

NORWEGIAN LUTHERAN MISSION MONGOLIA (NLM MONGOLIA)

'STRENGTHENING CHILDREN'S RIGHTS' PROJECT (2009-2013)

FINAL EVALUATION REPORT

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Acronyms and Glossary

CBSS	Convergent Basic Social Service
CRC	Convention of the Rights of the Child
FEA	Family Education Assessment
FES	Family Empowerment Strategy
Kh	UnivKhovd University
ILO	International Labour Organization
NAC	National Authority for Children
NGO	Non-governmental Organization
NLM	Norwegian Lutheran Mission
MTR	Midterm Review
SCR	Strengthening Child Right
ToR	Terms of Reference
UN	United Nations
UNICEF	United Nations Children's Fund

1. INTRODUCTION

In the end of 2011, the midterm evaluation was conducted to provide an overall assessment of the project implementation and to produce possible recommendations on how to improve the management of the project until its completion in 2013.

In line with this, the SCR Project commissioned the final evaluation in order to judge the relevance, effectiveness, efficiency, outcome and sustainability of the project activities. The term of reference (ToR) for the evaluation is presented In Appendix 1.

1.1 Goal and Objectives of the SCR Project

The overall development goal of the project has been to promote the rights of the child in the target areas. In order to achieve the overall goal of the project, the project has addressed the following specific objectives in three components:

- **Community Development:** To improve the situation for children regarding protection and participation within the target families.
- **Children in Dormitory:** To improve the situation of dormitory children regarding protection, participation and leisure time in the target areas.
- **Social Work Education:** To improve the quality and standards of Social Work Education.

Within these components Advocacy work has been an integral part with this goal:¹ To promote the rights of the child within the target areas and nationally.

The project believes that the environment where the children grow up in is important and so the project has been focusing on more suburban and rural families and children living in dormitories. The project also sees that there is a vital need for social workers and professionals with strong professional background, good morals and ethics who are able to meet the needs of children, their parents and community members.

1.2 Project sites and target groups

The main target group for the project is children and the project principal impact was to be on a grassroot level, but the project needed to work on a policy level as well in order to promote child right and make the changes sustainable.

Ulaanbaatar city and Khovd aimag were chosen as the project sites, based on development reports and documents, dialogue with different NGOs, authorities and the project needs assessment survey.

¹ When the SCR Project Document was made, Advocacy work was not a separate component. It became a separate component in 2010, but after the MTR it was again taken out as a separate component and included as an integral part of the other three components.

For about the advocacy and awareness raising activities, the child rights were promoted not only in target areas, also nationally, through development of training materials, posters, and TV programmes. A lot of the advocacy work has been done in cooperation with National Authority for Children (NAC).

Project site 1: Ulaanbaatar city.

Ger districts², namely 24th khoros of Songinokhairhan and 11th and 24th khoros of Bayanzurkh district were chosen as the project sites in Ulaanbaatar city. In Ger district areas household incomes are 43% lower than those in urban households (Kamataetal. 2010) and a large percentage of those who migrate to Ulaanbaatar city settle in Ger districts, especially in the selected districts.

The project main focus was community development activities in target khoros. Khoroo governors, social workers, kheseq leaders, family group practitioners and community members were the close stakeholders during the project lifetime.

Project site 2: Khovd province

Khovd aimag was selected as one of the project sites, where various ethnic groups live. According to the data from the National Statistic office, Khovd aimag is rated as one of the aimags with the highest poverty rate.

Community development activities were conducted in two soums (Chandmani and Altai) in Khovd aimag. These soums was chosen together with the aimag government, and activities were implemented through soum and aimag working groups³.

Dormitory activities were implemented at all 17 dormitories in Khovd aimag. Aimag Education and Culture Department has been the main partner of the SCR project and during its implementation the project focused on more or less 5 to 6 dormitories each year (Appendix 2), as well as some joint activities for all dormitories.

The work with social work education was implemented in cooperation with the department of Social Work at Khovd University (KhUniv) in Khovd city. Khovd University is the only university, which prepare the social workers in the western region of Mongolia.

1.3 Project implementation process

After agreements with National and Local governments were made in 2009, SCR started to implement its activities. The focus throughout the project has been capacity building, trainings, conferences, workshops

²Ger is the traditional Mongolian portable dwellings, consisted of wooden frame work and felt cover. Ger districts are long strips of fenced in, un-serviced (lack of modern infrastructure services, such as piped water, sanitation and proper roads) housing plots that surround the city.

³ Working group involves government officers, social workers, professionals to implement CD activities in their local areas.

and seminars, as well as community-initiated projects. Based on the project reports and desk review, the project implementation processes is briefly discussed in the section as following:

Community development (Convergent Basic Social Service)

Under this component, the activities were based on UNICEF's Convergent Basic Social Service (CBSS) programme until the Midterm Review (MTR) in December 2011. The CBSS programme was implemented through Family Empowerment Strategy (FES) model, which encourages interventions that are critical to child growth and development (UNICEF).

During the project lifetime the most noticeable activities of the community development component were the following:

- A total of 2100 families of 26 groups have been involved in Family Education Assessment (Ger-chart training and assessment) in Ulaanbaatar city and Khovd aimag.
- Community identified projects has been implemented with support of the SCR project within the target areas.
- Child headed organizations, such as School Children's Counsels were also established with the support of the project.
- Child right campaigns, capacity building and trainings among professionals such as teachers, local school staffs, kindergarten teachers, family group practitioners, social workers and as well as volunteers.
- Various trainings and lectures for family members, parents, children and local community members with relevant topics, such as community empowerment, communication skills, community participation, healthy living and environment, domestic violence, child right, child friendly environment, positive disciplining and so on.
- Self monitoring methods such as Family Education Assessment (FEA) and most significant change stories has been continuously conducted and based on the results from this monitoring, the activities for the community and family members has been developed and implemented.
- Through the cooperation with local and international NGOs, khoros and other government organizations, the activities focusing on child right, capacity building, and community development have been conducted for all levels of the communities.

Children in dormitory

The Aimag education and culture department has been SCR's main partner in the work towards the dormitories. A total of 17 dormitories in 16 soums has been the focus of this component. Under this component, the following main activities have been conducted:

- Capacity building activities and trainings for dormitory teachers, staff and children have been

continuously conducted with the main topic of child right and child development, child participation, child protection, child psychology, communication skills, child and family welfare policy and so on.

- Experience sharing activities, such as conferences and forums among dormitory staff, teachers and children living in Khovd aimag as well as in the western region.
- Some necessary materials and items, such as kitchen equipment, hairdressing equipment, beds, desk and chairs, leisure time rooms (development rooms) and development toys have been provided through the project.
- Dormitory assessment tools, where the children are involved in monitoring the situation in the dormitories, have been developed and implemented in the dormitories.

Social Work Education

The focus of this component has been to promote the social work education in Khovd province. Initial progress in this component was quite successful, but the programs became less active after the MTR.

During the project lifetime period the following main activities have been running under this component:

- Student field work at dormitories
- Training for field work supervisors
- Support and organizing conferences, meetings and workshop with different associations and universities, as well as support the development of a code of ethics.
- Counseling, training and information center at Khovd University has been equipped with the support of the project
- Extra curriculum classes, such as ‘methods of counseling’we can’ and ‘methods of working with disabled children’has been conducted among the social work students
- Support for social work teachers to participate in summer and professional trainings has been given.
- Promoting of social work education and social worker as a profession has been done.

Advocacy Work

As mentioned, advocacy work has not been a separate component during the main part of the project period; it has been an integral part within the other components. This work has been focused on to improve the knowledge and understanding of the rights of the child among community members, professionals and decision makers. This has mainly been done through development of posters, training materials, media advocacy activities and capacity building.

National Authority for Children (NAC), a sole government agency has been the main partner within this component.

Main activities:

- Printing and distributing child right materials

- Annual calendars
- Survey with other institutes
- Campaigns related to child right and child protection in cooperation with national and international NGOs,
- Child right's Street Billboard
- Broadcasting and delivering programmes, documentary, cartoons, messages, and articles through national and local TVs and newspapers.
- NLM's child right heroes, Soosoi and Bomboolei has been introduced to the public as a national mascots
- Training and lectures for adult, officials and children.
- Developing child right's training modules
- Develop and print hand out materials, such as books, posters, stickers, child right puzzles etc.

After the Mid-term Review

SCR has implemented the activities according to the renewed work plan (strategy) after the midterm review. The main feedback from the recommendation was that the project activities were too wide and according to the recommendations of MTR the project development goal was simplified and all the objectives, outputs and indicators were revised. After the MTR the project focused only three rights of the children: protection, participation and leisure time.

Within the community development component, the numbers of families were reduced from 500 to 100 in each target group in Ulaanbaatar. The numbers of families was also reduced from 300 to 100 in each soum in Khovd. FEA indicators were also renewed after MTR, from 33 to 5.

Also, the name of the component was changed from CBSS to Community development; hence the usage of the original UNICEF's CBSS programme ended as the SCR project reduced the indicators of the CBSS model.

Within the dormitory component, the planned activities were adequately implemented. After the MTR, the dormitory activities were conducted according to the plan and the main topics of the activities have been child protection, child participation and leisure time. Development and implementation of the Dormitory Assessment Tool (DAT), which helps the children to monitor the dormitory situation themselves, has been one of the most important activities during the second half of the project.

For the social work education component, most of the activities were phased out within 2012. After the MTR, the fieldwork of the student, especially fieldwork at dormitories has been a focus area.

After the MTR the component of the advocacy work was incorporated into the other three components. Under this component, training modules, focusing on the right of participation, protection and leisure time have been developed.

1.4 Challenges and Obstacles

Although the SCR project has mainly been implemented according to the plan, the project was stopped from the beginning of 2012 until August 2012. After the MTR the project had to work on the recommendations and revise documents as the log frame. During this time, the project did not implement any activities or continue the dialogue with partners. Although the stop of the project had good influence on working through midterm recommendations, some planned activities were postponed and made the rest of the project life time very different than planned.

Moreover, the parliamentary and local government election across the country in 2012 was one of the challenges of the implementation of the project. Especially the local election had a debilitating influence on the project implementation and the conducting of activities.

These kind of challenging issues have influenced negatively the project and lead to the loss of some important opportunities, such as renewing contracts with local partners, planning together with local decision-makers, and the work within the different components, especially advocacy work.

2. EVALUATION METHODOLOGY

2.1 The Evaluation Mission

The evaluation exercise was undertaken from 6th November 2013 to 7th of February 2014 by the evaluation team in the target areas. The evaluation team assessed the performance of the SCR Project from inception to the end of project lifetime (2009-2013).

Based on the ToR, two of the main purposes of the final evaluation were:

- To determine whether the project objectives has been reached
- To identify lessons learned and to provide recommendations for the next phase of the project

Within this evaluation the following points were the specific focus of the evaluation:

- Assess and measure achievements, changes and results that SCR has contributed to within target areas during the project period.
- Also look specifically on the achievements made after the Mid Term Review to see if the changes made lead to a higher level of achievement
- Define the level of stakeholders' participation including primary and secondary stakeholders
- Lessons learned. The evaluation will help project staff, project management and related partners to know what has been working well and what has not been working well which helps project management to find ways of improvements

2.2 Evaluation criteria

The following five main highlighted Development Assistant Criteria (DAC) were questioned and focused throughout the evaluation process to give answers to the main focus area of the evaluation:

Relevance: Has the project goal, objective and outputs been relevant to the beneficiaries and stakeholders and in line with national and local priorities?

Efficiency: Has the project used resources in the most economical manner to achieve its objectives?

Effectiveness: Has the activities achieved satisfactory results in relation to stated objectives?

Outcome: What are the main results of the activities undertaken? Intended and unintended, positive and negative, including social, economic and environment affecting on individuals, families and communities.

Sustainability: Are the activities and their impact likely to continue when external support is withdrawn, and will it be more widely replicated and adopted?

2.3 Data Collection, Data analysis

Both qualitative and quantitative methodologies were applied using the following data collection tools such as focus group discussion with key stakeholders, desk review, and interview of representations from all levels of stakeholders such as representation from project partners, community members, professionals, local decision makers, field visits/ observation and case study. Within desk review references, project documents, national reports, surveys, research, policy documents on social service and welfare were reviewed.

The evaluation strategy involved:

- Obtaining quantitative and qualitative information
- Conducting group and individual interviews with ordinary beneficiaries, such as community members, social work students, children in dormitories and their parents and project staff
- Conducting group and individual interviews with professionals such as soum and khoroo social

workers, social work teachers and professors and dormitory staffs

- Field visits, observation and home visits in selected soums in Khovd aimag and khorooos in Ulaanbaatar city.
- Comparison between project beneficiaries and non-beneficiaries.
- Interviews with key local informants

All the quantitative data analyses were performed using Statistical Analysis System (SAS 9.3) and descriptive statistics and χ^2 was used to test for differences between characteristics. The missing data is excluded from the analysis.

For about the qualitative methods, individual and focus group interviews, observation, comparisons, filed and home visits were chosen as the tools for data collection. Kruger's framework analysis (Kruger and Casey, 2000) were selected as a method of qualitative analysis, which provides a clear series of stages and could help to manage the large amount of nature of qualitative data much more easily.

For integrating quantitative and qualitative data, the process of triangulation, where results from different methods are used to enhance the validity of findings was used (Denzin 1978; Marrying 2001).

Sampling and limitations/delimitations

In one location, two types of data were collected: (i) qualitative and (ii) quantitative. The evaluation team was aiming to include, as many respondents as possible both in Ulaanbaatar and Khovd aimag, and a total of 7 areas were included in the evaluation.

In Ulaanbaatar, all the three khorooos where SCR had activities were selected. In Khovd, four soums were selected. The selection of soums was finalized through discussions with project staff members working closely with program on the basis of a list of specific criteria.

Selection criteria included the following considerations:

- Given the scope and the time limits for the evaluation, only Chandmani soum were selected under the component of community development. Stakeholders in Altai soum could not visit within the short duration of the evaluation exercise.
- Ethnic and linguistic minorities were in consideration, when selecting the dormitories.
- The year of focus on dormitories and
- Distance and communication from Khovd city

For about quantitative data sampling, a total of 150 households who participated in community development activities were selected in the evaluation randomly. Within the household, Kish Grid, which provides equal probability were used for selecting the appropriate respondents (Appendix 4), (Renata 2003). The sampling households were visited by trained social work students and the sampling

respondents reflect the major groups and target population of the project.

Among the children living in dormitory, 100 children were selected randomly from four soums in Khovd aimag.

For about the qualitative sampling, the participants were purposely selected and a total of 28 children, who live in dormitory participated in 3 focus group interviews and 35 professionals and dormitory staffs participated in individual and focus group interviews. Through semi-structured, open-ended questions, the study was able to engage the interviews into free discussion. Each focus group interview lasted approximately 45 minutes for children and 90 minutes for adults.

Individual interviews were also undertaken among the working group members, professionals, family group practitioners, parents as well as children from different ethnic groups.

Also during the evaluation exercise, a total of 14 home visits were made in Ulaanbaatar city and Khovd aimag to explore and compare the thoughts, attitudes and ideas of the project beneficiaries and non-beneficiaries. Furthermore, observations, field visits and spot checks were done within target areas, including dormitories.

The participants were purposely selected based on convenience sampling method to enrich the nature of information gathered. During the focus group interviews and discussions a gender balance has been strived for.

2.4 Ethics, Challenges and Limitation of the evaluation

All the selected interviews and respondents agreed to be involved in the evaluation study. Details of the study were explained and verbal assent to participate was requested. Also confidentiality statement was provided among the participants and evaluation team members.

In spite of its strengths of the evaluation exercise, it is important to consider the findings in light of following scope and limitations. The scope of the evaluation is the selected sites of suburban khorroos in Ulaanbaatar city and rural soums in Khovd aimag. Especially, the evaluation covered only four soums in Khovd aimag, with limited scope and participants. The sample size used in both quantitative and qualitative studies are small and consequently, the data gathered through the two methods is reflecting the experience and attitudes of selected respondents, professionals, parents and children.

Furthermore the quantitative study was a 'snapshot' survey and does not tell the trends in satisfaction of project lifetime implementation. The respondents' experience and own interpretation of the questions may be attributed to a recall bias. Furthermore, young children, especially children who speak another language than the predominant language, would not be a good target for paper-based questionnaires.

3 FINDINGS AND ANALYSIS

Evaluation findings are presented under the three programme components, namely Community

development, Children in Dormitory and Social Work Education. Findings from the Advocacy Work are also presented.

3.1 Community development

Under the community development component, a total of 5 focus group interviews, 15 individual interviews with professionals and 8 home visits were done both in Khovd aimag and Ulaanbaatar city.

In Ulaanbaatar city

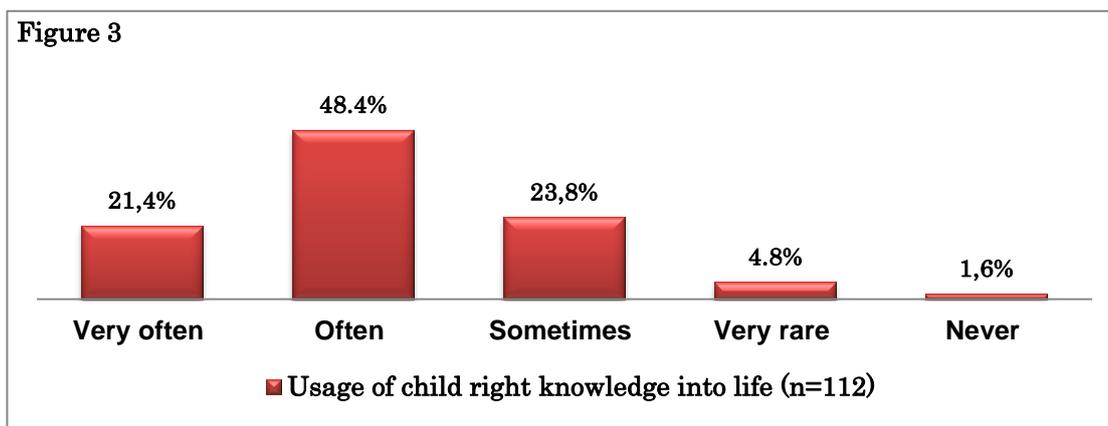
Characteristics of the respondents

In Ulaanbaatar, 150 ordinary beneficiaries were selected from the target community groups in three khoros and from those 24 participants were excluded due to missing information, resulting the final sample of 126 respondents. The participants were adults, 33 male (26.2%) and 93 female (73.8%). The respondents ranged in age of 19-83, having a mean age of 41.3 years. The respondents were divided into two age groups in the study (19-40 years old and 41 years old and more), because of the participants age range, mean age and the culture. The socio-demographic characters of the sample are given in Table 1.

In Ulaanbaatar city, a total of 11 kheseg leaders participated in 3 focus group interviews. All of the participants were female and 6 of them had about one year working experience as a kheseg leader.

Knowledge and attitude

The respondents' knowledge and attitudes about the child right were assessed. According to the quantitative study, most of the respondents (92.1%) were likely to discuss with their family members and their children when making decisions within their families. Also 95.2 % of all the participants responded that they improved their knowledge about caring for children with a healthy and safety family environment. Amongst those who could improve their knowledge about the child right by participating the project activities, 48.4% use often, 23.8 % use sometimes, 21.4% use very often, 4.8% use very rare and 1.6 % never use their knowledge into their everyday lives (Figure 3). 71.4 % of all respondents answered that they were satisfied their knowledge about the child right, and the remaining 28.6 % responded that they have less knowledge about the right of the children. From all of the respondents 75.4 % of all respondents replied that they could spend time with the children. Results between age groups and gender did not differ and are therefore presented together.



These results were substantiated by the qualitative work. The results of focus group and individual interviews with kheseg leader, professionals and family members show that all respondents improved their knowledge and attitudes by participating in the project activities.

... However it seems very simple, we don't understand how to communicate with our children. I usually say 'I am busy, I'll talk to you later', when children talks with us...

Visited family member, target family

... I have not participated in any training; I try to raise the children like our ancestors. I do not know much about the child right. I want to teach the values of hard work to my children...

Visited family member, non target family

Table 1 Primary determinants of the community members (n=126)

Items	Songinikhairhan 24khoroo	Bayanzurkh 24khoroo	Bayanzurkh 11 khoroo	Total
Gender				
Male	3(9.1)	18(54.5)	12(36.4)	33(26.2)
Female	38(40.9)	24(25.8)	31(33.3)	93(73.8)
Age				
19-40 years old	22(32.4)	27(39.7)	19(27.9)	68(54.0)
41 and more years	19(32.8)	15(25.9)	24(41.4)	48(46.0)
Marital status				
Married	27(32.1)	33(39.3)	24(28.6)	84(66.7)
Not married ^a	14(33.3)	9(21.4)	19(45.2)	42(33.3)
Education				
High ^b	22(28.2)	30(38.5)	26(33.3)	78(61.9)
Low	19(39.6)	12(25.0)	17(35.4)	48(38.1)
Relation to head of family				
Head of family (parents)	36(33.0)	36(33.0)	37(33.9)	109(86.5)
Grandparents, children and relatives	5(29.4)	6(35.3)	6(35.3)	17(13.5)
Employment status				
Employed ^c	31(34.4)	29(32.2)	30(33.3)	90(71.4)
Unemployed ^d	10(27.8)	13(36.1)	13(36.1)	36(28.6)
Family type				
Nuclear family	27(28.1)	33(34.4)	36(37.5)	96(76.2)
Extended and mixed family	14(46.7)	9(30.0)	7(23.3)	30(23.8)
Family size				
1-5 members	30(32.6)	28(30.4)	34(37.0)	92(73.0)
6 and more times	11(32.4)	14(41.2)	9(26.5)	34(27.0)
Self-reported income level				
Not poor	28(30.1)	33(35.5)	32(34.4)	93(73.8)
Poor	13(39.4)	9(27.3)	11(33.3)	33(26.2)
Duration of residence in their khoroo				
1-5 years	13(29.6)	16(36.4)	15(34.1)	44(34.9)
6 years and more	28(34.2)	26(31.7)	28(34.2)	82(65.1)

Values represent number (%)

^a includes both divorced and widowed.^b denotes ≥ 10 years of education^c includes self employment^d includes pensioners

In addition it was found that the project has not only improved the knowledge and attitudes of the individuals who have participated in the training, also their family members. In addition, one’s behavior is affected by the behavior of others around him or her for being safety, healthy and friendly.

... I have tried to communicate openly and listen actively my children. It helps my family and I think it leads to a happier family. Also, my children listen to each other and we all avoid saying rude words at home...

Visited family member, target family

...At least, our attitudes towards children were improved. Now we pay attention to the children playing outside. We say them the importance of playing carefully and away from traffic...

Kheseg leader

Community initiated project

In a total of 108 participants or 85.7% of all the respondents know about the CIPs, which have been implemented in their khoros. Many of them also responded that they have participated in some form of implementation activities of the CIPs, such as initiating, planning, executing, monitoring and controlling. Also many of the participants in the evaluation study agreed that the CIPs were efficient for their families. Furthermore, 83.3% of all the participants agreed that the CIPs could focus on local issues and problems. There were not any gender and age differences among the groups (Table 2).

Table 2. Community Initiated Projects (n=126)

Items	Gender			Age		
	Male	Female	Total	18-40	41 ≤	Total
I know about the CIPs activities	28(84.9)	80(86.0)	108(85.7)	56(82.4)	52(89.7)	108(85.7)
I and my family participated the CIPs activities	26(78.8)	77(82.8)	103(81.8)	55(80.9)	48(82.8)	103 (81.8)
CIPs were efficient for our family	28(84.9)	77(82.8)	105(83.3)	55(80.9)	50(86.2)	105(83.3)
CIP projects focus on important problems	28(84.9)	77(82.8)	105(83.3)	55(80.9)	50(86.2)	105(83.3)

Values represents number (%)

All the stakeholders including government officials, family group practitioners, kheseg leaders and local communities were also satisfied with the CIPs.

... By FEA approach, the community wanted to have a kindergarten. Then with the SCR project, Ger kindergarten was built at our khoroo. And after that the Ger kindergarten was extended and now we have a new kindergarten. The new kindergarten was equipped with the support from NLM Mongolia... Our work and cooperation has improved step by step. The FEA approach

guides us where and what to do...

Khoroo governor

.... By implementing CIPs, our work won the 1st place at the metropolitan. During the last year the child injury is not registred and the children at our khoroo got immunized 100 percent...

Bayanzurkh district, 24 khoroo, Family Group Practitioner

Among the participants, all the CIPs, such as all kind of trainings, income generation activities, Ger kindergarten and Ger clinic were succesfully implemented. But it was observed that children's play garden, supported by the CIP needed to be fixed and repaired. The reason is that nobody takes care of the garden and that it is not fenced off.

Project participation and satisfaction

For about the satisfaction with the project, nearly 70 % of all the respondents were satisfied with project activities. About 78 % of all the participants also responded that after attending the project activities their communication skills with their children and family members changed positively.

During the lifetime of the project, 80.1 % of the project target group members could share their opinions with the project staff and working groups. Also many of them liked to participate in the project activities and implementation processes (Table 3).

Table 3. Satisfaction with project activities and participation (n=126)

Items	Very much	Mostly	Sometimes	Not so much	Not at all
Satisfaction with project activities	87(69.1)	38(30.2)	1(0.8)	0(0.0)	0(0.0)
Communication skills changed with in family	29(23.0)	69(54.8)	21(16.7)	4(3.2)	3(2.4)
Participation in decision making	23(18.3)	79(62.7)	16(12.7)	7(5.6)	1(0.8)
Participation with project activities	26(20.6)	64(50.8)	24(19.1)	8(6.4)	4(3.2)

Values represents number (%)

Among the qualitative study participants, all of them were satisfied with the project activities. Also it was noticed that many of the participants improved their communication skills within their families after participating in activities.

... I think the project was implemented successfully at our khoroo. However all the kheseg leaders, social workers and khoroo governor were appointed a year ago.

Khoroo Social worker

For about participation in project activities, many of the local residents are likely to participate in the activities conducted by the project. But it was frequently reported that for encouraging community participation and ensuring sustainability, especially participation in training are somehow related to finance. At least, a budget for snack, presents a barrier to conduct and organise trainings independently.

In Chandmani soum, Khovd aimag

Characteristics of the respondents

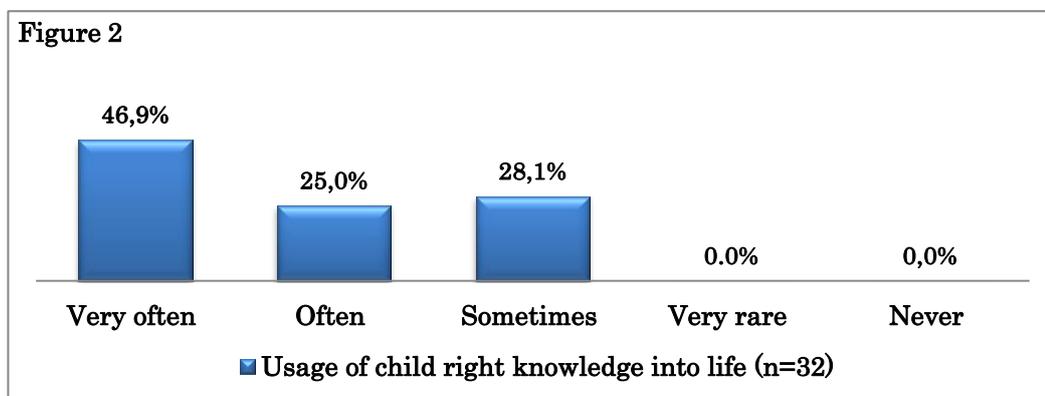
In Khovd aimag, a total of 34 community members were randomly selected from the project target group in Chandmani soum. Compared to the selected respondents of Ulaanbaatar city, the number of missing information were low and after excluding the missing information the final sample were 32 participants in Khovd aimag.

All the participants were adults. The youngest was 26 years old, and the oldest was 56 years old. The mean age of the respondents was 39.7 years. Demographic characteristics of the Chandmani community samples are shown in Table 4.

In Khovd aimag, the focus group respondents were ordinary people and professionals. A total of 10 ordinary people and 7 professionals and governor officials were included in 2 focus group interviews.

Knowledge and attitudes

The respondents’ knowledge and attitudes about the child right were also assessed in Chandmani soum. Nearly 94 % of all the survey respondents replied that they listen to their children when making decisions regarding children’s issues within the family. The interesting thing is that all the respondents replied that they could gain knowledge about how to care for children in a warm, healthy and safe environment. Amongst those who gained knowledge about child rights by participating in project activities, 46.9% replied that they use their knowledge very often, 25% replied often and 28.1% replied that they occasionally use their knowledge. (Figure 2).



In addition, 75 % of all participants responded that they are satisfied with their knowledge about child

rights and the remaining 25 % replied that they have less knowledge regarding the child rights. Also 87.5 % of all the respondents replied that they could help and spend time with the children who live together within their families, such as siblings and grandchildren.

Table 4 Primary determinants (n=32)

Items	Total
Gender	
Male	10(31.3)
Female	22(68.7)
Age	
19-40 years old	18(56.3)
41 and more years	14(43.7)
Marital status	
Married	30(93.7)
Not married ^a	2(6.3)
Education	
High ^b	15(46.9)
Low	17(53.1)
Relation to head of family	
Head of family (parents)	29(90.6)
Grandparents, children and relatives	3(9.4)
Employment status	
Employed ^c	18(56.3)
Unemployed ^d	14(43.7)
Family type	
Nuclear family	30(93.7)
Extended and mixed family	2(6.3)
Family size	
1-5 members	16(50.0)
6 and more times	16(50.0)
Self-reported income level	
Not poor	7(21.9)
Poor	25(78.1)
Duration of residence in their soum	
Native residents	30(93.7)
Less than 5 years	2(6.3)

Values represent number (%)

^a includes both divorced and widowed.

^b denotes ≥ 10 years of education

^c includes self employment

^d includes pensioners

For about the qualitative study among the professionals, all the respondents agreed that their knowledge and attitudes about the child right were improved. These perceptions are confirmed by the community members as following:

... I used to leave the children at home, and go after cattle for several hours. By participating in trainings, I think about the children first, and then think about the animals...

Community member

Community initiated project

CIPs supported by the SCR project were also assessed during the evaluation exercise. 87.5 % of all the survey respondents replied that they know about the CIPs and participated in some part of the implementation process. From all the respondents, 78.1 % of them replied that the CIPs were efficient and they and their family members benefits from the projects. More than 90 % of all the respondents agreed that the CIPs were focused on local problems and issues. There were not many differences between the age and gender groups (Table 5).

Table 5. Community Initiated Project participants (n=32)

Items	Gender			Age		
	Male	Female	Total	18-40	41 ≤	Total
I know about the CIPs activities	8(80.0)	20(90.9)	28(87.5)	18(100.0)	10(71.4)	28(87.5)
I and my family participated the CIPs activities	7(70.0)	21(95.4)	28(87.5)	16(88.9)	12(85.7)	28(87.5)
CIPs were efficient for our family	7(70.0)	18(81.8)	25(78.1)	14(77.8)	11(78.6)	25(78.1)
CIP projects focus on important problems	9(90.0)	20(90.9)	29(90.6)	16(88.9)	13(92.9)	29(90.6)

Values represents number (%)

When assessing the CIPs implemented in Chandmani soum, there were not conflicting ideas among the participants. All the participants agreed that the CIPs were focused on important issues and were efficient for their families.

... The video lessons about positive ways of disciplining children were very interesting. After watching all the lessons we discussed and shared our opinions among the families of our group. It was so effective...

Community member

But it was noticed that CIPs such as providing support for playgrounds for school and kindergarten children were more appreciated by the local communities. The local people like objects which they can use and see.

... During the last 5 years, the project has not invested the CIPs with big budgets. Besides on conducting trainings, we the community want the projects such as building playgrounds...

Kheseg leader

Project participation and satisfaction

For about the overall satisfaction with the project activities, 81.3 % of the participants are very much and mostly satisfied, 12.5 % are somehow satisfied and 6.3 % are not satisfied with the project. 83.4 % of the all respondents replied that positive changes like communication within the family had improved after participating in trainings supported by the project.

Participation in project activities were also assessed and 59.4 % of the selected beneficiaries reported that they could share their opinions regarding the project implementation freely with the project staff and stakeholders. 81.3 % of the respondents participated actively in the project implementation activities (Table 6).

Table 6. Satisfaction with project activities and participation (n=32)

Items	Very much	Mostly	Sometimes	Not so much	Not at all
Satisfaction with project activities	14(43.8)	12(37.5)	4(12.5)	1(3.1)	1(3.1)
Communication skills changed with in family	7(21.9)	20(62.5)	0(0.0)	0(0.0)	5(15.6)
Participation in decision making	13(40.6)	6(18.8)	12(37.5)	0(0.0)	1(3.1)
Participation with project activities	11(34.4)	15(46.9)	5(15.6)	0(0.0)	1(3.1)

Values represents number (%)

During the evaluation exercises it was discovered that the younger people, particularly young males do not like to participate in project activities illustrated by one of the younger men in the quote below:

... Me and my father herd our cattle in the countryside far from the soum center. During the winter time, my mother and younger siblings stay at the soum center, because my younger siblings need to study and my mother takes care of them... I have heard about the project activities, but we cannot talk much about it within the family...

Visited family member

A younger woman expressed similar ideas about participation.

...younger people just think about how to bread their children and take care of their family members. They think that it is better to make money, instead of participating in trainings... they

do not know how the trainings is important for their family...

Community member

The level of education and literacy did not directly limit the participation in project activities. But it was frequently reported that the person's own ambition and desire influence on the potential benefit from participating in project activities.

3.2 Children in dormitory

General characteristics

A total of 100 dormitory children were randomly selected for the quantitative evaluation study. Missing data were excluded from the initial samples and resulting the final sample of 96 respondents. The mean age of the respondents was 14.4 years and the age range of the children was 10-18 years. Students from 5-11 grade were involved in the study and the mean number of children living in a room was about 6 children. The average year of children living in dormitory was 6 years. Demographic characteristics of the children participating in the dormitory survey in Khovd aimag is showed in Table 7

Table 7 Primary determinats of children living in dormitory (n=96)

Items	Buyant	Khovd Chandmani	Total	
Gender				
Male	20(20.8)	21(21.9)	10(10.4)	51(53.1)
Female	19(19.8)	18(18.8)	8(8.3)	45(46.9)
Age				
10-13 years old	21(21.9)	1(1.0)	4(4.2)	26(27.1)
14-18 years old	18(18.8)	38(39.6)	14(14.6)	70(72.9)
Class				
5-8 class	25(26.0)	5(5.2)	9(9.4)	39(40.6)
9-11 class	14(14.6)	34(35.4)	9(9.4)	57(49.4)
How many live in a dormitory room				
2-4 children	18(18.7)	7(7.3)	5(5.2)	30(31.3)
5 and more children	21(21.9)	32(33.3)	13(13.5)	66(68.7)
Living with siblings in dormitory				
Yes	28(29.2)	35(36.5)	14(14.6)	77(80.2)
No	11(11.5)	4(4.2)	4(4.2)	19(19.8)
Duration of living in dormitory				
1-3 years	11(11.5)	2(2.1)	5(5.2)	18(18.8)
4-11 years	28(29.2)	37(38.4)	13(13.5)	78(81.2)
Can communicate with families				
Yes	38(39.6)	36(37.5)	16(16.8)	90(93.8)
No	1(1.0)	3(3.1)	2(2.1)	6(6.2)
Meeting with family members in a year				
0-4 times	7(7.3)	8(8.3)	5(5.2)	20(20.8)
5 and more times	32(33.3)	31(32.3)	13(13.5)	76(79.2)

Values represents number (%)

Regarding the characteristics of the qualitative study conducted under this component, a total of eight focus group interviews among the dormitory children and staff were done in selected soums in Khovd aimag. Also individual interviews were conducted among children with different ethnic backgrounds. In addition, a total of 9 professionals and 26 dormitory staffs such as school directors, social workers and school doctors were interviewed during the evaluation exercises.

A total of 28 children participated in focus group interviews and the children's age range was 10 – 18 years. The average number of children living in a room was 6 children and the median year of living in dormitory was 6 years.

Satisfaction with dormitory

The survey measured the satisfaction of the dormitory children in the selected soums. The majority

(90.6%) of the children liked to live in dormitories. For about the dormitory environment, more than 90 % of the children agreed that the dormitory has a comfortable environment, where they can do their homework. Also 90.6 % of the children answered that the dormitory is a safe and comfortable place to live in. 17.7 % of all the selected children responded that they cannot use freely the development and leisure time rooms at the dormitory. Furthermore, 11.5 % of all the selected children are not enjoying the leisure time activities organized in their dormitories. 88.5 % of the respondents replied that dormitory kitchen are clean and they meals are tasty. For about the rest room, 78.1 % of the respondents expressed satisfaction with the toilet, but 24 % of all the selected children cannot access the toilets freely.

Also the children were asked about the communication between children, teachers and the dormitory staff. 94.8% of the children replied that dormitory teachers respect the dormitory children. For about the dormitory staff, 90.6% of the children reported that the dormitory staff respect the children living in the dormitory. Furthermore, 90.6 % of the children answered that they respect each other. 93.7 % of the children answered that they respect the dormitory teachers and staff. 96.9 % of the children answered that the dormitory teachers always encourage their opinions and ideas. 88.5 % of the children responded that they were comfortable when talking with dorm teachers. But 17.7 % of the children answered that the dorm teachers and staff hesitates to help them. Also 28.1 % of all the children answered that there is no adult person to get advice and help from around the dormitory. According to the dormitory children 78.1 % answered that the school administrators sometimes visit their rooms and talk with them. There were not any gender differences among the groups (Table 8).

Table 8. Dormitory children's satisfaction (n=96)

Items	Buyant soum		Khovd soum		Chandmani soum		Total	
	Gender		Gender		Gender		Gender	
	Male	Female	Male	Female	Male	Female	Male	Female
I like living in dormitory	20(100.0)	18(94.7)	18(85.7)	18(100.0)	8(80.0)	8(100.0)	46(90.2)	44(97.8)
I can do my homework in the dorm comfortably	18(90.0)	19(100.0)	19(90.5)	16(88.9)	9(90.0)	7(87.5)	46(90.2)	42(93.3)
Restrooms are clean	17(85.0)	18(94.7)	16(76.2)	17(94.4)	4(40.0)	3(37.5)	37(72.5)	38(84.4)
Eating areas are clean and meals are tasty	19(95.0)	17(89.5)	16(76.2)	17(94.4)	9(90.0)	7(87.5)	44(86.3)	41(91.1)
I can use the community room in the dorm	18(90.0)	17(89.5)	18(85.7)	14(77.9)	7(70.0)	5(62.5)	43(84.3)	36(80.0)
I enjoy leisure time activities in the dorm	19(95.0)	19(100.0)	15(71.4)	15(83.3)	9(90.0)	8(100.0)	43(84.3)	42(93.3)
The dorm teachers are respectful to me	20(100.0)	17(89.5)	20(95.2)	18(100.0)	9(90.0)	7(87.5)	49(96.1)	42(93.3)
The dorm staffs are respectful to me	20(100.0)	17(89.5)	18(85.7)	16(88.9)	10(100.0)	6(75.0)	48(94.1)	39(86.7)
The dorm children are respectful to each other	20(100.0)	17(89.5)	20(95.2)	16(88.9)	8(80.0)	6(75.0)	48(94.1)	39(86.7)
The dorm children are respectful towards dorm teachers and staffs	20(100.0)	18(94.7)	20(95.2)	16(88.9)	9(90.0)	7(87.5)	49(96.1)	41(91.1)
The dorm teachers are encourage our opinions and ideas	19(95.0)	18(94.7)	21(100.0)	18(100.0)	10(100.0)	7(87.5)	50(98.0)	43(95.6)
I am comfortable talking with dorm teachers	17(85.0)	17(89.5)	20(95.2)	15(83.3)	10(100.0)	6(75.0)	47(92.2)	38(84.4)
The dorm teachers are not hesitated to help me	18(90.0)	16(84.2)	15(71.4)	15(83.3)	9(90.0)	6(75.0)	42(82.3)	37(82.2)
There is at least one adult from whom I can meet if I have a problem around the school area	13(65.0)	14(73.7)	14(66.7)	14(77.9)	8(80.0)	6(75.0)	35(68.6)	35(75.5)
The dormitory is a safe and comfortable place to live in	20(100.0)	17(89.5)	18(85.7)	16(88.9)	10(100.0)	6(75.0)	48(94.1)	39(86.6)
Sometimes the school director or administers visit in our room and talk with us	9(45.0)	13(68.4)	18(85.7)	18(100.0)	9(90.0)	8(100.0)	36(70.5)	39(86.6)

Values represents number (%)

All the professionals and dormitory staff agreed that after implementing the activities with the SCR project the dormitory condition has improved a lot. Capacity building activities and experience sharing activities were appreciated by the dormitory staff.

The children like their dormitories and they are happy living there. The children said that they could improve their knowledge about the child right.

During the focus group interview with the dormitory staff, the following issues were stated.

... the children at our dormitory know about their rights well. But we, the dormitory staff, are worried about their knowledge about their duties. It needs to be taught more about their duties...

Dormitory cook

It was found that the parents were not much worried about their children living in dormitories. The reason behind this is related to the improved living condition as well as convenience and friendly environment at the dormitories. In addition, many of the children live with their siblings or relatives in the dormitories.

... Dormitory situation has improved a lot during the last few years. So there is no need to worry about our children....

Father from visited family

Furthermore the differences between children in respect to the language and ethnic differences were also assessed and there were not many differences between the ethnic groups.

3.3 Social Work Education

Under this component 8 social work students and 4 teachers were interviewed in 2 focus group interviews and the interviews were held at the Khovd University. Social work students were randomly selected for the interviews and the target group was set to the 3rd and 4th course students. All the social work teachers of the Khovd University participated in the focus group interview. They all have at least 7 years working experience as a social work teacher at the Khovd University.

According to the participants, the social work component was successfully implemented and the collaboration with the SCR project encouraged teachers as well as students as a professional.

Counseling, training and information center was established with the support of the SCR project at the Khovd University with the aim of improving social work skills and knowledge of professors and students. Also the idea of establishing this center was to provide professional services to clients. Year by year, the

center activities were improved and the activities become apparent and the center gained approval and support from the university administrators.

... the counseling room is very useful and a busy place from morning to evening... the school administrators are satisfied with its activities...

Social work professor, KU

... This room was also equipped with the support of the SCR project. Before the collaboration with the project, the environment was not comfortable and we had no special room when working with students. Also teaching materials and equipments was not enough, but now we have a room with necessary equipment, such as projectors, printers and a copy machine...

Social work professor, KU

The social work students are also very happy with the counseling, training and information center. Many of the students mentioned that the center provides opportunities for them to improve their knowledge and develop themselves. The students are happy with the professional books, internet services and availability of using the rooms. However, even though the professional textbooks and manuals donated by the project have been useful in the professional development, there is still a need of more professional books.

The staff at the counseling room consists of university teachers, and besides of their teaching they cannot fully provide the professional services to the local community. However the need for psychological counseling services has increased. Furthermore, the staff does not give counseling regarding the university life, career issues, friendship and personality issues to the students.

According to the survey, capacity strengthening activities were successfully implemented under this component. Sustained professional learning is essential for professors and teachers and brings positive impacts both on the quality of teaching, curriculum and the teaching methodology. The professors' willingness to attend professional trainings and workshop are showing a change in attitude.

... in terms of strengthening our capacity, it did assist us in achieving our professional goals and developments...

Social work professor, KU

Moreover, extra curriculum classes for social work students provided opportunities to develop according to their profession. The extra classes at the university could give benefits to both professors and students.

...by attending the extra classes, we could gain extra knowledge that we may not learn at the

university. It is very practical, helpful and also very interesting....

Social work student, KU

Promoting fieldwork activities also had great impact in developing field work plan, field work guidance and procedures, conducting field work monitoring and improving efficiency of field work. Example is illustrated in the quotas below:

...as a result of promoting fieldwork activities, the institutes are likely to agree to complete their fieldwork at their sites. A several years ago, it was very difficult to provide fieldwork sites for the student...

Social work teacher, KU

In addition, the participants were also happy with the results regarding the work of promoting the social work education and social work as a profession. After conducting several activities, such as organizing conferences and meetings, broadcasting TV programmes, the general public understandings and attitudes towards social work are much improved.

...several years ago, the social workers essentially did whatever office tasks were needed. But now administrators' understanding as well as public understanding of SW is much improved...

Social work teacher, KU

... The SCR project made a significant contribution on improvements in the quality of teaching and made the environment more comfortable at the KU. As a result of these activities, university administrators have improved their attitudes and support at the social work education. In addition, enrollment of students to the social work has increased during the last two years...

Social work teacher, KU

According to a survey conducted by the KU, many of the social work students cannot find jobs immediately after graduation, but after about in 2 years, 80 % of all the graduates could find jobs at the field of social work, social welfare and social development.

Some problems regarding their work were also briefly discussed during the interview. A teacher teaches 5 to 6 subjects during the academic year. However since they teach for appropriate hours per week, they need to spend much time for preparing a single subject. Also the teachers are very worried about some of the students' capabilities and abilities of studying skills.

... Standards in secondary school would have to be reviewed. Students who choose to attend

universities have to have similar capabilities...

...a year ago, the admission process was reviewed and the total score for students to attend Social Work University and colleges have increased, therefore the students ability were much improved from last year...

Social work teachers, KU

... I met language barriers all the time, especially understanding definitions and formulas. My Mongolian learning in school was not so good...

Social work student, KU

The quality of teaching has improved after working on getting a nationalized curriculum among the universities and accreditation. Even though, when graduated students apply for work, many of them fail their vacancy examination. This has been questioned by local organization, and a possible explanation was given by the social work teachers; on one hand, examination for civil service vacancy is different than the professional tests of social work. On the other hand, the hiring process for vacancies needs to be open and clear to each candidate.

The teachers were very happy with the project implementation process and they said that they now can continue their activities independently.

The satisfaction with the project activities was also assessed and according to the teachers and students the overall satisfaction with project activities is high and the teachers believes that they can independently continue implementing activities.

3.4 Advocacy and awareness raising activities

The advocacy work has been an integral part within the other three components and so the information and data related to advocacy were collected separately or under each component.

During the process of analyses, it was understood that the advocacy work have been divided into the following categories, child protection advocacy, health advocacy, and media advocacy. All these advocacy activities aimed at attitude change were effective and brought significant changes.

By child protection campaigns, the children's knowledge about child rights was improved and the target group children learned how to protect themselves from violence, abuse and exploitation.

... I know my rights well, and if I have any problem I will let the dormitory teacher know...

A child living in a dormitory

For about health advocacy, it has supported and promoted health care rights as well as enhanced community health and policy initiatives that focus on safety living and a decrease in injuries among children within the target families.

...in our khoroo many parents got knowledge about children's illness and how to prevent from injuries. As a result of these trainings and awareness raising activities a new case of child injury has not been reported during the last year in our khoroo ...

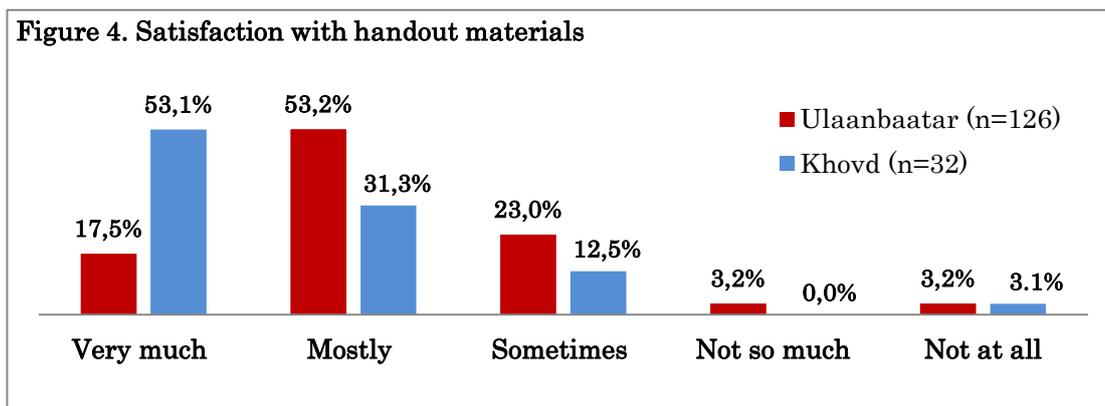
Family group practitioner

Moreover, the advocacy work has been extended by broadcasting programmes, documentary, cartoons, and messages through national and local TVs. Newspapers articles for promoting children's rights have also been delivered by the project.

At the local level, Khovd TV has been a main partner of the SCR project. However, even though there was not a clear indicator and monitoring method for TV programmes, it was noticed the programmes developed and broadcasted by Khovd TV was quite effective among the local people. The programmes cover all the three components of the project, promoting child right and community development, social work education and children in dormitory. Among those 'Children's Time' TV serial program was successful and won the 4th place in national competition arranged by Ministry of Social Welfare and labour in 2011, which encourage all the TV channels to continue these kinds of programmes after the project has been phased out.

At the national level, advocacy work has also been implemented successfully. With the cooperation of NAC, international and domestic NGOs and Mass Medias the SCR project have introduced NLM-M's child right character as national mascots.

As a result of quantitative study, more than 70 % of the respondents are satisfied with the handout materials, which is developed and printed by the project. The figure 4 shows that the satisfaction with handout materials was a little bit higher in rural population than among the people in urban areas. Compared to urban people, the rural community is very much satisfied with the printed materials, such as books, posters, stickers and child right puzzles. Also all the participants in qualitative study, including professionals, children and parents are all satisfied with the handout materials.



At the policy level the SCR project has organized and participated in several meetings with decision makers and government organizations to promote the optimal development of children, especially focusing on children in dormitory and dormitory related issues.

NLM Mongolia is still keeping its member status at the National Council for Children, headed by the Prime Minister of Mongolia. During these years, the SCR project has been playing an important role for the development and protection of the children and their families.

As a result of doing advocacy work at Khovd aimag, the aimag government made a great decision for the professional social workers, according to this procedure in the newest positions for the social workers, only professional social workers have to be hired.

In addition, the SCR project has helped all their stakeholders to increase their awareness and knowledge as illustrated by one of the decision makers in the quote below:

...Not only the target families, my knowledge and attitudes about the child right have also improved. When I make a decision, especially regarding children’s issues, I have been very careful... I hope more funds will be allocated to the local community and families in the next year... As a result of the project, the communities in our soum have become very active and they are likely to express their opinions and problems to the local government. They could identify their problem themselves, because of the FEA ...

A soum governor

4. DISCUSSION AND CONCLUSION

The evaluation criteria used in determining the relevance, effectiveness, efficiency, outcome and sustainability of the project were discussed as following:

4.1 Project Relevance

During its implementation period, the project has been linked with many different national and local plans and has strived to work according to International donor organization and Mongolia's strategy and policies such as, National Program on Child Protection and Development Program (2001-2010), UN Convention on Rights of the Child, Social Security Development Master Plan (2003-2015) and Sustainable Livelihood Programme (2004-2012). Also the project plans are in line with the duureg, aimag and soums' development policy and programs.

Before implementing the project, the concept of the dormitory children was only an issue for the schools, parents and dormitories. But now, many local organizations, professionals and government agencies, as well as National Council for Children are paying attention to the situation for the dormitory children. There is currently a considerable movement for changing the Education sector in Mongolia and therefore it is a good time for the SCR project to extend their activities in the field of dormitory.

The final evaluation found that the SCR project could fulfill the community needs of local and vulnerable people through its activities. The Government service delivery for the vulnerable community in local areas is not enough, so the SCR project activities were more relevant to the needs of the local community. Especially the projects initiated by the family group practitioners were very effective and could support the government health policies.

For the Social Work Education, SCR's objective and outputs were clear and relevant to the University's internal regulations, master and annual work plans.

4.2 Project Effectiveness

The project effectiveness was identified by the achievements of the project goal in relation to its objectives.

The development goal of the project was to promote the rights of the child in the target areas. To achieve the goal the project stated three immediate objectives regarding to its main components:

- Community development: The situation for children regarding protection and participation within the target families has improved
- Children in dormitory: The situation for dormitory children regarding protection, participation and leisure time in the target area improved
- Social work education: The quality and standards of the social work education improved.

The project LFA matrix also indicated outputs and indicators for each component, which is designed to measure the project achievements and how to implement the planned activities more effective and systematic.

Based on the results of quantitative and qualitative study, the community development activities were effective and the situation of children within target families has improved. Child injuries within the target families have decreased and new cases are not reported in most of the target areas.

But, some outputs were difficult to measure within this evaluation, because of the community development program changed directions and indicators after the MTR. Moreover, the method of measuring this component is based on FEA, which have changed its indicators after the MTR. The way of analyzing the FEA is not clear and it requires improvements.

For the dormitory component, the dormitory children and staff have been benefited through the SCR project implementation. In addition, awareness and knowledge of national dormitory requirements among school principles, school social workers, school doctors, dormitory teachers and staff and civil servant officials have increased. However, even though the budget per dormitory child was increased during the project period, the dormitory budget is still based on actual number of children at school, not in dormitory.

As for the social work education, both the teachers and students have been well benefited through all the SCR activities for improving the quality and standards of the social work education. However, even though all the key activities regarding the field work were effective and carried out as scheduled, some of the activities such as getting accreditation for the social work curriculum and approval of social worker's ethics were postponed because of the responsibilities and workload of other organizations.

Advocacy work was found effective in raising awareness among local community, including professionals and decision makers, on children's issues. From the perspective of child right it is essential to involve the parents, especially the fathers, and so the SCR project have already started working for involving fathers in some way for their awareness on child right issues.

4.3 Project Efficiency

During the lifetime of the project, most of the key activities were carried out as scheduled.

The project institutional framework was one of the key recipes for achieving desired project outcomes efficiently. The project approach of using kheseq and bag leaders as well as family group practitioners within the project area has been an effective way of implementing activities and delivering results. Involving participation from stakeholders and target communities encouraged participants' initiative and empowered the local communities. For example, some trainings in cooperation with other institutes and NGOs, involving target communities in improving living environments such as building latrines and renewing of yards were cost sharing as well as inspiring for the community.

Also, it has been noted that the SCR project members, having strong professional background with many years of experience of working in development projects, have facilitated to improve the project efficiency.

But some of the challenging issues such as changes of professionals and government officials after the election have caused the project to postpone or restart the planned activities. Parliamentary and local government elections were one of the challenges of implementing the project activities continuously and efficiently.

4.4 Project Outcome

All the activities, trainings, workshops, providing equipments have had positive outcome in the lives of the local community and families, as well as children in dormitories. Project outcomes are briefly presented under each component in this section.

Community development

- Family groups and local community have been greatly benefited through various community-initiated projects.
- Trainings conducted during the project period provided the participants with new knowledge and positive attitudes. All the trainings have had a positive impact on the families' friendly and healthy living. Not only the participants, but also their family members and people around them have been influenced positively
- Behavior and knowledge of community members in the target areas have been changed and improved. Domestic violence within the target families has been reduced.
- Team work approaches were built among the local communities. Decision making process among the community has been increased.

Children in Dormitory

- Dormitory children have gained knowledge regarding how to live healthy and safe with dignity.
- Dormitory conditions have been improved a lot in the target areas.
- The only drawback of the components is that the children have less knowledge about their duties. Not only the rights; the duties are also essential in the cultural context of Mongolia.

Social work education

- The social work teachers have been involved in professional trainings.
- The student professional knowledge and skills have also improved.
- Studying and working conditions of the teachers and students have been improved a lot.
- Public, as well as decision makers' attitudes and values towards social work and social worker have been positively changed.

Advocacy work

- Child rights awareness is growing among the target group and the community in general.
- One of the important outcomes of the project has been the sensitization of the government organizations on the issues of the dormitory children. Government organizations, including departments, agencies and ministries have started paying more attention on children living in dormitory. Now, issues related to dormitory children are not only the responsibilities of parents and schools.

4.5 Project Sustainability

For assessing sustainability of the three components of the project, the following main indicators are used (Table 10):

- Benefits & Advantages
- Deterring factors
- Ownership

The main activities of Community Development, such as FEA can be continued by the local community. The experienced community members, family groups, family group practitioners, soum and khroo governor officails can continue themselves with giving guidance to the local government for improving the local situation.

The trained trainers can facilitate and conduct the trainings, but how to upgrade their training quality is still not clear. Especially, the performance and ability of kheseg leader as a trainer may be problematic, because of their work duty, work load and skills.

For about the dormitory work, Aimag Education and Culture department, schools and dormitories are responsible to continue all the dormitory related issues. As a result of effective intercommunication skills among the aimag Education and Culture department, local government, school and dormitory, some of the dormitories have already started to continue the activities.

For the activities within the social work education, the teachers of the university will hopefully be able to continue the activities with the effective cooperation of the Khovd University administrators and other professional associations. Especially the activities, such as student field work, counseling, training and information room, which do not require big expenses, can be continued independently without any external sources.

It is not possible to expect that the advocacy work will continue after the project has phased out. Without effective involvement of the National Council for Children, NAC and other National and International

NGOs, the advocacy work cannot fully continue and extend through the nation. Locally, Khovd TV and the Social work department may continue and broadcast some of programs related to child right and social work education. There are some international organizations working for the local community, but SCR is the only project focusing on the dormitory issues. So there is a strong need to promote child rights in the local areas.

After the project has phased out, the governmental organizations will be the main partners to continue with activities started by the project. The international and domestic NGS's may also be able to continue with some activities, but not as much as the governmental organizations. The project strategy plan mentions the importance of the renewal of contracts with stakeholders and transfer of the activities to local partners. But all the contracts have not been renewed yet, to ensure sustainability with a focus on finances, implementation and responsibility.

In addition, having a weak financial base at the grassroot organizations deter sustainability at each component. The new law about the budget allocation⁴ may give some hope and bring possibilities to continue some of the activities within the components, especially community development and dormitory.

Furthermore, sustainability requires intercommunications, solidarity and togetherness. Some of the activities such as ger kindergarden, health and training center and trainings could run independently because of these activities inclusion in the plan of khoroo or soum action, proper management and togetherness.

In conclusion, after the project is phased out, some of the project activities can continue and for ensuring the sustainability the following factors should be considered:

- Financial sustainability
- Cooperation between institutes and organizations, professionals' replacement due to elections
- Community (institutes, community and individuals) empowerment and community initiative.

4.6 General conclusion

Many positive results have been achieved by implementing the SCR project from 2009 to the end of the project in 2013. The project design and the progressive development of its objectives were evaluated

⁴ The new budget law was developed and passed on 23 December 2011 in order to improve the legal framework for budgeting, enhance the efficiency of resource allocation, and increase the citizens' participation in the budgeting process.

positively by the project beneficiaries, as well as the local decision makers and professionals. The performance of local organizations, such as khoroo and family clinics clearly reflects the positive impact of the different training packages that have assisted the community leaders and professionals to acquire the necessary trainer skills to promote child right and empower the local community.

The project could sensitize the government on the community development and child related issues, especially in the target areas. From governmental part, the role of governmental body such as Aimag Education Center, Aimag Social Development Department, soum and khoroo government are the key in implementing project activities and they serve as a key role in providing incentives for ample social participation.

The project has brought positive behavioral and environmental changes, and has helped the families to create a friendly environment for their children. The project's objective pertaining to children in dormitory has been achieved with a higher degree of success compared to the other components. After intensive field observations, and understanding of a wide range of stakeholder perspectives, SCR activities have improved the situation of dormitory children regarding protection, participation and leisure time in the target areas.

The final evaluation is also happy to note that the SCR project's community initiated programmes and trainings have addressed various needs of life and life-skills required by the group members. All filed visits and findings indicate to this point at both the individual, group and community levels. Trainings are also showing a strong positive complementary role for changing and improving their behaviors and knowledge. All these interventions have clearly led to create positive impacts in lives of local community and families.

Table 10 Sustainability of the main activities with key indicators under each component.

Programmes	Benefits & Advantages	Deterring factors	Ownership
Community Development			
FEA (Ger chart-training and assessment)	<ul style="list-style-type: none"> Trained trainers. Experienced community members 	<ul style="list-style-type: none"> Lack of proactive and initiative of government organizations, as well as community Not included in work plan & workload 	<ul style="list-style-type: none"> Aimag, Soum & Khoroo government. Family Group Practitioners. Community members
Community identified projects	<ul style="list-style-type: none"> New budget law. Positive attitude, and knowledge of professionals decision makers and community 	<ul style="list-style-type: none"> Lack of budget. Lack of proactive and initiative of government organizations 	<ul style="list-style-type: none"> Aimag, Soum & Khoroo government. International NGOs
Trainings for community	<ul style="list-style-type: none"> Trained trainers , Proactive community members & their initiatives. 	<ul style="list-style-type: none"> Lack of budget for snack, Poor community initiative and participation. Lack of professional trainers 	<ul style="list-style-type: none"> Aimag, Soum Khoroo, soum government. Family Group Practitioners. NGOs
Children in Dormitory			
Capacity Building	<ul style="list-style-type: none"> New budget law. Positive attitude, and knowledge of professionals decision makers and community 	<ul style="list-style-type: none"> Poor participation Lack of professional trainers Lack of budget 	<ul style="list-style-type: none"> Aimag Education and Culture department. Dormitories
Dormitory assessment tools	<ul style="list-style-type: none"> Well developed dormitory assessment tools Trained professionals 	<ul style="list-style-type: none"> Poor monitoring and evaluation process 	<ul style="list-style-type: none"> Aimag Education and Culture department. Dormitories Dormitory Children’s Board
Social Work Education			
Student field work	<ul style="list-style-type: none"> Students interest Trained supervisors Positive attitudes of host organizations 	<ul style="list-style-type: none"> Poor cooperation between institutes and organizations 	<ul style="list-style-type: none"> Khovd University Host organizations Field supervisors
Capacity building	<ul style="list-style-type: none"> Professionals interest Positive attitude from university administrators 	<ul style="list-style-type: none"> Work load Low budget Poor cooperation within and between the institutes 	<ul style="list-style-type: none"> Khovd University Professional Associations
Counseling, Training, Information Center	<ul style="list-style-type: none"> Interest and necessity of using the room Positive attitude from university administrators Well equipped 	<ul style="list-style-type: none"> Lack of class room Workload 	<ul style="list-style-type: none"> Khovd University
Promoting social work	<ul style="list-style-type: none"> Experienced professionals Positive attitude of the community 	<ul style="list-style-type: none"> Poor cooperation between institutes and organizations Low budget 	<ul style="list-style-type: none"> Khovd University Professional Associations
Advocacy Work			
Developing, printing and hand- outing materials	<ul style="list-style-type: none"> Community (professionals & decision makers) attitude, and knowledge 	<ul style="list-style-type: none"> Not included in work plan Poor cooperation between organizations Luck of budget. 	<ul style="list-style-type: none"> National Council for Children NAC and government organizations National and International NGOs.
Child right campaigns	<ul style="list-style-type: none"> Experienced professionals National network for child protection 	<ul style="list-style-type: none"> Not included in work plan Poor cooperation between institutes and organizations 	<ul style="list-style-type: none"> National Council for Children NAC and government organizations National and International NGOs
Media advocacy	<ul style="list-style-type: none"> Having already prepared programs Child right heroes, Soosoi, Bomboolei introduced well. 	<ul style="list-style-type: none"> Not included in work plan Poor cooperation between institutes and organizations Luck of budget. 	<ul style="list-style-type: none"> National Council for Children NAC and government organizations National and International NGOs

The project has fostered linkages especially with local governments and other institutions in Khovd province, and this was one of the strengths of the project.

Although the SCR project has mainly been implemented according to the plan, the project has met some challenging issues during its lifetime. The stop of the project from the beginning of 2012 until August 2012, regarding the midterm review and national and local election influenced the project in a negative way in order to conduct its activities efficiently. Turnover of the local officials, civil servants and decision makers also affected the project implementation processes in a negative way.

For ensuring the sustainability of the project activities financial sustainability, cooperation between stakeholders and community groups, and community empowerment should be considered.

In overall, the project was effectively and efficiency managed and the project design and approach was relevant in addressing the identified needs of beneficiaries and stakeholders as well as in line with national and local priorities.

The consultant hope that the achievements made during the project period should be consolidated for the next phase of the project.

5. LESSONS LEARNED

The final evaluation consultant extracted the lessons learned based on the experiences of the staffs, beneficiaries and professionals, and from annual reports of the project, evaluation reports and other project documents. The following are the main lessons learned from the experience of SCR project:

1. The implementation of the project should be carefully planned from the onset, with special consideration to the project cycle, including project design, implementation and monitoring system.
2. Professionals and decision makers' turnover is causing loss of institutional memory and poor motivation among officials. After the parliament and local election most of the governors, decision makers, and civil servants at national and sub-national level are frequently replaced. This makes it necessary for the project staff to introduce again the project goal, objectives and implementation. This again means that the retraining of trainers and professionals not always is very cost-effective. Furthermore, it influences badly for the project implementation, planning and swallowing the results.
3. The changing of community behavior and attitude needs time and considerable effort before it is eventually achieved.
4. The criteria of keen interest and commitment to effective participation can be one of the indicators of selecting beneficiaries for community development activities in the local communities.
5. Nomadic and semi-nomadic lifestyle is a constraint for the empowerment of all the family members,

especially the fathers and male members. During the busiest seasons of local community, it is difficult to participate and engage in community-based activities. Differences between country side and city, access to information among rural populations, and ethnic and linguistic minorities have to be in consideration before implementing activities for rural communities. As well as during the project lifetime some activities were postponed to the coincidence of long summer vacation, stagnant work and lifestyles.

6. In order to accommodate emerging interests among the target beneficiaries the training and activity plans can be flexible. Organizing trainings, meetings and workshops at the local areas, within the community was very fruitful for both community members and trainers.
7. The creation of strong linkages with government and other national and international organizations from the initial period of project lifetime is important as a mean of ensuring sustainability, sharing experiences and building capacity.
8. Linking operational plans of the project with a stakeholder, such as khoroo can be effective for cooperation and contribution to the achievement of both organizations' goals and objectives set within the strategic plan.

6. RECOMMENDATIONS AND SUGGESTIONS

Based on the result from all components of the SCR project final evaluation the following main recommendations were made. The proposed recommendations are categorized according to the three main components, and one part for the advocacy work:

Community development

1. In the beginning of the project, the target population in need has to be carefully determined and selected. If possible it is better to follow the target populations through the life of the project. Community involvement should be secured from the beginning as a basis for ensuring sustainability of development activities.
2. The dependence on unpaid volunteer labor (Kheseg leaders) as the key trainers for training is problematic. Further activities of trained trainers are still not clear and their working schedules and plan are not developed. Upgrading trainers' training quality has to be considered.
3. The long term sustainability of the project's community development activities would be facilitated by the establishment of local voluntary organizations (NGOs) that can be serve as a vehicle for continue initiatives and strategies of the project, and a bridge between national and international organizations.

Children in dormitory

1. To conduct wide reaching services and continue expanding coverage of trainings and capacity building activities for dormitory children, staff, and parents. Also cover all the school children,

teachers, school training managers, social workers, school doctors, government officials and decision makers will be effective in order to promote child right, child friendly environment and as well as to ensure project sustainability.

2. Use the same starting time for focus on dormitories may be more beneficial for the children living in the dormitories as well as more time efficient.
3. To conduct locally and culturally sensitive programs and trainings, including gender equality, child participation, child right and duties is important. The children's participation, rights and duties in case of Mongolian culture and family lives should be explained in a clear way.
4. Conducting child development activities are essential and child development is not limited to traditional toys and child development rooms. It needs more specific programs, trainings, researches and surveys on child development if possible.
5. Collaborating with class teachers and parents meeting may be a good way of involving parents in child right promotion activities and trainings.
6. Continue conducting experience sharing activities and appointment of a specialist, who is responsible for the dormitories at the Aimag Education and Culture department, is very useful. Introducing a best dormitory may also be an effective method.
7. The Dormitory Assessment Tool is very useful to identify what is important for the dormitory children. The project has to consider and improve the implementing and evaluation processes when using the tool.
8. Local Development Fund is an opportunity for both local development and well-being of the local children. Opportunities like this may help the situation of the children living in dormitory and therefore the project should think about the value beyond the fund.

Social Work Education

1. To continue the current efforts, promoting of social work education and social worker as profession should be continued. Also capacity building activities, such as attending professional trainings, experience sharing and sustainable training for field work supervisors are essential.
2. Helping and encouraging the students to create new workplaces for themselves, such as opening local NGOs, working as volunteers may bring positive impacts on local communities as well as increase students' motivation and interest in serving the local people.
3. Organizing of workshops and promoting closer links between employers and social work department may be effective.
4. If possible, provide opportunities for students to work in a laboratory, which is established for working on research programmes and gain research experience.

Advocacy and awareness raising activities

1. Closer collaboration with NAC, Ministry of Education, and local government needs to be pursued in

future. Support disseminating project activities and initiatives to the general public, through all types of media should be continued.

2. Conduct advocacy activities among the local governors, decision makers and administrative staff to increase their support, funding and supervision. More advocacy efforts are needed to ensure budget allocation for children, and local community development, which may be helpful to local community as means of ensuring sustainability. Organizing meetings, workshops, and lobbying to influence Government and the decision makers on a national level is important.
3. Share experiences and introduce new initiatives and models to other soums, aimags as well as nationwide, especially regarding children in dormitory.
4. Culturally sensitive education and handout materials may be useful and interesting for the local community.
5. Social media and social networking may be one of the appropriate tools for promote children's rights. With effective design and implementation, social media can be characterized into collective movement for promoting child rights.

General recommendations

1. Project planning, project implementation, and project evaluation processes have to be carefully considered before implementing the project. Moreover, continuous implementation of the project activities is important and sudden stoppage may weaken the implementation performance.
2. Strengthen interpersonal communication skills of social development education service partners and stakeholders to reinforce networking and partnerships for the expansion of the project activities and sustainability.
3. Continue organizing of capacity building trainings for project staff in order to improve their skills, and to implement the project activities more effective and efficient.
4. Improve the relationships between NLM–Mongolia's projects may be one of the ways of sharing and using project resources in economical, productive and smart manner within the organization.
5. All the project documentation, including evaluation and progress reports have to be clear, short and sharp as a form of communication tool. The success of the project depends on the project related documents.

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APPENDICES

Appendix 1. The term of References

Appendix 2. Dormitory implementation by year.

Appendix 3. Ger Charts
Appendix 4. Kish table
Appendix 5. Qualitative study questionnaires for community members
Appendix 6. Qualitative study questionnaires for dormitory children

1. Appendix 1. Terms of References FINAL EVALUATION OF SCR PROJECT

Terms of Reference for final evaluation

1. General information

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

2. Initiative

Strengthening Children's Rights project has since 2009 worked in Mongolia in two main locations: Khovd Province and Ulaanbaatar, to promote the rights of the child and improve the situation of vulnerable children in the target areas.

This final evaluation was scheduled to be conducted in 2013 according to the Project Document. The SCR management team has decided to carry out the final evaluation later in 2013 due to the Mid Term Review was conducted in the end of 2011, and from January until the end of August 2012 the project was stopped. This means that the project have not been able to work for a long time with the recommendations given in the Mid Term Review. The evaluation work will be lead and carried out by a mix of external consultants and stakeholder representatives.

SCR have applied for a new period of the project, starting in January 2014. This project will have its main focus on dormitory children, and recommendations given in this evaluation will be used in the next phase of the project.

3. Purpose of evaluation

To identify achievements made during the project period, especially after the significant changes that were made in the project after the Mid Term Review.

Contribute to project management performance for future improvement: As a result of the evaluation, project management and local partners will be able to see the project performance, achieved results, project effectiveness compared to the initial project document & log frame. The evaluation recommendation will be used for project management & local partners to improve project management, implementation and performance.

Exercise control of the activity (accountability): The evaluation will assess overall efficiency, effectiveness of the project performance. Further it will help to examine how resources/ funding have been used properly & effectively to achieve the expected results of the project.

Promote organizational learning: This evaluation will define what worked well and what did not work well. Therefore, learning from experience; further recommendation will be developed by the evaluators to improve project implementation practices.

Within this evaluation the following points will be the main focus of the evaluation:

- Assess and measure achievements, changes and results that SCR has contributed to within target areas during the project period. Also look specifically on the achievements made after the Mid Term Review to see if the changes made lead to a higher level of achievement
- Define the level of stakeholders' participation including primary and secondary stakeholders

-
- Lessons learned: the evaluation will help project staff, project management and related partners to know what has been working well and what has not been working well which helps project management to find ways of improvements

Moreover, the below five main highlighted (DAC) criteria will be questioned and focused throughout the evaluation process to give answers to the main focus area of the evaluation.

Relevance: Has the project goal, objective and outputs been relevant to the beneficiaries and stakeholders and in line with national and local priorities? Is it still relevant?

Efficiency: Has the project used resources in the most economical manner to achieve its objectives?

Effectiveness: Has the activities achieved satisfactory results in relation to stated objectives?

Outcome: What are the main results of the activities undertaken? – Intended and unintended positive and negative, including social, economic environment affecting on individuals, families and communities

Sustainability: Are the activities and their impact likely to continue when external support is withdrawn, and will it be more widely replicated and adopted?

4. Scope and focus of the evaluation

- The evaluation covers project period from 2009-2013
- Total budget for this evaluation is estimated MNT 19 000 000 in 2 main locations Ulaanbaatar and Khovd aimag (See attachment for detailed budget)
- The evaluation team is a mix of internal and external evaluators

5. Project presentation

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

The main focus of the project is strengthening the rights of the child through various activities based on the needs of the community members and children in the target areas. The overall focus is to conduct activities based on awareness raising and advocacy activities with an emphasis on the rights of the child, increasing competencies and capacity building of professionals, social workers and decision makers. The major strategy will include education, awareness raising and empowerment from families in the community up to national authorities, to achieve maximum benefit and sustainability. In the beginning the project had three components, CBSS (Convergent Basic Social Services), Dormitory and Social work education, with advocacy as an integrated part. The advocacy was later made into a separate component, but after the Mid Term Evaluation it was taken away as a separate component and used as an integrated part in the other components again.

The direct beneficiaries of the project are children and their family members or parents, professionals working for children and decision makers. Project has focused on to improve the

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

The project went through significant changes after the Mid Term Evaluation. The recommendation from the midterm review in late 2011 mentioned among other things that the project goal and objectives were too wide, the way to reach the goal was unclear and that the LFA matrix needed to be revised.

In line with the midterm review recommendations, the NLM-M board decided that the project should have two main components; dormitory and community development, with advocacy integrated within these two components. According to this new direction, a revised LFA was developed. The social work education component mainly kept as it was with the intention to phase out in 2012. Because of the project was stopped in January 2012, it was not possible to phase out the social work education before in the middle of 2013.

The project also narrowed down its focus, by choosing to only focus on three rights; the right for protection, the right to a good and healthy leisure time and the right to participate in decisions that affects the children. The CBSS component was also worked on, and got a much clearer and narrowed down focus. Since it then no longer was the original Unicef CBSS program, the name needed to be changed, so now the name is only Community Development.

Within the project framework, SCR have conducted activities within three different areas.

Community development activities where children, families, community members and professionals are the main focus of the project activities. The aim has been to improve the family conditions which children grow up in by focusing especially on the children's protection and participation. In this regard the main objective of the community development activity is "The situation for children regarding protection and participation within the target families has improved"

Within the dormitory activities the objective is that the situation for dormitory children regarding protection, participation and leisure time in the target area improved. The project has been working to improve the physical and psychological environment in local dormitories. The main target group of the dormitory activities has been parents of children living in dormitories, dormitory teachers, social workers and school & dormitory administrations.

Objective of the Social work education activities is to improve the quality and standard of the social work education. In this regard the project has been working to improve the social work education in cooperation with university teachers and educational institutions. The main purpose has been to contribute to improve higher education quality and enabling students to do more effective and responsible jobs in the future.

Within these three areas, advocacy and awareness raising activities has been an integral part. The purpose of the advocacy and awareness raising activities has been to improve the public understanding on the rights of the child, build the capacity of professionals and decision makers as well as to change the attitudes about the right of the child among decision makers. When evaluating the different components, it is important to also include the advocacy work that has been done within the component.

6. Questions to be answered

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

- Has the project been implemented effectively?
- Has the project objectives been reached?
- Is the project likely to have lasting results after project termination? Consider factors that may have reduced the sustainability of the project's goal and objectives
- What proportion of the target population has been served or benefitted? Are there any gender differences?
- Is the target group satisfied with the project activities delivered?
- Has the administrative, financial and human resource functions been handled in a good way by the project management?
- How has the project activities been planned in compliance with local, national policy to ensure the sustainability?
- Has the changes made after the MTR lead to a higher level of achievement?

Community Development

- Has the situation for the children regarding protection and participation improved within the target families?
- Are there any activity sustained and taken over by the local community? What are they? How are they functioning?
- What are the community members understandings about the community development, their efforts made for better change after the community development activities are implemented; learned skills, attitude, and enhanced knowledge?
- How has the activities been in line with local policies especially within CIPs?

Within dormitory the following main points should be carefully considered:

- Has the situation for the dormitory children regarding protection, participation and leisure time improved? What is the evidence?
- What are the main lessons learned from the work in the dormitories?
- How has the trainings contributed to improve the children's psychological environment in dormitories?
- How has the trainings contributed to improve the dormitory staffs knowledge and skills?
- How has the parents involvement improved?
- How is the usage of the material SCR have provided to the dormitories? E.G. to equip the development rooms.
- Has the conference and forum arranged given any results?
- Has the MDTs (Multi Disciplinary Team for children) gained knowledge and are working more actively towards child protection?

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

- How has the teachers' skills and knowledge and content of the specific course programs improved compared to previous years?
- How are the quality improvements of field work practice?
- What were the main results from the trainings organized towards improving the students' social work knowledge, skill, communication and attitude?

Recommendation:

-
- Are there any specific recommendations on the project' performance, effectiveness, efficiency, sustainability and relevance?
 - What are the main lessons learned for the usage in the next period of the project, then especially focusing on the work within the dormitories?
 - What are the contributing factors towards positive results of the project?
 - How can the trainings be improved so that they reach a higher level of learning?

7. Methodology:

Both qualitative and quantitative methodologies will apply using the following data collection tools such as focus group discussion with key stakeholders, desk review, interview of representations from all levels of stakeholders such as representation from project partners, community members, professionals, local decision makers, field visits/ observation and case study.

Within desk review references, project documents, national reports, surveys, research, policy documents on social service, welfare shall be reviewed.

During all the interviews and discussions a gender balance is required.

8. Sampling and limitations/delimitations

SCR is aiming to include 400-700 representations in the evaluation as to be reliable to represent the project stakeholders. This will include both Khovd and Ulaanbaatar project participants.

9. Expected product presentations

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

10. The utilization of the evaluation findings

The final report will contain recommendations for future improvement, corrective measures and strategies. These recommendations will be used in the next phase of the project, SCR2. This will be especially for the recommendations towards the work in the dormitories; hence this will be SCR2's main focus.

The final recommendations will be used for the project management to find appropriate ways of improving the next projects' implementation and performance.

11. Timeframe for evaluation and reporting

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

Report writing & finalizing																x	x				
Report meeting																		x	x		

12. Report format

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

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

13. Evaluation team:

The evaluation in general will be carried out by external experts though SCR internal project management people and representations of project stakeholders will be included in the team. The project aim to include the following people in the evaluation team:

- Two hired national (Mongolian) consultant & field data collectors (the numbers will be identified with the discussion of evaluation team). The hired consultants should be one woman and one man.
- One representation from Ministry of Education, Science and Culture, and one from NAC.

Team members from project management & partners' side:

- One from each of High educational institutions: Mongolian State University of Education Social Work Department, National University of Mongolia, Social Work Department
- One from each two districts Social Welfare department (Bayanzurkh and Songinokhairkhan)
- Representation from NLM-M, project consultants, project leader, and project staff (2) as well as translator.
- Representation from aimag Social Welfare department & Education Department

Roles and responsibilities of external consultants:

1. Develop questionnaires based in the TOR for the Final Evaluation (questionnaires for individual interview, focus group) and pilot and finalize the questionnaires
2. Lead focus group discussions, individual interview & meetings with various level stakeholders (grassroots to decision makers, project partners)
3. Field visit and data collection & analysis
4. Draft the Final Evaluation report and finalize report
5. Organize report meeting
6. Deliver final report and present summary of the report in the meeting with invited stakeholders

Project management & partner's role & responsibilities:

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

Recruitment process: Recruitment process will include advertisement, short listing, review of previous research experience & research reports, call for interview and reference check & select the best candidates.

- Advertisement of inviting interested, qualified experts to do the evaluation the advertisement will indicate clearly about the qualification, research experience in social settings, and previous research experience in similar areas.
- Screen applicants & shortlist best 6 candidates for the next selection process to choose the best two consultants.
- Review of applicant's previous research reports
- Conduct interview
- Reference check includes, contact with previous organizations where the researcher did a research or evaluation
- Select the best candidates

The above mentioned process will be done by a team consisting of project consultant, project leader and branch leader with close cooperation with the Country Director.

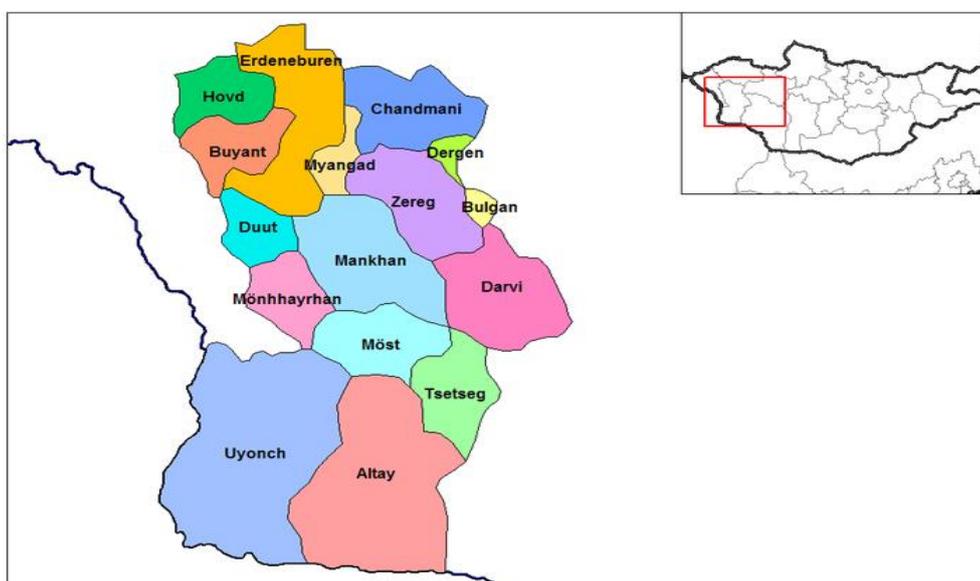
14. **Facilitator:** The facilitator of the evaluation will be selected after review CV and qualifications of the applicants. The facilitator will play lead role of the evaluation, especially in designing questionnaire, organizing meetings among evaluation team, and

partners meeting, managing data collection and analyzing processes and report writing.

15. Budget: Estimated cost is MNT 19 000 000 that includes, travel costs in Khovd and Ulaanbaatar, external evaluators honorarium, TA evaluation team and report meeting, and printing costs of report.

16. Attachments: reference, evaluators CVs, report writing guidelines, detailed work plan, questionnaires will be attached in the final report.

Appendix 2. Soum of Khovd aimag



Source: http://commons.wikimedia.org/wiki/File:Hovd_somon.png

Soum distance from Ulaanbaatar to the center of Aimag, km

The year involved in the SCR project

Distance from Ulaanbaatar city to the Khovd aimag 1425 km					
Distance from center of Khovd aimag to the center of soum					
Soum	Km	Year involved in the project	Soum	Km	Year involved in the project
Altai	315	2011	Zereg	141	2012
Bulgan	314	2011	Durgun	102	2012
Uyonch	305	2011	Munkhun	80	2012
Tsetseg	221	2010	Duut	76	2009
Darvi	205	2012	Erdeneburen	61	2009
Must	180	2010	Myangad	41	2010
Munkhhaikhan	155	2010	Hovd	32	2012
Chandmani	146	2012	Buyant	25	2011

Appendix 3.

Family Education Assessment- Ger chart before and after the MTR

Өрхийн тэргүүн:

33. Сайн эцэг эх <input type="radio"/>					
31. Өрхийн хөдөлмөр эрхлэлт <input type="radio"/>		32. Өрхийн орлого зарцуулалт <input type="radio"/>			
28. Хөгжлийн бэрхшээлтэй хүүхэд А <input type="radio"/> Б <input type="radio"/>		29. Хүчирхийлэл <input type="radio"/>		30. Хүүхдэд ээлтэй орчин <input type="radio"/>	
24. Сургуулийн өмнөх боловсрол А <input type="radio"/> Б <input type="radio"/> (2-5 нас)		25. Суурь боловсрол <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (6-18 нас)		26. Албан бус боловсрол <input type="radio"/> <input type="radio"/> (8-18 нас)	
19. Хүүхдийн аминдэм ба эрдсийн бэлдмэл А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/> (0-59 сар)		20. Дархлаажуулалт <input type="radio"/> <input type="radio"/> (0-2 нас)		21. Иоджуулсан давс <input type="radio"/>	
22. Хүнний ногоо А <input type="radio"/> Б <input type="radio"/>		23. БЭДХ, ХДХВ/ДОХ-оос урьдчилан сэргийлэх <input type="radio"/>			
13. Төрсний дараах хяналт А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/> (28 хоног дотор)		14. Эхийн сүүгээр дагнан хооллох А <input type="radio"/> Б <input type="radio"/> (0-6 сар)		15. Нэмэгдэл хоо <input type="radio"/> (6-23 сар)	
16. Өсөлт хөгжлийн хяналт <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (0-59 сар)		17. Хоол тэжээлийн байдал <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (0-59 сар)		18. Хөгжлийн үе шатууд <input type="radio"/> <input type="radio"/> (0-2 нас)	
7. Төрөлт хоорондын зайн зохицуулалт <input type="radio"/>		8. Жирэмсний хяналт <input type="radio"/>		9. Жин нэмэлт <input type="radio"/>	
10. Аминдэм, эрдсийн бэлдмэл А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/>		11. Хүнд ажил <input type="radio"/>		12. Төрөх газар <input type="radio"/>	
1. Өрхийн аюулгүй амьдрах ухаан <input type="radio"/>		2. Ариун цэврийн байгууламж А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/>		3. Гарын ариун цэвэр <input type="radio"/>	
4. Ундны ус А <input type="radio"/> Б <input type="radio"/>		5. Байгаль орчноо хамгаалах А <input type="radio"/> Б <input type="radio"/>		6. Бүртгэл <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Өрхийн тэргүүн:

5. САЙН ЭЦЭГ, ЭХ А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/>		
4. ГЭР БҮЛИЙН ХҮЧИРХИЙЛЭЛГҮЙ ОРЧИН А <input type="radio"/> Б <input type="radio"/>		
1. АЮУЛГҮЙ АМЬДРАХ НӨХЦӨЛ А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/>	2. ХҮҮХДЭД ЭЭЛТЭЙ ОРЧИН А <input type="radio"/> Б <input type="radio"/> В <input type="radio"/>	3. ХҮҮХДИЙН ОРОЛЦОО А <input type="radio"/> Б <input type="radio"/>

Appendix 4. Kish Grid table

№	Өрхийн дугаар							
	1	2	3	4	5	6	7	8
1	1	1	1	1	1	1	1	1
2	1	2	1	2	1	2	1	2
3	1	2	3	1	2	3	1	2
4	1	2	3	4	1	2	3	4
5	1	2	3	4	5	3	4	5
6	1	2	3	4	5	6	3	6
7	1	2	3	4	5	6	7	4
8	1	2	3	4	5	6	7	8
9	1	2	3	4	5	6	7	8
10 \leq	1	2	3	4	5	6	7	8

Within the household Kish Grid, which provides equal probability, was used for selecting respondents. Kish Grid is a table of numbers, named after the statistician who invented it. The number of people in the household is discovered, and a random number is chosen to select an appropriate person. We used the following instructions for using the Kish Grid. First, after introducing his/herself, the interviewer should find out how many living in the household are eligible to be participated in the survey. Next, the family members are numbered in order of decreasing age. Then the interviewer consult the selection table, because the table tells the number of adults to be interviewed. For example, there are six adults in the household 2 and the selection table tells to select adult number 2 (shown in bold type).

Appendix 5. Qualitative study questionnaires for community members

Монгол улсын хувийн нууцийн тухай Статистикийн тухай, Иргэний хуулийн хүрээнд таны өгсөн мэдээллийг судалгааны багийн гишүүд чандлан хадгална.

Судалгаа авсан он сар..... Асуулгын №.....

Улаанбаатар хот (Ховд аймаг) Дүүрэг(Баг).....

Судалгааны асуулга

Та цаг гаргаж судалгааны асуулгыг бөглөж бидний ажилд туслана уу? Энэхүү асуулгын гол зорилго нь Норвегийн Тусламжийн Байгууллагын “Хүүхдийн Эрх-Хөгжил” төслийн хүрээнд олон нийтийн хөгжлийн үйл ажиллагаанд оролцогчдын санал бодлыг сонсох зорилготой юм. Асуулт бүрийг сайтар уншаад зааврын дагуу тохирох хариултаа дугуйлж тэмдэглээрэй!

НЭГ. ЕРӨНХИЙ МЭДЭЭЛЭЛ

1. Таны хүйс?	1. Эрэгтэй		2. Эмэгтэй
2. Таны гэрлэлтийн байдал?	1. Гэрлэсэн	2. Гэрлээгүй	3. Бэлэвсэн эсвэл өрх толгойлсон эцэг/эх
3. Та өрхийн тэргүүнтэй ямар хамаатай вэ?	1. Өрхийн тэргүүн	2. Өрхийн тэргүүний гэр бүлийн хүн нь	3. хүү/охин
	4. аав/ээж нь	5. Бусад.....	
4. Таны боловсрол?	1. Дээд	2. Тусгай дунд	3. Бүрэн дунд (10 р анги)
	4. Бүрэн бус дунд (8 р анги)	5. Бага (4 р анги)	6. Боловсрол эзэмшээгүй
5. Таны хөдөлмөр эрхлэлт?	1. Эрхэлдэг		2. Эрхэлдэггүй
	3. Хувиараа хөдөлмөр эрхэлдэг		4. Тэтгэвэрт эсвэл Группт
6. Таны нас?			
7. Танай өрхийн хэлбэр?	1. Дан гэр бүл (зөвхөн эхнэр, нөхөр хүүхэд амьдардаг)		2. Өргөжсөн гэр бүл(эхнэр, нөхөр хүүхэдээс гадна эмээ, өвөө, үеэлийн хамт амьдардаг)
	3. Нийлмэл гэр бүл(аав ээж, үр хүүхдийн хэд хэдэн гэр бүл цугтаа амьдардаг)		
8. Өрхийн ам бүлийн тоо.....			
9. Өрхийн ам бүлийн тоо насаар:	1. 0-5 насны нийт?		2. 6-17 насны нийт?
	3. 17-35 насны нийт?		4. 36-60 насны нийт?
	5. 61 – ээс дээш насны нийт?		
10. Таны сарын	1. 149900 – төгрөгнөөс доош		2. 149901 – 192 000 төгрөг

орлого хэдэн төгрөг вэ?	3. 192 001 – 350 000 төгрөг	4. 350 001 – төгрөгнөөс дээш
11. Танай өрхийн сарын орлого дунджаар хэдэн төгрөг вэ?(цалин + тэтгэвэр +тэтгэмж + бусад)мян. төгрөг		
12. Та энэ хороондоо хэдэн жил амьдарч байна вэ?		
5. Жил		

ХОЁР . МЭДЛЭГ , ХАНДЛАГА

13. Та гэр бүлийн хүрээнд шийдвэр гаргахдаа гэр бүлийн гишүүд, хүүхдүүдийнхээ саналыг сонсдог уу?	1. Тийм		2. Үгүй		
14. Та төсөлд хамрагдсанаараа хүүхдийг эрүүл, аюулгүй орчинд өсгөж хүмүүжүүлэх талаарх мэдлэг хуримтлуулж чадсан уу?	1. Тийм		2. Үгүй		
15. Хэрэв та “тийм” гэж хариулсан бол тухайн мэдлэгээ амьдралдаа хэрэгжүүлж чадаж байна уу?	1. Маш их	2. Их	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй
16. Та өөрийгөө хүүхдийн эрх, хамгааллын талаар хэр их мэдлэгтэй гэж бодож байна вэ?	1. Маш их	2. Их	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй

ГУРАВ. ОЛОН НИЙТИЙН ТОДОРХОЙЛСОН (ОНТ) ТӨСӨЛ

17. Та “Хүүхдийн эрх - Хөгжил” төслийн хүрээнд танай суманд олон нийтийн санаачлагаар хэрэгжсэн төслүүдийн талаар мэдэх үү?	3. Тийм	4. Үгүй
18. Олон нийтийн тодорхойлсон төслийг санаачлах, хэрэгжүүлэх, хянах, үнэлэх аль нэг шатанд та өөрийгөө оролцсон гэж үзэж байна уу?	1. Тийм	2. Үгүй
19. Танай гэр бүл ОНТ төслийн үр шимийг хүртэж байсан уу/байгаа юу?	1. Тийм	2. Үгүй
20. Танай суманд хэрэгжсэн ОНТ төслүүд танай багийн чухал асуудлыг тусгаж чаддаг уу?	1. Тийм	2. Үгүй
21. Та хүүхэддээ (Дүү, ач зээ) хангалттай цаг зав гаргаж, туслаж дэмжиж чадаж байна уу?	1. Тийм	2. Үгүй

ДӨРӨВ. ТӨСЛИЙН ҮЙЛ АЖИЛЛАГААНД ОРОЛЦСОН БАЙДАЛ, СЭТГЭЛ ХАНАМЖ

22. Төслөөс хэрэгжүүлж байгаа үйл ажиллагаанд та сэтгэл хангалуун байдаг уу?	1.Маш хангалуун	2.Хангалуун	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй
--	-----------------	-------------	---------------	-------------	-------------

23. Төсөлд хамрагдсанаар танай гэр бүлийн харилцаанд эерэг өөрчлөлт гарсан уу?	1. Маш их	2. Гарсан	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй
24. Төслийн үйл ажиллагааны хүрээнд та өөрийн санал бодлоо чөлөөтэй илэрхийлж чаддаг уу?	1. Маш их	2. Их	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй
25. Та өөрөө эсвэл танай гэр бүлийнхэн төслийн үйл ажиллагаанд хэр сайн оролцдог вэ?	1. Маш сайн	2. Сайн	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй
26. Төслийн хүрээнд хэвлэгдсэн ном, сурах бичиг, гарын авлага таны хэрэгцээнд нийцэж байна уу?	1. Маш их	2. Их	3. Дунд зэрэг	4. Маш бага	5. Огт үгүй
<p>27. Хэрэв та төслийн үйл ажиллагаанд ямар нэгэн байдлаар сэтгэл хангалуун биш байдаг болон төслийн үйл ажиллагаатай холбоотой өөрийн санал бодлоо дэлгэрэнгүй бичнэ үү? (Ямар үйл ажиллагаанд сэтгэл хангалуун биш байдаг? Цаашид төслийн үйл ажиллагааг сайжруулахын тулд юуг анхаарвал зохистой вэ? гэх мэт)</p> <p>.....</p> <p>.....</p> <p>.....</p>					

Энэхүү судалгаанд оролцсон танд баярлалаа!

Appendix 6. Qualitative study questionnaires for dormitory children

Монгол улсын хувийн нууцийн тухай Статистикийн тухай, Иргэний хуулийн хүрээнд таны өгсөн мэдээллийг судалгааны багийн гишүүд чандлан хадгалана.

Судалгаа авсан он сар.....

Асуулгын №.....

Ховд аймаг,Сум,

Судалгааны асуулга

Та цаг гаргаж судалгааны асуулгыг бөглөж бидний ажилд туслана уу? Энэхүү асуулгын гол зорилго нь Норвегийн Тусламжийн Байгууллагын “Хүүхдийн Эрх-Хөгжил” төслөөс зохион байгуулсан ажлын хүрээнд дотуур байранд амьдарч буй хүүхдүүдийн санал бодлыг сонсох зорилготой юм.

Асуулт бүрийг сайтар уншаад зааврын дагуу тохирох хариултаа дугуйлж тэмдэглээрэй!

3. Хүйс	1. Эрэгтэй	2. Эмэгтэй
4. Нас		
5. Анги.....		
6. Ам бүлийн тоо.....		
7. Өрөөндөө хэдүүлээ амьдардаг вэ?.....		
8. Төрсөн ах дүү нараас чинь дотуур байранд амьдардаг уу?	1. Тийм	2. Үгүй
9. Дотуур байранд хэдэн жил амьдарч байна вэ?		
10. Жилд дундажаар хэдэн удаа гэртээ харьдаг вэ?		
11. Жилд дундажаар ар гэрээс чинь хэдэн удаа ирж уулздаг вэ?		
12. Ар гэртэйгээ тогтмол холбоотой байж чаддаг уу? (утасаар ярих гэх мэт..)	1. Тийм	2. Үгүй
13. Дотуур байранд амьдрах чамд таалагддаг уу?	1.. Тийм	2. Үгүй
14. Чи дотуур байрныхаа юунд нь хамгийн дуртай вэ?		
15. Чи дотуур байрныхаа юунд нь хамгийн дургуй вэ?		
14. Гэрийн даалгавараа тухтай орчинд чөлөөтэй хийж чаддаг уу?	1. Тийм	2. Үгүй
15. Бие засах өрөө цэвэрхэн байдаг уу?Хүссэн үедээ хэрэглэж чаддаг уу?	1. Тийм	2. Үгүй
16. Гал тогоо цэвэрхэн тохилог, хоол нь амттай байдаг уу?	1. Тийм	2. Үгүй
17. Танай байранд чөлөөт цагаа өнгөрүүлэх өрөөбайдагуу?Байдаг бол чөлөөтэй ашиглаж чаддаг уу?	1. Тийм	2. Үгүй
18. Дотуур байранд зохиогдож буй хичээлээс гадуурх ажил чамд таалагддаг уу? Оролцох сонирхолтой юу?	1. Тийм	2. Үгүй

19. Дотуур байрны багш нар хүүхэд бид нартай соёлтой, найрсаг харьцдаг.	1. Тийм	2. Үгүй
20. Дотуур байрны ажилчид хүүхэд бид нартай соёлтой, найрсаг харьцдаг.	1. Тийм	2. Үгүй
21. Байрны хүүхдүүд хоорондоо эв найртай байж чаддаг уу?	1. Тийм	2. Үгүй
22. Дотуур байрны хүүхдүүд байрны багш, ажилтан нарыг хүндэтгэн зөв зохистой харьцаж чаддаг уу?	1. Тийм	2. Үгүй
21. Дотуур байрны багш нар бидний санаачлагыг байнга дэмждэг?	1. Тийм	2. Үгүй
22. Би байрны багштайгаа харилцахдаа биеэ барилгүй, чөлөөтэй байж чаддаг.	1. Тийм	2. Үгүй
23. Байрны багш ажилчид надад туслахаасаа ямар ч үед дургуйцдаггүй.	1. Тийм	2. Үгүй
24. Асуудал гарсан үед чөлөөтэй уулзаж зөвөлгөө авах насанд хүрсэн хүн танай сургуулийн орчинд байгаа юу?	1. Тийм	2. Үгүй
25. Байранд байх хугацаанд ямар нэгэн асуудал тулгарсан үед хамгийн түрүүн хэнтэй уулзах вэ?		
1. Тогооч	2. Эмч	3. Ангийн багш
4. Манаач	5. Нийгмийн ажилтан	6. Байрны байгш
7. Найз нөхөд	8. Сумын төвд амьдарч буй ах дүү нар	
26. Дотуур байр аюулгүй, тухтай орчинг бүрдүүлж чадсан уу?	1. Тийм	2. Үгүй
27. Танай өрөөнд заримдаа сургуулийн захиралэсвэл хичээлийн эрхлэгч орж ирж та нартай ярилцдаг уу?	1. Тийм	2. Үгүй
30. Дотуур байрандаа ямар өөрчлөлт гараасай гэж хүсэж байна вэ?		
31. Дотуур байртай холбоотой нэмэлт санал хүсэлт байвал дэлгэрэнгүй бичиж болно.		

Энэхүү судалгаанд оролцсон танд баярлалаа!