

**FINAL EVALUATION OF THE PROJECT “PROMOTING CHILDREN’S
RIGHTS IN 4 DISTRICTS AND THE NATION OF RWANDA”**



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LIST OF ACRONYMS

7YGP: Seven Years Government Program Report

CBOs: Community Based Organizations

CPC: Child Protection Committees

CRA: Child Rights Agents

CRC: Convention on the Rights of the Child

CRGs: Child Rights Groups

CSO: Civil Society Organization

DAC: Day of the African Child

E.P: Ecole Primaire (Primary School)

EDPRS II: Economic Development and Poverty Reduction Strategy

FGD: Focus Group Discussion

G.S: Group scolaire

HIV: Acquired Immunodeficiency Syndrome

ICRP: Integrated Child Rights Policy

JADF: Joint Action Development Forum

KII: Key Informative Interviews

MDG: Millennium Development Goals

NCC: National Commission for Children

NGOs: Non-Governmental Organization

SSF: Single Stream of Funding

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EXECUTIVE SUMMARY

The evaluation of promoting child participation project was commissioned by SOS Rwanda with the purpose of evaluating the project of “*promoting children’s rights in 4 districts and the nation of Rwanda*”. This used qualitative and quantitative data through a variety of methods including participatory approaches in this evaluation upon different segments of sources of information. The evaluation approaches and tools employed included stakeholder analysis.

The participatory consultations were another tool which involved meetings and interviews of stakeholders to get their inputs and views on the child rights in the selected areas. Advocacy Project was designed to support the Government of Rwanda in implementing the Integrated Child Rights Policy. Civil Society Organisations have been called as stakeholders in community sensitisation and as partners in network and advocacy for child rights and participation at community, district levels and at national level.

The global objective of the project consists in ensuring that the implementation of National Integrated Child Rights Policy (ICRP) is strengthened at national and decentralized levels by the end of September 2018 focusing on child participation.

The results from the final evaluation of this project indicate that this project impacted a lot in change of mind-set, drop out, reduction of heavy punishments of the students, increase of child birth registration, child access to medical care, etc.

However, some issues were identified and the recommendations to address them were formulated.

I. GENERAL INTRODUCTION

1.1. Background and rational

Human rights are the basic rights and freedoms that belong to every person in the world, from its birth up to his/her death. The respect for human rights and fundamental freedoms lie at the heart of all aims and objectives of the United Nations and is one of the central purposes of the United Nations Charter¹. While Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors². Based on 1989 Convention on the Rights of the Child (CRC), a child is person below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier³.

The CRC is the first legally binding international instrument to incorporate the full range of human rights including civil, cultural, economical, political and social rights as the children are the roots of human being and a foundation of any country's development. This has been the motivation for majority of the organizations to promote child rights in various areas.

However, in most societies, the child rights are still violated. For the case of Rwanda, child rights have been highly abused due to many reasons including family conflicts, poverty, ignorance drugs abuse, etc. This situation left most of Rwandan children without care from their parents, trauma, poverty and hunger, school dropout, lack of medical care, child labour, etc.

Various studies confirmed that children have to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard within the family, the school or the community as stated by Article 12 of the

¹ UN (1997) , Human right, a basic handbook of UN staff

² Children's Rights", Amnesty International. Retrieved 2/23/08.

³ Convention on the Rights of the Child, G.A. res. 44/25, annex, 44 U.N. GAOR Supp. (No. 49) at 167, U.N. Doc. A/44/49 (1989), entered into force Sept. 2 1990.

Convention on the Rights⁴. This will facilitate them to protect and defend their basic human rights through lobbying government and others who hold power⁵.

It is against this background that in 2011, the Government of Rwanda elaborated the National Integrated Child Rights Policy with special emphasis on child participation in decision making process. Since 2014, SOS children's village Rwanda is implementing a project funded by CISU in four districts namely: Gasabo, Gicumbi, Kayonza and Nyamagabe aiming at promoting children's rights with a special focus on child participation. This is one of the core principles of the Convention on the Rights of the Child (CRC), which asserts that children and young people have the rights to freely express their views and that there is an obligation to listen to children's views and to facilitate their participation in all matters affecting them within the family, schools, local communities, public services, institutions, government policy, and judicial procedures as stated by the Convention on the child rights. The overall objective of this project was to contribute in strengthening the implementation of National Integrated Child Rights Policy (ICPR) at National, District, Sector and community level.

Specifically, the project has to achieve the following immediate objectives:

- By June 2018, 5614 children in child rights groups in schools and child rights committees in sectors/districts have increased awareness of child rights, their capacities are built and they are empowered to claim child rights in 4 Districts: Gicumbi, Kayonza, Gasabo, and Nyamagabe Districts
- By June 2018, parents, teachers and local stakeholders, CBOs, NGOs and governmental duty bearers related to ICRP have increased knowledge of child rights, their capacities are built to improve implementation and advocate for child rights in families, communities and government structures in Gicumbi, Kayonza, Gasabo, and Nyamagabe Districts

⁴ Convention on the Rights of the Child, G.A. res. 44/25, annex, 44 U.N. GAOR Supp. (No. 49) at 167, U.N. Doc. A/44/49 (1989), entered into force Sept. 2 1990

⁵ Children's Rights Alliance in England (2010), Children's participation in decision-making, London

- By June 2018, the organizational capacity of SOS Rwanda to advocate and position as advocate for implementation of child rights is strengthened.

1.2. The objectives of the evaluation

The overall objective of the project evaluation was to assess the achievements of the project towards child rights in the project interventions' areas. This was measured against the set outcomes and the expected project impact. The evaluation also gauged the level of target group and stakeholder's participation and the ownership of the implementation by the participants. It identified the intended and unintended outcomes, best practices, lessons learned as well as challenges arising from programme implementation. In addition, the evaluation came up with conclusions, recommendations and the way forward. This was done through provision of information on whether the objectives of the project have been achieved, by collecting quantitative and qualitative information on the objectively verifiable indicators in the matrix indicator/log frame.

Specific objectives were:

- To assess the project relevance;
- To evaluate the efficiency and effectiveness;
- To assess the project outcomes and impact;
- To formulate recommendations for future interventions.

1.3. The evaluation criteria

During the evaluation process, the work was to evaluate the project based on its relevance, efficiency, effectiveness, project outcomes, impact and sustainability. The questions below were guiding data collection process.

Table 1: Project evaluation criteria and guiding questions

Criteria	Key Guiding Questions
Relevance	<ul style="list-style-type: none"> – To what extent is the project focused on the intended target group? – To what extent do the project interventions respond to the needs and the priorities of the project participants? – To what extent are local authorities and other key stakeholders are involved and provide support to the project?
Efficiency	<ul style="list-style-type: none"> – How much the project has cost to date? – To which extent has the implementation been carried out as planned over the project implementation period? – How many people has the project reached?
Effectiveness	<ul style="list-style-type: none"> – To what extent have the objectives of the project been attained? – What is the percentage of the project fulfilment against the set indicators? – To what extent have the project strategies, methodologies, tools, and process contributed to the achievement of the planned results?
Impact	<ul style="list-style-type: none"> – What has been the impact in line with the planned results of the project in terms of changes brought about in the situation of the target groups? – What has been the impact beyond the planned results of the projects? – To what extent can activities, results and effects be expected to continue after the project has ended?
Sustainability	<ul style="list-style-type: none"> – What is the level of project ownership by various stakeholders – Does the project has the exit strategy? – How the project will continue to operate after donors support stop?

1.4. Scope of the work

This evaluation considered the period from July 2014, a commencement period of project effective operation up to September 2018, a period when project ended. It was focused on the specific promoting child participation interventions for SOS children's villages Rwanda funded by CISU. The final evaluation covered all activities undertaken in the framework of the project in the four selected Districts.

1.5 EVALUATION MISSION

According to the mission of SOS of building families for children in need, and help them to shape their own future and share in the development of their communities, the mission of this evaluation was to assess the level of the project implementation in the area of child rights in general and child participation in decision making at school and community levels in particular.

II. METHODOLOGY

2.1 Evaluation approach and Methodology

This assignment used participatory approach and necessitated the appropriate data collection tools, techniques and methods in order to ensure that the evaluation is meeting the required standards. As agreed during inception report presentation, this work used both qualitative and quantitative data. During the inception report, we agreed to sample 11 schools and inclusion of questionnaire as one of the key tools of data collection which was not mentioned in terms of reference.

The qualitative data was from documentation, focus group discussions and interviews while quantitative data was from questionnaire and other various reports such as mid-term review, annual reports, quarterly reports and monthly reports of the project.

Based on the nature of the work, the following are the methods and techniques for data collection which enabled responding to the main objectives of the evaluation:

2.1.1 Documentary Review (DR)

Using a synthesis and distillation approach, the literature review contributed in reviewing various documents so as to obtain relevant information for this assignment. The main reviewed documents are:

- Baseline report;
- Project document;
- Mid-term evaluation;
- International conventions on child rights;
- Enacted laws on child rights;
- Child protection policy;
- 7YGP;
- Integrated Child Rights Policy (ICRP);
- National Strategy for Transformation;

- SDGs;
- EICV4 report;
- EDPRS II;
- Others.

2.1.2 Key Informative Interviews (KII)

Key informant interviews were held targeting knowledgeable people on Child right. This method helped in generating preliminary qualitative information related to the task for final evaluation. The following respondents were met during our key informant interviews:

Table 2: List of KIIs

TARGET GROUP	POSITION
SOS Children’s village Rwanda	- Project Officer
	- Projector Coordinators
At national level	- NCC/ SSF-HIV project
District	- Vice mayor in charge of social affairs at district Level
	- In charge of gender and family promotion
	- District Education Officer (DEO)
Sector	- In charge of social affairs
	- Sector Education Officer
	- Social protection committee members
School	- School leaders
	- Child rights agents
	- Pupils
Community	- President of Parent Committee
Child rights network	- One CSO network group member per District

2.1.3 Focus Group Discussion (FGD)

Focus group discussions were centred on specific topics such as achievements of the program. The FGD focused on the project relevance, efficiency, effectiveness, impact of programs for beneficiaries, challenges met during implementation, and finally the tangible recommendations for future interventions.

FGDs were held among project beneficiaries in different schools such as school based child right groups members, child right committee members, six teachers who are child rights agents, child protection committee members, etc.



Figure 1: Focus group CRA at GS Kayonza

The participants in a focus group discussion ranged from 8 to 12 people. In every district, two FGDs were held (one FGD made of children and another one comprised of other stakeholders). One FGD was targeting primary school and another one for secondary school.

Target groups for focus group discussions were:

- A group made of pupils only (these were selected from 40 students members of students club);
- Another group made of child rights stakeholders (child rights agents, Child rights committees, Child Right Forum Representatives...).

2.1.4 Questionnaire

The questionnaires were used to collect quantitative and qualitative data from students at primary and secondary schools. The questionnaires were administrated to 165 students selected from eleven schools of four Districts namely Gasabo, Kayonza, Gicumbi and Nyamgabe.

During determination of sample size, the BOUCHARD A. theories were used that, when a population is equal to or less than one million people, it does correspond to a sample of 96 individuals since the margin of error is 0.077. Thus, our universe was less than one million people, it was necessary to apply the appropriate formula to find the size of the corrected sample⁶. Thus the formula given is:

$$n.c = \frac{n}{1 + \frac{n}{N}}$$

N = Size of the universe statistics

n = sample size for a defined universe corresponding to 96

n = sample size corrected

$$n.c = \frac{n}{1 + \frac{n}{N}} = \frac{N \times n}{N + n} = 165$$

⁶ BOUCHARD, A., *Méthodologie de la recherche*, Dalloz, Paris, 1981

Sampling procedures

The respondents were mainly selected using purposive and multistage random sampling procedures. During FGD, one school was selected from rural area and another one from urban area. In each district, a FGD was in secondary school and primary schools as shown by the table below.

Table 3: Selected schools

DISTRICT	SECTOR	SITE
Gicumbi	Byumba	E.P Gacurabwenge
	Miyove	G.S Miyove
	Cyumba	G.S Rukizi
	District Officials	District
Gasabo	Remera	Remera Catholic
	Bumbogo	E.S Bumbogo
	Nduba	E.P Gasanze
	District Officials	District
Kayonza	Rukara	Rukara protestant
	Mukarange	G.S Kayonza
	District Officials	District
Nyamagabe	Gasaka	G.S Mulico
	Kitabi	E.P Gashwati
	Mbazi	G.S Mutiwingoma
	District Officials	District

2.2 Triangulation

During this evaluation, cross-verification of the data from SOS, schools, local leaders and other stakeholders was done. This considered qualitative and quantitative data. Here primary and secondary data were cross-checked to ensure the reliability and validity of results.

III. IDENTIFICATION OF THE RESPONDENTS

This session describes the respondents focusing on their ages, education level, gender of the respondents and school they attend.

3.1. Age group of the respondents

As our target audience were primary and secondary pupils, the range of all students varies mostly from 6 to 18 years old and some small proportion of 4.2% who have above 19 years. Respondents have been categorized in different age groups. The group aged between 12 to 13 was represented by 23.1% of all respondents through administered questionnaire. The age group of 14-16 was represented by 21.8% while the categories of 17-18 and 9 to 11 years old were represented by 19.4% and 18.2% respectively. From this background, it is clear that various age groups were represented; this contributed to the accuracy of collected data.

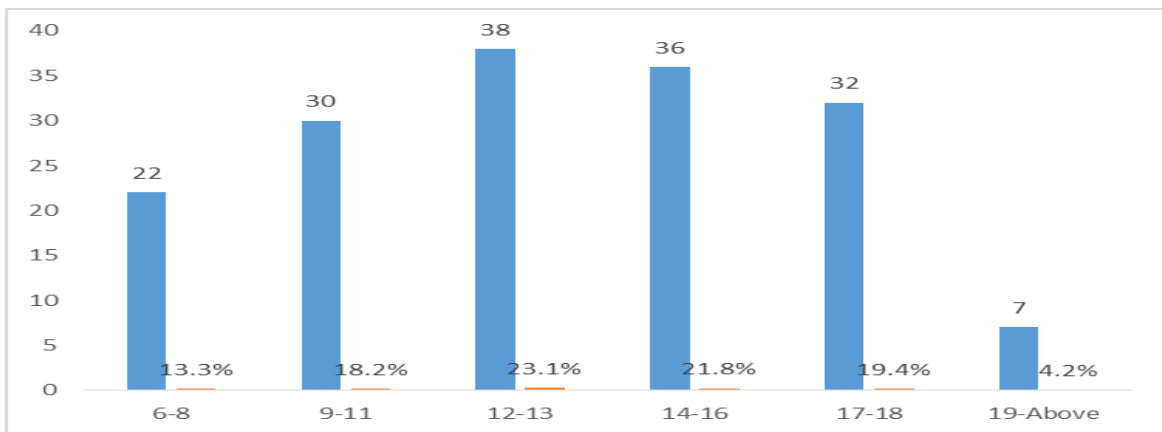


Figure 2: Age group of the respondents

3.2. Class of the respondents

During the evaluation process, the questionnaire was administered to students from various schools (primary and secondary) levels. The participants were from primary one (P1) to secondary six (S6). The respondents were divided into two groups, one from primary schools and another one from secondary schools.

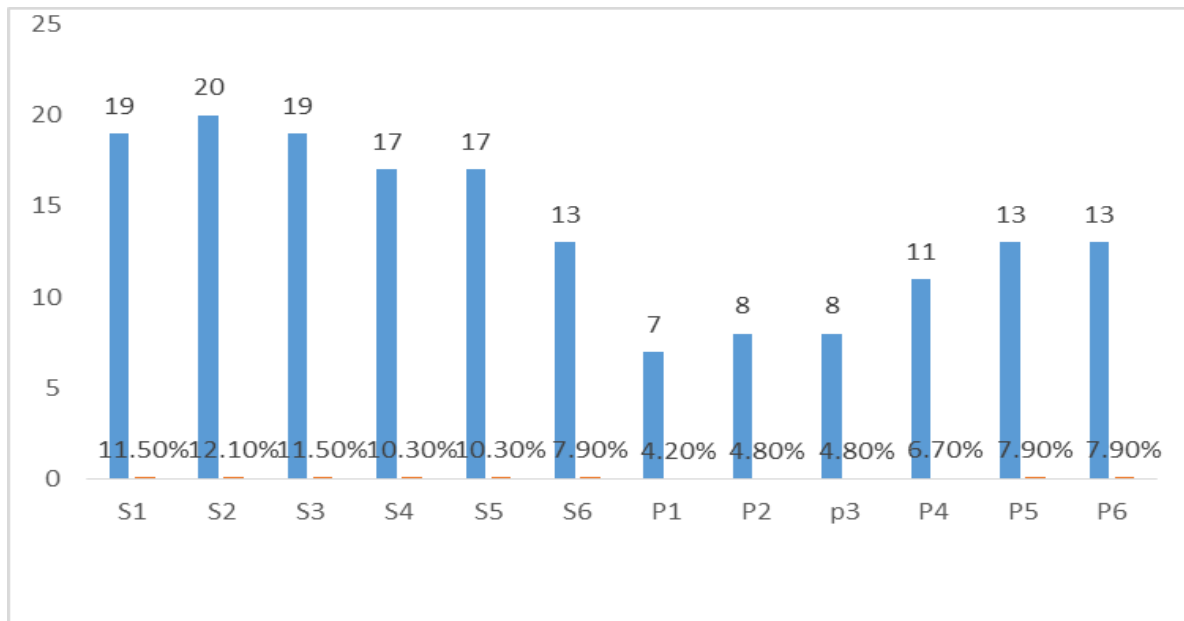


Figure 3: Class of the respondents

3.3. Gender of the respondents

The respondents were from all gender categories including female and male. The club formation was gender sensitive. During questionnaire administration, 50.3% of the respondents were male and 49.7% of them were female. This is a positive sign of how the evaluation was gender sensitive. The results from the table below shows that the number of male and female fulfilled the questionnaire was approximately the same.

Table 4: Gender of respondents

Gender of the respondents	Frequency	Percentage
Male	83	50.3
Female	82	49.7
Total	165	100

Source: Primary data, September 2018

IV. EVALUATION KEY FINDINGS

4.1. General findings

This section presents the evaluation findings and discussions on project relevance, effectiveness, efficiency, impact and sustainability.

4.2 Relevance of the project

The child rights project was very relevant as it tackled various issues affecting child rights. The project contributed in the implementation of integrated child rights policy (ICRP), International conventions on child rights, enacted laws on child rights, child protection policy, etc. This falls under SOS mission which is child centered organization.

The project was also gender sensitive as in all schools child rights clubs and child rights agents are from both female and male.

4.3 Effectiveness

In a bid to promote child participation in decision making process, this project was implemented as planned. From the project document, all planned activities were implemented a part from few of them which were not implemented due to financial constraints. Here we can mention the cases of:

- Limited number of competitions organized by SOS where only one competition was organized at school level in 2016;
- Limited number of trainings of parents and teachers' committee where only one training targeting them was conducted in 2016.

The project was effectively delivered on set targets/indicators as outlined in the project proposal, logical framework and program. The effectiveness at the first outcome related to the fact that the formed and reinforced clubs are well organized and by now some of them created new clubs in surrounding schools. In created 11 schools sampled during this evaluation, 6 news clubs were created by the children at

community. This is the promising case where once the project is strengthened and extended, more clubs will be created and child rights will be promoted.

The achievements are summarized as follow:

➤ **Establishment of the child rights clubs**

In 2015, 130 child rights clubs were established in 130 schools (primary and secondary schools), where a club was made up by 40 members. These clubs have contributed a lot in raising the awareness to the children, parents and communities in general. Through sensitisations, competitions, poems, songs, drawing, banners, the messages were displayed to the community.

➤ **Trainings**

- At planning level, the target was to train 5,614 children by the end of June 2018. However, this target has been overreached where the number trained children is 7,328 pupils. The training was centered on child rights child obligations at school, family and community levels.
- At the project design level, the target was to train eleven parents and teachers committee members by the end of June 2018. This has been achieved 100%. The trainings themes were: child rights, parental skills, advocacy, information on different child policies and laws related.
- Based on the project logical framework, the target was to strengthen SOS staff to advocate and position the organization as an advocate for implementation of child rights. This has been fully implemented as a group of Coordinators benefited from a training of trainers in policy analysis, development of position papers, advocacy strategy, child rights, etc.

➤ **Awareness raising**

As this the awareness raising was the main objective of the project, different community campaigns were organised in collaboration with child rights clubs, child protection committees(CPC) and local leaders. These community campaigns contributed to reduce school dropouts, child labour, but also the level of child birth

registration was increased and parents legalised their marriages. The awareness was raised through different tools and channels such as songs, theatre, banners, sensitization campaigns, etc.



Figure 4: Banners used for awareness raising at schools

From the above banners, the rights and responsibilities are visible and helped children to be familiar with them. Also parents who enter the schools can find them and be aware of children’s rights. We have found this as good practice, because these materials will remain as teaching materials and raising awareness tools not only at school, but also at community level in general.



Figure 5: Banners used for awareness raising at schools in club Amizero

➤ **Provisional of materials**

In order to make children’s clubs functional and equipped, different materials were provided. These materials were made up with training books, banners, stickers, booklets, brochures, cupboards, papers, traditional dance equipments (uniforms, drums, etc). All these resources were helpful during the training and community campaigns to raise the awareness on children’s rights. They also contributed to the sustainability and visibility of the organization in the intervention areas, especially in schools where some banners are hanged.

4.4 Project efficiency

The efficiency of the project was very high based on how financial and human resources were managed. From the assessment conducted during the evaluation process, the budget was spent and allocated to the activities as it was planned and the implementation followed the set timeframe. The results from the assessment revealed that the rate of budget execution is very high as it is 95.8% at the end of first quarter of 2018. In the year 2015 and 2017, the execution rate was over 100% depends on some activities shifted from one year to another.

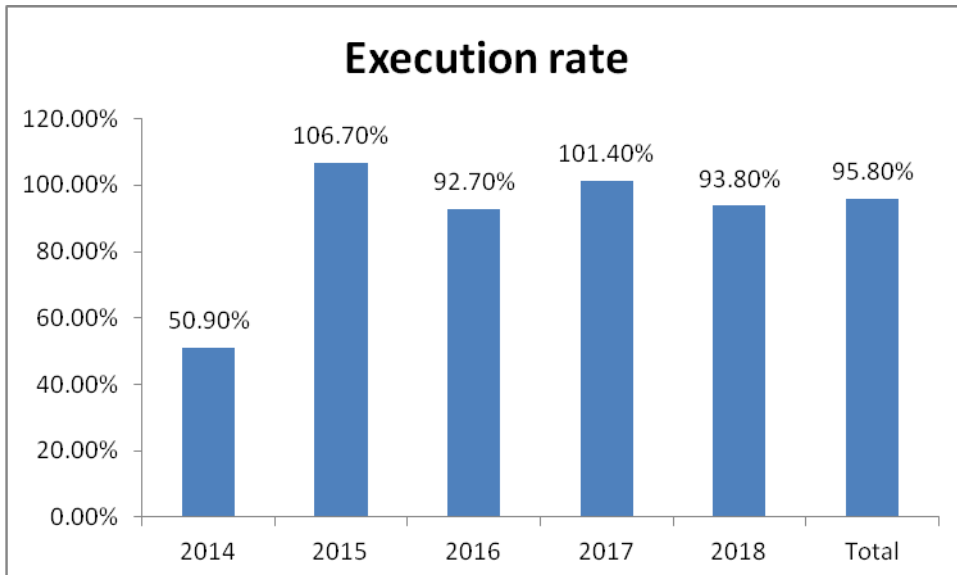


Figure 6: Budget execution rate

Source: Primary data, September 2018

4.5 Impact of the project

The project impact is huge as behaviours of children, parents, local leaders, child rights committees and others have been changed. Currently, through different sensitizations conducted, children are now participating in decision making at various levels including schools, families and decentralized entities levels. All stakeholders involved in child care giving mind set are not positive vis-à-vis child participation in decision making process.

The project contributed significantly in reducing school dropout as now children are informed on their rights and responsibilities. It has been noticed that the program impacted a lot in child birth registration and legal marriage as confirmed by civil status office. From the interviews with children and teachers, the cases of heavy punishment such as beating pupils, sending children home if they do not have educational materials and/or payment of school fees have been significantly reduced.

The project also contributed in raising awareness as before, children were not informed on their rights. Today, they are aware and can stand for it. "Before SOS project interventions, I was not aware of my rights. I could receive heavy punishments and consider it as normal, however, nowadays, I know my rights and the rights of the others and I cannot tolerate any violation of my rights" said a 10 years old student.

"I consider child rights club as my second family, because they have played a great role in my studies" says NYIRABAZUNGU. One of the students Josee Nyirabazungu (from GS Mbazi), who was at risk of abandoning school because of her family conflicts was supported by the club members through sensitizing parent and child at risk of dropping out from school.

“A child living with disability at Gicumbi sector was not given a chance by their parent to go to school, however, through sensitization campaign conducted by child rights club, the child is benefiting from educational services” said social affairs of Gicumbi sector.

4.6 Project sustainability

The project supports are very crucial to the project participants. Much has been done where some of them are likely to be sustainable after the project phase out. This is the case of the formed clubs and the capacities built to various actors. This is supplemented by high political will and ownership of schools, parents, decentralized levels and central government.

The project sustainability is assured at different levels as follows:

***At school level:**

- Children have been trained on their rights and responsibilities as well;
- They have been developing and implementing their annual plan of activities;
- They have been involving in peer to peer activities to mobilise their peers out of schools;
- Children have been engaged in different dialogues with parents and local authorities to lobby and advocate for their issues. They have together with the CRAs and SMC created spaces of dialogue with parents. All these activities have been supported by CRAs.

***At community level:**

- Children have been involved in the community sensitisations;
- Child Protection Committees have been trained, they have been empowered to handle child violence cases;
- Parents have been engaged in child rights groups and CRAs to discuss about problems affecting children;

- Local authorities have been very supportive in the implementation of the project, because they have owned the project, as it is aligned with their performance contracts;
- Child focused organizations operating in the four districts have been planning jointly through JADF and other networks that have been supported by the project. Some of the activities planned jointly are the celebration of the Day of the African Child (DAC) and other campaigns aimed at fighting child labour and tonnage pregnancies.

All these activities and initiatives show that the project interventions were needed and ensure that they will sustain even after the project phases out.

4.7 Summary of the achievements

TARGET	ACHIEVEMENTS
<i>1. By June 2018, a number of 5,236 children in child rights groups in schools and child rights committees in sectors/districts have increased awareness of child rights, their capacities are built and they are empowered to claim child rights in 4 Districts: Gicumbi, Kayonza, Gasabo, and Nyamagabe Districts.</i>	
1.1 Form Child Rights Groups in 130 schools in target districts.	<ul style="list-style-type: none"> - All these 130 child rights groups have been established and members have been trained on their rights and responsibilities as well. - More than 7,328 (139.9%) children have been empowered and they have increased their capacities in child rights
1.2 Strengthen child participation in decision making in schools.	<ul style="list-style-type: none"> - Child rights groups have been participating in general meeting with parents. - They have been given time to share their concerns - child rights groups have received stationary and materials for facilitating their activities

<p>1.3 Child Rights Groups participate in sensitization of children out of school on child rights.</p>	<ul style="list-style-type: none"> - Children's rights groups have been involved in organizing community campaigns in their respective sectors (# of community campaigns organized and conducted) - During community campaigns, children have been able to bring dialogues with local leaders and parents
<p>1.4 Build capacity of Child Rights Committees as part of governmental structure.</p>	<ul style="list-style-type: none"> - Child rights groups and children's committees have been able to develop and implement their activity plan each year - A network of child focused organizations(Local and International) has been supported to organize children's activities through training, meetings and workshops - 24 (6 children per Districts) Children committees at District level and 390 (6 per each sector) Children committees at sector level have been trained on their rights and responsibilities and they have been supported to implement their action plans
<p>By June 2018, Child rights information have been spread through community campaigns and produce positive changes in the community.</p>	<p>Child rights information have been spread through community campaigns organized in collaboration with children's groups and child protection committees through banners, stickers, booklets, brochures, cupboards, papers, songs, dance, etc.</p>
<p>By the end of the project, 80% of target group experience</p>	<p>Children's participation are significant or outstanding, especially in schools where this</p>

enhanced child participation in implementation of projects.	project has been implemented at 91%. This is evidenced by various achievements including child rights clubs being represented at school in general meetings
By the end of June 2015, SOS Advocacy Handbook has been produced to facilitate implementation of advocacy activities	An SOS Advocacy handbook have been produced and distributed to all 130 schools and other partners.
<i>2. By June 2018, parents, teachers and local stakeholders, CBOs, NGOs and governmental duty bearers related to ICRP have increased knowledge of child rights, their capacities are built to improve implementation and advocate for child rights in families, communities and government structures in Gicumbi, Kayonza, Gasabo, and Nyamagabe Districts</i>	
2.1 Build capacity of School Management Committees, PTCs and teachers to implement child rights activities and policies in schools.	<ul style="list-style-type: none"> - In all the four Districts (Kayonza, Nyamagabe, Gasabo and Gicumbi) 1,430 (11 members of PTC from 130 schools) PTC and SMC members have been trained in 2016 - More than 780 (6 teachers from 130 schools) teachers have been trained and empowered to support child rights groups at school - These teachers (Child Rights Agents) have been supporting activities of clubs and contributed a lot in raising awareness. This activity impacted significantly including reduction of abnormal punishment of the pupils
2.2 Build capacity for improved community based child protection.	- 56 (14 per sector) Child Protection Committees(CPC) at Sector have been trained on child rights, case management and referral

	<p>systems</p> <ul style="list-style-type: none"> - They have also supported in training and strengthening CPC members at Cell level (around 266 where 84 are from Nyamagabe, 70 from Kayonza, 70 from Gasabo and 42 Gicumbi)
2.3 Strengthen the work of enforcement and implementation of ICRP.	<ul style="list-style-type: none"> - A National level conference on child rights based on steps forward, lessons learned and best practices from the implementation of this project held in 2017. This platform was used as awareness raising tool
<p><i>3. By June 2018, the organizational capacity of SOS Rwanda to advocate and position as advocate for implementation of child rights is strengthened.</i></p>	
3.1 Strengthen capacity of SOS Rwanda to implement advocacy on child rights project.	<p>SOS staff have been trained as trainers of child rights</p>
3.2 SOS RW is capable of training, guiding, supporting and evaluating formal and informal duty bearers/protectors regarding children's rights and child participation.	<p>SOS Staff have been supported to be positioned as advocates for children's rights through different trainings (policy analysis, advocacy strategy and child rights)</p>
3.3 Establish network to build capacity and coordination for implementation of ICRP child rights and child participation at district levels.	<ul style="list-style-type: none"> - SOS has played a significant role in forming and strengthening child focused networks in the four respective districts (Kayonza, Nyamagabe, Gasabo and Gicumbi) - Members of the networks have been trained on child rights - Different activities relating to child issues have been organized in common. For example: The

	event of African Child (DAC), Open Days, and others activities organized by the District and JADF.
3.4 Strengthen SOS capacity to implement child rights within the organization.	- SOS staff have been trained on Advocacy strategy
3.5 Monitoring and Evaluation	<ul style="list-style-type: none"> - Four Quarterly reports every year have been produced to highlight the progress and achievements of the project - An annual report produced every year during the implementation - Mid Term Review with participation of staff and stakeholders

4.7.1 Child rights violation

Child rights are abused in different ways. Here we can mention physical, sexual and emotional abuses. From the results of the baseline conducted in 2015, the level of child abuse was at 72% in the respective areas of interventions. However, after project interventions, much has been improved as currently, child abuse is at 20% as confirmed by the respondents.

The table below indicates that child rights are still violated as confirmed by the results from the evaluation where some children's rights are still violated as confirmed by 20% of total respondents at village levels. However, some activities to promote child rights are being implemented by various stakeholders such as child rights clubs at school level, parents and teachers committees, child protection committees, child rights agents committees, etc.

Table 5: Child protection

Questions	Answer	Frequency	Percentage
Are there some activities to fight against child Abuse?	Yes	144	87.3
	No	21	12.7
	Total	165	100.0
Are there some activities to promote child rights?	Yes	161	97.6
	No	4	2.4
	Total	165	100.0

Source: Primary data, 2018

The chart below indicates the level of child rights violation before project implementation and the current status of child rights violation at village level.

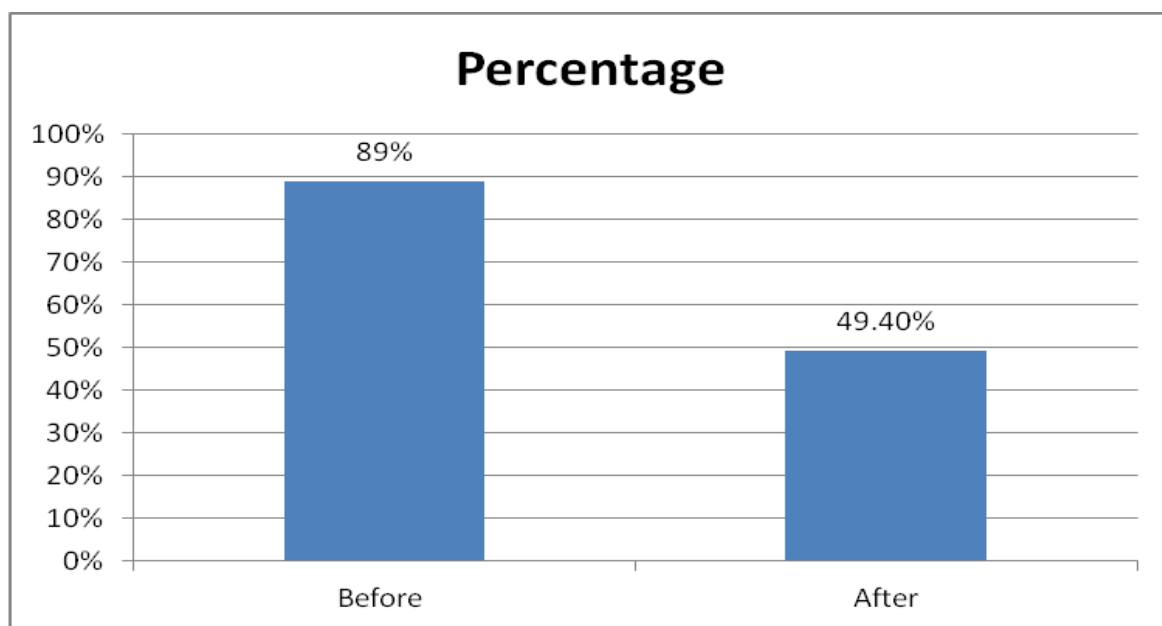


Figure 7: Level of child rights violation at village level

As confirmed by the respondents selected from 11 schools, child rights are still existing especially at community level. Here we can mention the case of:

- The children without Identity card at 40.5 %, because of different factors like ignorance of parents, child who do not know their right, child without family addresses, not registered from his/her birth, etc.

- Some children do not have the families and even a guardian. This problem was frequently observed in rural areas more than urban.
- Some children never go to schools whereas they have required years. This issue is at 10.9%, as explained by respondents at schools and local leaders. Based on the interviews with child rights actors, these cases are being reduced as a result of strong sensitization campaign. From the interviews conducted to key informants, the main reasons of not sending children to are: poverty, ignorance, family conflicts, distance from home to school, availability work, hunger, etc.
- Drop out influenced by many factors such as poverty and hunger, family conflicts, weak follow up of parents, heavy punishment at school, ignorance, distance from home to school, availability work, etc. ,
- Awareness and limited information on child labour: Some people do not distinguish between acceptable child work and child labour. In Rwandan culture, a child is reserved a special and dignified treatment (*Umwana ni Umutware*). However, the child should be initiated to labour in a bid to ensure his/her formation towards a productive adulthood.
- Low education status of parents: Children of less educated parents are at higher risk of being exposed to child labour than the ones whose parents have higher levels of education. This correlation could also be a result of poverty levels of less educated parents which are higher and thus making child labour a means of contributing to limited family income. Furthermore, when children are not encouraged, they lack interest of attending schools. The EICV3 (2010/2011) revealed that Children aged between 6 to 17 years were estimated at 65,578, (representing 46.5% of children not attending school do not attend school due to the lack of interest, and Children in Rural areas are more affected with 48.1% of total children with the same age group⁷.

⁷ SOS (2015), Child right baseline report

- Social challenges: In some families, domestic violence is characterized by harassment of the child, conflict between parents, drunkenness, children rejection, polygamy or polyandry, and unwanted children (from unwanted pregnancies),etc. The EICV3 (2010-2011) revealed that those family problems cause non-school attendance at the extent of 17.5%.

For the case of our study, the school dropout were, decreased remarkably, where in baseline done in 2015 show that 81% of the respondents report existence of children school dropout in their community but currently is somehow decreased where only 4.2 % of respondents said that they still observe dropout in their community as explained above.

4.7.2 Awareness on child rights

Awareness raising is a fundamental factor in child rights. This means that they have to be aware of their rights and obligations. This project contributed significantly in raising awareness. The results of the assessment confirmed that children are now informed on their rights. This is a very good sign as they are now informed on their rights and how they can conduct advocacy when they are offended or victimized. “After SOS training, we are now aware on our rights and we know where we can go once our rights are violated” said students during focus group discussions.

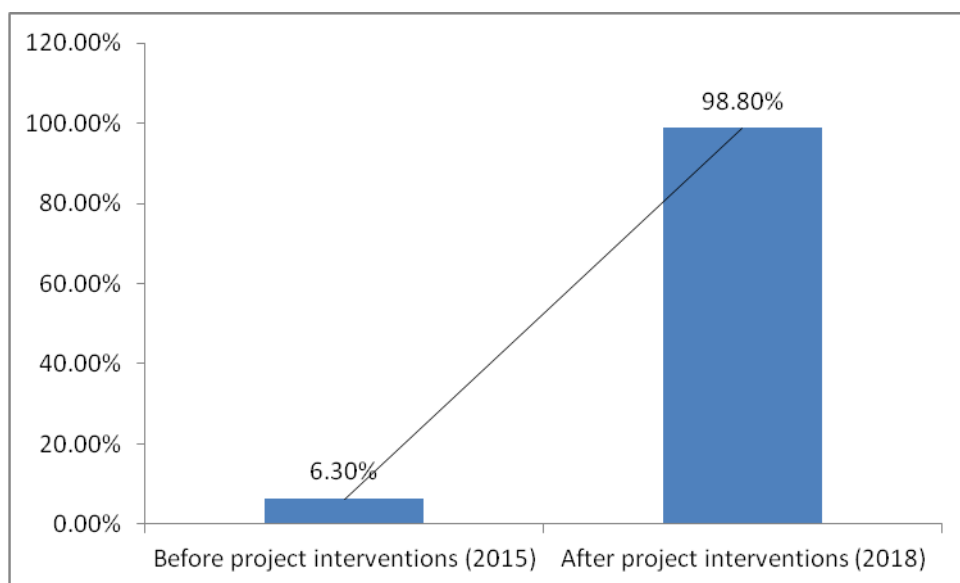


Figure 8: Level of awareness on child rights

Source: Primary data, September 2018

4.7.3 Child participation in decision making

The theory saying that “Children are competent social actors who actively engage with their social worlds” is now an important dimension of theorizing childhood, particularly within sociology. It is against this background that policy makers have begun to rethink the ways in which policy for children is developed and implemented ⁸. The child opinion is given due consideration in accordance with his/her age and maturity in regard to the subject which he/she is heard⁹. From the table below, the children are now participating in decision making process at various levels. This is confirmed by the situation where children can express themselves in front of his/her leaders and seek for solution of identified problems related to child

⁸ James, Allison and Adrian L. James (2001) ‘Childhood: Towards a theory of Continuity and Change’, The Annals of the American Academy of Political and Social Sciences 575:

⁹ The Organic Law N°54/2000 of 14/12/2011 Relating to the Rights and the Protection of the Child

rights violated. This has been enhanced by the existing clubs where they are represented at parents and teachers committee meetings.

According to the second objective, By September 2018, parents, teachers and local stakeholders, CBOs, NGOs and government duty bearers related to ICRP have increased knowledge of child rights, their capacities are built to improve implementation of an advocate for child rights in families, communities and government structure in Gicumbi, Kayonza, Gasabo and Nyamagabe districts. The views from the focus group discussions with clubs' members shown their capacity on child rights.

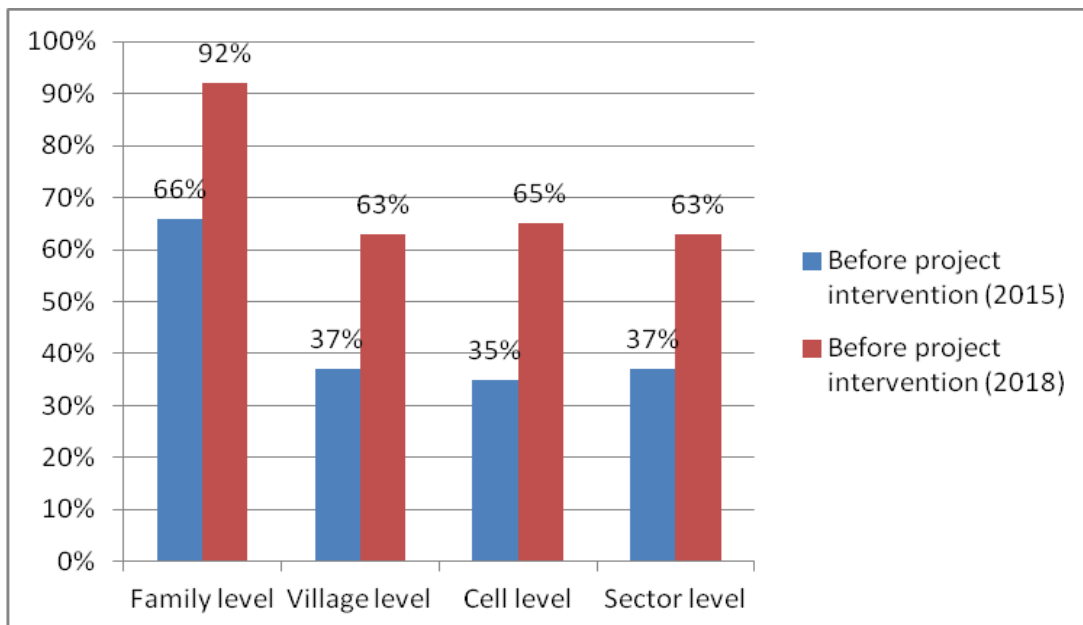


Figure 9: Level of child participation in decision making at family and decentralized levels

Source: Primary data September 2018

Participation to the decision making process is one of the key pillars of Integrated Child Rights Policy. To eradicate child rights in all its forms everywhere, this is a prerequisite. The chart above describes the fact that the level of child participation has not yet reached the needed level as majority of the respondents confirmed that community and local leaders need to improve.

4.7.4 Access to medical services

Medical services are one of key rights of a child. It is against this background that this evaluation interested to know the level of medical services to the children. The following chart illustrates how the access has improve after being the program implementation.

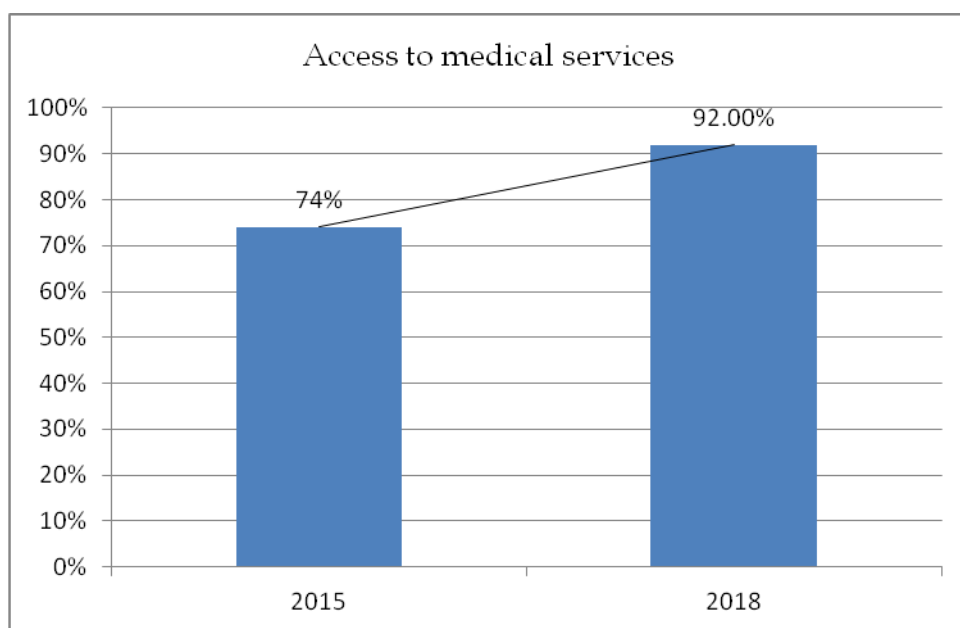


Figure 10: Level of access to medical services

Source: Primary data April 2018

Before the program implementation, only 74% of the children could access medical services¹⁰. Today, the level of children accessing medical services reached to 92.3%. This is the results for various efforts conjugated by different stakeholders including child rights committees, child rights clubs, child protection committees, etc. The focus group discussions revealed that the contribution of SOS project increased the level of medical services beneficiaries.

4.7.5 Child birth registration

Any child born has to be registered in the civil status registry by his/her parents or his/her guardian in accordance with modalities and time limits specified by the law, and a certificate shall be issued¹¹. This is a fundamental right of every child. It is in this regards that we wanted to know the level of child registration in the project interventions areas.

From the results of the evaluation, it is clearly indicated that the birth registration level has increased. This is due to a strong sensitization level and the political will to support civil status at decentralized level.

¹⁰ SOS children's villages Rwanda (2015), Baseline on child rights

¹¹ Law n°54/2011 of 14/12/2011 relating to the rights and the protection of the child...

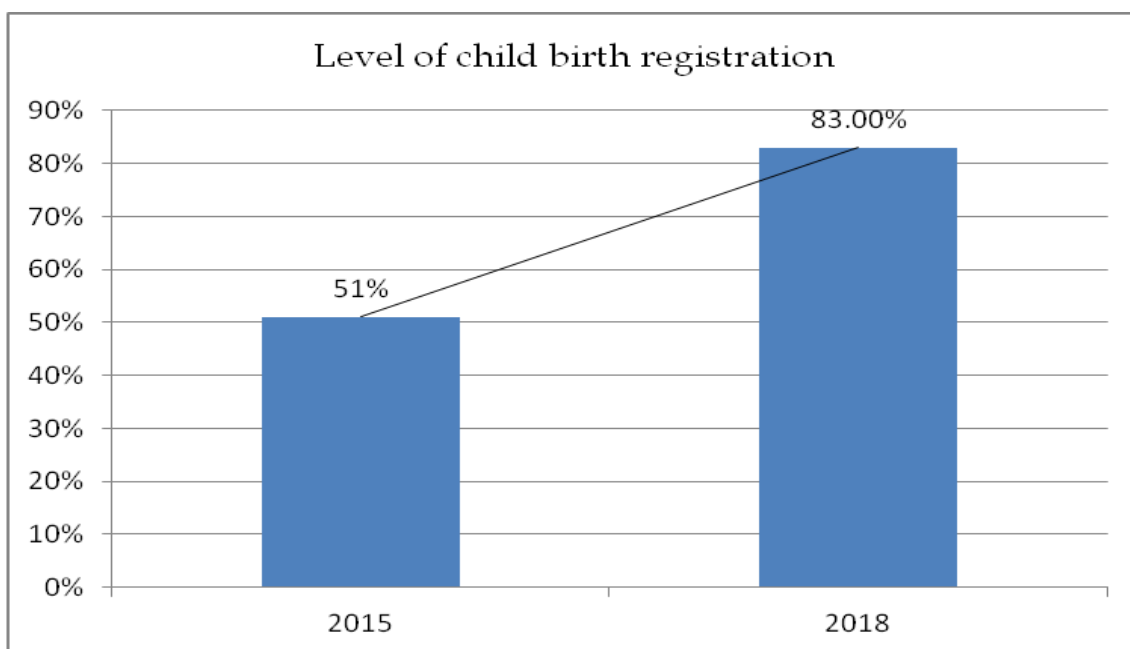


Figure 11: Level of child registration

4.7.6 Uncared children

Before project interventions, the cases of uncared children without parents, or any kind of caring support from community or institution was at 46%¹². However, through sensitization and enacted laws and policies, this level has been reduced as from 46% to 21% as confirmed by children sampled during this assessment.

Indeed, street children and self-caring children exist in the four Districts. The study reveals that some orphans in kinship family were treated like domestic sometimes and this causes some of them to become street children¹³. These cases are mainly observed in urban areas than in rural.

¹² SOS Children's villages Rwanda (2015), Baseline on child rights

¹³ SOS Children's villages Rwanda (2015), Baseline on child rights

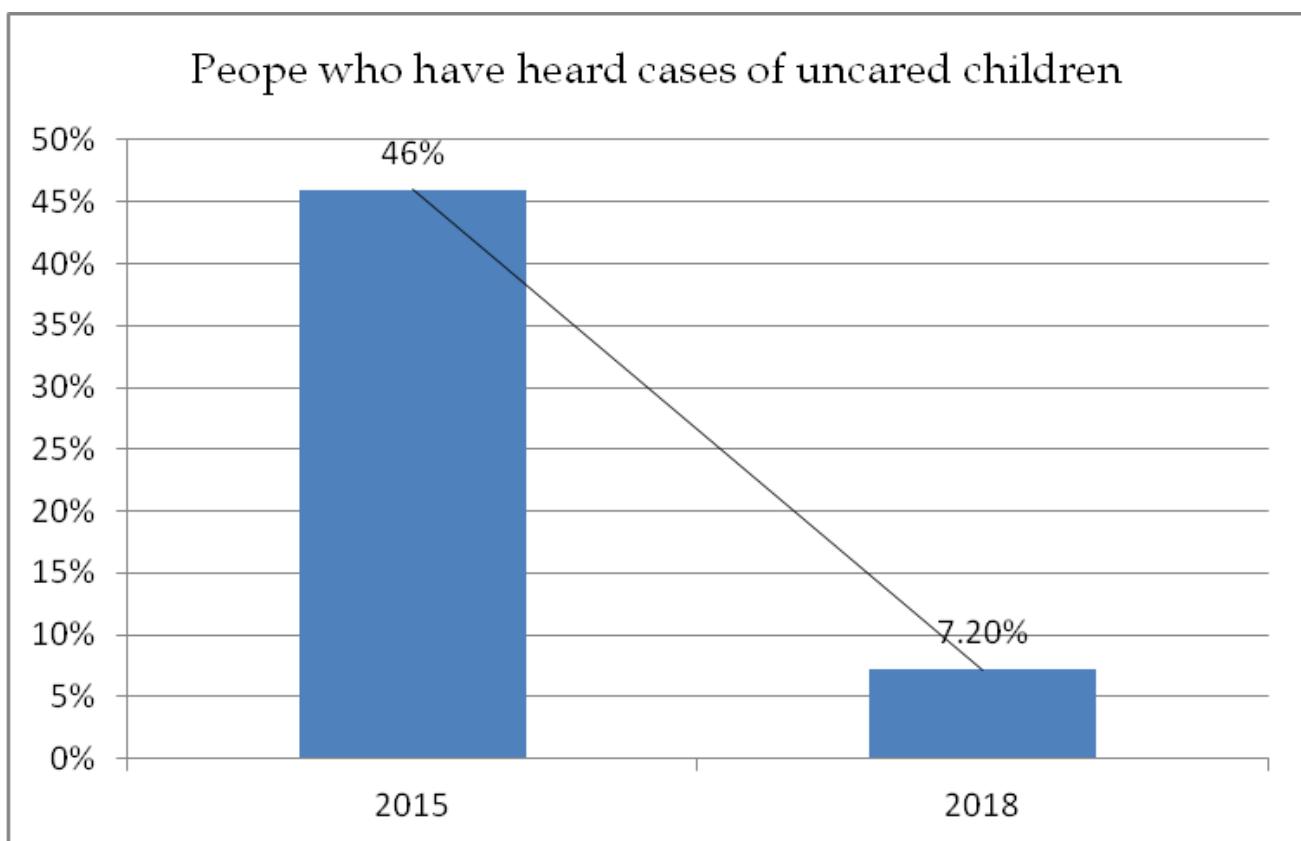


Figure 12: Uncared children

4.7.7 School drop out

Currently, the cases of school dropout are being reduced. These are influenced by various interventions including child participation project. Through the contribution of SOS project, the awareness was raised and school dropout was reduced from 81%¹⁴ to 14.2% from 2015 to 2018 respectively of people who have had drop out cases.

¹⁴ SOS Children's villages Rwanda (2015), Baseline on child rights

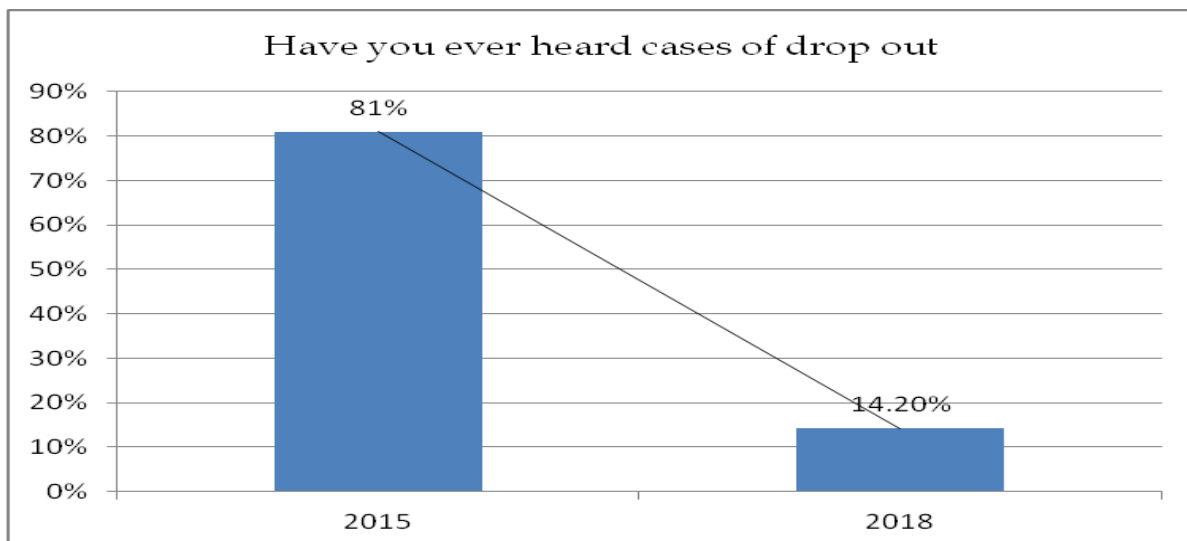


Figure 13: School drop out

Source: Primary data, September 2018

From the figure below, it is clearly indicated that the level of school drop out has decreased where only 14.20% have heard a child who dropped out while in 2015 majority of the respondents confirmed to have heard a child who dropped out from school.

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter synthesized the most relevant lessons and insights compiled throughout this evaluation, leading into practical recommendations for future interventions, as well as for its sustainability. The purpose of this reflection is to guide the design of future projects/programs and to capitalize the learning opportunities offered by the programme.

The aim of documenting the lessons learnt is to capture key lessons to assess the program interventions effectiveness. This part is therefore forward-looking and aimed at promoting child participation program lessons so that the legacies of the programme will be replicated and sustained beyond the programme lifetime.

Lessons learnt and best practices

- The effectiveness at the first outcome related to the fact that club formed and reinforced are well organized and by now some of them created other 6 new clubs in surrounding schools.
- Child rights clubs conducted advocacy activities and raised awareness at various levels. They contributed in disseminating the messages related to child rights and played key role in reducing drop out, child labour, high punishment, etc.
- In Nyamagabe District, through advocacy activities conducted by child rights clubs a school has been constructed near a refugees camp because the refugees children were stopping their studies in O level due to lack of A level near;
- Study tours of students clubs, child protection committees and child rights agents which contributed in building capacity of project beneficiaries. This supported to initiate other clubs in some schools not working with the project and helped in sharing their practices and experiences. CPC Kayonza has visited Nyamagabe, while CPC Gasabo has visited Gicumbi.

-

- Creation of students' saving groups with aim of supporting children in need. The collected money has been used for different purposes such as assisting poor children to get pen, uniforms, books, shoes, etc. Savings groups may also help build sustainability of the groups and lead to the formation of new groups. The savings may also be used for emergencies, or for running more campaigns and other project related activities. This, however depends on what the children find is of most importance¹⁵.

Challenges

- Poverty of the project beneficiaries which caused child rights violation such as dropout and child labour;
- Ignorance and mindset of Rwandan community (parents and teachers) vis-a-vis child rights and child participation;
- Limited participation of parents in the project implementation process;
- Child rights was a new concept for the organization and the community in general, therefore, at the beginning, the ownership was limited;
- Availability of District Officials (limited attendances to our meetings/overloaded/emergency....) always postponing meetings
- Limited number of staff where a huge project operating in 4 Districts operating in 65 sector with 130 schools beneficiaries for only 4 coordinators and one program office
- Insufficient operationalization of children's committees due to their limited availability as majority of children's committee members attend boarding schools and are busy with the studies;
- Limited budget where the number of covered schools is very limited (only two schools per districts benefited the program's interventions);
- Very limited involvement of private sector within the program while they are the most involved in child labour;

¹⁵ SOS children's villages Rwanda (2016), Mid-term review promoting child rights in 4 districts and the nation of Rwanda

- Insufficient number of books provided to schools clubs and agents as only two books per school were provided;
- Insufficient of clubs materials such traditional dance equipment such as uniforms, drum, microphones, teaching materials, etc.

Recommendations

To SOS Children's Villages:

- Mobilize more resources as the project needs to be expended to other areas;
- Increase partnership with Private sector in funds mobilization and programme implementation;
- For future interventions, the project should more involve parents in order to increase the ownership;
- Extend partnership with other sectors such as agriculture, mining and infrastructure which are the most causes of child labour;

To the Government:

- MIFOTRA should conduct the inspection to all employers looking whether child labour is still observed in Rwanda;
- Increase the number of staff involved in the project implementation at national and decentralized levels;
- Local government should mainstream child participation program in District Imihigo planning;
- District leaders, especially DEO and SEO should dedicate more time for supporting technically club members as they need more assistance and coaching for their sustainability.

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ANNEX 1: EVALUATION MATRIX

Performance ranking

- a. Not at all represented by 1 and the red colour
- b. To some extent/with constraints represented by 2 and the orange colour
- c. To a large extent/in progress represented by 3 and the light green
- d. Fully represented by 4 and the blue colour
- e. Strongly represented by 5 and the green colour
- f. NA - Not Applicable represented by 6 and the white colour

Nº	QUESTIONS	RATING	POINTS	INFORMATION SOURCES
I.	Relevance			
1	To what extent is the project focused on the intended target group?	Strongly	5	Documents review
2	To what extent do the project interventions respond to the needs and the priorities of the project participants?	Fully	4	Documentation and interviews
3	To what extent are local authorities and other key stakeholders are involved and provide support to the project?	Fully	4	Documentation and interviews
4	Programme site selection criteria?	Fully	4	Review of annual work plans, annual reports, site selection criteria and interviews with SOS and other partners
5	How has been the main focus of the programme implementation so far?	Fully	4	Reports and interviews
7	How were they selected?	Fully	4	Documents review and interviews
8	Were the selection criteria objective	Fully	4	SOS, District and beneficiaries
10	To which extent the programme activities are suited to the priorities and policies of the target group, recipient and donor.	Strongly	5	Documents review and interviews
11	To what extent did the objectives remain valid throughout the programme duration?	Strongly	5	Interviews
12	Were the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?	Strongly	5	Documents review and interviews
13	Were the activities and outputs of the	Fully	4	Documents review and

	programme consistent with the intended impacts and Effects?			interviews
14	Has a gender strategy been mainstreamed in the programme design?	Strongly	5	Documents review and interviews
15	Is there a clear theory of change evident in the project logic? Are multiple outcomes complementary and so they support a logical theory of change?	Strongly	5	Desk review of key project documents and interviews
16	To what extent have participatory approaches been adopted in the planning and delivery of the project, and what stakeholders were involved?	Fully	4	Reports and interviews
17	Result of the capacity building/trainings interventions	Fully	4	Reports and interviews
II.	Effectiveness			
1	To what extent were the objectives achieved?	Fully	4	Desk review and interviews with other partners including local community
2	Did the activities contribute to the achievement of the planned outputs?	Fully	4	Desk review and interviews
3	Have the different outputs been achieved?	Fully	4	Desk review and interviews
4	What progress toward the outcomes has been made?	Fully	4	Desk review and interviews
5	To what extent the design, implementation and results of the programme have incorporated a gender equality perspective and human rights based approach?	Strongly	5	Document review and interviews
6	To what extent have project governance mechanisms such as steering committees at different levels been functioning Effectively?	Strongly	5	Desk review and interviews
7	To what extent has the project supported positive changes in terms of gender quality and were there any unintended Effects?	Fully	4	Desk review and interviews
8	To what extent has the project supported positive changes in terms of social equity and addressing the needs of disadvantaged and vulnerable groups?	Fully	4	Desk review and interviews
9	To what extent has been the result of the capacity building/trainings interventions?	Fully	4	Midi-term review, annual reports and interviews
10	To what extent SOS support the achievements of programme outcome and outputs?	Fully	4	Desk review and interviews
11	Has SOS partnership strategy been appropriate and effective?	Strongly	5	Interviews with project stakeholders

III.	Efficiency			
1	Has the project raised the level of funds necessary to achieve its 5-year scope of work?	Fully	4	Desk review and interviews
2	Were activities cost-efficient?	Fully	4	Interviews with SOS
3	Were objectives achieved on time?	Fully	4	Desk review (documents/annual work plan and reports)
4	Was the programme implemented in the most efficient way compared to alternatives?	Fully	4	Desk review (documents/annual work plan and reports) and interviews with SOS
5	How have the Programme funds been spent?	Fully	4	Desk review (annual and quarterly reports)
6	Were the funds spent as originally budgeted?	Fully	4	Desk review (reports)
7	To what extent is the project's utilization rate from various funding sources on track?	Fully	4	Desk review and interviews
8	Was the financial and narrative reports provided on time?	Fully	4	Desk review
IV.	Sustainability			
1	To what extent the design, implementation and results of the programme have incorporated environment sustainability? What should be done to improve environmental sustainability mainstreaming?	Fully	4	Programme assessment and interviews
2	To what extent will the benefits of the programme or programme continue after donor funding stops?	To a large extent	3	Document review and interviews
3	Does the programme have a clear exit strategy?	To a large extent	3	Desk review and interviews
4	To what extent has the project developed public awareness and knowledge about child rights	Fully	4	Desk review and interviews with stakeholders including local community
V.	Impact of interventions			
1	To what extent are these goals shared by stakeholders?	Fully	4	Interviews with all selected stakeholders
2	To what extent have the activities progressed?	Fully	4	Document review and interviews with various stakeholders
3	How is the level of project ownership by various stakeholders	Fully	4	Document review and interviews with various

				stakeholders
4	Does the project has the exit strategy?	Fully	4	Document review
5	How the project will continue to operate after donors support stop?	Fully	4	Document review and interviews with various stakeholders

Annex 2: Guideline of KIIs for SOS Staff

1. Set target of the project
2. Achievements of the projects
3. Project impact fore instance child punishment, drop out, medical care, birth registration, ...
4. Main observed child abuse before and after project interventions
5. What is the level of project ownership by various stakeholders
6. Does the project has the exit strategy?
7. How the project will continue to operate after donors support stop?
8. Challenges faced
9. Best practices

Annex 3: KIIs Guideline for other stakeholders

1. Project expectations
2. Achievements
3. Project impact fore instance child punishment, drop out, medical care, birth registration, ...
4. Main observed child abuse before and after project implementation
5. What is the level of project ownership by various stakeholders
6. Does the project has the exit strategy?
7. How the project will continue to operate after donors support stop?
8. Challenges
9. Best practices
10. Recommendations

Annex 4: FGDs guideline

1. Situation before project implementation
2. Contribution of the project
3. Project impact fore instance child punishment, drop out, medical care, birth registration, ...
4. Gaps in project implementation
5. Way forward

Annex 5: Questionnaire to be administrated to children

Enumerator:

Date:

Questionnaire Number:

I. Administrative information			
District	Gasabo	1	
	Kayonza	2	
	Gicumbi	3	
	Nyamagabe	4	
School			
Class			

QUESTIONS			
Q1	Have you ever heard about Child Right?	Yes=1 No : 2	/___/
Q2	What do you Understand by Child Right?		
Q3	In your Village is there any kind of child rights Violation observed?	Yes=1 No : 2	/___/
Q4	If Yes mention 3 among them:		
Q5	In your area is there any activity to fight against child right Violation?	Yes=1 No : 2	/___/
Q6	What are activities of your club? 1. Debates 2. Songs 3. Dances 4. Drama 5. Others		
Q7	Approximately how many participate during your club activities?		
Q8	At your village, is there any activity or prevention which promote the child right?		
Q9a	At your Village is there some children not registered for birth?	Yes=1 No : 2	
Q9b	If yes why?.....		

Q10a	In your village is there some children who have no Id while they deserve it (age)	Yes=1 No : 2	
Q10b	If yes, Why?		
Q11a	In your village is there some children with no guardians/uncared?	Yes=1 No : 2	
Q11b	If yes what is the reason?		
Q12a	In your village are there some children who don't go to school?	Yes=1 No : 2	
Q12b	If yes, What is the reason? /		
Q13a	In your village are there some children who dropped out the schools?	Yes=1 No : 2	
Q13b	If yes, What is the reason?		
Q14a	In your village are there some children with hunger?	Yes=1 No : 2	
Q14b	If yes, Why?		
Q15a	In your village is there some children used in hard workers?	Yes=1 No : 2	
Q15b	If yes, Mention 3 main Jobs?		
Q16	Do you know some mechanisms for handling cases of child abuses and violence? a. Yes b. No		
Q17	Do you participate in your family decision making process Yes=1 No : 2		
Q18	Do you participate in decision making process regarding your life such as education? a. Yes b. No		
Q19	Are the children participate in administrative (sector, cell and village levels) decision making? Yes=1 No : 2		
Q20	Are the children participate in school decision making Yes=1 No : 2		