

NORWEGIAN LUTHERAN MISSION MONGOLIA
(NLM MONGOLIA)

Mid-term Assessment for the Strengthening Children's Rights II project

Ulaanbaatar
2016

Contents

Figures and tables lists	3
Acknowledgements.....	5
Acronyms	6
Executive summary.....	7
Introduction	12
Evaluation Methods	13
Findings and Analysis	15
Safety during emergency	19
Child participation	20
Leisure time activities.....	23
The situation for the 6-year old children.....	27
Children's health and nutrition	28
Parent's involvement	29
Physical standards of the dormitory	31
Capacity building of dormitory staff.....	31
School management support to the dormitory.....	34
Project management and sustainability	34
Conclusions	36
Recommendations.....	37
ANNEX 1: An evaluation plan and research questions.....	39
ANNEX 2: Checklist for observation.....	47
ANNEX: 3. Focus group questions involving children in dormitory (include young people who are in dormitory children's board)	49
ANNEX: 4. Focus group questions involving dorm staff and members of MDT ...	50
ANNEX: 5. Interview questions involving dorm teachers.....	52
ANNEX: 6. Interview with 6-year-old children.....	54
ANNEX: 7. Heads of AED and ACD and School Directors.....	55
ANNEX: 8. AED staff responsible for dormitories;.....	56
ANNEX: 9. School doctors	57
ANNEX: 10. Midterm survey among dormitory students	57
ANNEX 11: Focus Group Consent	58
ANNEX 12: Interview Consent Form.....	59
ANNEX: 13. Field visit schedule	61
ANNEX 13. Comparisons of the baseline results with midterm evaluation results	63

Figures and tables lists

Figure 1 - Children's answers to the question "Do the dorm staff spank, push or pinch any of the children at the dormitory?.....	15
Figure 2 - Children's answers to the question "Do the dorm staff spank, push or pinch any of the children at the dormitory?.....	16
Figure 3 - When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?.....	20
Figure 4 - When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?.....	20
Figure 5 - Compared graphs on the answers to the question, "Are you generally satisfied with the work the children's board do"	21
Figure 6 - Compared graphs on the answers to the question, "Are you generally satisfied with the work the children's board do"	21
Figure 7 – The proportion of children who answered “yes, usually” to the question “Do you spend your leisure time in an interesting and fun way at the dormitory in 2012 and 2016.....	23
Figure 8 - The proportion of children who answered “yes, usually” to the question “Do you spend your leisure time in an interesting and fun way at the dormitory in 2012 and 2016.....	24
Figure 9 – The proportion of children who answered “nothing” to the question “What do you usually do after achool?”	24
Figure 10 - The proportion of children who answered “nothing” to the question “What do you usually do after achool?”	25
Figure 11 – The answer to questions “How often do you have stomach pain?” By provinces.	28
Figure 12 – The proportion of children's response to Whom would you talk to if other children bullying you? question	32
Figure 13 - The proportion of children's responses to question, If other children were bullying you, whom would you talk to?	33
Figure 14 – Baseline in 2013 in Bayan-Ulzii and in 2012 in Khovd	63
Figure 15 – Midterm evaluation in 2016 in both provinces	63
Figure 16 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	63
Figure 17 – Mevaluation in 2016 in both provinces.....	64
Figure 18 – Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd	64
Figure 19 – Midterm evaluation in 2016 in noth provinces.	64
Figure 20 – Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd	64
Figure 21 – Midterm evaluation in 2016 in both province.....	65
Figure 22 – Baseline in 2013 in Bayan-Ulgiiian in 2012 in Khovd	65
Figure 23 – Midterm evaluation in 2016 in both provinces.	65
Figure 24 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	65
Figure 25 - Midterm evaluation in 2016 in both provinces.	66
Figure 26 - Midterm evaluation in 2016 in both provinces.	66
Figure 27 - Midterm evaluation in 2016 in both provinces.	66
Figure 28 - Baseline in 2013 Bayan-Ulgii and in 2012 in khovd.....	66
Figure 29 – Midterm evaluation in 2016 in both provinces.	67
Figure 30 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	67
Figure 31 – Midterm evaluation in 2016 in both provinces.	67
Figure 32 – Baseline in 2013 in Bayan-Ulgii	67
Figure 33 – Midterm evaluation in 2016 in both provinces	68
Figure 34 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	68

Figure 35 - Midterm evaluation in 2016 in both provinces.....	68
Figure 36 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	68
Figure 37 - Midterm evaluation in 2016 in both provinces.....	69
Figure 38 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	69
Figure 39 - Midterm evaluation in 2016 in both provinces.....	69
Figure 40 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	70
Figure 41 - Midterm evaluation in 2016 in both provinces.....	70
Figure 42 - Midterm evaluation in 2016 in both provinces.....	71
Figure 43 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	71
Figure 44 - Midterm evaluation in 2016 in both provinces.....	71
Figure 45 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	72
Figure 46 - Midterm evaluation in 2016 in both provinces.....	72
Figure 47 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	73
Figure 48 - Midterm evaluation in 2016 in both provinces.....	73
Figure 49 - Baseline in 2013 in Bayan-Ulgii.....	73
Figure 50 - Midterm evaluation in 2016 in both provinces.....	73
Figure 51 - Baseline in 2013 in Bayan-Ulgii.....	74
Figure 52 - Midterm evaluation in 2016 in both provinces.....	74
Figure 53 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	75
Figure 54 - Midterm evaluation in 2016 in both provinces.....	75
Figure 55 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	75
Figure 56 - Midterm evaluation in 2016 in both provinces.....	76
Figure 57 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	76
Figure 58 - Midterm evaluation in 2016 in both provinces.....	76
Figure 59 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	77
Figure 60 - Midterm evaluation in 2016 in both provinces.....	77
Figure 61 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	77
Figure 62 - Midterm evaluation in 2016 in both provinces.....	77
Figure 63 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	78
Figure 64 - Midterm evaluation in 2016 in both provinces.....	78
Figure 65 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	79
Figure 66 - Midterm evaluation in 2016 in both provinces.....	79
Figure 67 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	79
Figure 68 - Midterm evaluation in 2016 in both provinces.....	79
Figure 69 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	79
Figure 70 - Midterm evaluation in 2016 in both provinces.....	80
Figure 71 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	80
Figure 72 - Midterm evaluation in 2016 in both provinces.....	80
Figure 73 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.....	81
Figure 74 - Midterm evaluation in 2016 in both provinces.....	81

Acknowledgements

I would like to thank the Norwegian Lutheran Mission Mongolia Office for trusting me to do this very important evaluation for further implementation of the SCR 2 project to achieve its goals to equip and enable children, their parents, professional and decision-makers to be able to improve the situation for children living in dormitories. I am very grateful for the support and technical assistance provided by Project Consultants, Mr.Morten Lende Olsen and Ms. Karen Colban Hoel.

I appreciate greatly Ms.Bayarmaa, Project Leader, Ms.Ulziisaikhan, Mr.Byambasuren, and Mr.Baibolat, local stakeholders, school directors, staff at visited dormitories and parents who provided their valuable input for this evaluation. In addition, I convey my gratitude to all children who provided their valuable opinion and information through focus group discussions, interviews and surveys. Furthermore, I greatly appreciate the companionship of Ms.Bolormaa, Ministry of Education, Mr.Ankhubayar and Ms.Ananda, National Authority for Children who accompanied me during the field visits in Bayan-Ulgii and Khovd.

Acronyms

AECD	Aimag Education and Culture Department
CFDD	Children and Family DevelopmentsDepartments
CRC	Convention of the Rights of the Child
NAC	National Authority for Children
NGO	Non-governmental Organization
NLM	Norwegian Lutheran Mission
MTR	Midterm Review
MDT	Multi-disciplinary Team
SCR	Strengthening Child Rights
ToR	Terms of Reference
UN	United Nations
UNICEF	United Nations Children’s Fund

Executive summary

This evaluation report captures the findings and analysis of midterm evaluation of the Strengthening Children's Rights Project, phase Two (SCR II) implemented by Norwegian Lutheran Mission, Mongolia to improve the situation for dormitory children in Khovd and Bayan-Ulgii between 2014 and 2016 and provides recommendations for future actions.

This Mid-term evaluation is aimed to identify achievements made since 2014 up to date, to know where the Project is now according to the project objectives and propose recommendations for the last part of the project period with a particular focus on phase-out and sustainability.

Highlights

- The project performance is satisfactory in relation to its stated objectives as the findings of this evaluation suggest.
- The child protection policy/regulations along with the code of conducts in compliance with the Child Protection Policy approved by NAC are effective in all target dormitories. In general, this set of documents influence positively to behavior and attitude changes of dormitory staff.
- The dormitory assessment tool which allows child participation in evaluating the situation at the dormitory according to what is stated in the national requirements is developed and widely used at all dormitories.
- Children's rights training packages and the Talking About Touching training packages for children and adults are published and serve as a reference material for training at dormitories.
- The project funding and technical support to the establishment of development rooms create more opportunities for children to spend their leisure time in more effective way to facilitate their development through organized activities.
- Promoted to a Model Dormitory status, the Sogog dormitory serves as training laboratory for Bayan-Ulgii dormitories.
- The Government of Mongolia recognizes the importance of the SCR2 project for improving dormitory children's wellbeing in its 5th report on the CRC implementation to the Committee of the Rights of the Children in 2015.
- As a result of project advocacy work, the Dormitory Teachers Journal was approved by the Ministry of Education as a statutory document nationwide in 2016. Participants of the Western Regional Dormitory Teachers and Decision Makers Forum in 2013 developed recommendations for improving dormitory situations and submitted them to policy makers at all levels.
- In 2015, the Project advocacy booklet "*Lets improve the services in secondary school dormitories*" was shared with main stakeholders to direct their attention to dormitory conditions that require policy interventions.
- The AECD in Khovd shows a good example of productive and effective partnership with the project. Appointing a first and only specialist for dormitory

in the country the Department proves the importance of this position for improving physical and psychological conditions of the dormitory. A full coverage of salary, supervision and mentoring support of the Head of Department for this specialist (an aimag project officer) are a good example for Bayan-Ulgii AECD and other AECDs.

- Local ownership is created through inclusion of key stakeholders at all levels of the project implementation process.
- Overall efficiency and effectiveness of the project performance is satisfactory. The gradual increase of sharing costs by project stakeholders leads to local ownership and efficiency of spending project resources. Discussions on budget allocations at Steering Committees locally and ongoing M&E visits to dormitories enable the proper and effective use of project funding.
- Administrative, financial and human resources functions are managed well according to the project plan.

Still more to do

- The frequency and variety of organized leisure time activities have been improved with the project support in some dormitories. Children from these dormitories report that leisure time activities are organized in fun and interesting way. However, some dormitories still require the project support to gain skills to organize leisure time activities which meet child developmental needs of different age groups.
- All dormitories have established a dormitory children's board. The boards which get support and guidance from dormitory teachers and school directors listen to them perform well. However, some boards need more support and recognition of their voice.
- The school doctors trained and supplied with a first aid kit by the project provide better services to dormitory children. However, some of the trained doctors left the school not leaving the first aid kit. New doctors should be provided training.
- Dormitory cooks trained by the project have learned the importance of well balanced nutritious meals. However, some cooks are not trained yet.
- In Khovd province, the development rooms are well maintained and open to all children. In Bayan-Ulgii, more technical support and monitoring are needed for dormitory teachers to use effectively the development rooms.
- The capacity building training and other activities targeted to dormitory teachers and workers have contributed to behavior and attitude changes. Child rights, good communications and Step-by-Step training were listed as examples of the most influential learning experience. Less corporal punishment is happening in the dormitories if compared to 2012. Dormitory teachers and guards give more support to children. However, still more support and monitoring are needed to reach the Project objective 1.
- Parents and school management appreciate the Parents Day for its mutual benefits. But, well coordinated advance planning is essential for good

attendance and meaningful participation of parents. Aimag officers should assist with this event planning capacity of dormitory teachers.

- The establishment of the visiting parent room encourages more frequent and quality visits of parents in Khovd province. This practice should be adopted to Bayan-Ulgii dormitories.
- Newly formed Parents Councils at the dormitories need more support to improve their prospective to contribute to the development and protection of dormitory children.
- Cross organizational collaboration at aimag level was adequate having a project steering committee which includes high level officials from relevant departments; and discussing project plan and budget for most efficient use. However, the cross organizational collaboration at national level requires more attention because of the reasons external to the project.
- Although the project cooperation with local CFDDs was adequate and joint M&E trips to soums were performed, MDTs in soums are still need a lot of policy and methodological support.

Concerns

- Although MDTs at targeted soums get training and methodological support from the project and CFDD, their performance and skills to provide well coordinated child protection services are still limited.
- A soum governor in Bayan-Ulgii contracted a dormitory food supply service to the company, which ignores the standards on food provision to dormitory children, and took no actions when this fault was reported by local community members. In this soum, a school director did not take any actions to a staff who verbally abuses children. If school director is not taking actions in the immediate future, the project management should propose to discuss this issue at a Steering Committee for urgent solution.
- Bayan-Ulgii dormitories require a lot of attention to make them accessible to all children who apply for dormitory admission. Enough beds, chairs and desks are needed. Water and sanitation of some dorms are in desperate need for attention. Safety should be secured fixing open wirings, falling ceilings, broken windows, holes and unfenced school yard. The project should develop an advocacy strategy for increasing physical standards of dormitories and discuss it at Steering Committee.
- Evolving development needs of children demand new equipment such as computers and Internet connection. More advocacy support from the project is required.
- The NLM requests for a meeting to discuss about signing a MOU Ministry of Education were delayed for unknown reasons.

Recommendations

- Work closely with a child participation specialist from CFDD to improve the capacity of dormitory children's boards and dormitory teachers capacity to

organize leisure time activities and use effectively the development rooms. Encourage the guidance and monitoring support from aimag project officers to maintain the sustainability of child participation activities at dormitories.

- Develop a self-learning training package for new employees at dormitories including all project initiated training topics such as child protection policy and cooperate with AECD to make this induction training mandatory for all new employees hired to work at dormitories.

Support dormitory teachers in conducting refreshment training on child protection for all dormitory staff twice a year.

- Provide support in translating the Code of Conduct and other resources into Kazakh language for dormitory staff in Bayan-Ulgii.
- Support Tsengel dormitory staff to treat equally children of different ethnic groups providing diversity awareness training;
- Provide support for aimag officers to attend an event management training so that they can support event planning capacity of dormitory teachers.
- Develop a guideline for dormitory teachers how to support Parents Councils and maintain a parents' room.
- Encourage Bayan-Ulgii dormitories to set up a visiting parent room at the dormitory.
- Develop best practice case stories and disseminate among target dormitories to promote the exchange of project supported knowledge, skills and practices. For example, Tsengel's practice of supporting six-year old children providing them with a special development room and a designated teacher can be one of the case stories and be disseminated to other dormitories.
- Conduct a small scale research on the reasons why many six-year-old children could not stay in a dormitory for entire school year to identify the possible solutions for this problem.
- Prepare a proposal to discuss at a Steering Committee meeting about corrupt financial management practice with external contractors and the cases of violation of code of conduct at the dormitory for urgent solutions.
- Provide technical support to Bayan-Ulgii aimag project officer in developing an advocacy strategy for increasing physical standards of dormitories and discuss it at Steering Committee.
- Develop an advocacy strategy on improving the cross organizational collaboration at national level including the issues of MDT performance and responsibilities, signing a MOU with the Ministry of Education; promoting a model dormitory for disseminating this best practice nationwide, appointing dormitory specialists at all AECDs and at Ministry; upgrading a dormitory jijuur position to an assistant teacher position so that dormitory children get more advanced services 24/7; ; aligning the project initiatives with a new project on dormitory enhancement in other western aimags funded by ADB and piloted by the Ministry of Education; supporting dormitory teachers and staff to establish their professional association to advocate for their rights and status; and making

statutory the project supported documents such as Dormitory Assessment Tool, Child Rights Training packages and Step by Step training module. Recent best practice of the joint advocacy campaign for the Child Protection Law approval by the Parliament in 2016 can be adopted for planning this advocacy strategy. In addition, this document should cover what can be done in order to make the phase-out process good and effective.

Introduction

This evaluation report captures the findings and analysis of midterm evaluation of the Strengthening Children's Rights Project, phase Two (SCR II) implemented by Norwegian Lutheran Mission, Mongolia to improve the situation for dormitory children in Khovd and Bayan-Ulgii provinces between 2014 and 2016 and provides recommendations for future actions.

Evaluation target audiences were the selected dormitories in Bayan-Ulgii and Khovd provinces, project stakeholders, duty bearers, parents and children. One national consultant conducted the evaluation with the support of NLM Mongolia Office and project stakeholders. The thematic areas such as child protection, participation and leisure time and a focus on the dormitory children's health were covered by the evaluation.

This Mid-term evaluation is aimed to identify achievements made since 2014 up to date, to know where the Project is now according to the project objectives and propose recommendations for the last part of the project period with a particular focus on phase-out and sustainability.

The Project objectives:

1. The children are living in a physically, mentally and emotionally healthy and safe environment in the dormitories within the target aimags
2. The dormitory staff within the target aimags listens to the children and involve them in decision making processes
3. Dormitory children within the target aimags are participating in organized leisure time activities in the dormitories on a regular basis
4. Parents, school management and relevant governmental authorities on the different levels are working to improve the situation for the children living in dormitories

The following objectives of the Mid-term evaluation were defined by the Project team in the Terms of Reference:

- Contribute to project management performance for future improvement;
- Exercise control of the activity (accountability); and
- Assess the sustainability and phase-out process and provide recommendations in this regard.

Evaluation Methods

To evaluate the Project interventions in the selected dormitories and measure their progress, a combination of qualitative and quantitative evaluation tools was applied. The project indicators ingrained in the SRC2 project log frame matrix served as guiding measurement elements. The participatory research concepts suggested by NLM guided the development of evaluation tools.

The Needs Assessment done in 2012 and the findings of the Dormitory Assessment conducted in 2013 served as a baseline and follow up for revealing the differences in the indicators. In the initial project plan, these tools were included with a follow up purpose stating that the same questionnaires would be utilized one or two years later to see whether there have been any changes in the dormitories. Therefore, these assessment tools were expected to give an overview of whether there have been any positive or negative changes in dormitory situations. The questionnaire with 35 questions used for Needs Assessments in 2012 (Khovd) and in 2013 (Bayan-Ulgii) as complemented with two more questions for comparative analysis of the evaluation findings. In addition, the observation checklist, mini surveys among dormitory staff and dormitory children's board members, as well as questions for interviews and focus group discussions were utilized as tools for collecting quantitative and qualitative data.

In Bayan-Ulgii, 40 children in two soums and one bagh were participated in 2013 Needs Assessment. The same soums and bagh were visited for this evaluation to see the changes in lives of children in dormitories. This time 14 children in each soums and 12 children in bagh dormitory were asked to fill out the questionnaires. Equal number of children of each gender was recruited. To keep similar proportion of age groups with 2013 study, the same number of children on different age groups were included into sampling in Tsengel and Deluunsoums:

In Khovd, 240 children from 6 soums participated in 2012 Needs Assessment. However, the Midterm evaluation covered only two soums due to the time and resources limits of this evaluation. So, only 40 children from Khovd (Dorgon and Khovdsoums; 20 children in each soums) had a chance to answer the survey.

The Dormitory Assessment has been a tool to assess the dormitory conditions based on self-reporting basis. The Project Annual Reports informed that this assessment was used in the beginning of the projects in all dormitories participating in this project. So, the tool could have used again for revealing the changes in dormitories. However, the tool methodology required two days' active participation from children. Thus, again due to the time constraints some parts of it were modified for interviews, discussions and the observation checklist.

Field visit took place from April 30 to May 13 2016 in two project sites-Khovd and Bayan-Ulgii. Six dormitories were visited at bagh and soums in both aimags. Dormitories in Deluun and Tsengelsoums and Sogobaghin Bayan-Ulgii and Khovd

and Durgunsoums in Khovdaimag were observed and assessed. These sites were preferred over other soums and baghs because the Needs Assessment survey, which served as a comparison tool, was conducted there in 2012. 38 indicators in an observation checklist were included for assessing the conditions of dormitories. The Project office in Khovd and local government departments including the Aimag Education and Culture Department (AECD) and Children and Family Developments (CFDD) were visited. Interviews and focus group discussions engaged representations from all levels of stakeholders such as representation from children in dormitories, parents, project partners, professionals, local decision makers. Interviews with 6 yearold children and their designated teachers were taken place to reveal the outcomes of the activities specialty targeted this age group. All children participated in the study signed the consent forms.

The Project Team supplied the consultant with the project plans and annual reports for a desk review. The project produced documents such as a Dormitory Teacher's Journal and advocacy package were reviewed.

Findings and Analysis

The dormitories have been improved during the past three years. 74.4 percent of surveyed children during the midterm evaluation in May, 2016 reported the dormitory conditions have been improved significantly. In Sogobagh, the 100 percent chose this answer. The lowest percent of children selected this answer was 53 percent in Tsengelsoum.

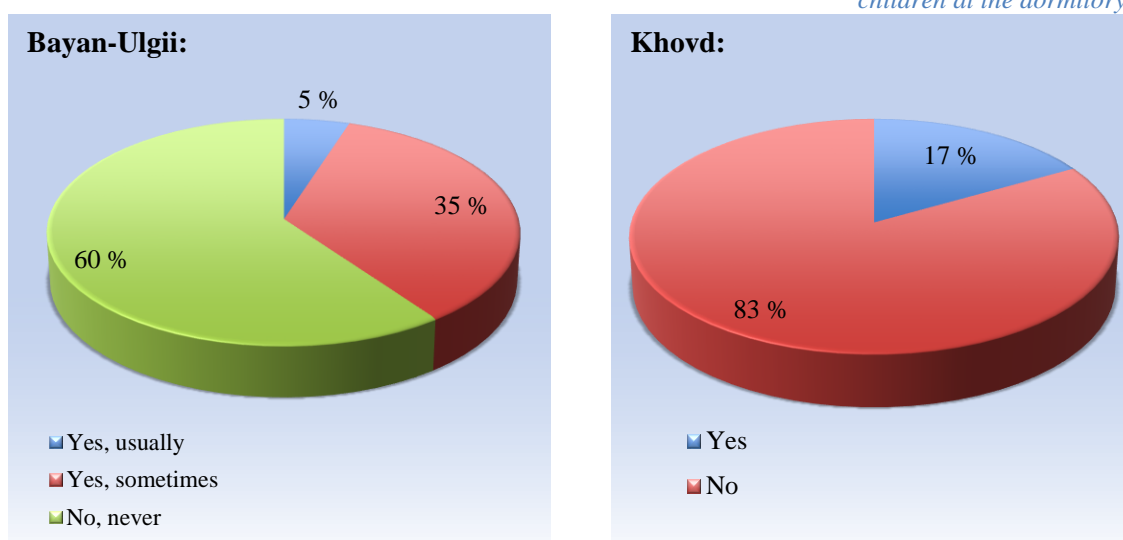
Table 1- How do you rate your dormitory of today if it compared with 2013

Soums	How do you rate your dormitory of today if it compared with 2013		Total
	Improved significantly	Improved slightly	
Sogog	100,0%	0,0%	100,0%
Tsengel	53,3%	46,7%	100,0%
Deluun	60,0%	40,0%	100,0%
Hovd	66,7%	33,3%	100,0%
Durgun	95,0%	5,0%	100,0%
Total	74,4%	25,6%	100,0%

Other findings of the mid-term survey show that dormitory children's protection and safety have been improved significantly since SCR2 project commenced. The project activities influenced to bring positive changes in the indicators related to child protection and safety. For example, in 2016, in Bayan-Ulgii, 78 percent of midterm survey respondents replied "never". when they answered to the question «Do the dorm staff spank, push or pinch any of the children at the dormitory». The answer "never" was given by 60 percent of respondents of baseline survey in 2013 in the same province.

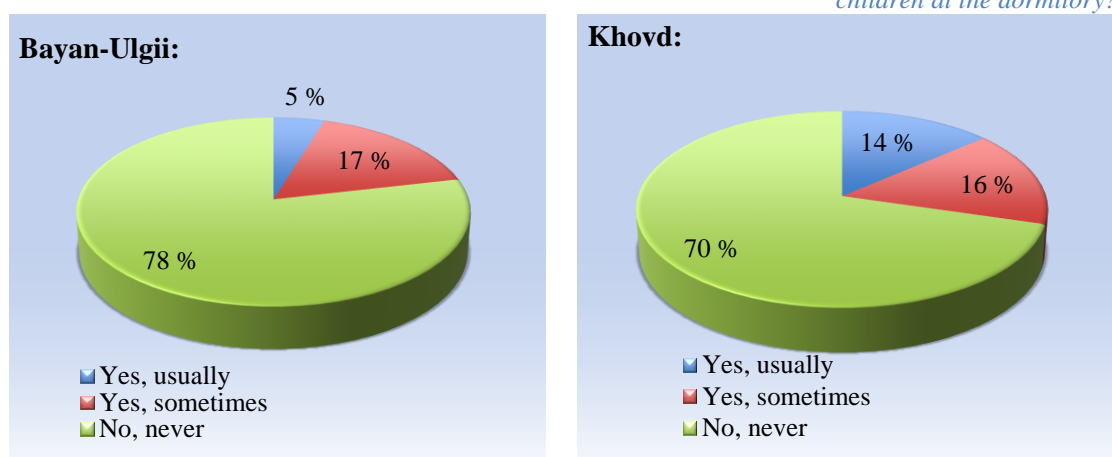
- a. The 2012 (Khovd) and 2013 (Bayan-Ulgii) baseline data by provinces

Figure 1 - Children's answers to the question "Do the dorm staff spank, push or pinch any of the children at the dormitory?"



- b. the 2016 Mid-term evaluation data by provinces

Figure 2 - Children's answers to the question "Do the dorm staff spank, push or pinch any of the children at the dormitory?"



This notable increase shows how much dormitory staff at project sites increased their awareness and attitude about child protection through the introduction of code of conducts, child rights trainings and other related activities supported by the project. Physical abuse against children at both provinces is reduced not only among dormitory staff, but also among children as the data comparisons suggest. Child-to-child verbal abuse and the same abuse from dormitory staff to children are reduced too. Less children feel afraid when they are at dormitory. The comparisons of all variables related to child protection illustrates the project achievements in this field of work. Please see all these changes in Graphs displayed in Annex 3.

For triangulating the quantitative data showing a good progress of the implementation of the Project Goal 1, the observations, key informant interviews (KII) and focus group discussions (FGD) with primary and secondary beneficiaries of the project at both sites were undertaken. Children showed that they gained very good knowledge on child protection and inappropriate touching so that they can protect themselves or peers when something bad happens to them. Parents also supported this point. They stated that now the dormitory is more comfortable place for their children because its psychological environment had been improved. What was a main trigger for this change? There were many activities which contributed to the project success. One of them is a child protection policy or regulation advocated by the project to be effective in all dormitories of target provinces.

With the project support, all dormitories were supposed to develop, approve and implement a child protection policy along with a code of conduct for those working in the dormitory. A sample child protection policy was provided to schools so that they could get the understanding on how this document should look like and what practices and behaviors should be regulated. Participation of staff and children was encouraged in a process of the development and approval of the document. All dormitories in both provinces reported that their child protection policy/regulation is effective now. We observed that some dormitories put their child protection policy/regulation on the most visible wall of their dormitory and school directors keep the signed code of conduct along with the employees work contracts.

During focus group discussions and interviews dormitory staff, school doctor and school social workers showed enhanced knowledge on neglect, sexual, mental and physical abuse, signs of abuse and their consequences. They linked their knowledge with the trainings on children's rights, their own participation in dormitory assessments and increased responsibility for signing the code of conduct. They said that they have seen positive changes in children's behaviors since every staff in dormitory follow the child protection policy/regulation rules.

All dormitory teachers and staff participated in FGDs were asked to name three issues important for child protection ingrained in their child protection policy. Their answers were different by provinces and schools. For instance, in Khovdsoum, Khovd province, child violence, ignoring child voice and inappropriate touching were listed as three important issues mentioned in child protection policy/regulation. In Deluun and Tsengelsums, dormitory staff listed, 1) the violation of children's rights; 2) beating children without reason; and 3) inappropriate touching. It appears that the training on touching was effectively delivered in both provinces.

The project supported not only knowledge dissemination, but also paid a lot of attention to skills and attitude development. Dormitory teachers and guards at all dormitories in Khovd demonstrated their enhanced knowledge and improved attitude when they explained how the child protection policy affected their daily work with children. They shared their reflections on their new practice of not having abusive treatment to children. The cook in Khovd soum said that her improved communication with dormitory children also influences positively her family relationship because she applies less stressful techniques of handling disputes at home that she learned from the project training.

Dormitory teachers of all visited dormitories and staff at Sogog, Khovd and Durgun dormitories exchanged their thoughts on preventing children from abuse and neglect. The most repeated answers to this question were treat all children equally and not to get angry to them. By their observation children have become more respectable to staff in the past three years. and in return, dormitory staff also obey children's rights. When everyone respects each other, their work environment is getting less stressful as the FGD participants concluded. Having signed a child protection policy and trained on good communications with children, dormitory teachers and other support staff are making a good progress in ensuring child protection in dormitories. However, in Bayan-Ulgii, the KII and FGD participants informed that dormitory staff signed the code of conduct. However, most of the guards and other service staff could not remember a content of the code of conduct because it was in Mongolian and their reading proficiency in Mongolian was limited.

Children older than 12 showed good knowledge about child protection regulations at their dorms and whom to contact if something happens. Most of them said that they would contact a dormitory teacher or school social worker if child abuse happens with

someone. A few children reported that they would call the Child Helpline. It was obvious that this topic was not easy for younger children of primary school age. Therefore, dormitory teachers should design a participatory training session on a dormitory child protection policy or regulation so that younger children can learn what practices and behaviors are inappropriate and whom they would contact in case of child abuse and neglect.

Although the child protection policy/regulation or code of conduct is vital in preventing child abuse and neglect in dormitories, having this document is introduced and signed by staff is not enough for responding adequately to child protection risks and cases. The project envisions that Multi-disciplinary (MDT) teams would play an important role in filling this gap and providing response services to the dormitory child. The project agreement to cooperate with Children and Family Development Departments (CFDD) in both provinces to deliver child friendly response services is in place. Some of staff of these departments work together with the project coordinators at both provinces. They conducted a joint M&E trips to dormitories and training on child protection. MDT members in visited soums were provided with a guidance how to work together on child protection cases. However, not much progress was evident in strengthening MDTs in all visited soums. The consultant met only one Multidisciplinary Team for Child Protection in Tsengelsum. The Vice Governor of soum and four members of MDT attended the meeting. Their knowledge on CRC was adequate but only one case was solved in the past four years. In other soums, MDT members were not available for a meeting by various reasons. In both aimsags project officers admitted that it was challenging to retain the members in MDTs and keep their commitment. A main reason of this low commitment was given by one of the MDT members as child protection duties are not included in the job descriptions of any of the members.

The baseline study documented a case of conflict between two different ethnic groups in one dormitory. According to this baseline, staff and children from this dormitory reported a lot of bullying from Kazakh children towards Tuva children. When we visited the dormitory we had interviews with some of the Tuvan children and teachers. They informed that some tension among two ethnic groups exists still, however, it is less than before.

The midterm survey findings and other qualitative data revealed that the project is achieving notable results in strengthening child protection mechanisms to protect children living in dormitories. However, the participants of the dormitory children's board of Deluunsoum brought very serious issues of child neglect and verbal abuse of the chef-cook of the dormitory. This lady ignored always children's comments on meal quality and kitchen hygiene. She revenged the children who complained and she does everything opposite to an initial request. Children approached to their male dormitory supervisor for solving the problems with the chef-cook. However, children witnessed how the man was beaten badly by the lady. After listening to all these complaints from the FGD participants, the consultant brought the issue of this violation of child

protection policy and code of conduct to the school director. She admitted that the chef-cook violates the code of conduct misusing the authority of her brother who was a governor of the soum. The director promised to take an action to stop this lady's abuse and neglect against to dormitory children. Authority or power of someone who defends perpetrators should not justify child abuse and neglect.

Safety during emergency

Most of the interviewed children knew that they would contact dormitory teachers or guards if something with an emergency matter would happen to them while they were within dorm facility. For explaining what is emergency in their understanding, they referred to fire, earthquake or an injury or communicable disease with a sudden occurrence. According to the Mongolian fire safety standard every facility of an organization must have an emergency aid corner. Four of the visited dorms had an emergency corner in only main dormitory building and kitchen. The dormitories with more buildings should set up an emergency aid corner in every facility where children stay. Although the project promotes a safe physical environment for dormitory children through the participatory Dormitory Assessment tool and training, some dormitories still have risks for injuries including open wiring and toilet holes in the school yard. An emergency plan is not shared widely with all children. It is important for school directors to take immediate actions to keep the dormitory standards on fire safety and introduce their emergency plan with the entire school personnel and children.

In Sogog and Khovd dormitories electrical sockets in children's rooms were covered by protective lid. However, such practice was not applied in Tengel and Deluun dorms. In Deluun, children get water from an outside hose at a well not protected at all. In general, the project is making a good progress in achieving the project objective 1 *"The children are living in a physically, mentally and emotionally healthy and safe environment in the dormitories within the target aimags"*

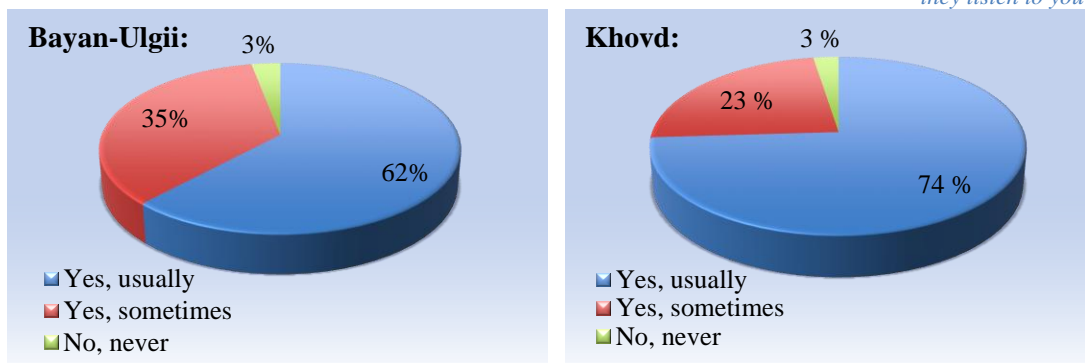
Although the project has achieved a good progress in obtaining project outputs in child protection area, it needs to discuss with project stakeholders how to bring down the proportion of children (about 22-30 percent of respondents in Midterm survey) reported that *"dorm staff spank, push or pinch any of the children at the dormitory sometimes"* to a zero percent because this practice is prohibited by Child Protection Law which is going to be effective from September 2016. Another discussion point should be the performance of the Multidisciplinary Team and how to motivate team members to provide child protection services to dormitory children. The project advocacy officer is advised to work proactively in the finalization the MDT regulations developed by NAC in the coming months to include a special clause on dormitory children in this document.

Child participation

The project focuses on the right of the child to be listened to and included in decision making. In order to reach the project outcomes in this regard, the project runs trainings for the dormitory staff on the importance of including the children in decision-making processes that affect them. To enhance the children's participation at the dormitory, the SCR2 carries out a variety of activities with its partners and children. As a result of the project work, many baseline data on child participation have been improved at the time of midterm survey administration. For example, in 2016, the proportion of children who answered "yes, usually" to the question, "When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?" is increased to 76 percent from 62 percent of 2012 baseline survey in Bayan-Ulgii province. In Khovd province, nobody answered "never" to this question if compared to the similar data of 2012. See Graph 2. Other data of 2016 survey also reveal the improvements according to the survey findings. Please see the results of other data on Annex 3.

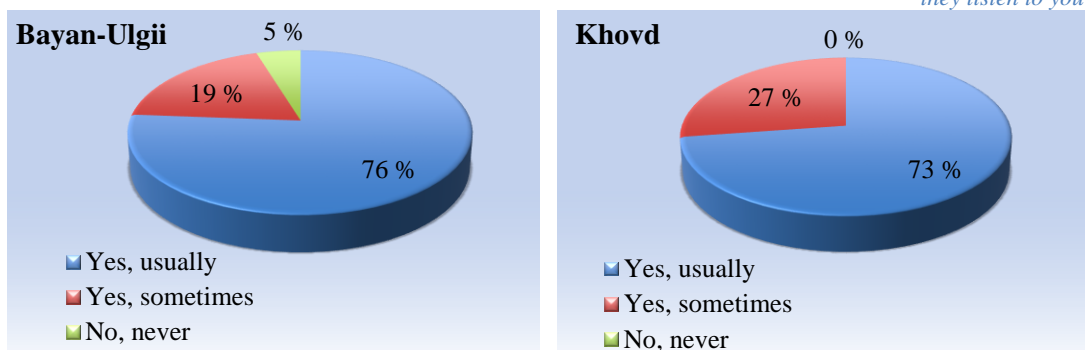
2012 (Khovd) and 2013 (Bayan-Ulgii) data on the answers to the question *When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?*

Figure 3 - When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?



2016 (Khovd and Bayan-Ulgii) data on the answers to the question *When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?*

Figure 4 - When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?



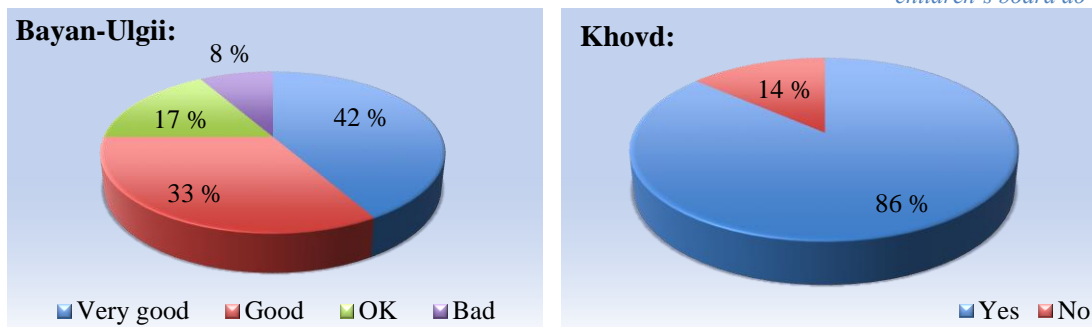
The Project has supported dormitory children's board through training and advocacy activities in order to strengthening the capacity of children to be included in a decision making process for dormitory children. Our observation showed that generally, one dorm had one board. However, there were different cases of having sub-boards in different buildings of dormitories in Bayan-Ulgii. For example, in Deluun, the children said that they had sub-boards in each building of the dormitory.

When we met the children from dormitories children's board in all visited soums seemed to be a good mix of children's representation in terms of gender and age groups. All board members were elected through their peers' voting. The nomination of board members varied across the dormitories. In some dorms, their peers or dormitory teachers nominated them or some children nominated themselves for board member positions. At the first meeting for a new school year, usually in late September all dormitory children got together to have their board established. All nominated children were expected to introduce themselves; and afterwards, the actual voting process took place to elect the board members. Participation of children in this kind of democratic voting process empowers the elected children to be responsible.

And it also may facilitate children's satisfaction with their dormitory board. 83 percent of respondents in Bayan-Ulgii and 91 percent in Khovd answered they were satisfied with the work of the children's board in 2016. These proportions on satisfaction was lower in 2012 as below Graph 3 shows.

a. Bayan-Ulgii 2013 and Khovd 2012)

Figure 5 - Compared graphs on the answers to the question, "Are you generally satisfied with the work the children's board do"



b. Bayan-Ulgii 2013 and Khovd 2012)

Figure 6 - Compared graphs on the answers to the question, "Are you generally satisfied with the work the children's board do"



The main support to the dormitory children's board come from dormitory teachers. FGDs with members of dormitory children's board in all soums except in the male dormitory in Tsengelsoum revealed that their dormitory teachers had meetings with the children's board almost every week to discuss with them what leisure time activities they can organize or how to ensure discipline and order at the dormitory.

Therefore, it seems that children can express their feedback and comments to dormitory services in a very competent way without any hesitations. Many board members were interested to talk about their lives in the dormitory.

School directors or even soum governors supported some of the ideas brought by such meetings. Respective decision makers considered some points raised by dormitory children's board, with involvement from children when appropriate. For example, in Khovd soum, dormitory children' voice to have a fence around a dormitory yard was brought to the Soum People's Representative Hural and was approved. Now, the school dormitory yard has a fence that makes children feel safe when they play outside.

A frequency of board meetings was different in visited dormitories. Some boards including Khovd and Durgen reported that they have a board meeting fortnightly to discuss about the plans of leisure time activities and general conditions of their dormitory. This motivation to run frequent board meetings seems to be related to the leadership competencies of board members, ongoing mentoring and guidance of dormitory teachers and, most importantly, to management support and willingness of school director to listen to children's voice and take some actions to implement their ideas.

Although a majority of the board members had an opportunity to have meetings with their dormitory teachers quite often and they were listened to, they had limited chance to implement their thoughts and suggestions without support of dormitory teachers. There were some discussions with children about the cases of their voice was neglected. In Deluunsoum, board members were frustrated with no action to their complaints on the chef-cook's abusive behaviors and limited water supply. In Tsengelsoum, male dormitory children wanted to have their children's board more motivated and supported to organize activities interesting to them. These boys believed that their male dormitory teachers were not supporting the board and not attending the board meetings, because of this inattention, they were excluded from the activities run in the female dormitory.

The Project encouraged all target dormitories to introduce a practice of receiving children's voices through a box for children to put their ideas and opinion. All dormitories accepted this practice and every dormitory's entrance hall, in some places, different dormitory facilities including a dining hall and child development rooms had such boxes. In Sogog, Khovd and Durgensoums, dormitory teachers showed their checkbooks where they recorded the children's comments and complaints inserted into a voice box. Interestingly, the most of them were recorded in the earlier months of the introduction of the voice box. Most of the comments were complaints on peer bullying and the poor quality and small portion of meals. The dormitory teachers reported that

they followed up the comments and took necessary actions to solve problems. They met the bullies and advised them to respect their peers. The cooks along with school directors were invited for a discussion how to increase the portion and quality of meals. Other common theme of the voice box entries was the requests for leisure time activities. The dormitory teachers brought such kind of requests to a children’s board for discussing to include or not the proposed idea into the leisure time activity plan. If the requested activity was required a budget or broader involvement of school administration, it was shared with school directors. As a result of solving problems brought by voice boxes effectively, new entries were not available for months even the voice box was checked every month- reported by dormitory teachers in the above-mentioned three soums. For leisure time activity requests, children preferred to contact directly board members or dormitory teachers once they learned that their voices could be heard without the voice box. The voice box was regarded an efficient tool to promote children's voice to be heard. However, voice boxes in other two soums were not checked regularly and recorded properly. Board members of these soums assumed that children did not use the voice box anymore because they thought, “*nobody opens the box*”. M&E visitors should encourage dorm teachers to track the entries and follow up actions.

Leisure time activities

The interviews and focus group discussions with children showed that the most of the them gained knowledge about article 31 of the Convention on the Rights of the Child; “...recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts...”.The SCR2 special focus on training for the dormitory staff regarding the importance of organized leisure time activities for the children and working with dormitory board on the ideas on how to engage children in meaningful projects for their development has brought some outcomes already. The midterm survey demonstrates some positive results including the significantly increased proportion of children who answered “*yes, usually*» to the question “*Do you spend your leisure time in an interesting and fun way at the dormitory?*” if this proportion is compared to 2012 baseline data. See below Graph 4.

Figure 7 – The proportion of children who answered “yes, usually” to the question “Do you spend your leisure time in an interesting and fun way at the dormitory in 2012 and 2016

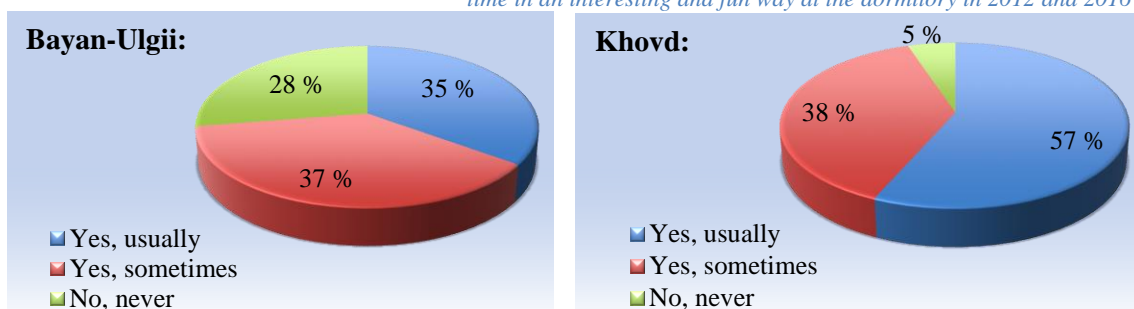
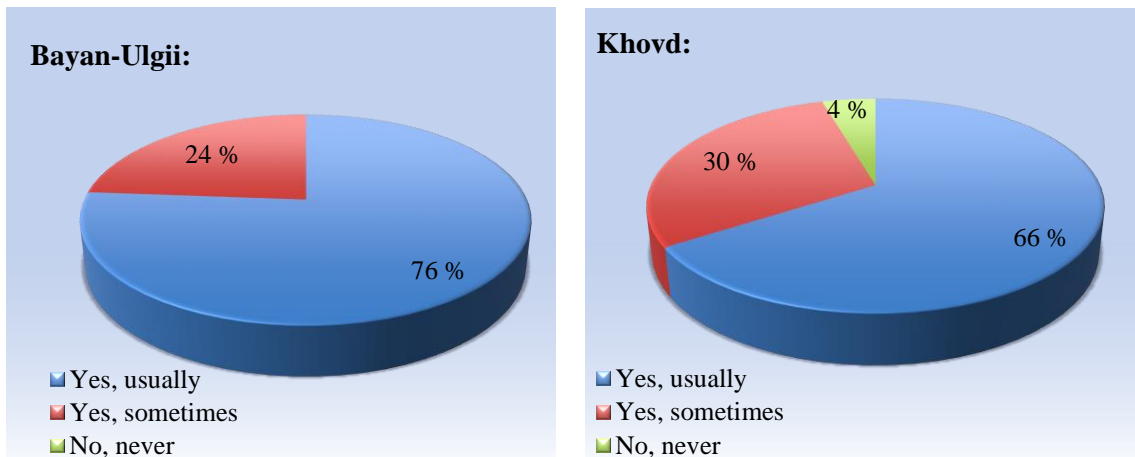


Figure 8 - The proportion of children who answered "yes, usually" to the question "Do you spend your leisure time in an interesting and fun way at the dormitory in 2012 and 2016"



Other indicators related to leisure time are improved too according to the findings of the midterm survey. For instance, the proportion of children who answered "nothing" to the question "What do you usually do after school?" is decreased from 47 percent to 28 percent in Bayan-Ulgii and from 41 percent to 18 percent in Khovd according to 2016 midterm survey findings.

Figure 9 – The proportion of children who answered "nothing" to the question "What do you usually do after school?"

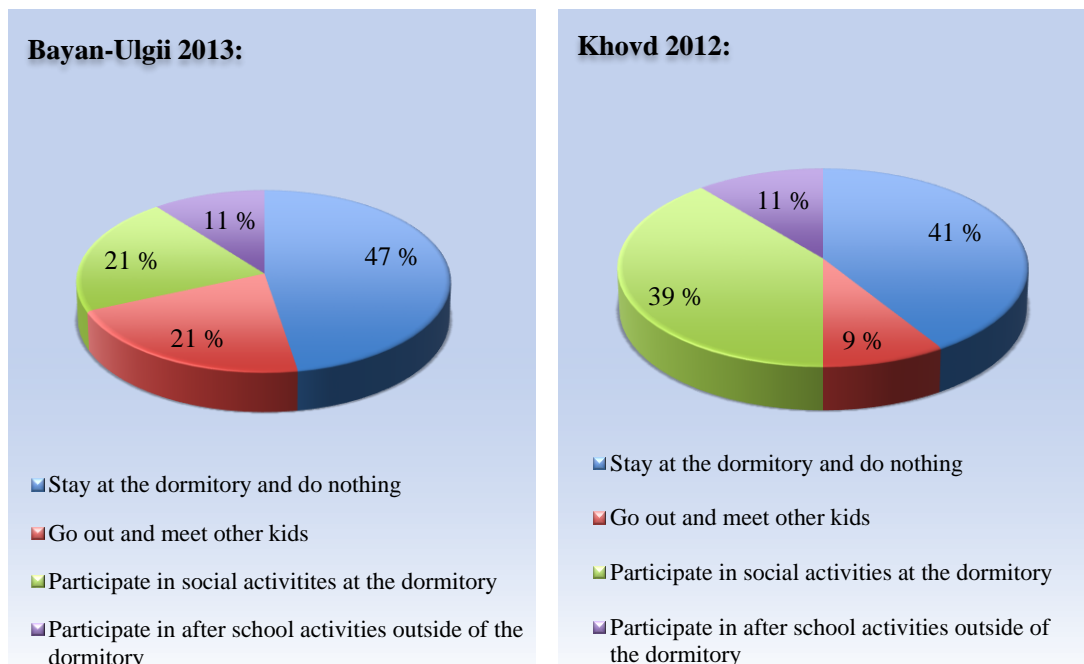
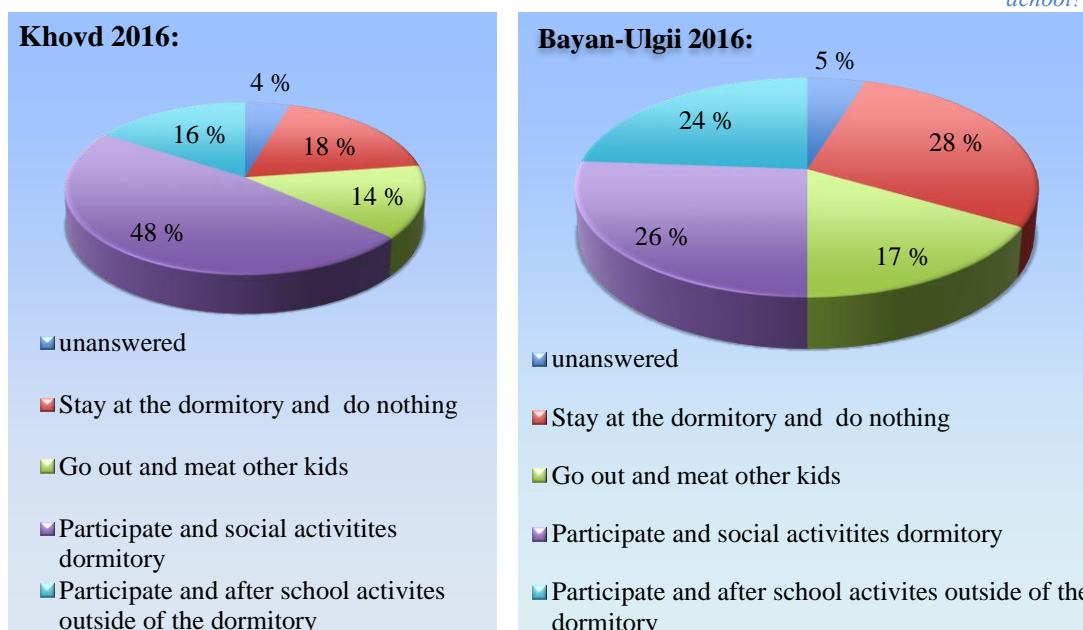


Figure 10 - The proportion of children who answered “nothing” to the question “What do you usually do after school?”



The project’s funding and methodological support for the room with developmental toys, books and other necessary tools for children’s self-learning process have been essential to the establishment and maintenance of the development rooms in Khovd province and some soums of Bayan-Ulgii. All dormitories, except Deluunsoum dormitory and a male dormitory in Tsengelsoum had established the development rooms. In Khovd and Durgensoums of Khovdaimag and Sogogbagh, Bayan-Ulgiiaimag, the development rooms have become a favorite place for dormitory children according to their feedback. They play different games, read books and have meetings and small group activities for home work or self-initiated projects such as a group performance for birthdays of friends according to children’s FGD inputs. In these dormitories, children said that the development rooms were open for them every day. They organized a variety of activities for the dormitory on a regular basis.

The female dormitory in Tsengelsoum has a development room with limited toys and books. There was a TV set for 200 students. But the male dormitory has no development room properly equipped. In Deluunsoum, no development rooms, books, toys and TV sets neither in female nor in male dorms.

During FGDs, children from dorms in Khovd province and a dormitory in Sogog bag and female dorm in Tsengelsoum reported that the dormitory teachers organize regular leisure time activities for them in cooperation with the children’s board. Dormitory teachers at Sogog, Khovd and Durgun shared their log sheet of the leisure time activities organized in their dormitories. According to the logs, children attended craft making, music dance and sports clubs organized only for dormitory students. In Deluunsoum, a school social worker showed a child development room in a school building and stated that dormitory children in organized small groups came to the rooms to do some art

crafts or learn to play a Kazakh national instrument-dombra. In Tsentelsoum, girls reported that they do some activities in their development room with their dormitory teachers. However, boys complained that there were no activities running in the male dormitory.

It is observed that the project influenced positively in improving the frequency and quality of leisure time activities in the dormitories. The most wanted leisure time activities are the music lessons, sports activities, concerts, dance parties and quizzes according to children's opinion. A few children reported that they like reading in a development room. An adolescent girl of Khovdsoum requested to have new books because she already read all project supplied books in the development room. This request was passed to a school director and he promised to get some books from a soum library so that the girl can read new books. Older children shared their concerns of not having computers and internet connection in the dormitory. They felt that their academic performance was getting lower than their peers elsewhere who can have access to academic tests and online extra-curricular learning sites.

Since our visit coincided with a late spring when children had more chances to be outside, the younger ones were playing primitive games not requiring any tools or facilities. A few of the older boys were playing a street basketball. There were no outside play options for older girls. Older children wanted to have a proper sports playground at their dormitory yard. Children in Tsengel and Deluunsoums were interested to have the TV sets in their development rooms so that they have more chances to watch news and movies during their leisure time. During a focus group discussion with children one incident of the cultural conflict among Kazakh and Tuva children in Tsengelsoum dormitory was brought up. The male dorm has had only one TV set for 200 boys of two different ethnic groups who speak different languages. Kazakh children prefer watching the Kazakhstan TV channels in Kazakh language whereas Tuva children desire watching Mongolian language channels. Because the majority of boys are Kazakhs the TV is on the Kazakh channels at the most time upsetting Tuvan children. Therefore, the Kazakh and Tuva children were interested to have two TVs both in female and male dormitories so that Kazakh children would watch TV on Kazakh language channels and a Tuvan child-in Mongolian language.

The findings show that the Project objective *Dormitory children within the target aimags are participating in organized leisure time activities in the dormitories on a regular basis* is on a good progress. Dormitory children in Khovd province have more access to organized leisure time activities because project supported development rooms are open to children all the time. In Bayan-Uligii, some dormitories have established development rooms with the project support. The dormitories should consider the different needs of different age groups when they create new opportunities for leisure time. TV sets should be enough so that different ethnic group children can watch educational TV programs on the languages they can understand. The internet connection and computers should be secured for older students to increase their learning

opportunities. Outside playgrounds of dormitories should have more sports equipment and considerate repairs.

The situation for the 6-year old children

The special room and teacher were offered for 6 year olds in Tsengel, Khovd and Durgunsoums. The Tuva primary school had also a teacher for 6 year olds. A room for study and play for 6-year-old children in Tsengelsoum was a good solution for supporting their development. In this room, 6-year-old children were doing their homework under supervision of the dormitory teacher assigned to work with them.

The six-year old children from these soums said that their assigned teachers were close to them helping with homework, preparing for classes and orienting them in town. Another support person for six year olds are dormitory guards. Female guards assist 6-year-old girls to be prepared for classes everyday tidying their hair. For six year olds in the dormitory, kinship support is observed as an essential element of care and survival. Herdsmen parents of six year olds enroll the children to school dormitory if there is kinship support available. Sisters and female cousins are preferred to stay in one room with the 6-year-old child. Nine of ten children interviewed for six-year-old group were staying with sisters or female cousins in the same room. Only one boy reported he lived with his male cousin in a male dormitory. However, he said he preferred to live in a female dormitory with a female cousin.

Although six-year-old children get more support having a special teacher for their group in some soums, it seems it is still challenging for them to live in a dormitory unless he or she has a kinship support. There is a tendency of that the number of six-year-old children enrolled in dormitories by September were decreased significantly throughout a school year. For example, 22 children of 6-year-old were commenced their schooling with staying in a dorm in Deluunsoum in September 2016. However, by the end of school year, only 6 of them were remaining in the dorm. It seems that the only a few of the first graders stay in dorms if they have a sibling support system. The six-year old children staying in a female dormitory with their sisters had better care and longer stay in dorm than the ones who stay in male dormitory with their brothers. Although some schools prepared abed room with smaller beds and furniture only for six year olds, this option was revealed not suitable for these young children. Dormitory guards reported that six year olds could not stay in this room and all wanted to stay with their siblings or cousins.

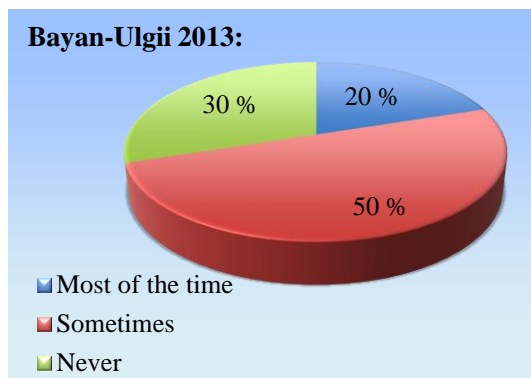
More in-depth research is needed to identify the better solution for accommodating 6-year-old children in a dormitory. A separate bed room for only six-year-old children is proved as no option for them. However, a study and play room for only 6-year-old children can support their study and good quality leisure time. For 6-year-old children, a kinship support from siblings or cousins is essential. If possible, all 6-year-old children should live in a female dormitory with their siblings or cousins.

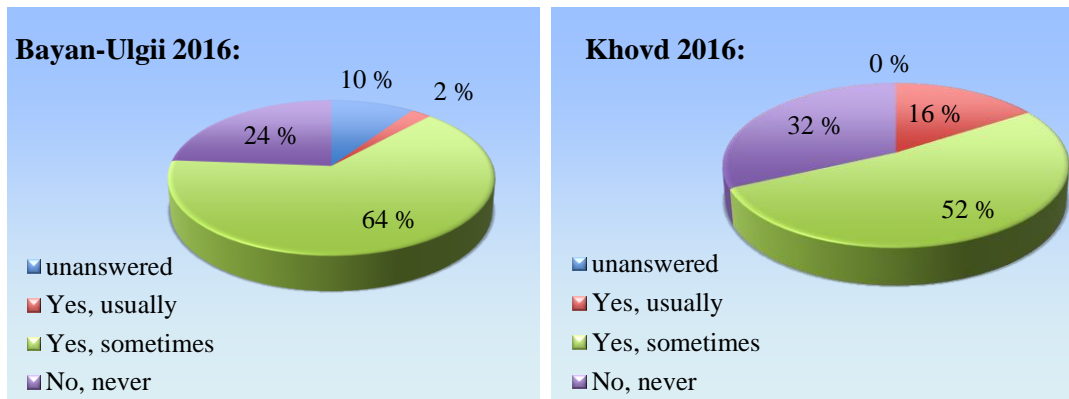
Children's health and nutrition

The project's main focus in the area of health and nutrition has been the trainings on food quality and nutrition. In addition, school doctors were provided with a first aid in order to supply them with the skills and tools to assist the dormitory children if they get injuries. The children and other staff interviewed in all visited dormitories stated that in the past three years, doctors had been providing satisfactory medical services for the dormitory children. To make school doctor services closer to dormitory children, some schools including Sogog and Khovd school provided a doctor's room in the dormitory building. This has been efficient, and the school doctor is now paying more attention to the dormitory children. The cooperation between the dormitory staff and the school doctor has also increased.

The project paid considerable attention to ensure that the children were getting the nutrition they need. Training for the school cooks along with school doctors were coordinated by the project. All school doctors reported that they approve a weekly food menu for a dormitory kitchen. In most cases, school doctors provide advice to cooks what meals would be prepared if a majority of children get sick with common disease such as seasonal flu outbreak. For example, in Durgensoum, the school doctor suggested the dormitory cooks to make special meals for children who had measles. The decrease of a proportion of children who answered "*the most of time*" to the question, "*How often do you have stomach pain?*" in both provinces may confirm the impact of the training and activities with school doctors and cooks. This proportion was 20 percent in Bayan-Ulgii in 2012 and was decreased to 2 percent in 2016.

Figure 11 – The answer to questions "How often do you have stomach pain?" By provinces.





Children in Durgen and Khovdsoums commended their cooks for good quality meals. The cooks said that they learned how to cook nutritious and tasty meals when they attended the project supported training. They were interested to attend such training again because they had an opportunity to meet cooks from other soums and learn from each other. A mother of Durgensoum said that her child refuses to take pocket money to his dorm because he does not feel hunger while in a dormitory. However, this was not a case for children in Deluunsoum. They store their pocket money in a safe of a dorm supervisor to prevent from stealing. Children in Tsengel and Deluunsoums had complaints for the quality and quantity of meals they were served. Particularly, in Deluunsoum, children reported that the food was terrible and not enough. The school connected this complaint to a company which contracted out food supply services.

Except a new doctor in Deluunsoum, all interviewed doctors attended the training supported by Project. All interviewed doctors reported that they were satisfied with the training contents and delivery methods. They reported that the project training they attended, supplied them with the knowledge on primary health care and a first aid kit delivered by the project is handy for emergency. The project reached its objective to supply 100 percent of all dormitories with a first aid kit. However, there was a case of not transferring the first aid kit to a new doctor when a previous doctor left her job. School doctors reported that the school allocated some funding for updating the first aid kit contents. The amount for a yearly budget for school medical supplies varies from 58 000 MNT a year in one soum and 800 000 MNT in another soum.

Less children having stomach pain seems to show the impact of the project activities. However, a fact of a few children reported they wake up midnight because of hunger and children steal their roommates' pocket money in some dormitories should not be accepted. No child in dormitory should get hungry. The companies which provide poor quality products and the cook who prepares faulty meals should have a legal consequence.

Parent's involvement

In order to facilitate more frequent visits of parents to their children in the dormitory the Project encouraged school management to set up a visiting parent room in every dorm. Sogog, Khovd and Durgen dormitories have established a parent room, which provides a basic bed-breakfast service. The interviewed parents in these soums shared their appreciation for the establishment of such a room. They felt a room was comfortable and dormitory food was delicious. Staying with their children in the same place was an opportunity to clear their worries of their children while they live far away from home for months. A mother from Khovdsoum said that she stopped imagining terrible stories for her son because she stopped worrying of him after she stayed a night in his dorm and learned her son was well cared and fed there.

All visited dormitories reported that they commenced organizing a Parent's Day since they were working with the project. So far, every school had one or two events to organize a Parent's Day. Although this was a new practice for Mongolian dormitories, interviewed parents evaluated their attendance to the Parents Day as an important experience of learning about how their children lived in a dormitory and what services they received. In their opinion, there were many changes in school management in terms of making the dormitory a comfortable and safe place for their child. They appreciated for extra-curricular activities run by dormitory teachers, meals in dormitory kitchen, and a parent's room to stay overnight. All of them stated that their children were provided with all necessary services to study well in the dormitories.

To improve the parents understanding on child rights and child protection, the Parent's Day in Sogog and Durgunsoums included a session on these topics. The parents interviewed in these places said that they learned how to avoid corporal punishment to discipline their children. School directors noted that parents' motivation to support their children's education had been improving. The parents participated in Parents Day were expecting to have such meetings more regularly

School directors reported that a Dormitory Parents Council was established in their school and they plan to cooperate with parents to improve the dormitory conditions. For instance, the Parents Council in one dormitory made a decision to buy two washing machines for dormitory laundry on the money they donated during the parents day. However, it seems that these councils are not proactive due to a mobility of parents with a nomadic lifestyle. A mother from Deluunsoum stated that it is not easy to bring all parents together unless the parents' meeting is coordinated with other significant events in the community. The Parents Day would have a good attendance if it is informed in advance and planned well in coordination with other significant community event in the soumcentre. The Parent's room as a new service in the dormitory brings some impact on the strengthening parent-school cooperation. Providing parents with training or information on positive disciplining and child rights appears beneficial for children and families. The Parents Council at the dormitory is still a new structure which needs more support and guidance.

Physical standards of the dormitory

The Project has established its boundaries clearly stating that no funding support is given for improving physical conditions of the dormitories. However, the project sees it as more important to advocate to the decision makers so that they can make the needed improvements. During the midterm evaluation, it is observed that this strategy worked well for Khovd province. Two dormitories had enough beds, desks and chairs for all children residing in their dormitories. The dormitory buildings looked well maintained and safety cautions were considered well. The water supply was adequate and other standards on physical conditions were met. However, in Deluun and Tsengeldormitories, several problems related to the physical environment were observed as well as expressed by children and staff. The physical conditions of these dormitories were deprived unacceptably against the dormitory standards.

In these two soums, the dormitory buildings are in very poor state and all of them were required major repairs. Dormitory furniture and soft supply are insufficient. The rooms of the dormitories lack desks to do homework, which leads to children doing homework in their beds. The amount of beds is insufficient; and it restricted many children the access to the dormitory. For instance, in Durgensoum, 720 children applied for dormitory admission in September, 2016. Only 425 children were accepted to the dormitory and many children had to share a bed with their sibling or friend. With a deficit of beds, older children were provided with small beds made for six-year-old children.

In Durgensoum, it is very hard for children to wash their hands and body parts because water is not supplied to their dormitory. Instead, children need to fetch water from an outside hose by plastic bottles. In Tsengelsoum, girls complained about not having enough water to wash. The school doctor informed that she advised menstruating girls to wash their genital parts by tea poured to a used shampoo bottle.

In Tsengelsoum, the male dorm has a tennis court. However, boys are not allowed to play because the ceiling of downstairs room is falling down. Generally, the physical situation for the dormitories in Bayan-Ulgii needs a lot of improvements to make them a safe place for children. To accommodate all children applying for a dormitory admission the number of beds should be increased. Water supply and sanitation in dormitories should meet the standards. Therefore, the project needs to pay more attention to advocacy work in Bayan-Ulgii.

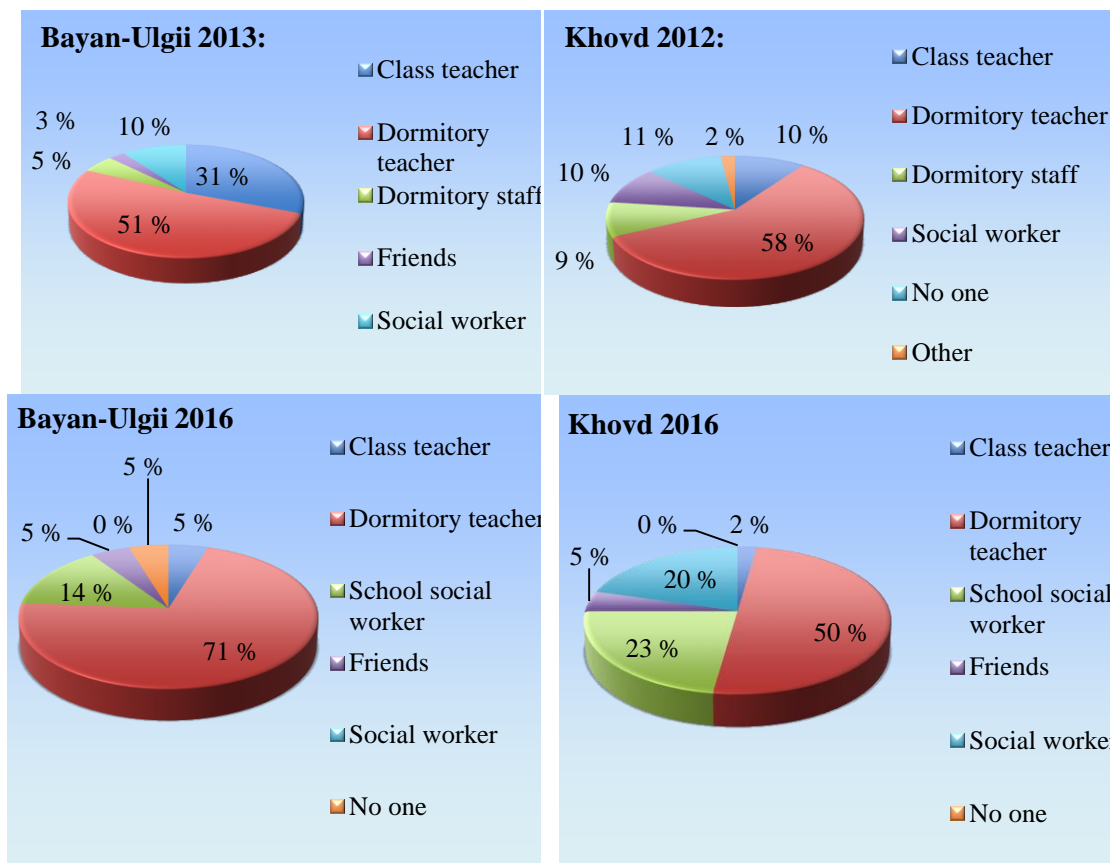
Capacity building of dormitory staff

The project has identified a great need to work with the attitudes and skills of the dormitory staff. The extensive training was provided to dormitory teachers so that they train other staff at the dormitory on child friendly attitudes and skills. The rest of the dormitory staff, consisting of cooks, part-time stoker for the stoves, cleaner and guards, now have more understanding on their responsibilities other than their main

duty. Some of them who had training from the project reported that childcare is not only the dormitory teacher's responsibility. They agreed that it is everyone's responsibility to take care of the physical and psychological needs of the children.

The interviewed dormitory teachers were thankful to the project for training and other capacity building opportunities provided by the project. They highlighted the professional supervision and guidance from a dormitory methodologist at the AECD. During observation visits to dormitories in both provinces, dormitory teachers and other staff were spotted respecting and caring for children. Children said that dormitory teachers and guards were becoming nicer and closer to them. Generally, these positive changes seem to influence on a good progress of the implementation of the project objectives. For instance, as below graph illustrates that more children responded that they would talk to a dormitory teacher if other children bullying them if compared to 2012 and 2013 baseline data on the same indicator. In addition, more children reported that dormitory teachers take care of them when they are sick.

Figure 12 – The proportion of children’s response to Whom would you talk to if other children bullying you? question

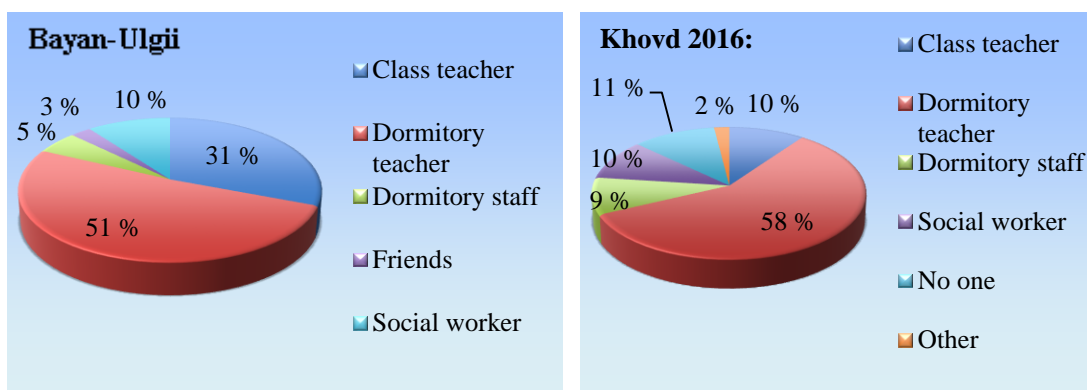


In Khovd, the changes were more evident than in Bayan-Ulgii, with the guards being more active for children's wellbeing and responsible for some leisure time activities. Some guards with a teaching diploma are interested in changing the job title of guards as an assistant teacher. They believe that this change will motivate young people to have more capacity to provide professional service to children and it also increases their repetition.

The dormitory teachers in Khovd stated that the staffing at the dormitories is inadequate unless the school administration decides to save some money from dormitory services and allocate them to other school needs. They believe that a shortage of dormitory teachers is not related to a lack of human resources anymore, because many young people with a teacher's diploma are looking for a job in Bayan-Ulgii and Khovd provinces. Because of surplus of people with teaching degrees, many young people are competing for a job as a dorm guards. This competition also creates some positive impact on the retention of dorm teachers and other dormitory staff and encourage them to improve their capacity to do their jobs well. However, dormitory teachers feel that they are not valued by the education system. They think that it is not fair to pay them lower salary and less days of annual leave compared to their fellow school teachers who provide classroom instruction to students because they work longer hours and provides a variety of services to children. But, no dormitory teacher said that he or she may leave a job for these reasons. They seem all motivated to continue to work as dormitory teachers.

Another professional the project is supporting is a school social worker. The project includes them in training and encourages them to provide psychological support to dormitory children. Some social workers including one in Sogobagh provides more time and energy to dormitory students to listen to their problems and assist them in solving the problems. However, dormitory teachers and children in Tsengelsoum reported that their social worker did not pay much attention to dormitory children. The 2016 survey results show only 10 percent of children approach a social worker if other children bullied them.

Figure 13 - The proportion of children's responses to question, If other children were bullying you, whom would you talk to?



It seems that school social workers need more support and training to be a primary person to provide counseling services to dormitory children.

The project is on a good progress of improving awareness on child rights and child protection among dormitory staff. The project strategy to prepare dormitory teachers as trainers for other dormitory staff seems working well. Dormitory teachers' motivation to continue to work as dormitory teachers is increased since the project has engaged them with training, professional supervision through a AECD officers support and supervision. For improving their status as a teacher and increasing their salary and other benefits, dormitory teachers should form a professional association of dormitory workers. In this case, they can get some results in improving their social status, in turn, it will affect to dormitory improvements. Therefore, the project should consider for supporting this initiative as one of the sustainability elements.

More guards with a teaching degree were hired to work with dormitory teachers. They are interested to change their job title as an assistant teacher. In this case their repetition and professional support to children will be improved. Again the advocacy for this change can be undertaken by the potential association of dormitory workers.

School management support to the dormitory

In general, dormitory staff, parents and the children's board in all visited soums except Deluun and Tsengel, were satisfied with how the school management manages the dormitory and assist them when obstacles were met. In Sogog and Khovd, dormitory staff and children brought many examples how their school directors supported the dormitory to have better infrastructure and psychological environment. The dormitory children's board members of both soums commended their school directors for listening to them and making their dormitory nicer place to stay. For example, dorm staff in Sogog acknowledged their school director efforts to build a new dormitory building and networking skills to promote the dormitory as a Model Dormitory in Bayan-Ulgii aimag which serves as a shadow learning hub for dormitory teachers and staff in the entire province.

Financial management practice differs in school by school. For example, a school director in Khovdsoum stated that the surplus budget from meal costs was transferred to finance the dormitory infrastructure such as a fridge. However, in Deluunsoum, a dormitory meal service was contracted to a local business and public budget was transferred to this company and managed by this company. The children interviewed in Deluunsoum complained about the bad quality and limited portion of meals.

Project management and sustainability

Sustainability plans have been signed with the main partners. Focusing more on capacity building, skills building and attitude changing the project spends less resource on hardware. This concept is well informed to stakeholders. Therefore, partners do not expect to get the funding for buying things. School directors and dormitory teachers commended this strategy of NLM for investing in their capacity development through training, participatory exercises on dormitory assessments, observatory visits to

improving dormitories and ongoing M&E visits accompanied with methodological guidance from the project . They see this capacity building investment as an assurance for long-term sustainability.

The Project Board Members in Khovd and Bayan-Ulgii provinces were interviewed for sharing their plans for sustainability. They acknowledged the project contribution to capacity building and its strategy to empower local people and organizations to keep sustainability of the project. However, the consultant felt their dedication was diverted by the incoming elections results which would have affect their positions. In order to ensure the sustainability of the project, the project management office needs to develop a new strategy how to work with new people after the local government changes.

One of the Project objectives linked to project sustainability is to place a permanent methodological support staff at AEDs of both target provinces. In Khovdaimag, a full time staff responsible for providing methodological support to dormitory teachers has been working since 2013. No other Departments of Education in other provinces has appointed such position. A Local ownership is stronger in Khovd than in Bayan-Ulgii. The Head of Khovd Education Department supports well the staff responsible for dormitories in capacity building, supervision and monitoring activities for dorm teachers and school directors.

The Khovd dormitory specialist has a solid experience of training, managing and monitoring dormitory staff in Khovd. She has a strong dedication to improve the dormitory conditions for children and good networking skills to connect the dormitories with resources from different sources. She conducts monitoring trips to provide methodological support to everyone in school involved with dormitory children. All interviewed dormitory teachers and staff commended her for her ongoing professional support. We observed that dormitory teachers and staff in every soum we visited in Khovd approached her with their questions and issues. Even school directors were close to her asking questions and getting advice on their new ideas for dormitory improvements. It seems she is not only an expert in dormitory issues within Khovd province she also mentors the specialists in other provincial departments. The Teacher Training Institute invited this officer to share her experience in managing, training and monitoring dormitory teachers. She connects her achievements with the supervision and support from the Head of Education and Culture Department in Khovd province.

A Bayan-Ulgii officer works under the contract that allows him to get a half of his salary by the project and another half by Bayan-Ulgii AED. Although this officer is young and new to this position it was spotted that he has got a good reputation among project office colleagues in Khovd and Bayan-Ulgii and dormitory teachers in the province. The project provides him ongoing training and methodological support, which is later shared with dormitory teachers of this province. He pays M&E visits to all soums and provides training and guidance to dormitory teachers and staff. The local Department for Children and Family Development commends his efforts to cooperate

with them on the child protection and MDT capacity building. However, there are some challenges for him to influence school directors and soum governors who are more senior than him. It seems in Kazakh culture, older man is superior to a young man. The project needs to provide more advocacy support to this officer. The proposed changes can be sustainable if the policy level support is secured at provincial level.

The dorm child protection policy supported by the project is integrated to the national child protection policy promoted by National Authority for Children. A dorm teacher's journal is approved by the Ministry of Education and is going to be a nationwide document to be introduced into all dorms. These are big steps for sustainability. However, the Memorandum of Understanding (MOU) is not signed yet with the Ministry of Education. As the Recommendations from the Western Regional Forum of Dormitory Teachers and Decision makers suggest this Ministry should be leading policy support to project endeavors to improve the dormitories nationwide and ensure their sustainability. Therefore, the Project advocacy team is recommended to plan a broad scope advocacy intervention in partnership with all stakeholders. Recent best practice of the joint advocacy campaign for the Child Protection Law approval by the Parliament can be adopted for planning this advocacy intervention. In addition, this plan should cover what can be done in order to make the phase-out process good and effective.

Conclusions

The SCR 2 project is in a middle point of progress with promising results. The project performance is satisfactory in relation to stated objectives as the findings of this evaluation suggest. Many indicators are improved if 2016 survey results compared to 2012 baseline. Improved knowledge and skills in child rights and child protection have brought positive outcomes such as less children are afraid, less bullying and corporal punishment are occurring, and children are having less headache and stomach ache. The physical dormitory conditions are improved in Khovd province. The services from school doctors and cooks are improved in most of the dormitories. Dormitory children's participation is enhanced through the establishment of development room, dormitory children's board and organized leisure time activities. Parental involvement is improved as a result of Parent's Day and a visiting parenting room establishment. Many resources for training, assessment and M&E are developed.

As a result of project advocacy work, the Dormitory Teachers Journal was approved by the Ministry of Education as a statutory document nationwide in 2016. The AECD in Khovd shows a good example of productive and effective partnership with strong prospect for sustainability. The gradual increase of sharing costs by project stakeholders leads to local ownership and efficiency of spending project resources. Discussions on budget allocations at Steering Committees locally and ongoing M&E visits to dormitories enable the proper and

effective use of project funding. Administrative, financial and human resources functions are managed well according to the project plan. Aimag project officers provide satisfactory monitoring and supervision to dormitory teachers.

Although there are many achievements to acknowledge still there is room for improvements. Trainings should be continued to cover all people involved with dormitory children. More attention is need for six-year-old children. Parents cooperation and support for their children in the dormitory should be extended. The cases of child abuse, neglect and corruption at school dormitories should be taken seriously. Upgrading the project's advocacy work at local and national level is strongly advised for promoting smooth phase-out process and ensure the sustainability of all project activities demonstrating their impact for children in dormitories.

Recommendations

- Work closely with a child participation specialist from CFDD to improve the capacity of dormitory children's boards and dormitory teachers capacity to organize leisure time activities and use effectively the development rooms. Encourage the guidance and monitoring support from aimag project officers to maintain the sustainability of child participation activities at dormitories.
- Develop a self-learning training package for new employees at dormitories including all project initiated training topics such as child protection policy and cooperate with AECD to make this induction training mandatory for all new employees hired to work at dormitories.
Support dormitory teachers in conducting refreshment training on child protection for all dormitory staff twice a year.
- Provide support in translating the Code of Conduct and other resources into Kazakh language for dormitory staff in Bayan-Ulgii.
- Support Tsengel dormitory staff to treat equally children of different ethnic groups providing diversity awareness training;
- Provide support for aimag officers to attend an event management training so that they can support event planning capacity of dormitory teachers.
- Develop a guideline for dormitory teachers how to support Parents Councils and maintain a parents' room.
- Encourage Bayan-Ulgii dormitories to set up a visiting parent room at the dormitory.
- Develop best practice case stories and disseminate among target dormitories to promote the exchange of project supported knowledge, skills and practices. For example, Tsengelsoum practice of supporting six-year old children providing them with a special development room and a designated teacher can be one of the case stories and be disseminated to other dormitories.
- Conduct a small scale research on the reasons why many six-year-old children could not stay in a dormitory for entire school year to identify the possible

solutions for this problem.

- Prepare a proposal to discuss at a Steering Committee meeting about corrupt financial management practice with external contractors and the cases of violation of code of conduct at the dormitory for urgent solutions.
- Provide technical support to Bayan-Ulgiiaimag project officer in developing an advocacy strategy for increasing physical standards of dormitories and discuss it at Steering Committee.
- Develop an advocacy strategy on improving the cross organizational collaboration at national level including the issues of MDT performance and responsibilities, signing a MOU with the Ministry of Education; promoting a model dormitory for disseminating this best practice nationwide, appointing dormitory specialists at all AECs and at Ministry; upgrading a dormitory jijuur position to an assistant teacher position so that dormitory children get more advanced services 24/7; ; aligning the project initiatives with a new project on dormitory enhancement in other western aimags funded by ADB and piloted by the Ministry of Education; supporting dormitory teachers and staff to establish their professional association to advocate for their rights and status; and making statutory the project supported documents such as Dormitory Assessment Tool, Child Rights Training packages and Step by Step training module.
- Recent best practice of the joint advocacy campaign for the Child Protection Law approval by the Parliament in 2016 can be adopted for planning this advocacy strategy. In addition, this document should cover what can be done in order to make the phase-out process good and effective.

ANNEX 1: An evaluation plan and research questions

Mid-term Assessment for the Strengthening Children's Rights II project

Purpose of the evaluation

- To identify achievements made since 2014 up to date, to know where the Project is now according to the project objectives;
- To get recommendations for the last part of the project period with a particular focus on phase-out and sustainability.

The thematic areas to be covered by the Assessment as follow:

- child protection;
- participation and leisure time; and
- a focus on the children's health

What shall be assessed comparing to the initial project document & log frame:

Efficiency: Does the project use resources in the most economical manner to achieve its objectives?

Effectiveness: Are the activities achieving satisfactory results in relation to stated objectives?

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

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

Indicators to measure the changes, impact, and sustainability

- Improved knowledge and skills among the target groups on topics related to the four articles from the Convention on the Rights of the Child the project is focusing on;
- Established child protection systems with action plans in the dormitories;
- Better services from the doctors;
- Improved food quality;
- Active children's boards at the dormitories that are listened to;
- Organized leisure time activities;
- Level of cooperation at local level;
- Improved support and monitoring of the dormitories from the Aimag Education and Culture Department.

Proposed M&E data collections tools

Midterm Assessment indicators linked to SCR2's LFA matrix is developed. Their verification means and methods as well as relevant questions are identified. To collect data on the identified indicators, the following research methods are proposed.

- A. Desk review;
- B. Field visits/ observation;
- C. Pre and post assessment based on 2013 Needs Assessment and Dormitory Assessment Tool;
- D. Focus group discussion with key stakeholders;
- E. Interview of representations from all levels of stakeholders such as representation from children in dormitories, project partners, professionals, local decision makers; and
- F. Case study.

The checklist, survey, questions for interview and focus group discussions are annexed. Sample consent forms for child participants are attached too.

A. Desk review

- 1. Project document and Project Log Frame and plan;
- 2. Annual Reports 2014-2015;
- 3. The Report on findings of the Dormitory assessment tool;
- 4. Dormitory teacher's journal
- 5. Child protection policy
- 6. Dormitory standards and criteria
- 7. M&E reports
- 8. AED annual reports
- 9. Most Significant Change Stories

B. Field visits/ observation

The Consultant will visit Bayan-Ulguu, and Khovd provinces for the midterm assessment. The Project office in Khovd and local government departments including Education and Children and Family Development will be visited. Dormitories in Deluun and Tsengelsoums and Sogobaghin Bayan-Ulgii and Khovd and Durgunsoums in Khovdaimag will be observed and assessed. These sites are preferred over other soums and baghs because the Needs Assessment survey, which serves as a comparison tool, was conducted there in 2012. The observation check -list developed on the Dormitory Assessment Tool is attached as Annex 2.

C. Pre and post assessment based on 2013 Needs Assessment and Dormitory Assessment Tool;

The Needs Assessment done in 2012 and the findings of the Dormitory Assessment conducted in 2013 will serve as a baseline and follow up for revealing the differences

in the indicators. In the initial project plan, these tools were included with a follow up purpose stating that the same questionnaires will be utilized one or two years later to see whether there have been any changes in the dormitories. Therefore, these assessment tools are expected to give an overview of whether there have been any positive or negative changes in pre and current situations. The same questionnaire with 35 questions used for Needs Assessment in 2013 is complemented with two more questions will be applied for comparative analysis of the findings. One new question is for assessing the children's awareness on touching which was covered by training for them.

In Bayan-Ulgii, 40 children in two soums and one bagh were participated in 2013 Needs Assessment. The same soums and bagh can be visited for this evaluation to see the changes in lives of children in dormitories. This time 14 children in each soums and 12 children in Bagh dormitory will be asked to fill out the questionnaires. Equal number of children of each gender is required. To keep similar proportion of age groups with 2013 study, the following number of children should be included into sampling in Tsengel and Deluunsoums:

- 2 children from 9-10 year old group
- 5 children from 11-13 year old group;
- 5 children from 14-16 year old group;
- 2 children from 17-18 age group;

In Sogog bag

- 3 children from 9-10 year old group
- 4 children from 11-13 year old group;
- 4 children from 14-16 year old group

In Khovd, 240 children from 6 soums participated in 2012 Needs Assessment. However, the Midterm evaluation should cover only two soums due to the time and resources limits of this evaluation. So, only 40 children from Khovd (DorgonandKhovdssoums; 20 children in each soums) will have a chance to answer the survey. The following number of children should be included into sampling in Khovd and Durgunsoums:

- 4 children from 9-10 year old group
- 6 children from 11-13 year old group;
- 6 children from 14-16 year old group;
- 4 children from 17-18 age group;

It appears that The Dormitory Assessment has been a tool to assess the dormitory conditions based on self-reporting basis. The Project Annual Reports states that this assessment was used in the beginning of the projects in all dormitories participating in this project. So, the tool can be used again for revealing the changes in dormitories. However, the Tool methodology required two days active participation from children. Thus, some parts of it will be modified for interviews, discussions and observations.

D. Focus group discussion with key stakeholders

Focus group discussions:

1. Children in dormitory board;
2. Dorm staff and MDT members; and
3. Parents (parents of 6 year old children will be included)

E. Interview of representations from all levels of stakeholders such as representation from project partners, professionals, local decision makers

1. Interview with 6 year old children;
 2. Interview with dormitory teachers
 3. Project staff at HQs and Khovd;
 4. Heads of AED and ACD;
1. AED staff responsible for dormitories;
 2. School doctors .

F. Case study.

The Most Significant Change Stories (MSC) as a tool for qualitative evaluation will be used for revealing the impact and outcomes of the project. The significant change stories from the target groups collected by project staff in Bayan-Ulgii and Khovd will be submitted to the Consultant for analytic purpose.

Midterm Assessment indicators linked to SCR2's LFA matrix

INDICATORS	Means of Verifications	Methods and questions to get the data
DGa: Increase of national budget for dormitories	Budget from Ministry	Desk review on Ministry Budget Report.
DGb: The children are generally satisfied with their situation in the dormitories	Midterm survey among children to compare with the findings with baseline questionnaire	How is your satisfaction with your life in dormitory now if it is compared to 2012?
1a: Less children afraid	Baseline and mid-term surveys	Using the same questions
1b: Less children have headache/ stomach pain	Baseline and mid-term surveys	Using the same questions
1c: Less bullying/abuse adult-child, child-child	Focus group with children	Using the same questions
1d: The children knows about the emergency plans and child protection regulations, and whom to contact if something happens		What do you do if emergency happens when you are in your dormitory room? What do you know about child protection policy?
2a: The dormitory teachers have meetings with the children's	Focus group with children's committee and/or annual	Do you have a children's board at your dormitory?

board at least twice a year to listen to their thoughts and suggestions	report from children's board, and interviews with dormitory teachers	When was their last meeting?
2b: All cases raised by dormitory children's board considered by respective decision makers, with involvement from children when appropriate	Meeting minutes/interviews with decision makers and focus group with children's board and/or annual report from children's board	Have you made any decisions on the issues brought you by children themselves?
2c: The children are satisfied with how they are involved in decision making	Baseline and mid-term surveys	Using the same questions
3a: 70% of all the children attend in at least one dormitory organized leisure time activity every two week	The log sheet of dorm teachers or survey among children	Have you attended at least one dormitory organized leisure time activity last two weeks?
3b: The children are satisfied with the offer of organized leisure time activities at the dormitory	Baseline and mid-term surveys	Have you been satisfied with the offer of organized leisure time activities at the dormitory?
4a: The dormitory staff, parents and the children's board are satisfied with how the school management manages the dormitory and assist them when obstacles are met	Focus groups with dormitory staff and Interview with parents	Have you been satisfied with how the school management manages the dormitory and assist you when obstacles are met ?
4b: Parents visit more frequently	Journal log by dorm teacher Interview with parents	How often do you visit your children?
4c: The dormitory staff are satisfied with the methodological support they get from the Aimag Education and Culture Department	Focus groups with dormitory staff	Have you been satisfied with the methodological support you get from the Aimag Education and Culture Department?
4d: Increased in (suggested) budget/priorities for dormitories and number of staff related to dormitories in target aimags	Budget and list of staffs from target AECD KII with Head of AECD	Desk review on AECD reports Have you had a chance to increase the budget for dormitories?
1.1a: Knowledge increased	Baseline and midterm survey and focus groups	The same questions can be applied.
1.2a: All dormitories have Child Protection Regulations	Checklist	Review the actual Child Protection Regulations
1.2b: All dormitory teachers and guards at all dormitories can mention three important issues	Focus group with dormitory staff	Would you list three important issues mentioned in the regulations?

mentioned in the regulations and how it affects their daily work		How do CP regulations affect you daily work?
1.3a: Increased knowledge	Focus group with MDT and dorm staff	How do you prevent children from abuse and neglect?
1.4a: 80% of the children can mention three basic safety skills regarding protection	Focus groups or interviews	Would you draw a picture, which show three basic safety skills regarding child protection?
1.4b: 80% of the children can say who they should go to if something happens and how to contact this person	Baseline	Who should you go to if something happens and how to contact this person?
1.4c: All dormitories have Step by step ¹ and have trainings with the children	Training reports from the dorms	Desk review
1.5a: Increased knowledge	Baseline and midterm survey	Would you list three unsafe conditions? Or Select the correct answers
1.5b: Both staff and children can mention three unsafe conditions and how to prevent them	Focus group	How to prevent them?
1.6a: Risks for injuries decreased in the physical dormitory environment	Observations and dormitory teachers' reports	Inclusion in Observation list
1.6b: Have emergency plan and action plan	Checklist	Checklist
1.7a: 100% of all dormitories have first aid kits	Checklist	Do school provide with budget for purchasing the first aid kit?
1.7b: 80% still have updated supply two years after project provided first aid kit	Observation with checklist	
1.8a: Increased knowledge	Interview with school doctor	Have you attended the training supported by Project?
1.8b: The children are satisfied with the service provided by the school doctor	Baseline and midterm survey	How useful has been the training in terms of supplying you with the knowledge and skills to provide medical services to dormitory students?
1.8c: The dormitory teachers are satisfied with the service provided to the children	Baseline and/or interviews	How is your satisfaction with the services to dormitory children by school doctor?
1.9a: The children are more satisfied with the food	Baseline and midterm survey	The same questions can be applied.

¹ This is a training program for small graders children in how to protect themselves developed in the States. This has been translated by SCR and will within 2013 have been contextualized and piloted.

1.9b: Less children are being hungry 1.9c: There is a menu approved by the school doctor 1.9d: The food menu is followed	Baseline and midterm survey Checklist and interview with school doctor. Focus group or Interview with children	The questions will be applied. Do you approve the menu weekly or daily? Would you list the names of meals for a week?
2.1a: Increased knowledge	Baseline and midterm survey	The questions will be applied.
2.2a: Increased knowledge 2.2b: The children are satisfied with how they are being listened to	Baseline and midterm survey Baseline and midterm survey	The questions will be applied. The questions will be applied.
2.3a: 100% have children's board elected by children 2.3b: Increase in number of issued raised	Focus group with children's board and interview with dormitory teacher Focus group with children's board and interview with dormitory teacher	How did you elect the members of a children's board at your dormitory? How many issues the Board has raised?
2.4a: All dormitories have a box in place for children to put their ideas and opinion to the children's board in 2.4b: Children's Board has meetings once a month 2.4c: Meetings between children board and other children are being organized at least twice a year	Checklist Focus group with children's board and/or annual report from children's board and interview with dormitory teacher Annual report from children's board	Do you have a box in place for children to put their ideas and opinion to the children's board? When did you attend your last Board meeting? How often do you attend the Dorm children's meeting?
3.1a: Increased knowledge	Baseline and midterm survey	
3.2a: Increased knowledge 3.2b: The dormitory teachers have schedules for regular leisure time activities for the children in the dormitory that they follow 3.2c: The dormitory staff organize regular leisure time activities for the children in the dormitories in cooperation with the children's board	A variety and appropriateness of dormitory leisure time activities in their schedule Focus group with children Annual plan and report from children's boards and baseline	The schedule Have you been satisfied with the schedule for leisure time? Desk review
3.3a: At least 60% of the dormitories have development rooms in BU, 100% in Khovd	Checklist Reports from AECD	Observation of the room and get the information from AECD?


3.3b: The development rooms are open for the children to use every day	Focus group	How many dormitories have development rooms now if compared to 2012? Is a development room open for you to use every day?
4.1a: Increased knowledge	Prepost tests from trainings and interviews with parents	Can you tell me how much is increased your knowledge on CRC?
4.2a: Meeting held 4.2b: Increase of number of issues solved in cooperation	Meetings minutes and list of participants Activity report and observation	Desk review on relevant documents
4.3a: 100% of staff and school management knows about the requirements 4.3b: The dormitory staff organizes annual parent's day 4.3c: The school management have taken necessary actions towards fulfilling the requirements	Focus groups with MDT and dorm staff Activity report Parent interview:	What do you think about the dorm requirements? Have you attended the parents meeting at dormitory? Have you seen any changes in school management in terms of making the dormitory safe place for your child?
4.4a: NAC have the children living in dormitories explicitly mentioned and how to face it's challenges in their plan 4.4b: Ministry of Education and Science has taken some actions to improve the situation in the dormitory and for the dormitory teachers	NAC's plan Orders or reports from Ministry	Desk review Desk review and meeting with the Ministry
4.5a: Number of trainings conducted by AECD for the dormitory staff 4.5b: Improved monitoring system in place	Training reports and interview with AECD Documentation on the monitoring system and monitoring reports	Desk Review How much training have you conducted for the dormitory staff? Desk review of Annual Reports

ANNEX 2: Checklist for observation

(This list is modified on the Dormitory Assessment Tool)

1. **Aimag:** _____
2. **Soum** _____
3. **School** _____
4. **School population** _____
5. **Dormitory population** _____
6. **Number of dormitory staff** _____
7. **The age of dormitory building** _____

Assessment date:

	Indicators	 Condition	Comments
Healthy and secure environment			
1.	Secure location		
2.	Preparedness for disaster risks		
3.	Electricity supply		
4.	Wiring safety		
5	Lighting		
6	Garbage management		
7	Green space		
8	Toilets		
9	Hand washing facility		
10	Heating		
11	Winterization		
12	Air circulation		
13	Water supply		
14	Drinking water availability		
15	Showers		
16	Laundry		
17	Canteen hygiene		
18	Availability of cutlery and dishes		
19	Meals availability		
20	Meals quality		
Leisure time and development opportunities			
21	Development room		
22	Library		
23	TV and radio set		
24	Play room		
25	Availability of Toys		
26	Sports facility		
27	Fitness room		
28	Bedding		
29	Room furniture		
30	Average number of roommates		
31	Afterschool programs		
Child friendly environment			

32	Infrastructure for disabled children		
33	Social work services		
34	Dormitory children board		
35	Is there a dormitory policy		
36	Is there child protection policy		
37	Is there Parents association?		
38	Box in place for children to put their ideas and opinion to the children's board.		
39	How friendly is communication of staff with children in general		
40	How is discipline and social order managed in dorm?		
41	How is staff communication with the children in specific situations as during meals, while playing, when waking up the children		
42	Do staffs pay special attention do younger or disabled children?		
43	How friendly is interaction of children with each other?		

ANNEX: 3. Focus group questions involving children in dormitory (include young people who are in dormitory children's board)

Before a discussion the following survey is provided for general information about the participants.

1. How old are you?
2. What grade are you in?
3. Gender. Male/Female
4. How many years have you lived in a dormitory?
5. Are you in a dorm children's board?

Activity One:

Poster Development.

Materials needed:

1. Flipcharts
2. Colour markers
3. Save the Children Poster for demonstration
4. Paper
5. Two package of Harrys

The Consultant will show the poster on child protection at educational settings. Lead a two minutes discussion what they see in the poster. Then, divide students into two groups. One group is asked to develop a poster, which shows three basic safety skills regarding child protection. Another groups will be assigned to draw a poster, which illustrates three basic techniques to deal with peer bullying at school or dorm. Drawing is for 15 minutes. Groups will present their posters and get a package of Harrys for sharing among their group members. .

Activity Two. Questions around the leisure time and participation

1. How the dormitory staff are listening to the children and including them in decision-making?
2. What activities do you like participating in your dorm?orHave you been satisfied with the offer of organized leisure time activities at the dormitory?
3. When do you use a development room? What do you do there at most of the time?
4. How did you elect the members of a children's board at your dormitory?
5. How often do you organize the board and all members meetings?
6. What do you discuss at your meetings?
What changes have you seen as a result of your voice?

Activity Three. Protection related questions

1. What is your favorite food at the dormitory and have you had any cases of wanting for more food after meals served?
2. What do you do if emergency happens when you are in your dormitory room?
3. What disciplining methods are used when children misbehave? What do you know about child protection policy?
4. Who would you go to if something happens and how to contact this person?

ANNEX: 4. Focus group questions involving dorm staff and members of MDT

Before a discussion the following survey is provided for general information data.

1. What is your job?
2. How old are you?
3. Gender. Male/female
4. Education level
5. How many years have you been working for dormitory children?
6. How many training have you attended for the past three years?
7. How many of them were targeted for dormitory children?

Focus group questions

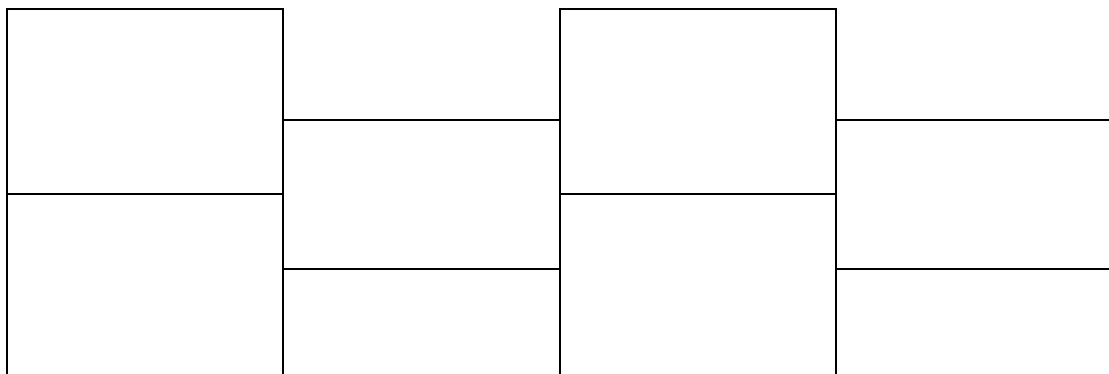
Materials need for this FGD

1. Consent forms
2. Chalk
3. Price for Winner Group
4. Paper- 10 pieces

Activity One:

In the beginning the people will be playing a game. The game will test their knowledge on CRC and child protection. In addition, it is intended to warm up the participants.

Game instruction: Let's play a game. For this game, I would like to divide you two groups. When two groups are formed, instruct each team to create 5 questions related to CRC and child protection training they had. (5 minutes for this task). The answers should be definite without other interpretations. While the groups are working on their questions formulation, the consultant will draw the chart on the floor.



After 5 minute, the consultant will check the questions for their clarity and advice for some changes if required. Then, each team is instructed select one person to a play a chart. Two representatives will be asked to stand on a first square together. A group one representative will answer to the Group 2 question and a group two representative will answer vise versa. If question is answered correctly, the participant can move next square. If the answer is not correct he/she will not move ahead. The Group that reaches the last square will win.

Activity Two:

Discussion on the questions around child protection

From the game, it seems you had very good knowledge on CRC and CP. I would like to know:

1. How do you apply the knowledge and skills you gained from the trainings?
2. How do you prevent children from abuse and neglect?
3. How do your CP regulations affect your daily work? How can they be improved?

Activity Three: Group work

1. Group 1: MDT members;
2. Dormitory workers.

The following three questions will be given to both groups for discussion and group presentation: (15 minutes discussion and 20 minutes presentation)

1. What have you been doing as a team for dormitory children?
2. What changes have you seen in the past three years in your work with dormitory children?
3. What do you think what should be improved to provide better services to children in dormitory?

ANNEX: 5. Interview questions involving dorm teachers

1. Name of Teacher:
2. Contact phone:
3. School:
4. How many children are you responsible in this dormitory?
5. How long have you been a dormitory teacher?
6. Gender. Male/female
7. Education level
8. What is your profession by education?
9. How many training have you attended for the past three years?
10. How many of them were targeted for dormitory children?
11. How do you apply the knowledge and skills you gained from the trainings?
12. Please describe what changes do you see at the dormitory since the Project started?
13. How do you listen to children when you make decisions for them?
14. How do you promote child participation?
15. What leisure time activities do you organize for children?
16. What are major health problems of dorm children you have to deal with?
17. What support do you get from school doctor and soum doctor?
18. How do you prevent children from abuse and neglect?
19. How do CP regulations affect you daily work? How can they been improved?
20. Are there any improvements in managing school bullying?
21. Please give us the examples how the school management manages the dormitory and assist you when obstacles are met?
22. What types of methodological support do you get from the Aimag Education and Culture Department? How often they approach you with support and guidance?
23. What do you think what should be improved to provide better services to children in dormitory?

Entry questions

1. How are you springing?
2. How is your business this spring?
3. How many children do you have?
4. How many of them are now in school?
5. How old are they?
Questions related to parenting
6. How many years have your child/ren been in dorm?
7. How often do you visit your children?
8. Have you had training on CRC? If yes, tell me about it.
9. Have you attended the parents meeting at dormitory? If yes, please tell me what happened there and what changes have you soon upon the meeting?
10. How do you support your child's education and development?
11. What are your main concerns for your child?

12. How supportive is dorm staff for your children?
13. Have you listened to your children's needs in dormitory?
14. What support is needed for 6-year-old children in a dormitory?
15. What do you think how the dormitory can be improved?

ANNEX: 6. Interview with 6-year-old children

These interviews are vital to see the changes for them and make recommendations. One boy and one girl child of this age at each school dorm will be interviewed. The interviews should be taken place in their respective dorm rooms. Their siblings or older roommates can be involved in the interviews. After rapport with the interviewer is established, the child can be asked to escort the interviewer to local shop. On the way, the interviewer asks some questions related to child protection.

Questions to ask

First questions to get trust of the child:

5. What did you do today at your class?
6. What was the most interesting for you to learn today?
7. Who sits next to you in your classroom?

Main questions

1. Who do you live with in your dorm room?
2. Is he/she your sibling?
3. What do you like in your dorm room?
4. What do you like doing in dorm?
5. Who help you with your homework?
6. Who do you come with your concerns?
7. What meal do you like the most?
8. Where is your bed?
9. With whom do you sleep in your bed?
10. Who help you with your hair and clothes washing?
11. Who is your favorite person in the dorm?

The questions to ask older siblings or roommates?

- Why are you in the same room with X?
- What kind of support does he/she need?
- Who supports X in the most cases?
- What support does X need if you leave him/her next week?

The questions related to child protection to ask when the child is alone with the interviewers.

Have you ever had a feeling of scared?

12. If child says “ Yes”, next questions will be:

- What made you scary or afraid?
- Who was involved?
- How often it happens?
- Whom do you approach when it happens?
- What support do you get?
- What do you think how it will be solved?

If the child opens up about his or her fear the consultant will ask appropriate questions to reveal whether he or she is facing abuse and neglect?

ANNEX: 7. Heads of AED and ACD and School Directors

1. How long have you been in your current position?
2. How long have you been working with this project?
3. How has been your involvement in this project?
4. Has the project been implemented effectively?
5. Are the activities carried out as planned?
6. Has the situation for dormitory children improved? If yes, how? What is the evidence?
7. How many dormitories have development rooms now if compared to 2012?
8. Have you had a chance to increase the budget for dormitories?
9. Have there been any improvements of the situation for the 6-year old children?
10. How is the degree of local ownership to the project?
11. Have you made any decisions on the issues brought you by children themselves?
12. What can your agency (AECD or school) do in order to ensure the sustainability of the project?
13. What can be done in order to make the phase-out process good and effective?
14. What have been the main challenges regarding implementation and sustainability of activities focusing on human, structural, financial& other environmental factors?
15. Are there any areas that further need improvements? What are they? Which and how should the project make corrective measures?
16. Have there been any special challenges related to cultural differences in Bayan-Ulgii?

ANNEX: 8. AED staff responsible for dormitories;

1. How long have you been in your current position?
2. How long have you been working with this project?
3. How is the parents' involvement and attitudes towards the dormitories? Has there been any changes/improvements?
4. What can the project do in order to ensure the sustainability of the project? What can be done in order to make the phase-out process good and effective?
5. What are the challenges towards achieving identified objectives?
6. How are trainings contributing to improve children's psychological environment in dormitories?
7. What were the main achievements regards to influence in decision makers to contribute to increasing the awareness, to improve public understanding on the rights of the child & to build the capacity of professionals and decision makers?
8. What were the main challenges in the advocacy framework?
9. How was the cross organizational collaboration for the project?
10. Are there any specific recommendations how to improve the project performance, effectiveness, efficiency and sustainability regarding to reach the goal, objectives of the project?
11. Are there any areas that further need improvements? What are they? Which and how should the project make corrective measures?
12. Have there been any special challenges related to cultural differences in Bayan-Ulgii?

ANNEX: 9.School doctors

1. How long have you been a school doctor?
2. How long have you been working with this project?
3. Have you attended the training supported by Project?
4. How useful has been the training in terms of supplying you with the knowledge and skills to provide medical services to dormitory students?
5. What are major health problems for dormitory children?
6. How often do you use the first aid kit? Does your school provide some budget to replace the used supplies?
7. Do you approve the menu at all?
8. How often do you use a first aid kit with dormitory children?
9. What kind of special support do you provide dormitory children if compared with children in their families?

ANNEX: 10. Midterm survey among dormitory students(developed on the baseline survey for comparison analysis)

The scales and answer choices will be developed in Mongolian language after the approval.

Questionnaire

1. How old are you?.....
2. Sex: Male or female (circle the answer)
3. How many years have you been living in a dormitory setting? _____
4. How often do you ask the dormitory staff for assistance?
5. When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?
6. When the dormitory staff develop dormitory activity plan, do they get your ideas?
7. Do children initiate and organize any leisure time activities by themselves?
8. Do the dorm staff ask your opinion on quality and sufficiency of food?
9. Have you attended at least one dormitory organized leisure time activity last month?
10. Have you been satisfied with the offer of organized leisure time activities at the dormitory?
11. Does your dormitory have a children's board? (If no, then jump to question number 12)
12. If yes, how often does your children's board arrange activities and meetings? (E.g.: trainings, sport competitions, meetings etc.)
13. How much time do you spend every day doing your homework?
14. Who do you get help from with your homework?
15. What do you usually do after school?
16. Is it possible for you to play in the gym hall at the school during your leisure time?
17. Do you spend your leisure time in an interesting and fun way at the dormitory?

Questions to identify the children's right to protection

18. When you're sad to whom do you usually go to?
19. If other children were bullying you, whom would you talk to?
20. Who does usually take care of you when you are sick?
21. How often do you have headache?
22. How often do you have stomach pain?
23. How often do you wake up at night? (If never, jump to question 25)
24. If you wake up, what is usually the reason?
25. Do you sleep alone in your own bed? (If you mark yes always, then jump to question number 28)
26. If you don't sleep alone, what is usually the reason? (Don't answer if you always sleep alone)
27. If you sleep together with somebody, whom do you sleep with?(Don't answer if you always sleep alone.
28. Are you afraid when you are at the dormitory?
29. Has there been theft at the dormitory?
30. When you are at the dormitory, how often does someone ask you to do private work for him/her?
31. Do the dorm staff spank, push or pinch any of the children at the dormitory?
32. Do the dorm staff abuse children at the dormitory verbally?
33. Do the children at the dormitory abuse other children verbally?
34. Do the children at the dormitory spank, push or pinch any of the children at the dormitory?
35. Do the dorm staffs keep the children's secrets?
36. To whom would you go if someone touched your private parts?
37. How is your satisfaction with your life in dormitory now if it is compared to 2013?

ANNEX 11: Focus Group Consent

Thank you for agreeing to participate in the focus group for Midterm Assessment of the Strengthening Child Rights 2 Project supported by Norwegian Lutheran Mission. The following will provide you with information regarding the study and ask for your signed consent to be interviewed.

The focus group will take approximately 60 minutes and include 6-10 participants, one researcher, and one interpreter. The researcher will ask personal questions regarding your family, dormitory life, and opinions about the services provided by your dormitory. These questions will most likely not be sensitive in nature. However, if for any reason you feel uncomfortable or cannot participate in the study, you may withdraw with notice to the researcher. The focus group will be audio or video recorded and notes will be taken for analysis purposes only. Your information will be kept confidential at all times and only be used for the purposes of this research. All names will be changed to ensure you are anonymous.

The data being collected from the focus group discussion will be used for Midterm Assessment of the Strengthening Child Rights 2 Project supported by Norwegian Lutheran Mission. Project staff may read it.

As a focus group participant, you will be expected to actively participate in the discussion, respect the guidelines laid out by the researcher, and keep what is said in the focus group confidential so that there can be an open and honest discussion.

Please read the statement below and sign your name:

I, _____, have read and understood the information sheet, have been given the opportunity to ask the researcher any questions, and understand that:

- All my personal information will be kept confidential at all times
- My answers will only be used for the purposes of this research project and will not be shared with any school or community members
- I may be asked personal questions about myself, my family, and my dormitory life
- My participation in this study is voluntary, and I will not be compensated for my participation
- I have the right to withdraw from the study at any time
- My interview will be recorded for analysis purposes only

Furthermore, I agree to:

- Actively participate in the entire discussion openly and honestly
- Respect my peers, the researcher, and the interpreter
- Respect the guidelines laid out by the researcher
- Keep the content of the focus group confidential
- Inform the researcher if I require elaboration on any of the topics presented

ANNEX 12: Interview Consent Form

Thank you for agreeing to be interviewed for Midterm Assessment of the Strengthening Child Rights 2 Project supported by Norwegian Lutheran Mission. The following will provide you with information regarding the study and ask for your signed consent to be interviewed.

Your interview will take approximately 60-90 minutes. The researcher will ask personal questions regarding your family, dormitory life and opinions about the services provided by your dormitory. These questions will most likely sensitive in nature. If at any time you do not feel comfortable answering a question you may refuse to answer, and may also withdraw from the study at any time. All interviews will be audio or video recorded and notes will be taken for analysis purposes only. Your information will be kept **confidential** at all times and only be used for the purposes of this research. All names will be changed to ensure you are anonymous.

The data being collected from your interview will be used for Midterm Assessment of the Strengthening Child Rights 2 Project supported by Norwegian Lutheran Mission. Project staff may read it.

Please read the statement below and sign your name:

I, _____, have read and understood the information sheet, have been given the opportunity to ask the researcher any questions, and understand that:

- All my personal information will be kept confidential at all times
- My answers will only be used for the purposes of this research project and will not be shared with any school or community members
- I may be asked personal questions about myself, my family, and my dormitory life
- My participation in this study is voluntary, and I will not be compensated for my participation
- I have the right to refuse to answer the questions if I am uncomfortable and may withdraw from the study at any time
- My interview will be recorded for analysis purposes only

Furthermore, I agree to:

- Have a fully open and honest discussion with the researcher regarding the topics presented
- Inform the researcher if I require elaboration on any of the topics presented

Signature of Participant

Date

ANNEX: 13. Field visit schedule

Week 1 in Bayan-Ulgii

<Time	Saturday April 30	Sunday May 01	Monday May 02	Tuesday May 03	Wednesday May 04	Thursday May 05	Friday May 06
Morning	9am - 11am: Meeting with AECD Department and Interview AECD director	9am -11 pm: Survey among children Meeting with 6 year old children Focus group with Dorm children's committee	9am -11 pm: Interview with School Director Interview with Dorm teacher Interview with School doctor Focus group with dorm staff and MDT	Drive to Aimag Centre On the way visit a family and meeting with parents	Meeting with AECD Meeting with CFDD	Meeting with School Director Interview with Dorm teacher Interview with School doctor	Focus group with dorm staff and MDT Meeting with parents
Lunch	1-2pm	1-2pm	1-2pm	1-2	1-2pm		
Afternoon	Driving to SogogBagh Meeting with School Director and Dorm teacher Overnight stay and observation in Sogog	Interview with School Doctor Meeting with parents Driving to Tsengel Overnight stay and observation in Tsengelsoum	2 -3.30 pm: Survey among children Meeting with 6 year old children Focus group with Dorm children's board Overnight stay and observation in Tsengelsoum	4.30- Meeting with AECD officer responsible for school dorm	Driving to Deluunsoum Meeting with School Director and Dorm teacher Overnight stay and observation in Deluunsoum	Survey among children Meeting with 6 old children Focus group with Dorm children's board. Overnight stay and observation in Deluunsoum	Driving back to AimagCe Weekntre

Week Two in Khovd

Time	Saturday May 07	Sunday May 08	Monday May 09	Tuesday May 10	Wednesday May 11	Thursday May 12
Morning 2.	Driving to Khovdaimag	Meeting with School Director and Dorm teacher Survey among children Meeting with 6 year old children	9.00- 10.00: Interview with School doctor in Khovdsoum 10.00-12.00 Focus group with dorm staff and MDT	9.00- 10.00: Interview with School doctor 10 am -12pm: Focus group with dorm staff and MDT	Driving back to Khovdaimagcentre	Visiting the Project Office and Final wrap-up questions
Lunch Afternoon	Driving to Khovdsoum Meeting with Dorm Teacher Observation and overnight stay in Khovdsoum	Focus group with Dorm children's board Interview with parents Observation and overnight stay in Khovdsoum	Driving to Dorgonsoum Meeting with School Director and Dorm teacher Observation and overnight stay in Dorgonsoum	Survey among children Interview with 6 year old children Interview with parents Focus group with Dorm children's committee Observation and overnight stay in Dorgonsoum	Visiting Project Office Meeting with AECD Meeting with CFDD	Flying back to UB

ANNEX 13. Comparisons of the baseline results with midterm evaluation results

NLM Strengthening Children's Rights 2 Project in Bayan-Ulgii and Khovd Provinces

1. How often do you ask the dormitory staff for assistance?

Figure 14 – Baseline in 2013 in Bayan-Ulzii and in 2012 in Khovd

Figure 15 – Baseline in 2013 in Bayan-Ulzii and in 2012 in Khovd

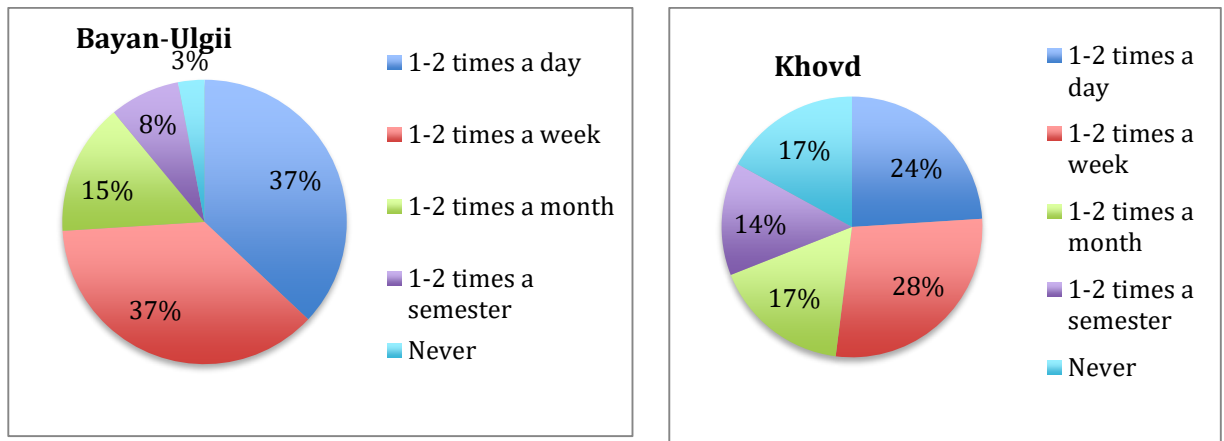
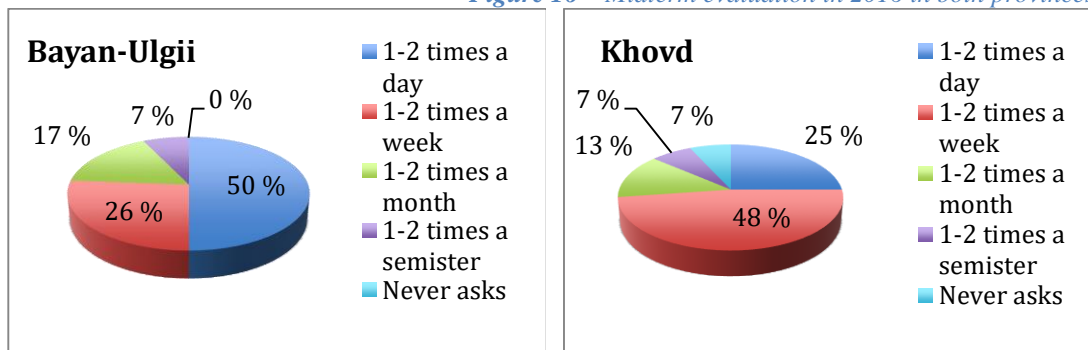


Figure 16 – Midterm evaluation in 2016 in both provinces



When you have an opinion or suggestion regarding the dormitory and tell it to the dormitory staff, do they listen to you?

Figure 17- Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

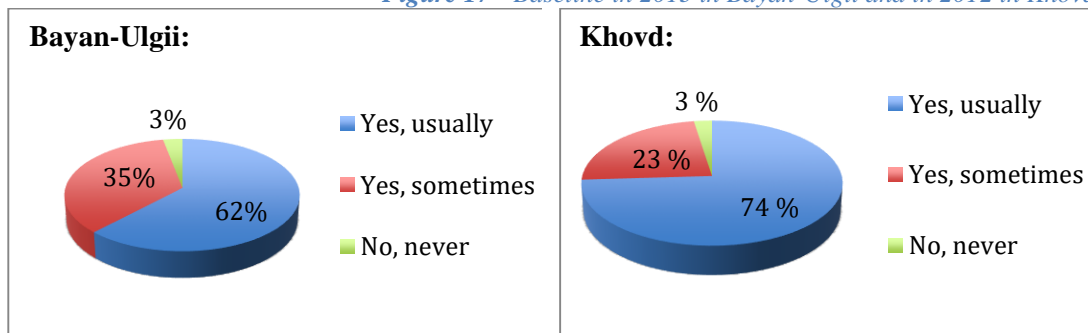
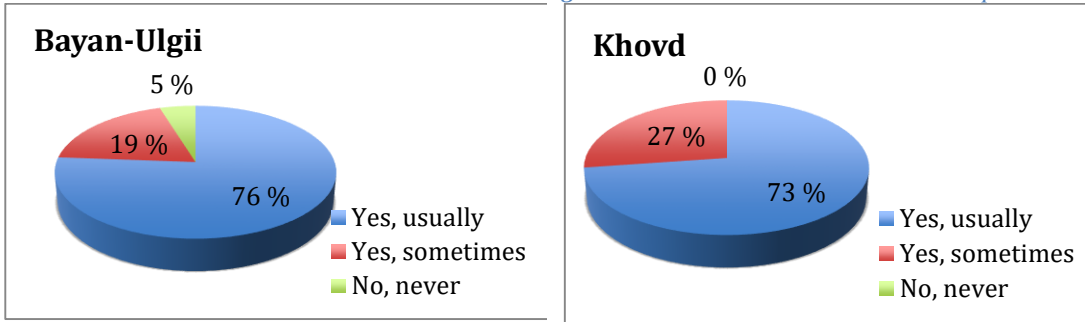


Figure 18 – Mevaluation in 2016 in both provinces.



When the dormitory staff develop dormitory activity plan, do they get your idea?

Figure 19 – Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

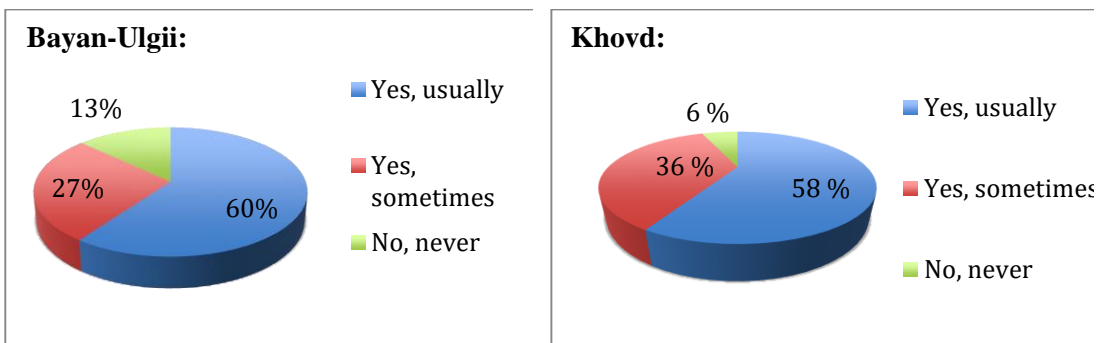
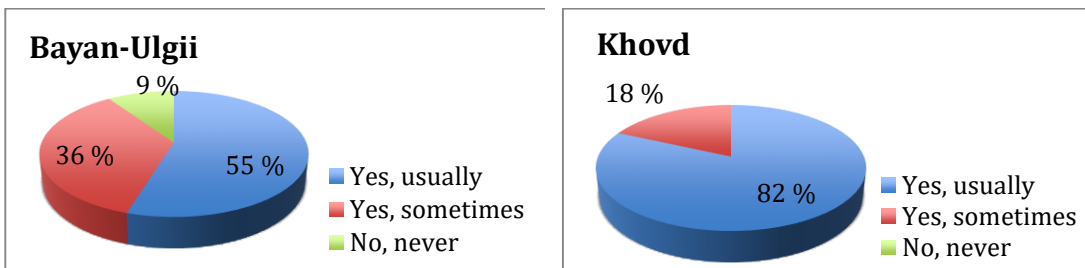


Figure 20 – Midterm evaluation in 2016 in noth provinces.



Do children initiate and organize any leisure time activities by themselves?

Figure 21 – Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

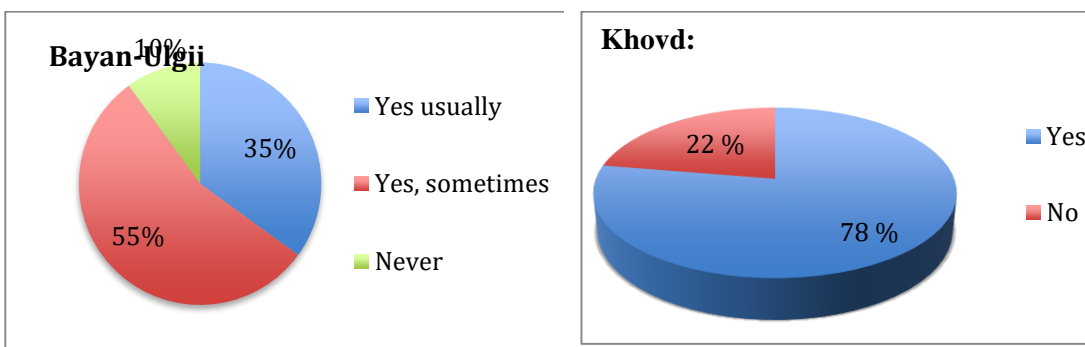
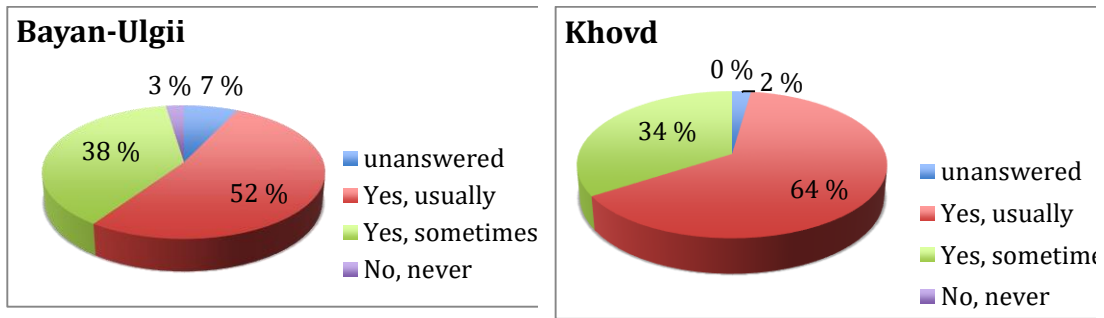


Figure 22 – Midterm evaluation in 2016 in both province



Do the dorm staff ask your opinion on quality and sufficiency of food?

Figure 23 – Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

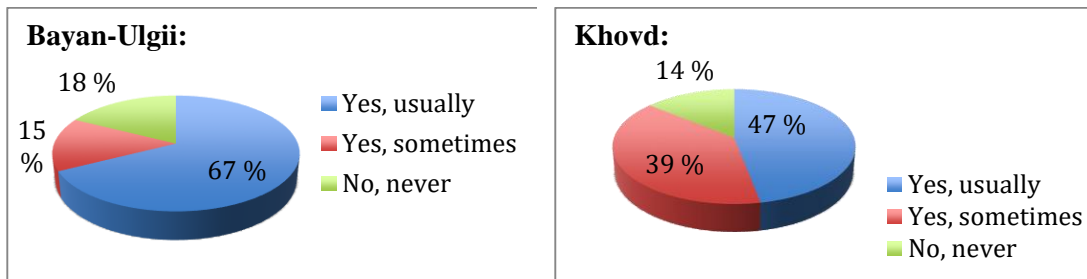
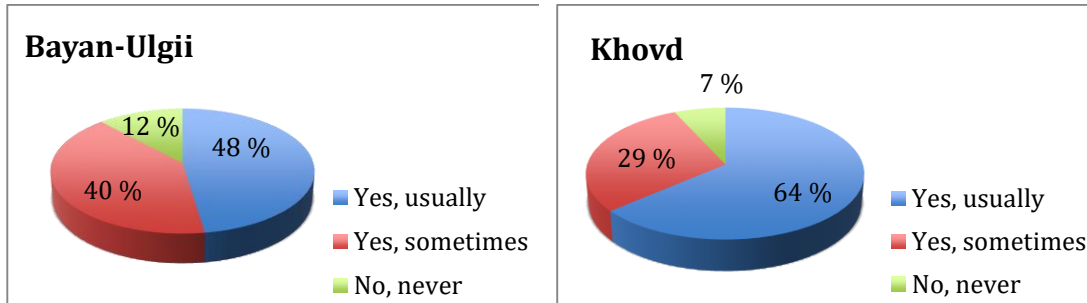


Figure 24 – Midterm evaluation in 2016 in both provinces.



Does your dormitory have a children’s board? (If no, then jump to question number 12)

If yes, how often does your children’s board arrange activities and meetings? (E.g.: trainings, sport competitions, meetings etc.)

Figure 25- Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

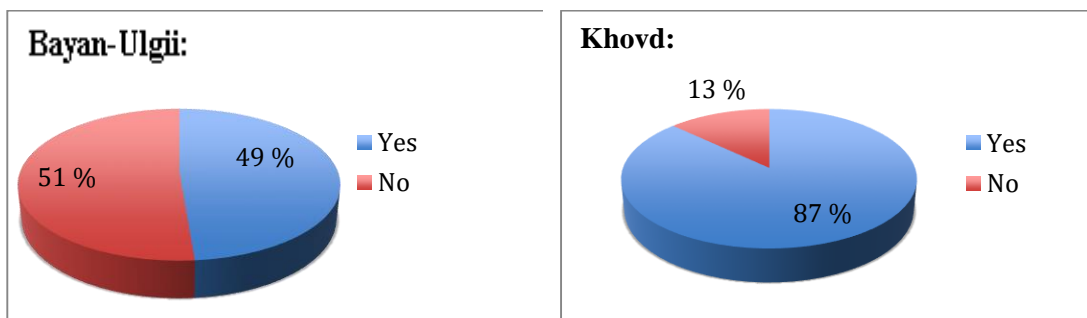


Figure 26 - Midterm evaluation in 2016 in both provinces.

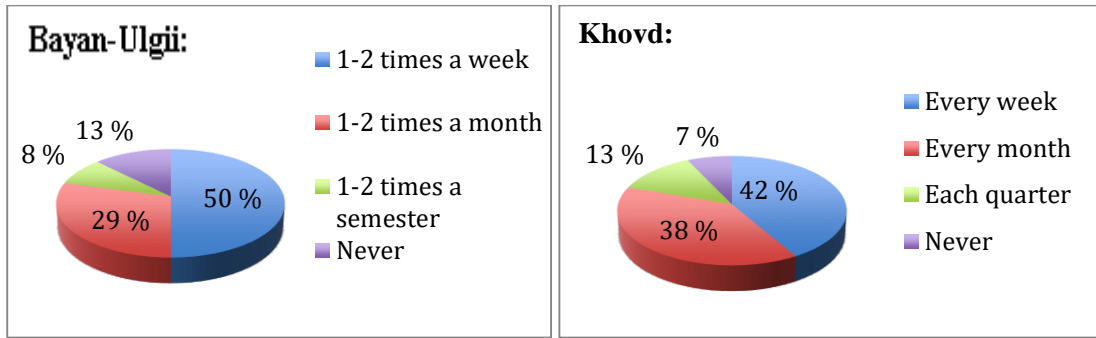


Figure 27 -Midterm evaluation in 2016 in both provinces.

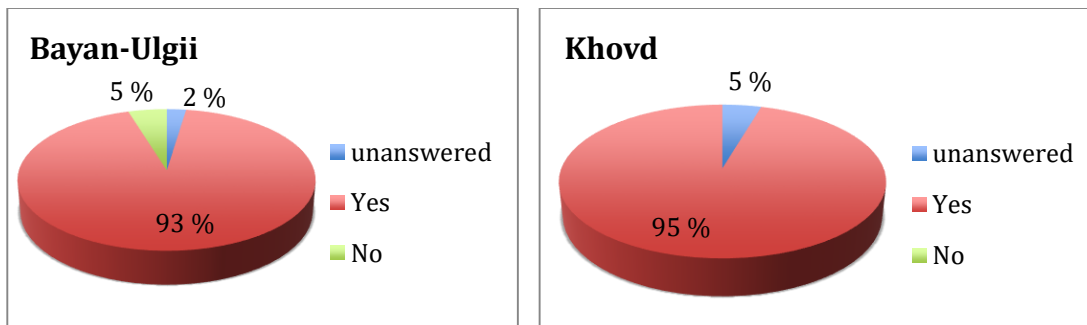
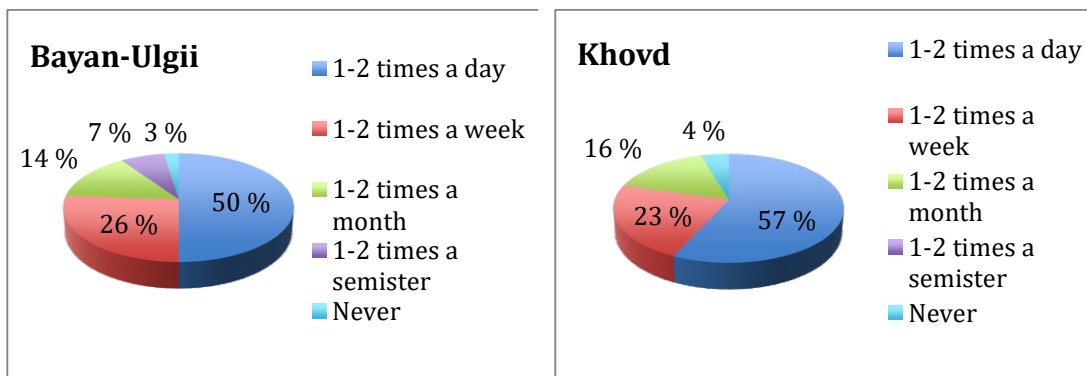


Figure 28 - Midterm evaluation in 2016 in both provinces.



How would you rate the work the children’s board do? (Are you generally satisfied with the work the children’s board do?)

Figure 29- Baseline in 2013 Bayan-Ulgii and in 2012 in khovd

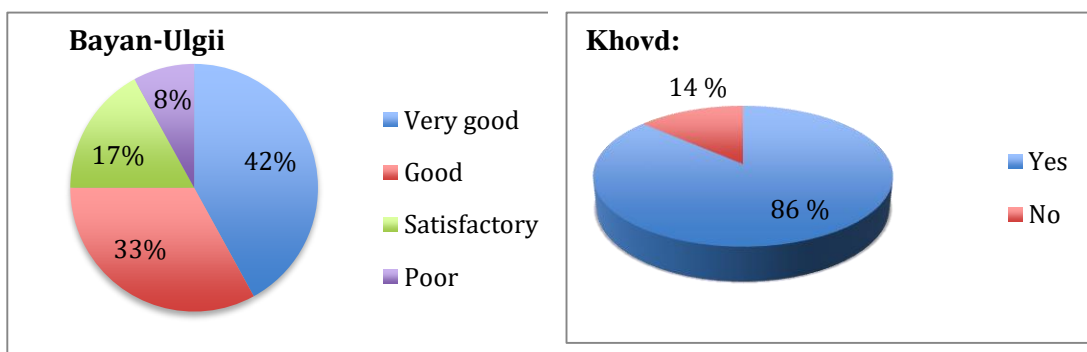
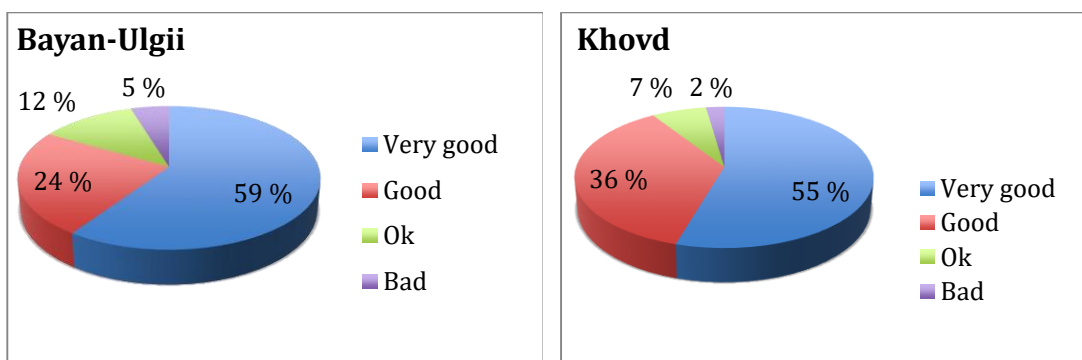


Figure 30 – Midterm evaluation in 2016 in both provinces.



How long time do you spend every day doing your homework?

Figure 31 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

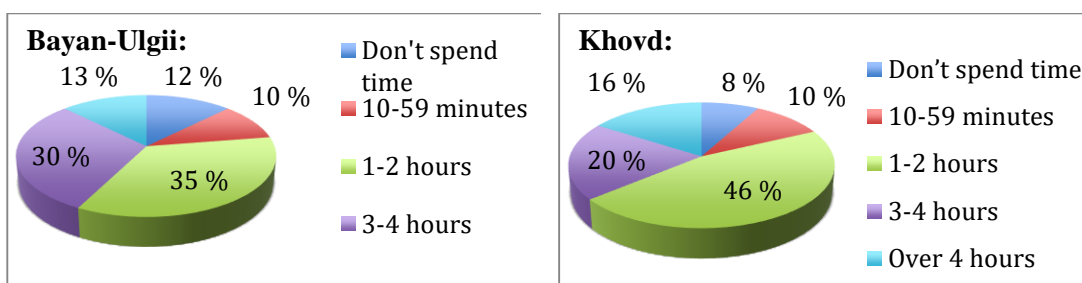
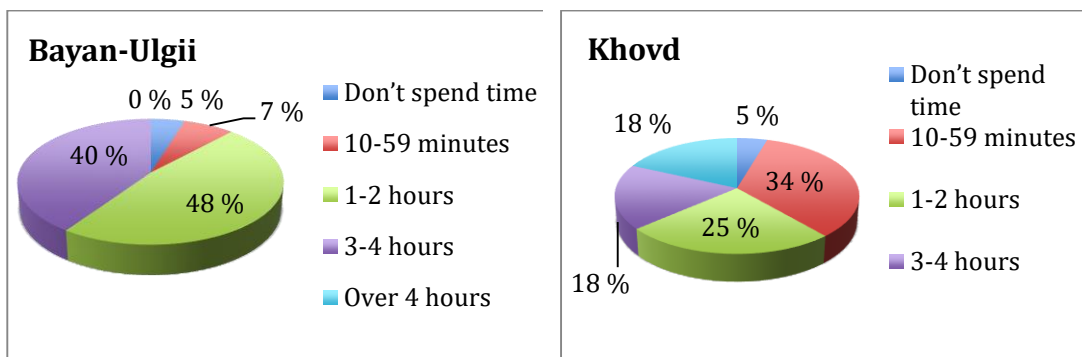


Figure 32 – Midterm evaluation in 2016 in both provinces.



Who do you get help from with your homework?

Figure 33 – Baseline in 2013 in Bayan-Ulgii

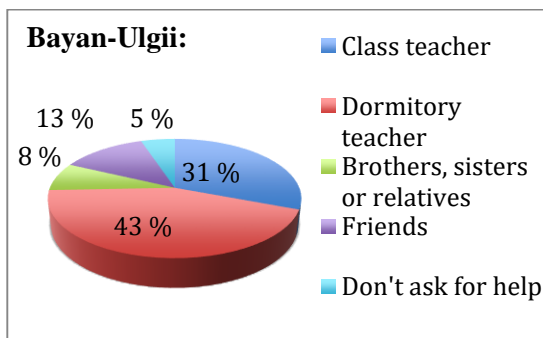
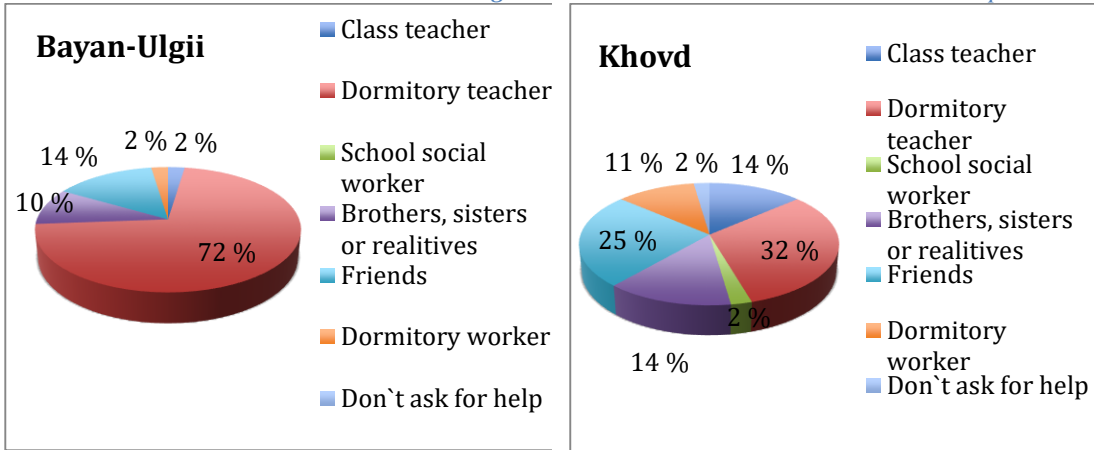


Figure 34 – Midterm evaluation in 2016 in both provinces



What do you usually do after school?

Figure 35 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

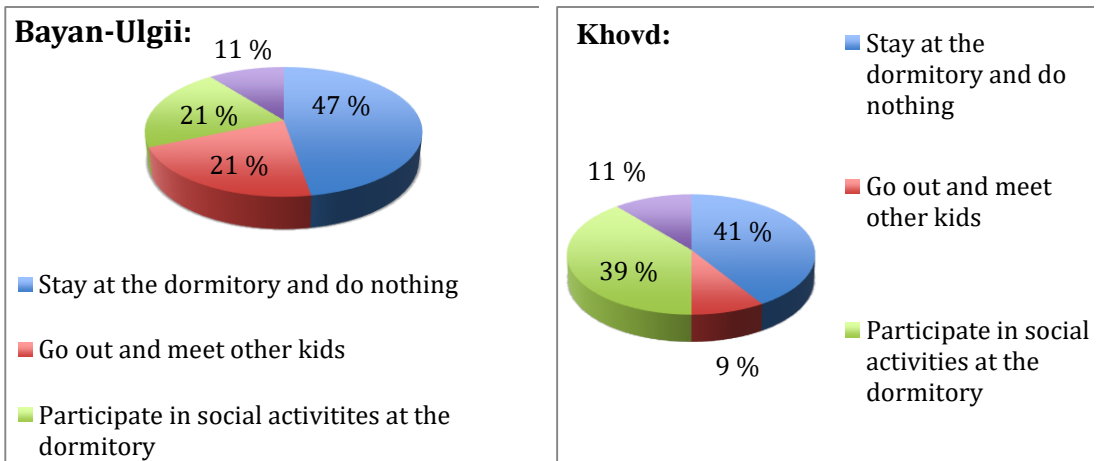
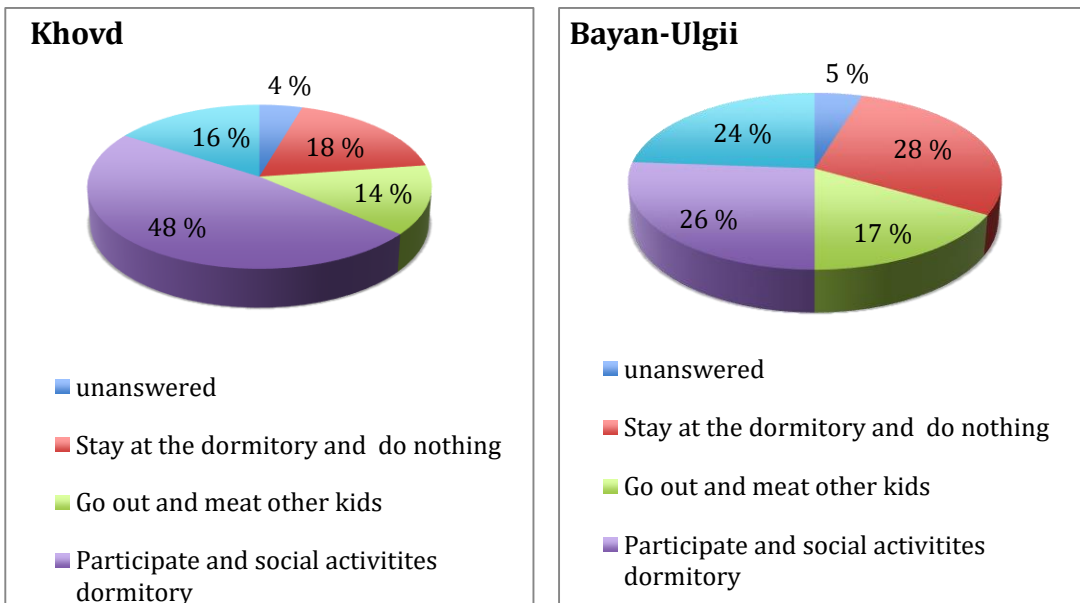


Figure 36 - Midterm evaluation in 2016 in both provinces.



Is it possible for you to play in the gym hall at the school during your leisure time?

Figure 37 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

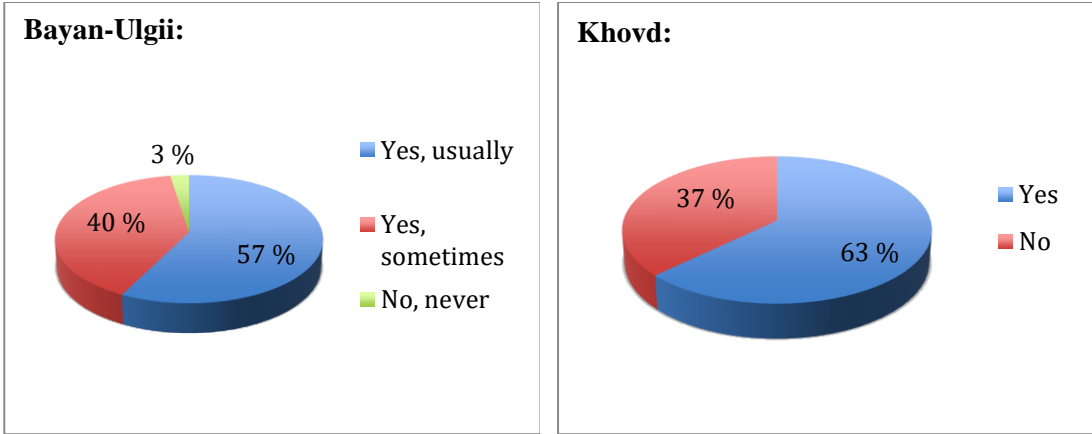
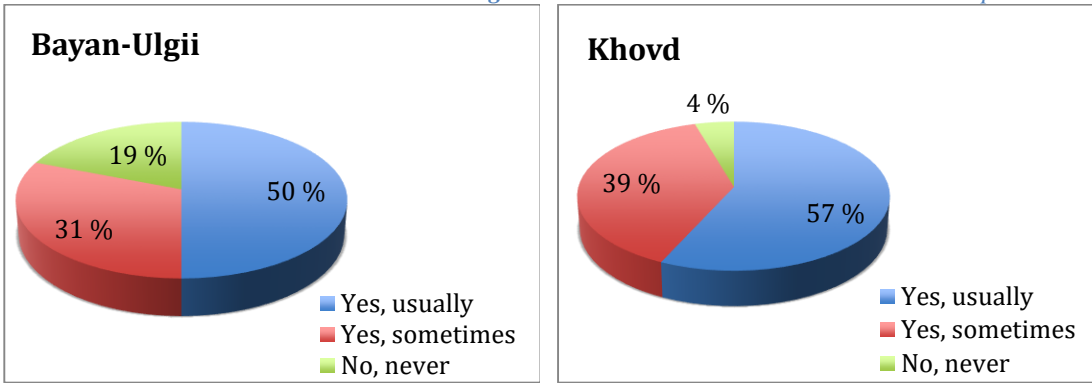


Figure 38 - Midterm evaluation in 2016 in both provinces.



Do you spend your leisure time in an interesting and fun way at the dormitory?

Figure 39- Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

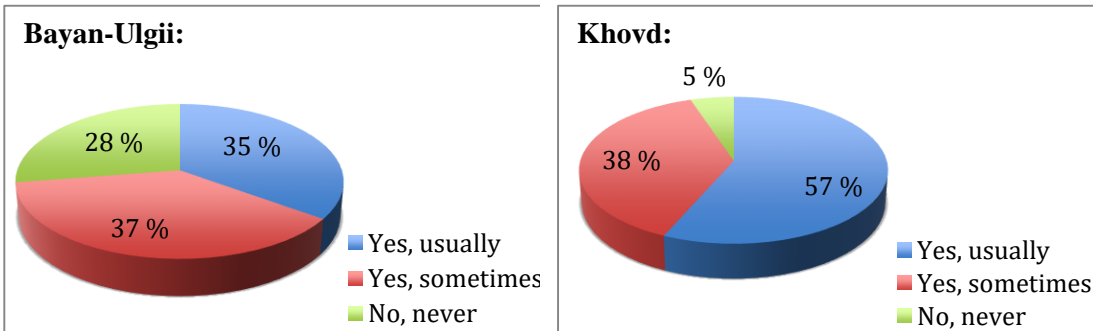
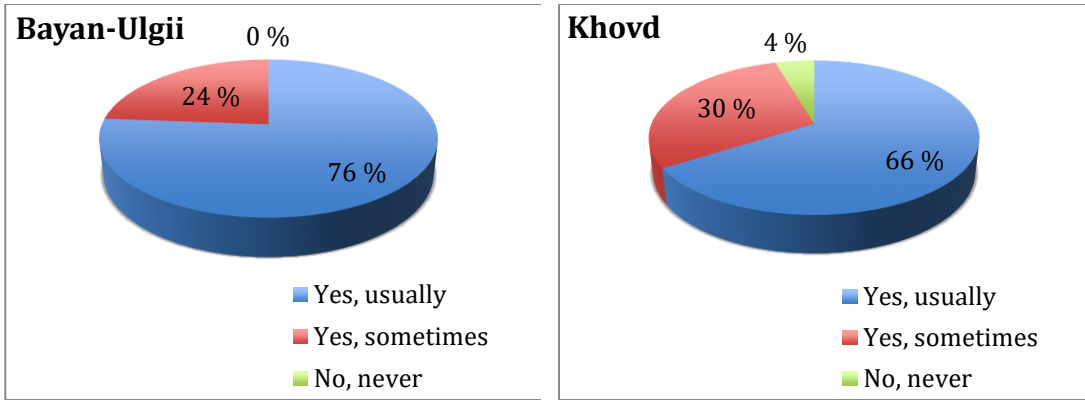
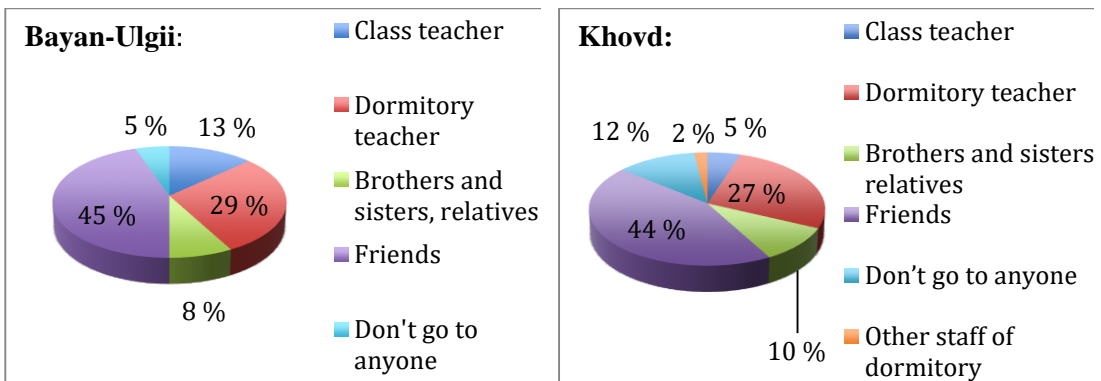


Figure 40 - Midterm evaluation in 2016 in both provinces.



When you're sad to whom do you usually go to?

Figure 41 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.



If other children were bullying you, whom would you talk to?

Figure 42 - Midterm evaluation in 2016 in both provinces.

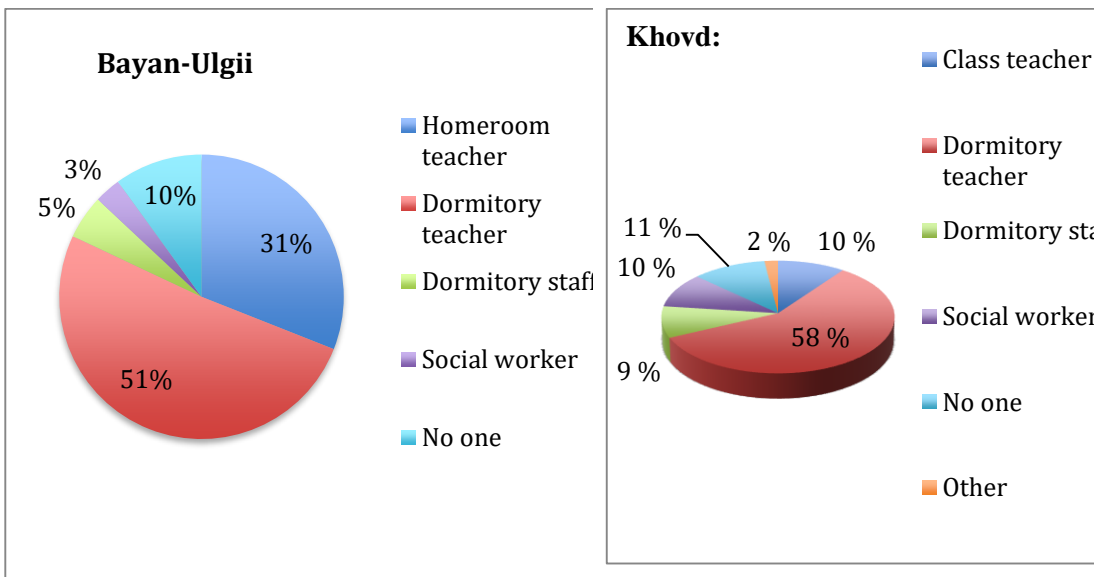
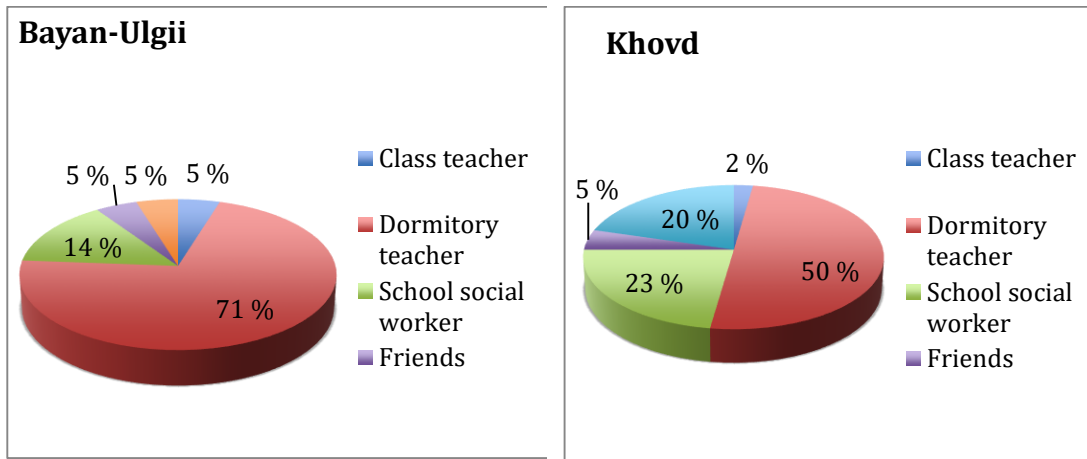


Figure 43 - Midterm evaluation in 2016 in both provinces.



Who does usually take care of you when you are sick?

Figure 44 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

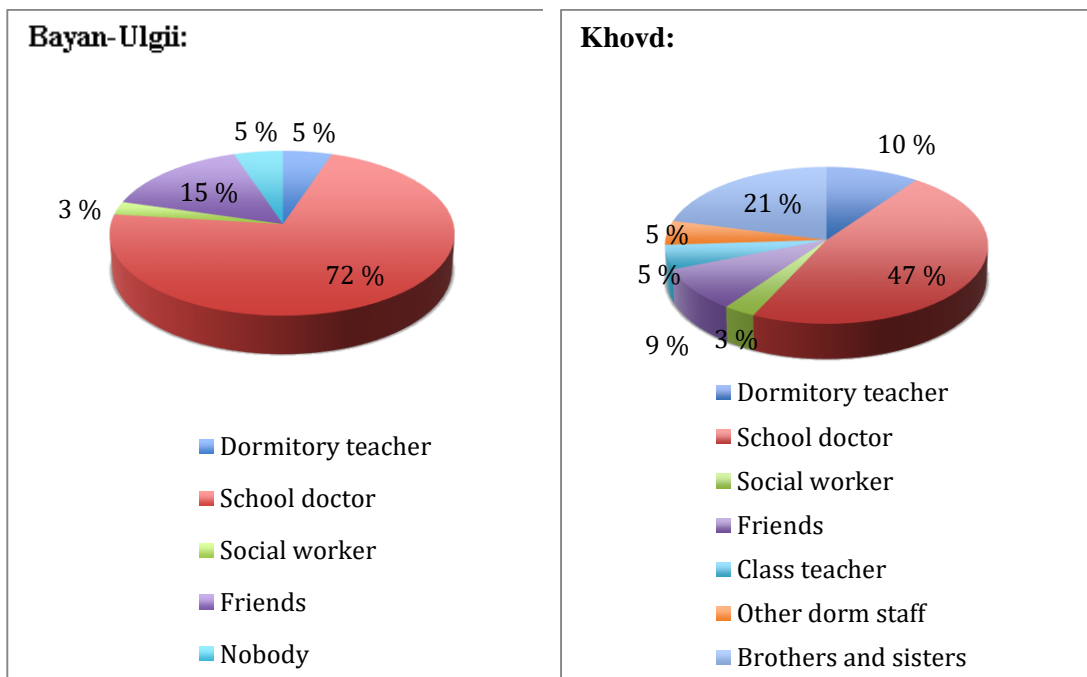
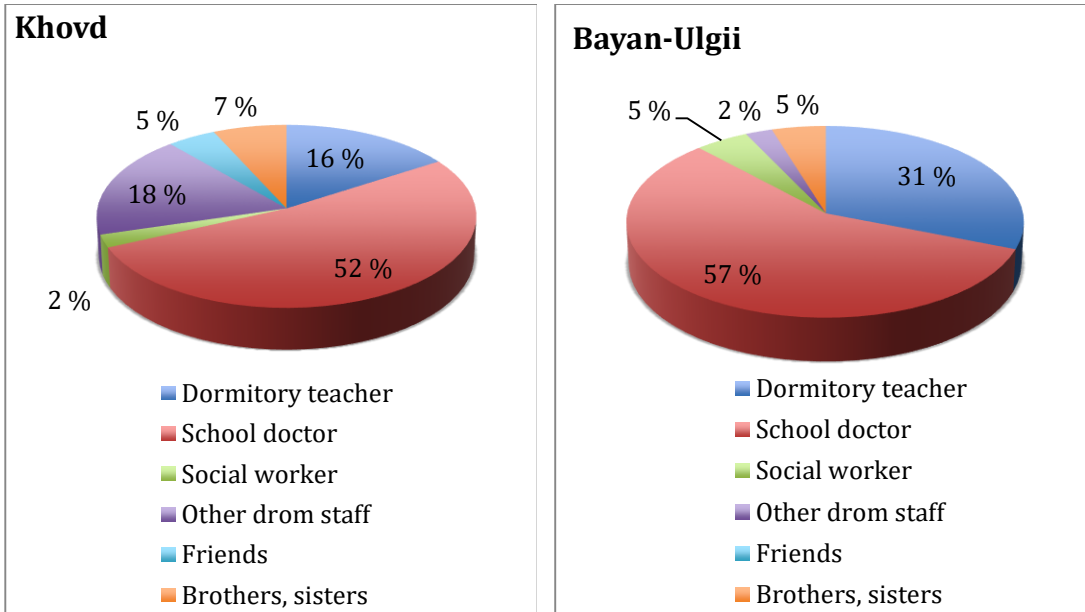


Figure 45 - Midterm evaluation in 2016 in both provinces.



How often do you wake up at night? (If never, jump to question 25)

Figure 46 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

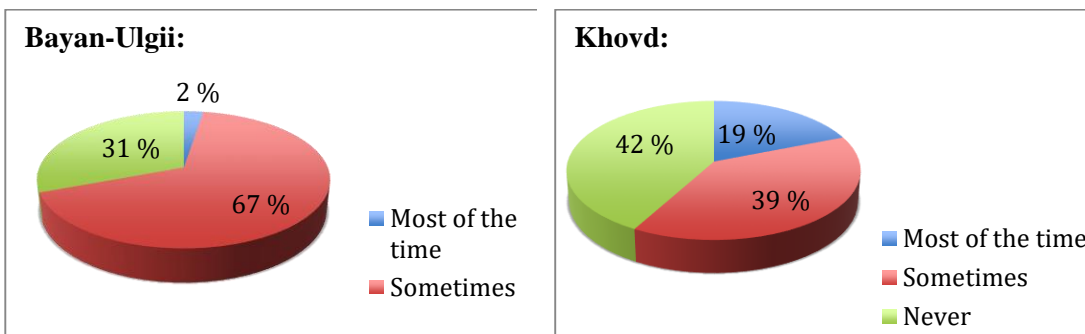
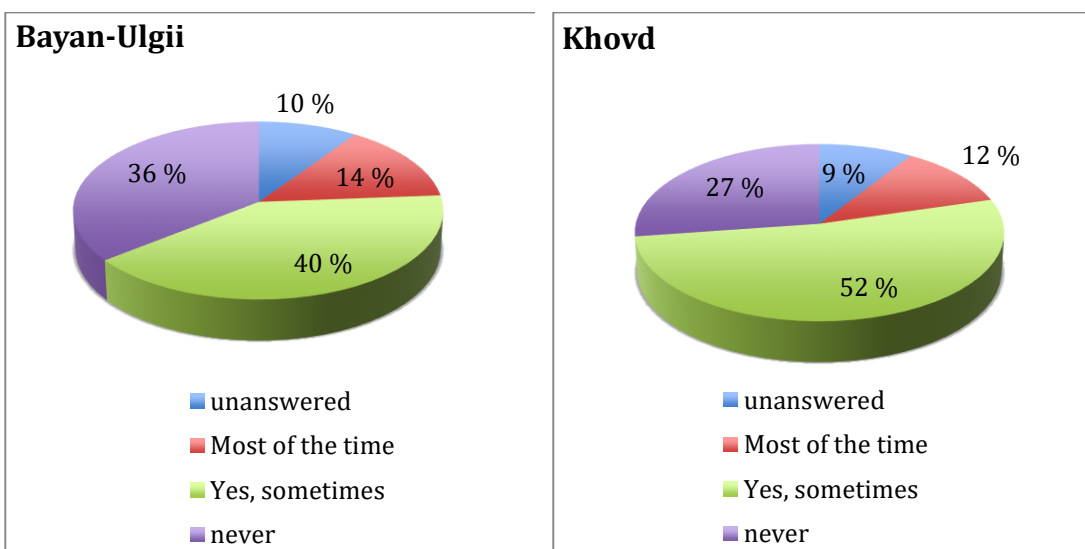


Figure 47 - Midterm evaluation in 2016 in both provinces.



If you wake up, what is usually the reason?

Figure 48 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

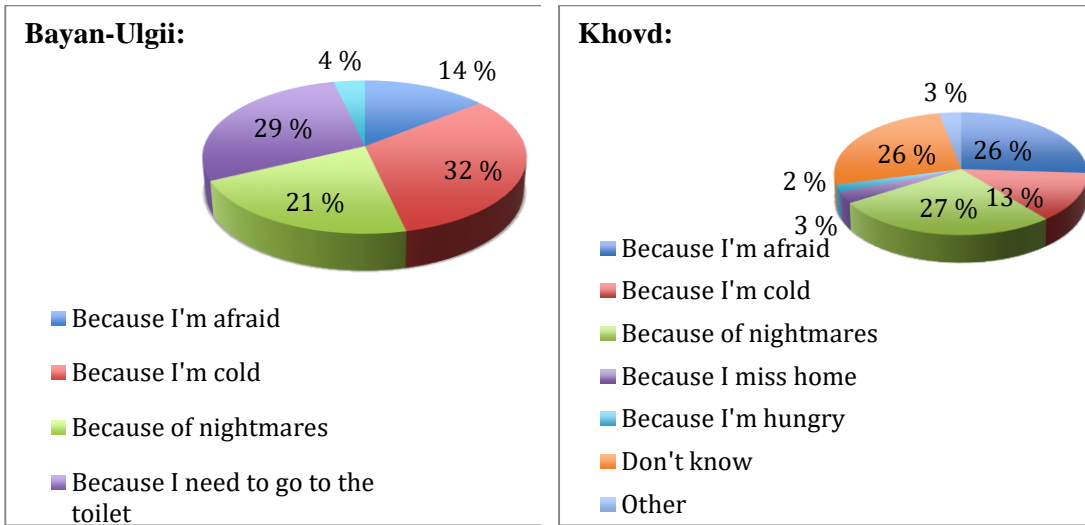
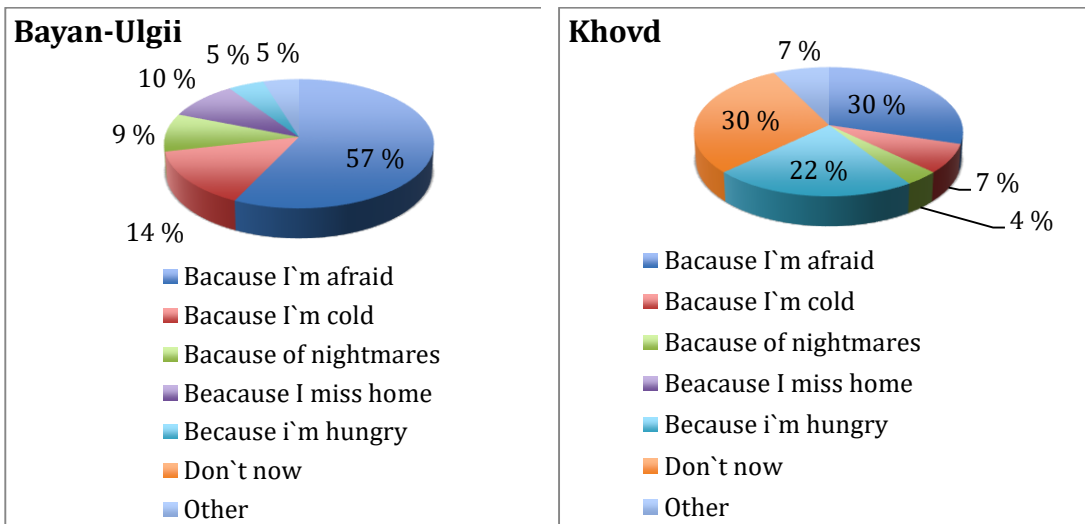


Figure 49 - Midterm evaluation in 2016 in both provinces.



How often do you have headache?

Figure 50 - Baseline in 2013 in Bayan-Ulgii.

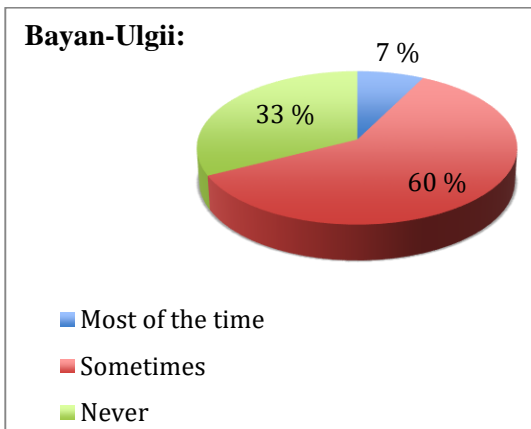
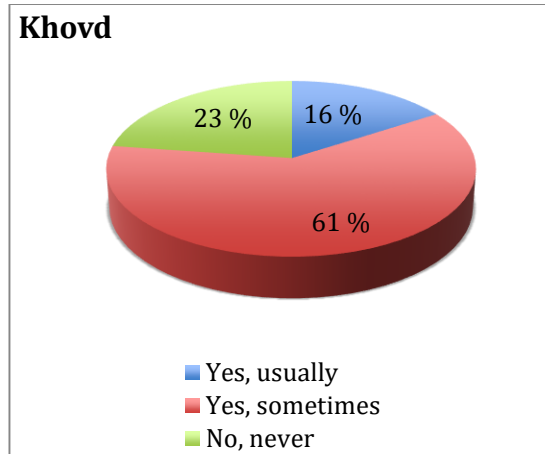
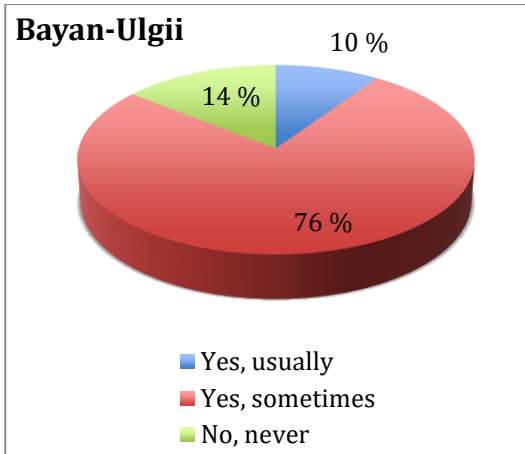


Figure 51 - Midterm evaluation in 2016 in both provinces.



How often do you have stomach pain?

Figure 52- Baseline in 2013 in Bayan-Ulgii.

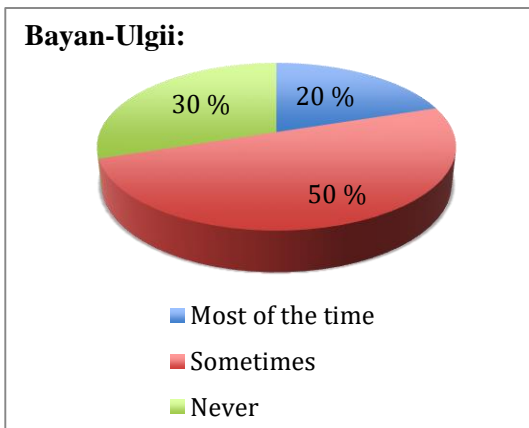
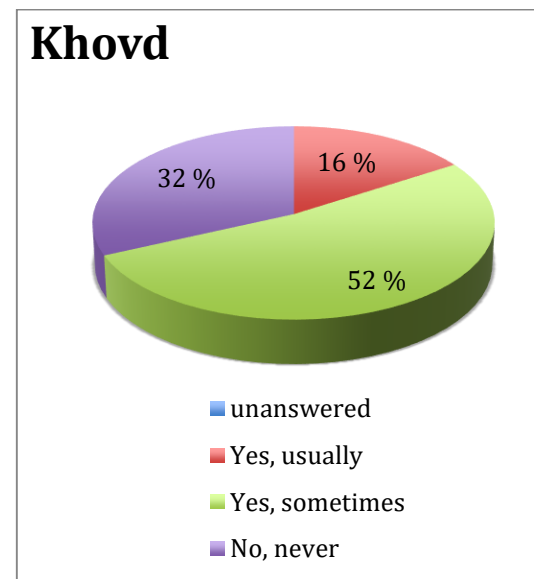
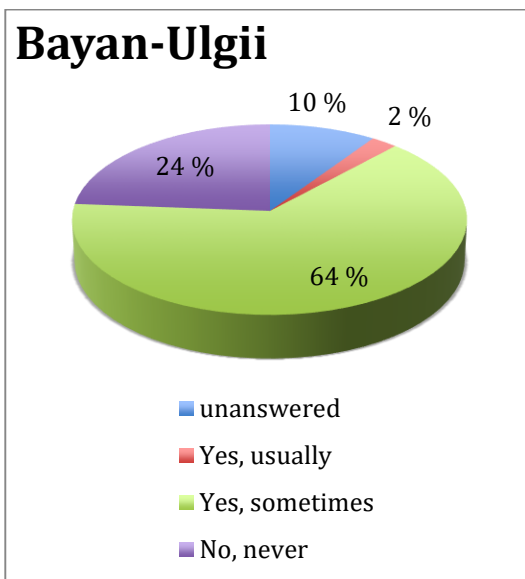


Figure 53 - Midterm evaluation in 2016 in both provinces.



Do you sleep alone in your own bed? (If you mark yes always, then jump to question number 28)

Figure 54 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

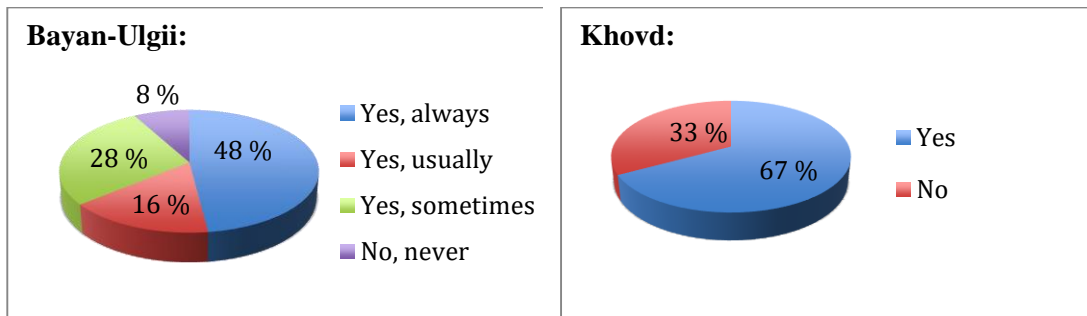
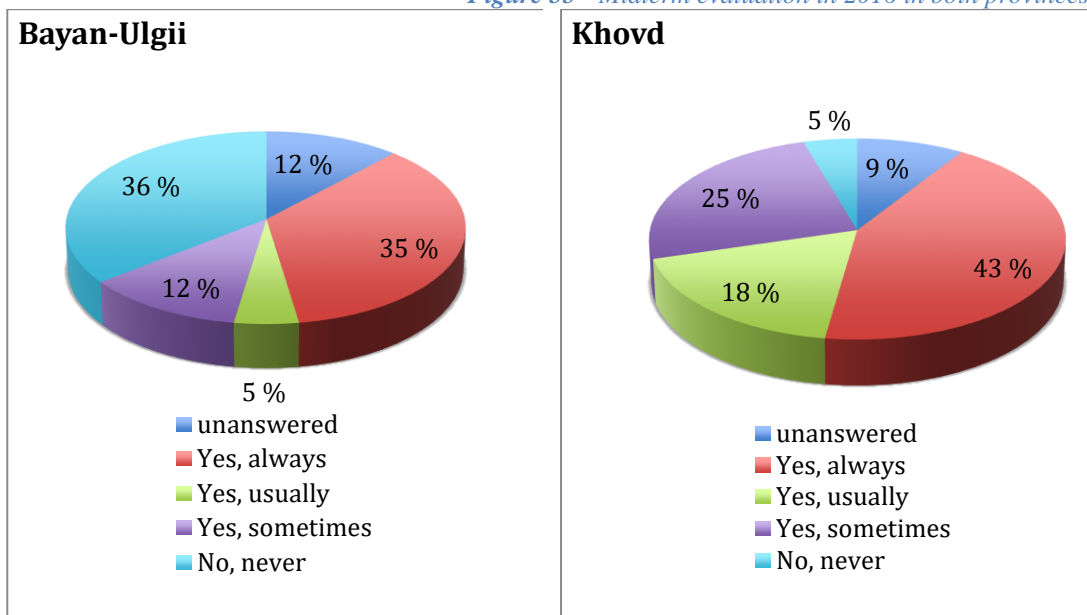


Figure 55 - Midterm evaluation in 2016 in both provinces.



If you don't sleep alone, what is usually the reason? (Don't answer if you always sleep alone)

Figure 56 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

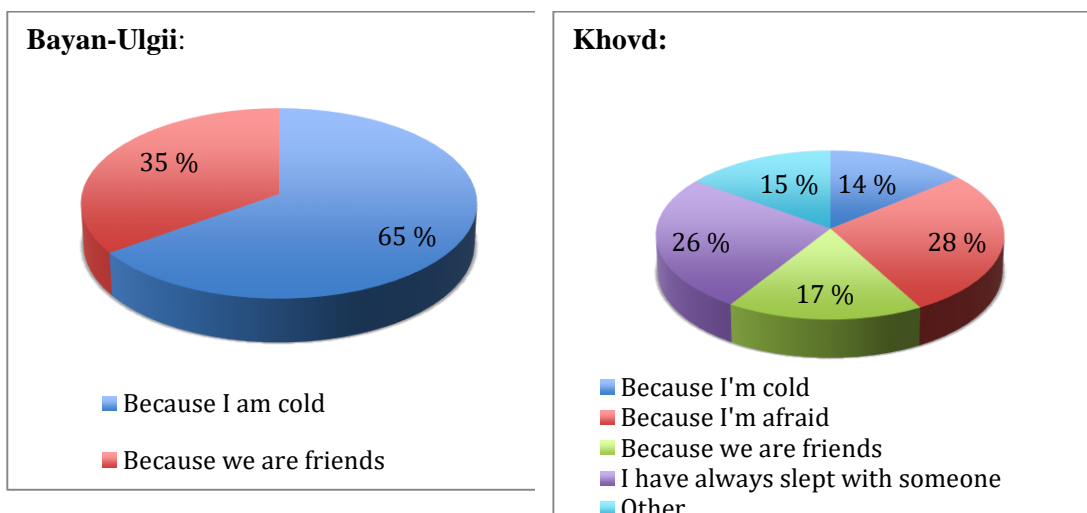
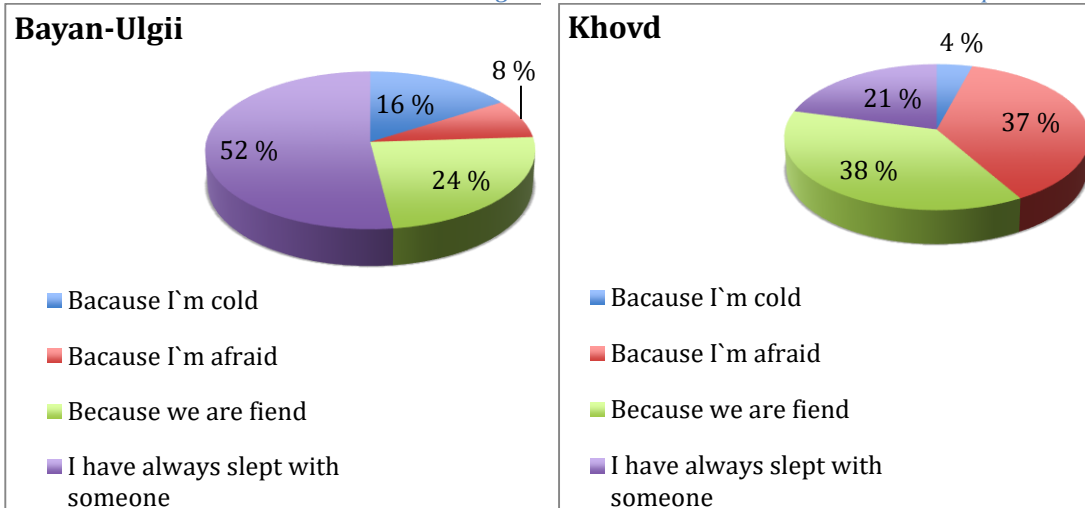


Figure 57- Midterm evaluation in 2016 in both provinces.



If you sleep together with somebody, whom do you sleep with?(Don't answer if you always sleep alone)

Figure 58 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

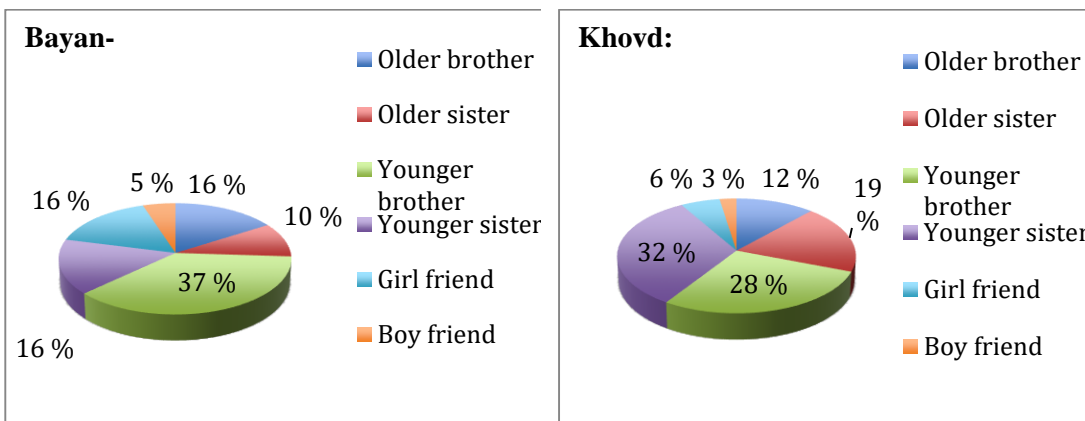
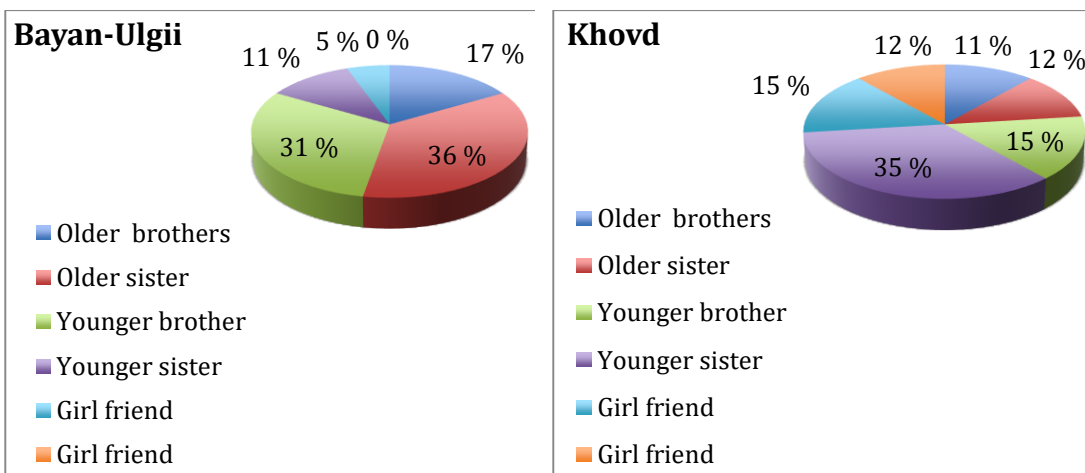


Figure 59 - Midterm evaluation in 2016 in both provinces.



Are you afraid when you are at the dormitory? (Khovd: Have you been afraid at the dormitory?)

Figure 60- Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

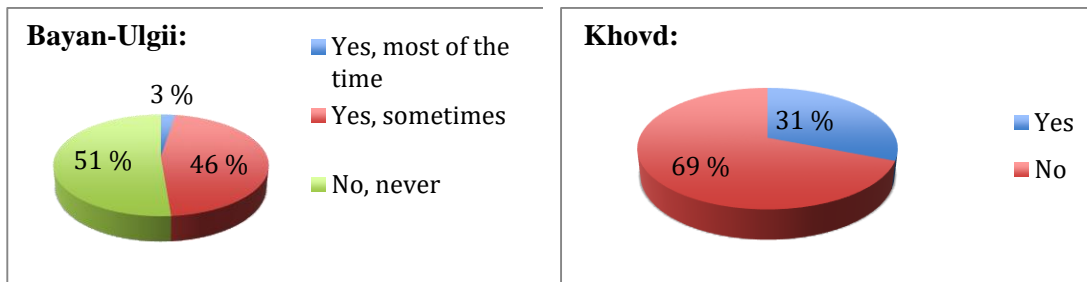
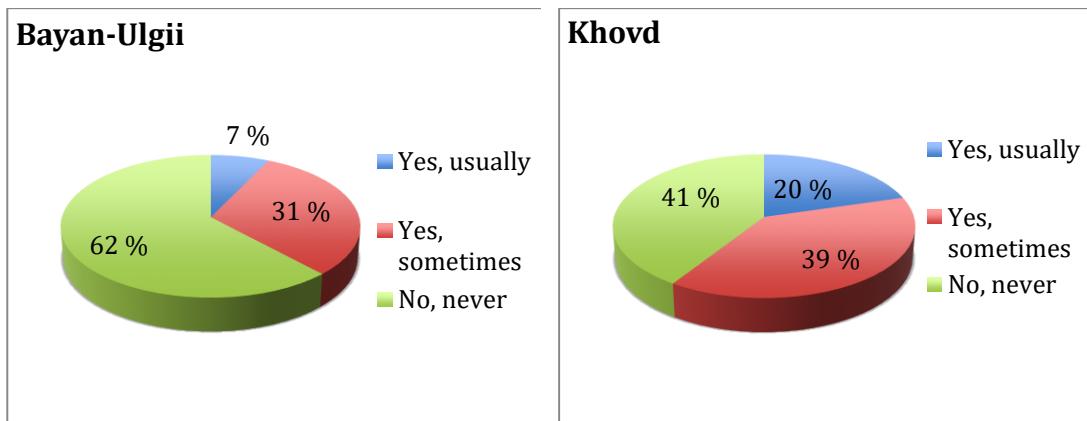


Figure 61 - Midterm evaluation in 2016 in both provinces.



Has there been theft at the dormitory?

Figure 62 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd

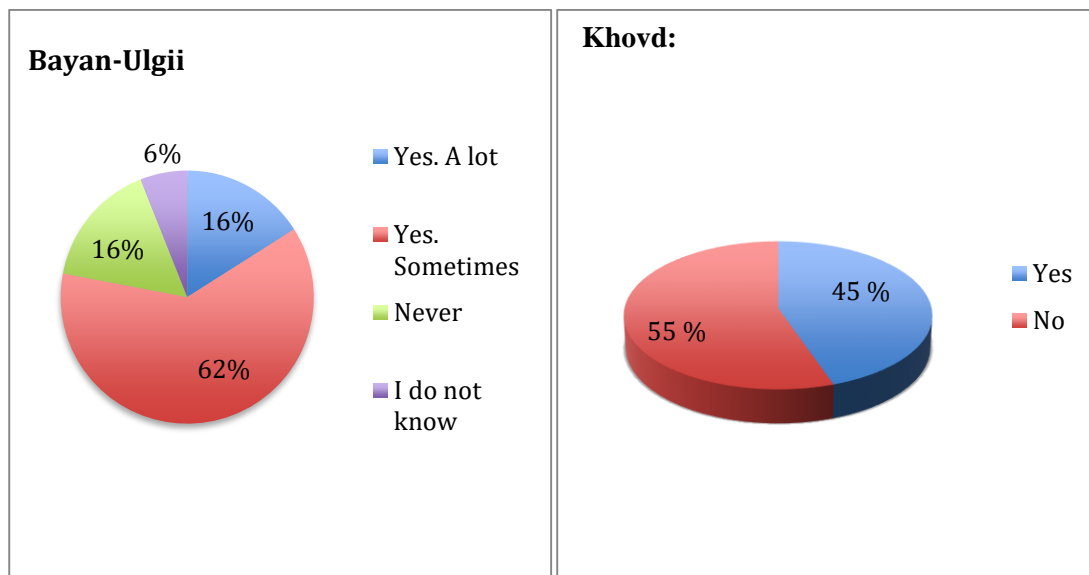
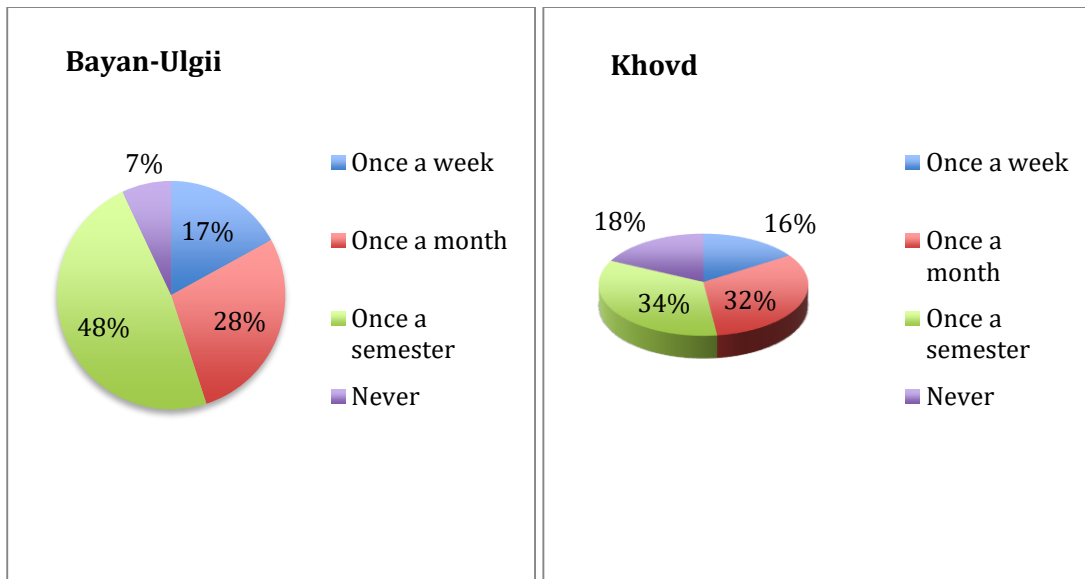


Figure 63 - Midterm evaluation in 2016 in both provinces.



When you are at the dormitory, how often does someone ask you to do private work for him/her? (Khovd: Do you work during your leisure time at the dormitory?)

Figure 64 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

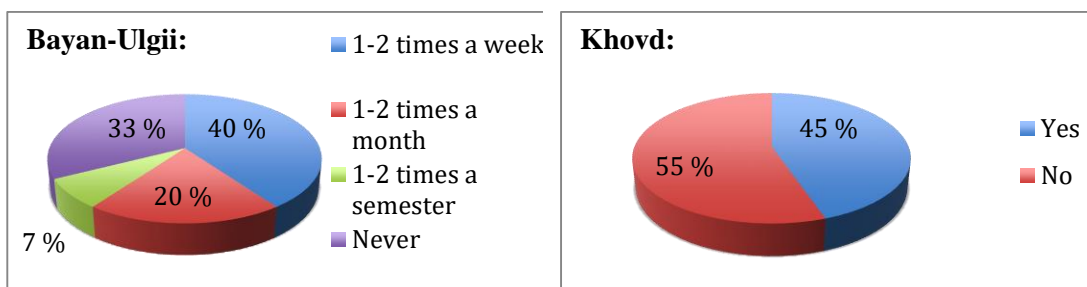
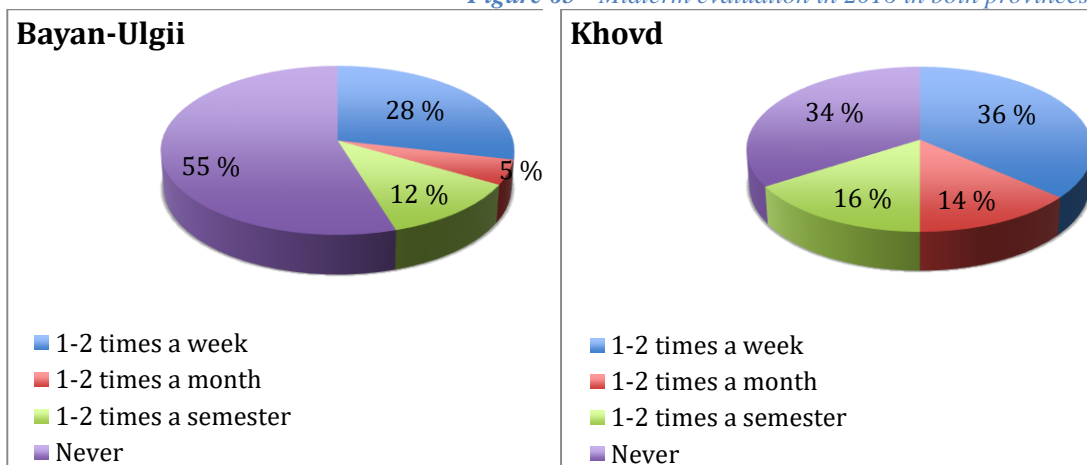


Figure 65 - Midterm evaluation in 2016 in both provinces.



Do the dorm staff spank, push or pinch any of the children at the dormitory?

Figure 66 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

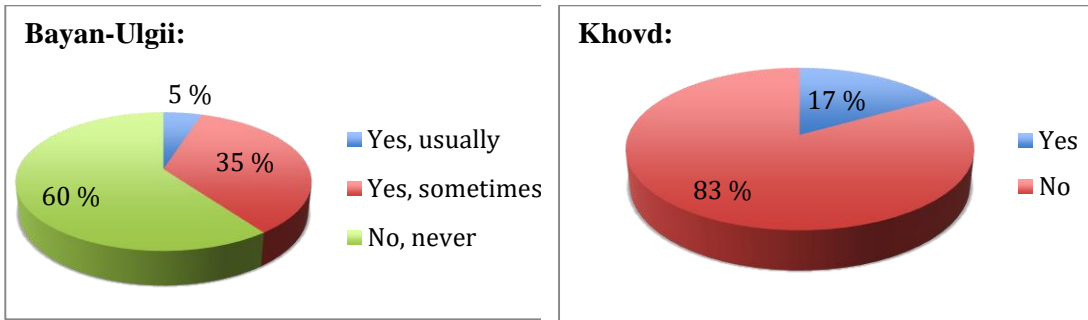
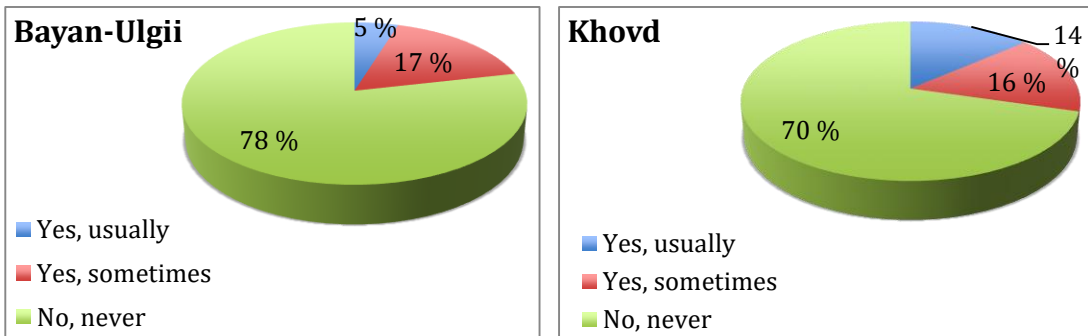


Figure 67 - Midterm evaluation in 2016 in both provinces.



Do the dorm staff abuse children at the dormitory verbally?

Figure 68 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

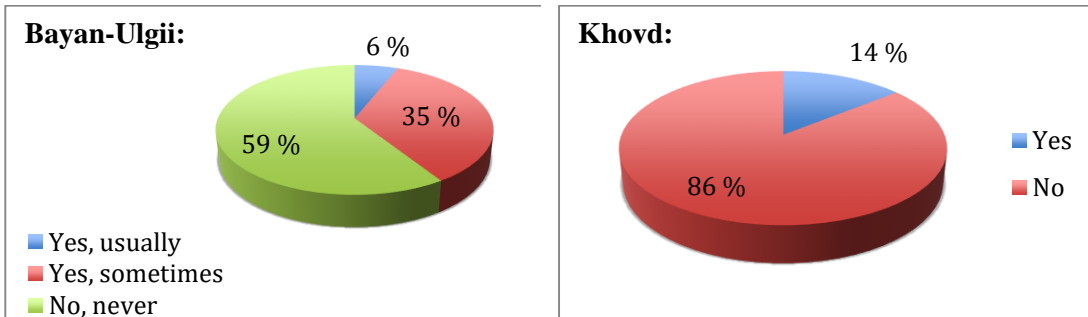
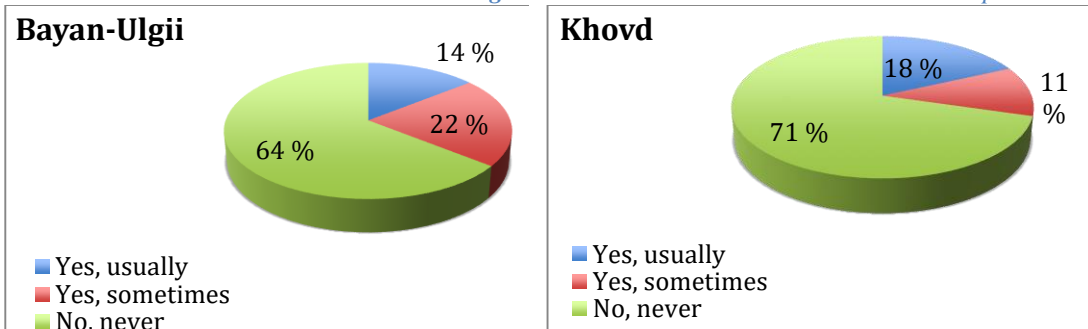


Figure 69 - Midterm evaluation in 2016 in both provinces.



Do the children at the dormitory abuse other children verbally?

Figure 70 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

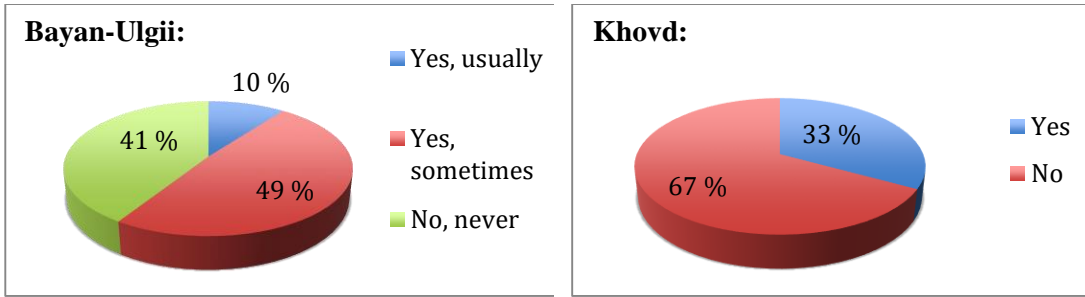
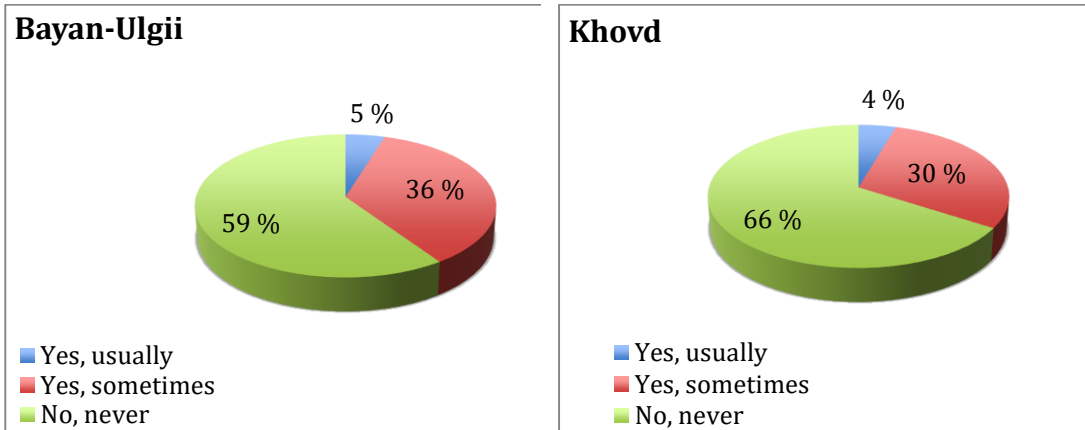


Figure 71 - Midterm evaluation in 2016 in both provinces.



Do the children at the dormitory spank, push or pinch any of the children at the dormitory? (Khovd: Are there any children who insult or bully other children at the dormitory?)

Figure 72 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

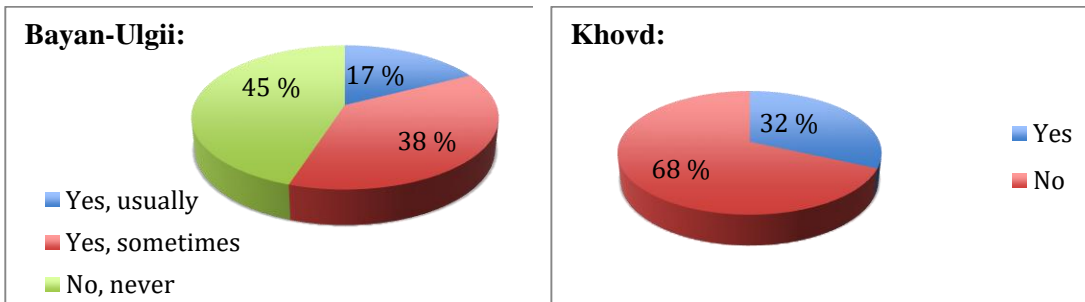
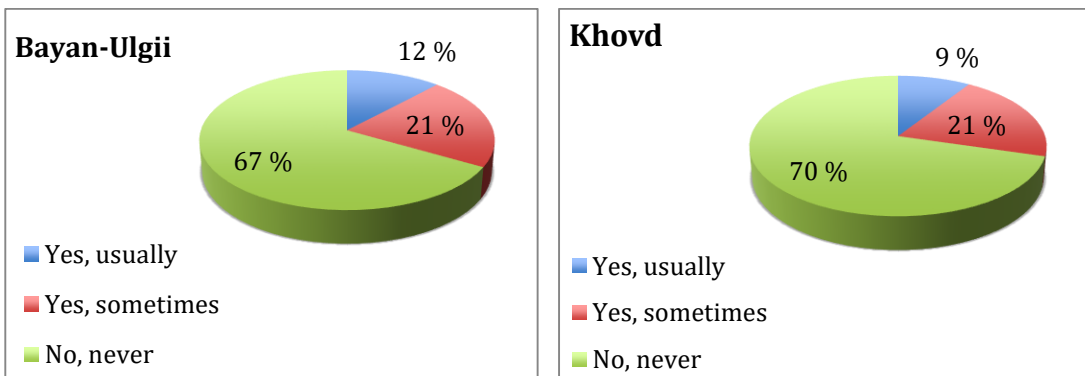


Figure 73- Midterm evaluation in 2016 in both provinces.



Do the dorm staff keep the children's secrets?

Figure 74 - Baseline in 2013 in Bayan-Ulgii and in 2012 in Khovd.

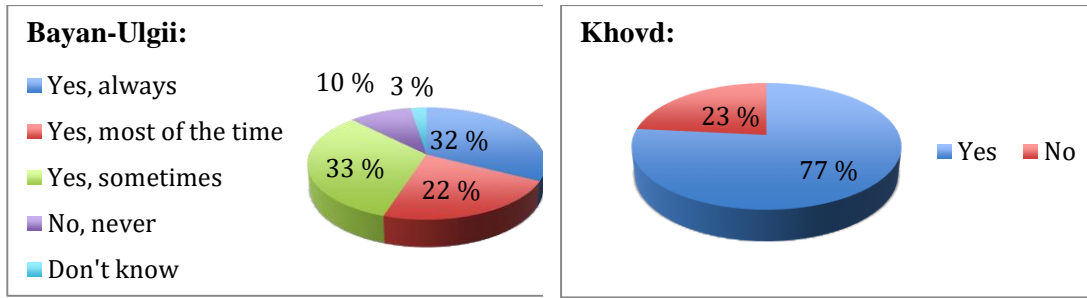


Figure 75 - Midterm evaluation in 2016 in both provinces.

