3	43%	4	57%	7	2%
	Other	1	100%	0	0%	1	%
	Total	162	55%	132	45%	294	100%
Q21B.Do you feel that presence of Community Emergency Response Team (CERT) has contributed to improved sense of safety in the community?	Yes	145	52%	132	48%	277	94%
	No	14	100%	0	0%	14	5%
	I don't know	3	100%	0	0%	3	1%
	Total	162	55%	132	45%	294	100%
Q21C.Who from the following groups are members of Community Emergency Response Team (CERT)? <b>Multiple Response</b>	Men	78	45%	95	55%	173	59%
	Women	23	42%	32	58%	55	19%
	Boys	49	54%	41	46%	90	31%
	Girls	2	18%	9	82%	11	4%
	All Above	77	68%	36	32%	113	38%
	None	7	100%	0	0%	7	2%
	Total	162	55%	132	45%	294	100%
Q22.Do you feel that women and children can contribute to the functions of Emergency Response Team (CERT)?	Yes	173	51%	168	49%	341	85%
	No	32	84%	6	16%	38	9%
	I don't know	18	78%	5	22%	23	6%
	Total	223	55%	179	45%	402	100%
Q23. Is there an early warning system for disasters in your community?	Yes	161	50%	164	50%	325	81%
	No	53	88%	7	12%	60	15%
	I don't know	9	53%	8	47%	17	4%
	Total	223	55%	179	45%	402	100%
Q23A. If yes, do you/community feel safer because of early warning system?	Yes	152	48%	162	52%	314	97%
	No	7	88%	1	13%	8	2%
	I don't know	2	67%	1	33%	3	1%
	Total	161	50%	164	50%	325	100%
Q23B.Do you think that the early warning system benefits following groups? <b>Multiple Response</b>	Men	32	42%	45	58%	77	24%
	Women	10	67%	5	33%	15	5%
	Boys	5	50%	5	50%	10	3%
	Girls	17	31%	37	69%	54	17%
	All Above	132	53%	119	47%	251	77%
	None	3	75%	1	25%	4	1%
	Total	161	50%	164	50%	325	100%
Q24. Do you know if your village/community has a Child Protection Committee?	Yes	84	45%	102	55%	186	46%
	No	116	63%	69	37%	185	46%
	I don't know	23	74%	8	26%	31	8%
	Total	223	55%	179	45%	402	100%
Q24A. If yes what do you know of the main tasks of CPC? <b>Multiple Response</b>	Keep records of the child protection issues in community / school	43	40%	65	60%	108	58%
	Refer child protection issues to relevant people for action	27	33%	56	67%	83	45%
	Provide psychosocial support to affected children in the event of emergency	27	29%	65	71%	92	49%
	Make sure children have a child-friendly space to go to	53	46%	63	54%	116	62%
	Protecting children from abuse, exploitation, neglect and violence	22	26%	62	74%	84	45%
	Early warning	52	40%	77	60%	129	69%
	Search and rescue	35	28%	92	72%	127	68%
	First aid	42	37%	72	63%	114	61%
	Evacuation	18	38%	30	63%	48	26%
	I don't know	1	33%	2	67%	3	2%
	Other	2	100%	0	0%	2	1%



	Total	84	45%	102	55%	186	100%
Q25. Do you think that because of project (training/child protection committees/) communities are more informed of children rights & protection issues and what actions to take during normal/disaster situations to keep children safe e.g. physical violence, child marriages?	Yes	131	46%	151	54%	282	70%
	No	74	85%	13	15%	87	22%
	I don't know	18	55%	15	45%	33	8%
	Total	223	55%	179	45%	402	100%
Q26. Has this project (training/committees/schools training) increased awareness of children rights and protection in children?	Yes	125	48%	138	52%	263	65%
	No	83	82%	18	18%	101	25%
	I don't know	15	39%	23	61%	38	9%
	Total	223	55%	179	45%	402	100%
Q27. Has this project contributed to reduction in child protection in emergencies cases/incidences in your community?	Yes	152	52%	143	48%	295	73%
	No	53	76%	17	24%	70	17%
	I don't know	18	49%	19	51%	37	9%
	Total	223	55%	179	45%	402	100%
Q28. Do you know of a specific place in your village, where children can go to play safely, developed by any NGO or government?	Yes	63	48%	68	52%	131	33%
	No	137	58%	101	42%	238	59%
	I don't know	23	70%	10	30%	33	8%
	Total	223	55%	179	45%	402	100%
Q29. Is there a Community Emergency Preparedness Plan (EPP) in your community?	Yes	145	55%	121	45%	266	66%
	No	52	55%	43	45%	95	24%
	I don't know	26	63%	15	37%	41	10%
	Total	223	55%	179	45%	402	100%
Q29A. Who in your community participated in developing Community Emergency Preparedness Plan? <b>Multiple Response</b>	Men	67	41%	95	59%	162	61%
	Women	22	61%	14	39%	36	14%
	Boys	2	25%	6	75%	8	3%
	Girls	36	35%	68	65%	104	39%
	All Above	73	78%	21	22%	94	35%
	None	4	80%	1	20%	5	2%
	Total	145	55%	121	45%	266	100%
Q29B. Do you think the Community Emergency Preparedness Plan addresses the disaster risks/capacities for women and children?	Yes	116	50%	117	50%	233	88%
	No	29	100%	0	0%	29	11%
	I don't know	0	0%	4	100%	4	2%
	Total	145	55%	121	45%	266	100%
Q29C. Do you/community feel safer because of Community Emergency Preparedness Plan?	Yes	127	53%	114	47%	241	91%
	No	15	88%	2	12%	17	6%
	I don't know	3	38%	5	63%	8	3%
	Total	145	55%	121	45%	266	100%
Q29D. Do you think that the Community Emergency Preparedness Plan benefits following groups? <b>Multiple Response</b>	Men	32	57%	24	43%	56	21%
	Women	10	71%	4	29%	14	5%
	Boys	4	67%	2	33%	6	2%
	Girls	16	46%	19	54%	35	13%
	All Above	107	52%	98	48%	205	77%
	None	7	70%	3	30%	10	4%
	Total	145	55%	121	45%	266	100%
Q29E. Can you recall, if you/community applied the Community Emergency Preparedness Plan during last disaster in the community?	Yes	92	55%	75	45%	167	63%
	No	33	87%	5	13%	38	14%
	I don't know	20	33%	41	67%	61	23%
	Total	145	55%	121	45%	266	100%
Q30. Have you ever participated in an emergency response exercise/simulation (to practice what you would do if there is an emergency/disaster in your community)?	Yes	93	67%	46	33%	139	35%
	No	115	47%	128	53%	243	60%
	I don't know	15	75%	5	25%	20	5%
	Total	223	55%	179	45%	402	100%
Q30A. Did women and children participate in this exercise?	Yes	69	62%	42	38%	111	80%
	No	21	84%	4	16%	25	18%
	I don't know	3	100%	0	0%	3	2%
	Total	93	67%	46	33%	139	100%
Q30B. Did you find it useful to practically participate/see how the	Yes	79	65%	43	35%	122	30%
	No	10	83%	2	17%	12	3%

emergency preparedness plan would work?	I don't know	4	80%	1	20%	5	1%
	Total	93	67%	46	33%	139	100%
Q31.Are you aware of any small-scale mitigation projects in your community/Schools to reduce disaster risks?	Yes	171	58%	125	42%	296	74%
	No	39	46%	45	54%	84	21%
	I don't know	13	59%	9	41%	22	5%
	Total	223	55%	179	45%	402	100%
Q31A. If yes, what kinds of projects have been implemented in your community? <b>Multiple Response</b>	Protection walls	109	66%	57	34%	166	56%
	Culverts	5	21%	19	79%	24	8%
	Bridge	89	45%	110	55%	199	67%
	Roads rehabilitation	33	44%	42	56%	75	25%
	Gabion baskets etc.	58	59%	40	41%	98	33%
	Boundary walls	27	41%	39	59%	66	22%
	Access road/path	23	43%	30	57%	53	18%
	Others	10	91%	1	9%	11	4%
	Total	171	58%	125	42%	296	100%
Q31B. Who participated in the identification/planning/implementation of small-scale mitigation projects in your community/schools? <b>Multiple Response</b>	Men	119	55%	98	45%	217	73%
	Women	40	78%	11	22%	51	17%
	Boys	5	28%	13	72%	18	6%
	Girls	37	44%	48	56%	85	29%
	All Above	53	70%	23	30%	76	26%
	None	3	100%	0	0%	3	1%
	Total	171	58%	125	42%	296	100%
Q31C. Do you/community feel safer because of small-scale mitigation projects in your community/Schools?	Yes	138	54%	117	46%	255	86%
	No	21	95%	1	5%	22	7%
	I don't know	12	63%	7	37%	19	6%
	Total	171	58%	125	42%	296	100%
Q32. How has this project (training, school plans, emergency preparedness plans, early warning systems, small scale mitigation projects) benefited children <b>Multiple Response</b>	Children go to school regularly without any fear	200	54%	168	46%	368	92%
	The school is more protected from floods.	132	54%	114	46%	246	61%
	Homes are better protected	70	40%	104	60%	174	43%
	Children can get to safe place if there is an emergency	0	0%	0	0%	0	0%
	Others	0	0%	1	100%	1	%
	Total	223	55%	179	45%	402	100%
Q33. Do you think that it is important to consult/involve women and children in activities to plan/reduce the effects of disasters on your village?	Yes	195	53%	174	47%	369	92%
	No	19	86%	3	14%	22	5%
	I don't know	9	82%	2	18%	11	3%
	Total	223	55%	179	45%	402	100%
Q34. Did any hazard mapping exercise take place in your community in last 3 years ?	Yes	140	57%	107	43%	247	61%
	No	53	48%	58	52%	111	28%
	I don't know	30	68%	14	32%	44	11%
	Total	223	55%	179	45%	402	100%
Q34A. Who participated from the community in hazard mapping exercise? <b>Multiple Response</b>	Men	76	46%	88	54%	164	66%
	Women	17	57%	13	43%	30	12%
	Boys	6	30%	14	70%	20	8%
	Girls	41	38%	67	62%	108	44%
	All Above	60	82%	13	18%	73	30%
	None	2	67%	1	33%	3	1%
	Total	140	57%	107	43%	247	100%
Q34B . Do you think the hazard mapping exercise took note of women and children related disaster risks and capacities?	Yes	109	53%	97	47%	206	83%
	No	23	74%	8	26%	31	13%
	I don't know	8	80%	2	20%	10	4%
	Total	140	57%	107	43%	247	100%
Q35. Do you know about the purpose and objectives of (recently completed) SCI CCDRR project?	Yes	137	49%	143	51%	280	70%
	No	64	79%	17	21%	81	20%
	I don't know	22	54%	19	46%	41	10%
	Total	223	55%	179	45%	402	100%
Q36. Are you aware of project supported complaint management system to register any	Yes	48	42%	67	58%	115	29%
	No	158	61%	102	39%	260	65%
	I don't know	17	63%	10	37%	27	7%

grievances/complaints to SCI teams?	Total	223	55%	179	45%	402	100%
Q36A. If yes, did it address any complaints or grievances registered?	Yes	34	35%	64	65%	98	85%
	No	6	75%	2	25%	8	7%
	I don't know	8	89%	1	11%	9	8%
	Total	48	42%	67	58%	115	100%
Q37. At the end of this project, do you/family/community feel safer from disasters and child protection risks?	Yes	168	51%	160	49%	328	82%
	No	39	89%	5	11%	44	11%
	I don't know	16	53%	14	47%	30	7%
	Total	223	55%	179	45%	402	100%
Q38. Do you feel that project activities have made communities (men in particular) understand the disaster risks for women and children and capacities they have to reduce risks?	Yes	182	53%	161	47%	343	85%
	No	25	86%	4	14%	29	7%
	I don't know	16	53%	14	47%	30	7%
	Total	223	55%	179	45%	402	100%
Q39. Do you feel that project activities have improved capacities of women and children to understand risks, mitigate, prepare for, and respond to disasters?	Yes	168	52%	158	48%	326	81%
	No	41	93%	3	7%	44	11%
	I don't know	14	44%	18	56%	32	8%
	Total	223	55%	179	45%	402	100%
Q40. Do you feel because of involvement in this project, the losses (to property & livelihood) from future disasters would be reduced (or have already been reduced in previous disasters) ?	Yes	165	53%	149	47%	314	78%
	No	41	87%	6	13%	47	12%
	I don't know	17	41%	24	59%	41	10%
	Total	223	55%	179	45%	402	100%
Q41. Do you feel because of the project activities, the number of internally displaced people from future disasters would be reduced (or have already been reduced in previous disasters)?	Yes	168	53%	148	47%	316	79%
	No	43	86%	7	14%	50	12%
	I don't know	12	33%	24	67%	36	9%
	Total	223	55%	179	45%	402	100%
Q42. Do you feel because of project activities, women and children have taken new roles/activities (which they were not involved earlier)?	Yes	112	46%	134	54%	246	61%
	No	88	81%	20	19%	108	27%
	I don't know	23	48%	25	52%	48	12%
	Total	223	55%	179	45%	402	100%
Q43. Do you think that relevant public authorities (district, ANDMA, MoE) have more capacities e.g. plans & resources, to mitigate, prepare for and respond to disasters?	Yes	92	47%	102	53%	194	48%
	No	111	72%	43	28%	154	38%
	I don't know	20	37%	34	63%	54	13%
	Total	223	55%	179	45%	402	100%
Q44. Do you think that project activities and implementation approaches were appropriate to Afghan Culture & Security Context?	Yes	207	58%	149	42%	356	89%
	No	7	41%	10	59%	17	4%
	I don't know	9	31%	20	69%	29	7%
	Total	223	55%	179	45%	402	100%
Q45. In your opinion which forums or activities may continue after project completion? <b>Multiple Response</b>	Regular hazard mapping	84	43%	110	57%	194	48%
	Community Emergency Response Team	109	47%	124	53%	233	58%
	Child Protection Committee	86	49%	91	51%	177	44%
	School based Children DRR Clubs	64	43%	86	57%	150	37%
	Mitigation Projects	79	47%	90	53%	169	42%
	Knowledge gained and practices	59	38%	97	62%	156	39%
	Don't know	42	71%	17	29%	59	15%
	All Above	5	71%	2	29%	7	2%
	Others	1	33%	2	67%	3	1%
	Total	223	55%	179	45%	402	100%