Supporting Access to Education and Psychosocial Activities for Conflict-Affected Children

A World Vision ████████████████████████████████, Iraq

Project evaluation, June 2016 – October 2017

An independent evaluation ████████████████████████ project 'Supporting Access to Education and Psychosocial Activities for Conflict-Affected Children in Kirkuk, KRI' by independent consultants ██████

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The consultant warmly thanks the team at WV KRI for their support in data collection and analysis, organising focus groups and the validation workshop: ██ ████████████

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List of acronyms

CFLS	Child Friendly Learning Space
GoG	Government of Germany
KRI	Kurdish Region of Iraq
IDP	Internally displaced person
MEAL	Monitoring, evaluation, accountability and learning
NFE	Non-formal education
NGO	Non-government organisation
PFA	Psychological first aid
PSS	Psychosocial support
WASH	Water, Sanitation and Hygiene

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Executive Summary

The ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ Supporting Access to Education and Psychosocial Activities for Conflict-Affected Children' (GoG project) aimed to reduce the effects of displacement and disruption to education for children living in Kirkuk, Iraq, through support to Child-Friendly Learning Centres (CFLS) and schools in vulnerable neighbourhoods. Operating from June 2016 to October 2017, the project built on World Vision's previous experiences in KRI as part of a long-term strategy for the protection and education of children affected by the Iraq crisis: the 'Children in Emergencies' program.

CFLS had previously shown positive results for children's learning and psychosocial wellbeing in camp settings. This was the first time WV KRI had used the approach in an existing (host) community. Here, children from diverse backgrounds suffered under the same vulnerabilities caused by limited resources, under-served infrastructure and overstretching of the government's education systems. In response, WV KRI designed a project of two pathways that would strengthen learning and protection opportunities for children living in Kirkuk's most under-served communities, based on the theory of change illustrated to the right.

The evaluation found that results of the GoG-funded project strongly supported this theory. Outcomes in the two results areas, as well as the overall objective of the project, were clear and on target (summarised to the right). In both pathways, however, the fragile context and the low resources of local institutions challenged handover, scale-up and sustainability of promising practices.

Methodology

The evaluation used theory-based analysis to determine social change outcomes for children in the context of Kirkuk. It drew mainly from surveys conducted during a three timepoint comparison of the psychosocial wellbeing and learning experiences of CFLS attendees and an extensive satisfaction survey in schools. Further data, collected at the time of the evaluation, included interviews or focus group discussions with children, staff, teachers and parents associated with the GoG project.

Objective: IDP and vulnerable host community children in Kirkuk have access to quality, safe and protective learning opportunities that promote their psychosocial well-being and protection.

	IF	THEN	RESULTING IN
Pathway 1	Vulnerable children attend a child-friendly learning space for learning, recreation and monitoring of well-being.	Participating children will have access to non-formal education, psychosocial support and protection not previously available to them.	Improved psychosocial well-being and protection, to help project participants (CFLS) directly now.
Pathway 2	School facilities are upgraded with emphasis on WASH, disability, gender. Teachers receive training and support on child protection, GBV, psychological 'first aid'.	Schools become more welcoming and inclusive for students attending. Teachers take greater responsibility for the welfare and protection of students attending.	Better systems, facilities and protection measures in participating government schools, to help all children there, now and in the future.

OUTCOME GOAL	MET?	IN WHAT WAY?
OBJECTIVE LEVEL: IDP and vulnerable host community children in Kirkuk have access to quality, safe and protective learning opportunities that promote their psychosocial well-being and protection.	YES	At schools and CFLS (static / mobile), learning, protection and basic health needs of vulnerable children from all backgrounds were recognised, and efforts made by responsible adults (facilitators, social workers, teachers, principals) as well as peers to resolve them.
GOAL / RESULT LEVEL: Off-camp IDP and vulnerable host community boys and girls access non-formal education, psychosocial support and protection activities through static and mobile child-friendly temporary learning spaces.	YES	Nearly 1400 children and youth attended CFLS (target: 1200), around half of them girls, for English and computer classes, life skills and recreational programs. Social workers monitored children's wellbeing and intervened to protect enrolled children where necessary.
GOAL / RESULT LEVEL: Local schools in Kirkuk have improved capacity to provide quality education through rehabilitation and capacity building.	YES	18 schools (target: 15) reported significantly improved facilities for WASH and other basic needs. Training for 55 teachers in these schools covered child protection/rights, psychosocial first aid and conflict management. Teachers used new counselling and support skills with their students and shared their knowledge with other teachers.

Delivering change: strengths and achievements

The evaluation found

- **CFLS activities and facilitation led to better social cohesion among children**, because they were mixing together in a safe, inclusive environment for the first time.
- **CFLS led to strengthened child protection locally**, because children knew better what to do, and social workers were able to talk to children's families about specific rights and needs.
- **CFLS increased confidence and participation of children**, as evidenced through the usage and type of feedback, ownership of the centre and its activities. Flexibility of the team to listen and adapt to individual needs of children is a core component to this result.
- **WASH inputs have led to safer, more comfortable, more inclusive (including gender inclusive) schools**, with an appropriate emphasis on schools in the most disadvantaged areas of Kirkuk.
- **Capacity building of teachers in child protection and psychosocial first aid has led to an increased awareness and response to children's individual needs**, a skill appreciated and applied by teachers who took the training.
- **CFLS has supported gender inclusion in children and young adults**, not only through general communication of girls' equal rights but also through direct influence with families to encourage girls' school and CFLS attendance.

Key benefits for children of integrating education with protection

- **Equity and opportunity:** The evaluation found strong evidence of inclusive practices and intervention where necessary to ensure all children could benefit equally from the project.
- **Resilience:** Surveys and focus groups confirmed the value of the life skills and personal support from facilitators and social workers in increasing positive outlook and self-care skills among children.
- **Education:** While the curriculum offered was not compatible with bridging courses, it allowed children the opportunity to learn English and computer skills as complementary to their education. Improvements in knowledge were evident in around 60% of children[1] taking part in these classes.
- **Health:** The project delivered health outcomes as a side benefit to ongoing children's counselling and care. Through life skills, children learned about better hygiene practices especially dental care. Facilitators and social workers remarked on the positive change over time in attendees.

  Psychosocial: The evaluation found surprisingly positive levels of general happiness, resilience and dignity in children at CFLS, though with some gaps in how they felt about their own safety and participation due to context. Children also gave a low score on their trust in institutions (police or similar) to protect them from harm.

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[1] Results vary across classes, timepoints and gender, and a single figure does not really represent this variance; see full report for more information.

Program quality considerations (OECD-DAC principles)

PRINCIPLE	MET?	IN WHAT WAY?
RELEVANCE: The project is suited to the priorities, policies and context of the target group	YES	Stakeholders agree the target – gaps in education and in children's rights, protection and participation – is vital. High levels of satisfaction with services provided. Project stayed agile in the face of social upheaval and changed demographics.
EFFICIENCY: The outputs – qualitative and quantitative – are appropriate in relation to the inputs	YES	Sound project management; components delivered on time. Working in fragile contexts is necessarily costly. Direct provision of WASH support has also been costly; however, outcomes are strong and appropriate against WASH inputs. Focus on learning increases investment value through scale up opportunities.
EFFECTIVENESS: The objectives have been achieved and the project has been a factor in their achievement	YES	All indicators met and exceeded; high satisfaction with components. Quality WASH construction demonstrates value of WV's multi-sector program in KRI. Reach, though further than expected, remains small.
SUSTAINABILITY: The outcomes and benefits of the project are likely to continue without further funding	NO	A challenge in the Kirkuk context – who is there to hand over to? Further complicated by population movements throughout implementation. The CFLS can only continue under new projects and donors; strong communication of actual / potential results is now crucial for sustainability.
IMPACT: The project has delivered positive change, either expected or unexpected, while minimising negative impact	TOO SOON	Introduction of psychosocial and protection components to teachers has not yet developed into institutional/culture shifts for safer schools. Children attending CFLS are better equipped - learning capacity, social behaviour, life skills and personal resilience - but the impact of this for them has not been tested.
EQUITY: The project has supported progress towards human rights, including gender equality, child rights and the rights of people with disability	YES	An essential principle in this context, met well with activities and interactions to promote equity of background and gender. Including children with disability in CFLS was a personal highlight for staff. Schools were selected based on need, in partnership with government.

Working in context: key lessons from fragile Kirkuk

This is a first-time innovation for World Vision in KRI, as previous Children in Emergencies programs have worked primarily in camp settings. Learning and response to lessons have been emphasised throughout the project which enhanced beneficiary satisfaction and results. These lessons are based largely on staff observation; the evaluation qualified their accuracy by checking against accountability inputs, survey results and interviews with other stakeholder groups. Key challenges faced were:

Traditional inter-ethnic tensions:

- Problem: A volatile population where different groups have little in common
- Response: Using local staff, sensitive to tensions
- Lesson: Protection issues for displaced people are exacerbated in host communities compared to camps.

The fractured government education system

- Problem: Reduced or frozen education funding
- Response: Primary service support through the WASH components, helping schools become safer, more inviting environments
- Lesson: Displaced children outside camp settings are likely to be at an educational disadvantage to their counterparts in camps.

Gender bias in families regarding education and mobility

- Problem: Girls' education and interaction outside the home was limited by gender norms and safety concerns.
- Response: Project design (and staff determination) aimed for gender parity, including direct family influence.
- Lesson: Families often need convincing of the advantages of sending girls to community-based initiatives

Disability exclusion in schools: transport, accessibility, aides

- Problem: Disability advocacy has not been prioritised. It is highly unusual for a child with disability to attend a government school.
- Response: The CFLS offered first-time education access for many children with disabilities. Influencing schools on disability inclusion has not yet been successful.
- Lesson: Disability inclusion must have a strong behaviour change / influence component to overcome entrenched social barriers.

Different languages at school and home

- Problem: Children at the CFLS had different linguistic backgrounds and did not always understand each other.
- Response: Pre-empting language barriers with multilingual staff and translated written materials was important. Children made friends and began teaching each other Kurdish and Arabic.
- Lesson: Language differences can be turned into a positive, engaging feature of children's interaction.

Substantial levels of anxiety or anti-social behaviour in children and youth

- Problem: Levels of psychosocial support and referrals are unable to meet the needs of displaced Iraqi children.

- Response: Social workers monitored all CFLS children, ready to support directly where required. Children also valued CFLS facilitators as a safe adult to turn to.
- Lesson: Mental health experts need to be part of child protection teams in post-war, fragile contexts.

Working with the most disadvantaged (IDPs and host communities)

- Problem: Projects were located in areas of high unemployment, poverty and limited resources.
- Response: Staff ensured families from all backgrounds were consulted and invited, including home visits to talk about families' situations and choices for their children.
- Lesson: Host communities will often need similar forms and levels of support to IDP families.

Working towards stable (development) outcomes in a fragile, unpredictable setting

- Problem: Some elements of the CFLS, designed in a camp setting, did not work well in the target communities – in particular, handover and sustainability.
- Response: The lessons from this evaluation are intended to contribute to organisational understanding of host community programming,
- Lesson: Projects in elongated crises should incorporate development elements such as community ownership and sustainability.

Travel limitations due to security risks

- Problem: Fierce fighting broke out in the city of Kirkuk midway through the project.
- Response: The project was able to continue to schedule, but shocks like this are likely to have had detrimental psychosocial effects on the beneficiaries.
- Lesson: Projects in fragile contexts require pre-agreed flexibility between implementer and donor to be realistic in the face of rapid change.

Losing beneficiaries due to returnee policy

- Problem: Increased pressure from government saw many families returning home before they were ready to do so.
- Response: This affected the project's ability to achieve its target of 50% IDP children in program by the end; however, needs of most vulnerable children from the host communities remained valid and urgent in this context.
- Lesson: Tracking, understanding and reporting context change is crucial to effective donor partnership and accountability.

Conclusions: gaps and next steps

This project has been highly successful in achieving its set goals within a fragile context, short timeframe and volatile social fabric. At this stage it has contributed to, but not met, implied goals for recovery and strengthening of institutional systems for education and child protection, namely:

- Filling a need for bridging between non-formal and formal education (though other WV projects in camp settings are working in this way);
- Connecting with institutional child protection mechanisms and strengthening community-based networks of care;
- Institutional change in schools about how teachers work with students with behaviour challenges
- Linking the positive practices from this project (CFLS and psychosocial support in schools) to other mechanisms in government and NGO programmes for scale up of care.

Recommendations

For WV Children in Emergencies
- Promote the safety, protection and inclusion results of the CFLS approach alongside those of education, to demonstrate the value of an integrated 'one-stop-shop'.
- Use UN Cluster networks not only to report, but also to plan, long-term strategies for repairing the fractured education and child protection systems in KRI.
- Continue to use the excellent accountability tools in place for early warning and action on emerging issues in a rapidly changing context.
- Anchor timepoint surveys more specifically to project inputs and to different groups (including non-participants if possible), for strengthened evidence of psychosocial and resilience support for vulnerable children.
- Ensure quality, continuous donor briefings to help understanding and flexibility in this dynamic context.
- Continue and expand the recruitment of team members with a psychosocial background and experience in similar projects, so that gaps in counselling and referral services can be met to a greater degree.

For CFLS
- Consider expansion of courses available to children, in line with children's feedback.
- Take a more proactive path to considering children's perspectives to inform programming; existing feedback mechanisms have not led to high levels of feeling consulted.
- Continue to share and refine the NFE initiatives for children with education and protection partners, for greater synergy and better opportunities for referrals to the formal education system.
- Develop scenarios for sustainability, for instance, handing mobile CFLS to a local partner or community group as an ongoing resource for children.

For support to schools
- Continue to seek opportunities for WASH upgrades in schools, which are proven to bring great value in creating a safer space to the students.
- Within WASH, introduce disability advocacy to principals, teachers and other duty bearers, to increase the likelihood of integrated classrooms.
- Consider parenting programs at CFLS in neighbourhoods where social tensions are evident.
- Expand teacher training where possible, in partnership with the Department of Education, under a long-term strategy for teachers' increased capacity to support children's protection and psychosocial needs.

Background
Children, education and protection in Kirkuk Governorate

The education imperative for conflict-affected children in Iraq

In January 2018, ▮▮▮▮▮ estimated that three million Iraqi children had halted or disrupted education as a result of violence, occupation and displacement since 2013. This disruption has affected their right to learn, their future productivity as adults and their current opportunities, participation and stimulation as children, adolescents and youth.

Of displaced families remaining within Iraq, an estimated 97% are in KRI or the disputed governorate of Kirkuk. Here, relative safety and protection from ISIS occupation and the presence of international humanitarian agencies allow for longer term settlement than in other provinces.

> **Globally, nearly 34 million children affected by conflict are out of school.**
> *'Disruption to formal education due to destruction or repurposing of education facilities, concern for safety or forced displacement of communities is common in conflict contexts. This has resulted in millions of primary and lower secondary school-aged children being out of school... Children in conflict and fragile settings who do not attend any form of formal or non-formal schooling are more vulnerable to violence, exploitation, neglect and abuse. Children themselves tell us that education provides much needed support through play, interactions with friends and, most notably, in providing hope for a better future.'*
> Let Us Learn case study (World Vision 2016)

Children displaced to KRI, as well as children in their host communities, face a complex scenario of barriers to education, including:

- **Overstretched and under-resourced government education systems:** due to a collapsed economy, only 6% of the government allocation to education was available to spend in 2016[2]. Places at government schools are limited by these resource shortfalls.

- **As a result, inadequate infrastructure:** while more schools opened in the 2017 school year than previously ▮▮▮▮▮, their ability to provide a safe and comfortable learning environment has been hampered. Toilets, handwashing, drinking water, safe buildings and basic school supplies such as desks, whiteboards and textbooks, do not meet needs.

- **As a result, reduced quality of education:** Schools are overcrowded, and teachers cannot give students the attention they need, a particular concern given the high proportion of students with psychosocial and behavioural challenges. A 2016 report by ▮▮▮▮▮ estimated that IDP children were able to interact with their teachers for just nine hours each week[3]. The retention of teachers, and their capacity to cope with increased demands of larger classes and psychosocial support needs, has also been raised as a concern. The government of KRI struggles to pay salaries regularly and teachers go without pay for several months at a time.

- **Language and location barriers:** Children need to learn in the language they are most familiar with, but schools teaching in Arabic may not be geographically practical for IDP families to reach. The cost of transportation may outweigh parental values on benefits of education compared to other pressing needs[4].

- **Gender:** While enrolment levels for girls and boys can be roughly equivalent in some parts of Iraq, culture and family needs tend to prioritise boys' education. In 2013, even before the large-scale crisis of displacement affected Kirkuk, twice as many boys as girls were attending secondary school (42% versus 20%)[3].

- **Disability exclusion:** Children with disabilities ranging from mobility to sensory are usually turned away from government schools because teachers and facilities are not yet ready to accommodate their needs. An assessment of 13 schools in Dohuk found not a single child with disability was enrolled[4].

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[2] Malala Foundation, 2017: https://www.devex.com/news/opinion-the-world-needs-to-invest-in-iraq-s-collapsed-education-infrastructure-90846 [3] Education and media: Needs and priorities in KRI (Served 2016): http://served.ngo/wp-content/uploads/2016/03/Educational-Needs-and-Opportunities-read-it-here.pdf [4]
Education needs assessment, Dohuk Governorate, Dorcas 2016:
 https://reliefweb.int/sites/reliefweb.int/files/resources/dorcas_assessment_report.pdf
[3] Education and media: Needs and priorities in KRI (Served 2016): http://served.ngo/wp-content/uploads/2016/03/Educational-Needs-andOpportunities-read-it-here.pdf
[4] Education needs assessment, Dohuk Governorate, Dorcas 2016:
https://reliefweb.int/sites/reliefweb.int/files/resources/dorcas_assessment_report.pdf

- **A lack of 'catch-up', bridging and non-formal education:** As children have missed school, many must attend classes with younger age groups, a humiliating concept particularly for adolescents and youth. Accelerated learning and bridging classes may also be too stressful

Needs assessments by NGOs consistently identify these issues across towns and rural areas of KRI. Solutions to mitigate their effects are complex, taking into consideration not only education challenges but also broader challenges facing IDP families and their host communities which negatively affect the rights, wellbeing and happiness of children.

Child protection: rights, risks and shortfalls

The protection situation within Iraq is critical, placing people at extreme risk due to the fluidity of the security situation and continued displacement. Children are often disproportionately impacted by conflict with over 50% of the displaced comprised of women and children and children comprise 44% of those in need of protection assistance. Children are also placed at a heightened risk of child rights violations in conflict settings, becoming more exposed to violence (including gender-based violence and sexual assault), child labor and early marriage.

It has long been recognised that in this context, the psychosocial wellbeing of children is gravely at risk. However, the sector of psychosocial support and 'first aid' is not as familiar or well resourced as other areas addressing children's needs. It is at once a health issue, a child protection issue and a social cohesion issue. Without recognition and support of children's mental wellbeing, their unhappiness, fear, anxiety and instability may erode children's natural resilience, leading to anti-social or self-destructive behaviour or long-term mental health conditions. Creating networks of psychosocial care for children in homes, schools and community is therefore a pressing need for effective child protection in post-conflict and displacement settings.

Operating context, challenges and needs

Kirkuk is one of the most underserved areas in the northern part of Iraq. In 2015, it was sheltering over 400,000 IDPs[5]; since then, displacement from Mosul and Hawija has pushed numbers rapidly upwards. Only 3 percent are living in camps; the majority are sheltering in existing communities, often forced into some of the most disadvantaged areas of urban Kirkuk where housing is available and affordable.

Considered relatively stable at commencement of the ███████████████████ project, Kirkuk has since moved rapidly through phases of upheaval, including a controversial ban on new arrivals in March 2017, the Kirkuk administration pushing IDPs to return home from June 2017, and a battle between Iraqi and Kurdish forces over the governorate's status in October 2017. This background of uncertainty and, at times, violence has exacerbated contextual challenges of operating in Kirkuk.

At the time of baseline study for the ███████████████████ project, only ████████ and ███████████████ were implementing education in emergencies activities in Kirkuk.[6] ████████ was serving two camps with tented schools, and ██████████████ was implementing community-based interventions, PTA mobilization and distribution of learning materials. This included a static Child-Friendly Learning Space (CFLS) in Failaq, similar to that proposed by World Vision. Save the Children reported that, though the centre was well used, it was not fully meeting demand from children. Barriers to children's use of the CFLS included geography – it was not practical for children to travel long distances to attend – and their parents' fear of children being affected by violence or blasts on the way.

The World Vision baseline study for the Government of ████████ project asked respondents whether their children attended school and, if not, why not. Diverse answers showed that attitudes of families were often

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[5] IOM Displacement Tracking Matrix, DTM Round XXVIII, Sep 2015
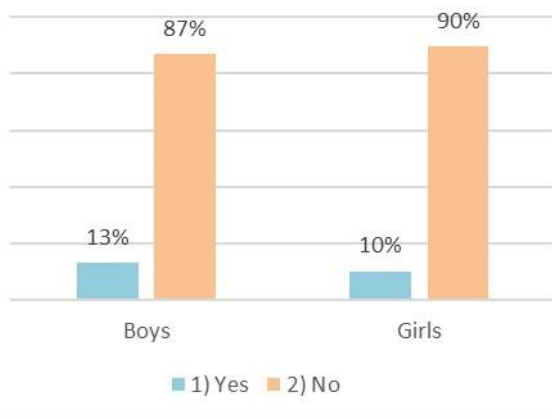[6] Source: Education Cluster Information Management Officer, UNICEF, Erbil,

as much to blame as the fractured education system. A combination of cultural barriers and practical considerations made it too difficult for parents to find solutions.

Why won't your children attend school?
(male respondents focus group, WV baseline study for Gog project, Failaq)

- That's only for the people who live in cities (urban/rural divide)
- Some children will never attend school. This is the Arab culture, not sending girls to school.
- There is no Arabic school nearby
- Tuition and transport expenses
- I am frightened for my children if they leave the house
- We feel the difference between IDPs and Host community. They can give their children what they need for school and we can't.
- New IDPs cannot register any more – or they refer us to a school far away because there is not one in the area.

> *'Let him work – we look on livelihood, not education, as a measure of success.'*
> Male respondent, Focus Group Discussion June 2016
>
> *'My own son says to me, why would I go to school and study? Look at my uncle, He finished school like you and yet he still can't find a job.'*
> Teacher interview, January 2018

About the project

The ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 'Supporting Access to Education and Psychosocial Activities for Conflict-Affected Children' (GoG project) aimed to reduce the effects of displacement and disruption to education for children living in Kirkuk, Iraq, through support to Child-Friendly Learning Centres (CFLS) and schools in vulnerable neighbourhoods. Operating from June 2016 to October 2017, the project built on World Vision's previous experiences in KRI as part of a long-term strategy for the protection and education of children affected by the Iraq crisis. CFLS had previously shown positive results for children's learning and psychosocial wellbeing in camp settings. This was the first time WV KRI had used the approach in an existing (host) community. Here, children from diverse backgrounds were often sharing the vulnerabilities caused by limited resources, under-served infrastructure and overstretching of the government's education systems.

The GoG project blurs boundaries between humanitarian emergency programming and sustainable community development. Its timeline and targets are driven by the nature of international assistance to Iraq and other countries affected by the current crises in the region. However, its setting and its connections with government, policy and planning resemble development more than emergency response. The project has taken two pathways to assist children with non-formal and formal learning opportunities: the CFLS approach, operated by World Vision and including static and mobile centres; and WASH infrastructure and teacher training in schools to improve standards for children who are able to access the government system. While the CFLS components are dependent for now on donor funding to continue, support to schools has been intended to deliver longer term results through improved capacity and standards in education.

Building on previous experience: 'Let Us Learn'

Under the ▮▮▮▮ funded project **"Let Us Learn:** Emergency Education and Protection for IDP Children in Camp and Non-Camp Settings in Dohuk Governorate", 2 child-friendly learning spaces (CFLS) operated in IDP camps in Dohuk Governarte. The CFLS offered educational and psychosocial activities for over 1.000 children, youth and young adults, primarily from among the Yezidi community. This included, among others, lessons in English, Arabic, and sciences; drawing, theater, exercise, gardening and a mobile library. Activities promoted life skills and resilience for children of all ages, while social workers engaged with parents and community, including the facilitation of a communitybased child protection committee, and public campaigns on "Back to School" and early marriage. Due to the mainstreaming of protection and psychosocial considerations into education and recreation, the "Let Us Learn" project was praised as best practice by the Education Cluster and awarded a prize by the ▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ Annual Conference in Vancouver, Canada.

Project objectives and goals

Objective: IDP and vulnerable host community children in Kirkuk have access to quality, safe and protective learning opportunities that promote their psychosocial well-being and protection

> Result 1: Off-camp IDP and vulnerable host community boys and girls access non-formal education, psychosocial support and protection activities through static and mobile child-friendly temporary learning spaces
>
>> Activity 1.1: Establish and operate 1 static CFLS providing non-formal educational and psychosocial activities to 900 children
>> Activity 1.2: Establish and operate 1 mobile CFLS providing non-formal education and psychosocial activities to 300 children in underserved informal settlements
>
> Result 2: Local schools in Kirkuk have improved capacity to provide quality education through rehabilitation and capacity building
>> Activity 2.1: Rehabilitate 17 schools ensuring safe classroom space and access to adequate WASH facilities

Timeline

Much of the data used in the remainder of this report is based on survey results from children attending CFLS, over three timepoints. It is important to remember when looking at the figures in this data that they are not

comparative – as in, they do not ask the same children over time how they have changed personally. They are snapshots of current attitudes of children attending the centre.

Because of this, it is extremely helpful to understand not only the project context but also the external context at the three timepoints, as this can help with clarity on peaks and slumps in data. Timeline for WASH rehabilitation, teacher training and post-implementation monitoring is more straightforward as it measures timebound inputs. Status of its implementation is included at the three timepoints considered below. Figure xx provides a high level view, with the specifics listed underneath.
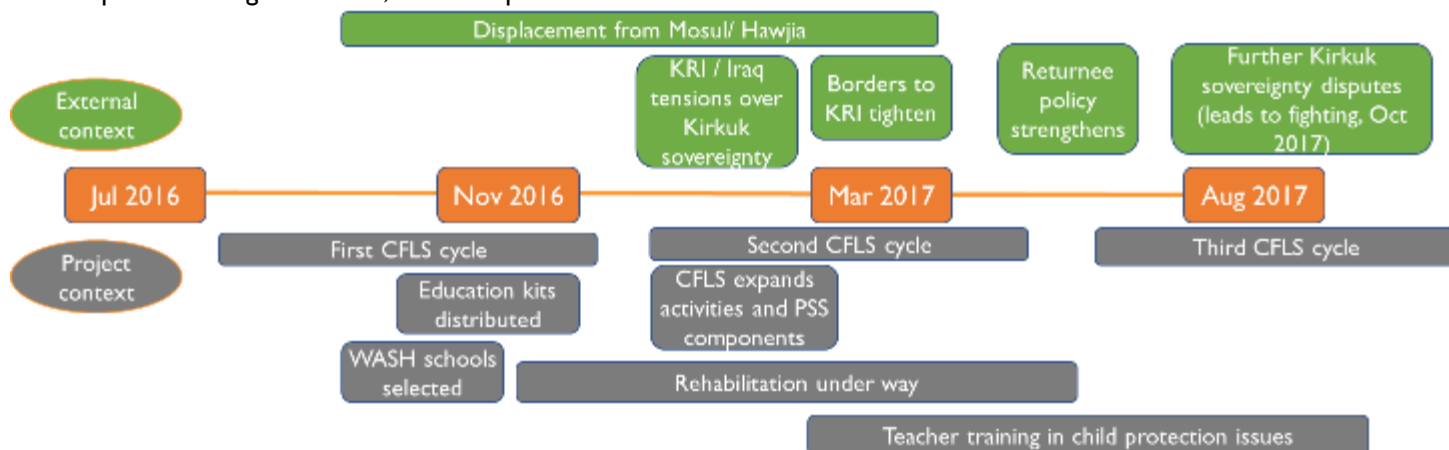

Figure 2: Context timeline, project/external

Timepoint 1 (TP1): November 2016 *External context:*

- Kirkuk was considered relatively stable and was receiving hundreds of internally displaced people each week. Many were of Arab and Turkmen origin, fleeing ISIS occupation in nearby Hawija.
- Movement of IDPs increased further in September and October 2016 as a result of battles in and around Mosul. Formal camps were set up in peri-urban areas to house around 5% of new arrivals, but most found shelter in the community. Housing affordability dictated settlement patterns and families often set up homes in already disadvantaged communities.
- While Kirkuk was already an ethnically diverse governorate, traditional issues of trust and acceptance between Kurdish and Arab people were exacerbated. People of different backgrounds were now needing to share space, services and resources in a different way.

Project context:

- CFLS had started its first cycle. Children in the survey had been attending for at least a month and some were in their third month. Note that the data does not differentiate between static and mobile CFLS. The mobile CFLS was located in Amal Shabi.
- Project teams reported some difficulty in convincing parents to send their girls to CFLS. The gender balance at the static centre was fair (113 girls, 111 boys), but more polarised in the mobile centre (70 girls to 99 boys). The sessions for children included English, computer training and life skills. Education kits had just been distributed with small variations by age.
- WASH schools had been selected in close consultation with the Department of Education.

Education kits for under-18s
- Backpack
- Pencils and colouring pencils
- Stationery including notebook and sketch book
- Water bottle

Education kits for 18-24 year olds
- Stationery including notebook
- Leather bag

Timepoint 2: March 2017 *External context:*

- Mass displacement from Mosul and Hawija placed further pressure on KRI.

- Kirkuk is not formally part of the semi-autonomous region but is protected by Kurdish Peshmurga forces, who have largely prevented ISIS occupation in the area. In February 2017, KRI authorities attempted to close borders to new arrivals for security reasons; in March, the provincial government of Kirkuk began to fly the flag of KRI alongside that of Iraq. Both actions were considered controversial by Iraq and neighbouring Turkey.

Project context:

- Demand for attendance at the static CFLS exceeded original targets with 355 children and young adults enrolled.
- This included young women who had never attended school, learning how to read for the first time.
- CFLS programs were expanding and increasing their rights and protection focus, as well as introducing more creative (non-curricular) activities based on children's feedback.
- Because of over-enrolment, not all children could attend computer classes as regularly as they wanted, which led to some lessened satisfaction with this component of the program.
- Mobile CFLS had moved from Amal Shabi to Panaj Ali and the average time for students at the CFLS was, as last time, around 2 months at time of survey.
- WASH rehabilitation for schools had commenced, after consultation with schools on their needs. With additional resources from WV's WASH program, 18 schools rather than the original 15 were now listed for support.

Timepoint 3: August 2017 *External*
context:

- Displacement from both Mosul and Hawija continued over this time though the ban on arrivals into KRI reduced the numbers who could take refuge in Kirkuk.
- In June 2017 the Kirkuk administration began a push for IDPs to return home, which delivered a net population decrease for Kirkuk. It also affected NGO programmes because many projects and initiatives in camps and communities had been designed with relatively stable populations in mind.
- At the time of the survey, though government tensions over ownership of Kirkuk were evident, the area remained secure. Since then, intense fighting between Iraqi and Peshmurga forces in October has rendered much of the province unstable and created another surge of displacement, though short-lived.

Project context:

- The survey took place as the school year finished, and also around the time that the third cycle of CFLS activities concluded.
- The mobile CFLS was operating in Hamzaly. Children had been attending slightly longer than in previous surveys, on average 2.5 months.
- A small amount of survey participants were no longer involved with CFLS but remained in the survey because they had initially enrolled.
- The project by this time was demonstrating increased enrolment of girls, as well as social cohesion achievements with children in communities served by the mobile clinics.
- Teacher training in child protection, gender-based violence, conflict management and psychosocial support had concluded its cycle, reaching 55 teachers in the 18 schools where WASH rehabilitation was taking place.
- WASH repairs and rehabilitation were complete by September 2017, and a satisfaction survey took place in eight of the 18 schools. The survey found strongly positive results in terms of making schools more practical and inviting for students, though levels of satisfaction with workmanship differed a little in each setting.

WASH Rehabilitation services available to schools:
- Toilet rehabilitation
- Painting inside
- Light and fan repair
- Internal doors
- Glass repair
- Washbasins
- Water tanks
- Casting for drainage
- Toilet ventilation
- Drinking water repairs
- Waterproof ceilings
- External doors
- Water pump
- Septic tank repair

Project achievements: Output/outcome indicators

Outcome goals	Met?	In what way?
Objective: IDP and vulnerable host community children in Kirkuk access quality, safe and protective learning, promoting psychosocial well-being and protection.	Yes	At schools and CFLS (static / mobile), learning, protection and basic health needs of vulnerable children from all backgrounds were recognised, and efforts made by responsible adults as well as peers to resolve them.
Goal (result): Off-camp IDP and vulnerable host community boys and girls access non-formal education, psychosocial support and protection activities through static and mobile child-friendly temporary learning spaces.	Yes	Around 1400 children and youth attended CFLS (target: 1200), around half of them female. English, computer and life skills classes were complemented by creative and recreational programs for all ages. Social workers monitored the wellbeing of children and intervened to ensure rights and protection of enrolled children were upheld.
Goal (result) Local schools in Kirkuk have improved capacity to provide quality education through rehabilitation and capacity building.	Yes	The project worked with 18 schools (target: 15) to improve WASH facilities and other basic needs such as broken windows, lights and fans, schoolyard safety, classroom equipment. Satisfaction with support was generally high, facilities were utilised and appreciated in most cases. Training for 55 teachers covered child protection and rights, as well as psychosocial first aid and conflict management, to assist with basic counselling and support needs among children in their classes.

Outcome indicators	Target	Actual
# of IDP and host community boys and girls (disaggregated) who attend NFE and PSS/life skills activities at CFLS	1.200	1396 children (729 Male ,667 Female): see Annex xx
% of boys and girls attending NFE activities at the CFLS who show knowledge gains	70%	52 – 65%, over different classes and three cycles: see p. xx
% of boys and girls attending the CFLS who demonstrate improved psychological wellbeing	70%	Not measured in this way; children attending CFLS consistently self-rated their psychological health at above 70% (see p.xx)
# of boys and girls who attend schools that benefited from repair/ rehabilitation and teacher capacity building	30.000	According to school registration records: 22,159 people including 11,226 boys, 9,161 girls, 664 men and 1,108 women. Though quantitative target was not reached, the number of schools supported was higher than targeted: 18 compared to a target of 15.
% of boys and girls and % of teachers attending repaired/ rehabilitated schools/ where teachers have received capacity building that report that initiatives have positively impacted their learning experience	70%	Not measured in this way; 233 teachers from 18 schools were trained in psychosocial care, GBV, child rights and child protection. Average increase of 10 percentage points in teachers' knowledge: 54.3% pre-training, 64.3% post-training.

The Indicator Tracking Table used throughout the project is available as Annex 2.

Methodology

Evaluation rationale

World Vision has commissioned an evaluation of the GoG project and its results. Considering the context for the project described above – host community setting, social upheaval, and blurring of response and development principles – there is strong interest in learning from this project, for future phases supporting WV KRI's Children in Emergencies strategy as well as for practices and policies of partners inside and outside Iraq.

For this reason, the evaluation takes a formative, rather than summative, approach; as part of a long-term approach for children's wellbeing in KRI, what aspects of the project worked and why?

Impact for individual children is probable, as described in existing quarterly reports and by the project staff. Where it is found, it acts as evidence to help with conclusions on the project's effective practices, but measuring the scope and scale of impact is not the focus of enquiry.

As stated in the Terms of Reference for this evaluation, the main goal of the research is 'to provide a resource for World Vision KRI and other agencies to better understand initiating an integrated education and child protection project in an out of camp setting in Kirkuk, and to present to affected populations the data collected in their community.' The importance of reporting back, and using the data in multiple ways for multiple audiences, also guides decisions on evaluation methodology and the need for a utilisation approach, ensuring that results and lessons are accessible and used to refine and innovate with programming for children in KRI.

Evaluation scope

The evaluation questions are based on the desire to learn and apply learning from familiar approaches in this first-time, and therefore unfamiliar, setting. From a donor accountability perspective, project reports and postimplementation monitoring show with clarity that targets set at design phase have been met. The evaluation is an opportunity to explore in greater depth whether, and how, these targets benefited children as intended. WV KRI also applies strict community accountability principles including feedback mechanisms, and has an interest in understanding whether these mechanisms have been effective, particularly those involving the perspectives and feedback of children and youth.

Specific questions were set out in the Terms of Reference and developed further through discussion between the consultant and MEAL team in WV KRI, as follows:

- What are the main strengths, achievements and celebrations of the GoG project, and how can these be scaled up or reapplied?
- What challenges and gaps are evident? To what extent are they driven by context and what might be done to mitigate them in future phases?
- How did WV KRI apply and respond to accountability feedback mechanisms (adults and children), and to what degree did these mechanisms contribute to enhanced outcomes?
- What are the key benefits for children in a Child Friendly Learning Space with education and protection interventions integrated?
- What are the contextual findings of working in this way in an ethnically diverse urban setting?
- How did the GoG project address cross-cutting themes of gender, disability and peacebuilding/social cohesion? What practices in this regard could be scaled up or reapplied?

The evaluation will also include standard considerations of program quality: the project's relevance, effectiveness, efficiency, sustainability and impact. Given the extreme vulnerabilities faced in this setting by people from all backgrounds, equity is also likely to be a key area of learning.

Academic rationale

The research for this evaluation is theory-based, an appropriate and increasingly applied academic approach for understanding social change[7]. While not all aid and development projects map a formal 'Theory of Change', certain assumptions of how change happens are inherent in logical frameworks and the choice of activities contributing to outputs and outcomes. In the case of the GoG project, the simple version of these assumptions is as follows:

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[7] Eg. Rogers, Patricia (2014). Theory of Change: Methodological Briefs - Impact Evaluation No. 2, *Methodological Briefs* no. 2
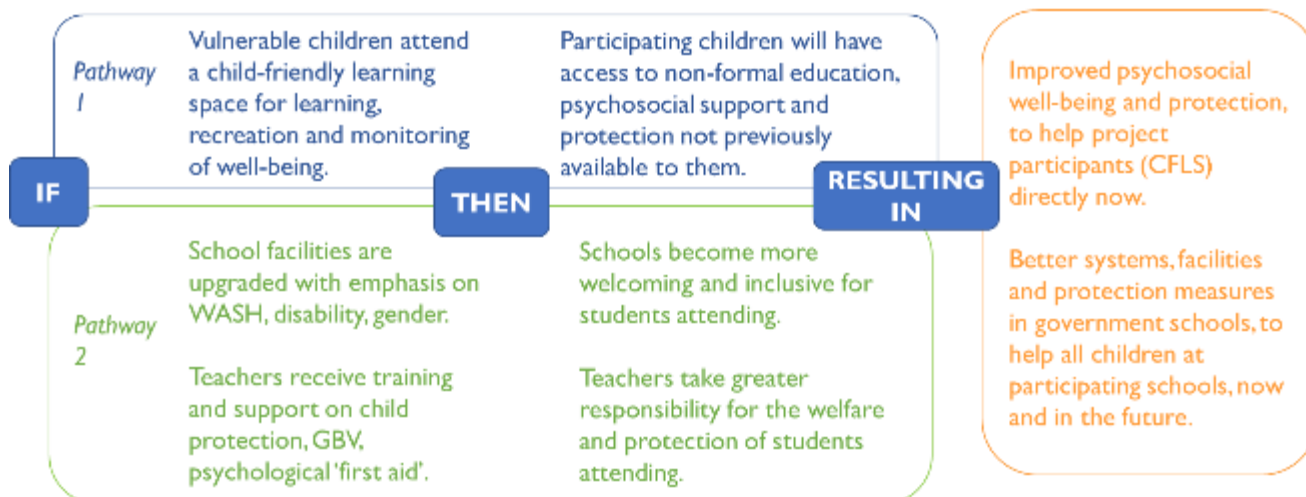
Figure 3: Theory of Change (consultant's own) for GoG project

The GoG project evaluation tests this program logic, asking: to what degree are the assumptions in the design valid? If there are discrepancies between intentions in theory and experiences in practice, where does responsibility lie: with the theory or with its implementation?

To test the assumptions, the evaluation will apply mixed methods to data collection and analysis. Strong quantitative data on knowledge, attitudes and practices already exists for three timepoints, using appropriate confidence intervals for systematic sampling of project beneficiaries. This is to be compared with qualitative survey and interviews, purposively sampling from people associated with the project, and aiming for a full range of viewpoints: children, parents, teachers, government, project staff and partners. Limitations of time do not allow for design of the evaluation to be fully participatory; however, beneficiaries and stakeholders contribute their feedback through the qualitative elements, as well as being consulted in the final stages to validate findings and conclusions.

Specifically, the data range will include:

Secondary; provided by WV KRI[8]:
- Project baseline – knowledge, attitudes and practices of adults
- Three timepoint measures of children's knowledge, attitudes, practices and satisfaction with the project (survey and focus group data validation)
- Project documentation and internal staff analysis
- Accountability records, CFLS
- WASH Accountability satisfaction survey

Primary; undertaken by the WV KRI team under instruction and tools from the consultant:
- Semi-structured interviews with teachers at schools associated with the project (six) and social workers at CFLS (three)
- Observation of WASH facilities, their upkeep and sustainability in schools associated with the project (four)

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[8] Several of these data sets involved community survey using various methodologies over time. The consultant has not been responsible for confidence intervals or ethics / risk assessment of these surveys, but has checked their validity afterwards and believes the data to be accurate and valid. A summary of the methodologies used for these appears as Annex I.

- Focus group reflection with project staff: key results, achievements, celebrations and challenges

Analysis of this data commences with document review and independent assessment of the Kirkuk context at the time of project implementation. Quantitative data will then be considered as a step towards understanding results for children, and theories behind these results constructed in partnership with project staff. Perspectives from other stakeholders adds triangulation of viewpoints to strengthen and validate initial conclusions. Stakeholder input will also be used to answer questions about the project's effectiveness, efficiency and relevance, feeding into internal reflection for World Vision on their capacity as a partner and implementer in KRI.

It is usual that the consultant would share initial findings with project staff before completing the final report. Ideally a full stakeholder workshop as well as a validation phase with beneficiaries would also take place. However, as in-country travel is currently not possible, the consultant could not offer this service in the same way. Instead, WV KRI has organised validation consultation with three stakeholder groups: parents, staff and teachers. Their comments have been incorporated into the final draft as well as any further, final insights missing from previous data sources.

Ethical considerations

The evaluation study uses participatory feedback from many different sources, including beneficiaries and project stakeholders. Any research involving primary data collection from people has ethical implications. In this instance, the areas of enquiry do not require discussions that put individuals at risk and the focus for adults is largely on satisfaction with services received: therefore, from an ethical perspective a 'low risk' research project. It remains important for interviewers in this process to brief participants on confidentiality, end data use and the right to withdraw information at any time. The consultant has not been involved in the data collection involving children, but recommends that a similar ethics review takes place within the team that can be included in process and reporting for future projects. A briefing sheet used for interviews is available at Annex 1.

The collected information was transcribed and where necessary translated, and forwarded in confidence to the consultant for analysis. As the commissioning agency, WV KRI owns rights to the information and the consultant will not use it for any other purpose apart from that initially agreed with WV KRI and with the subject.

Schedule

The evaluation took place in three main phases, commencing January 15 and with draft findings available for review by February 5. The finalisation of the report and other communications material was dependent on the scope and speed of the review. As this was a learning exercise, the consultant and project team were careful to allow time for reflection and refinement rather than rushing to final product without adequate consultation.

Results

Question 1: What are the main strengths, achievements and celebrations of the GoG project?
How can these be scaled up or reapplied? What challenges and gaps are evident? To what extent are they driven by context and what might be done to mitigate them in future phases?

It has already been acknowledged as part of the project overview that the objective, results areas and output targets for the project have been met (p.14). This section of the evaluation considers what it means to have done so. During discussions with stakeholders and review of project documentation, a number of positive changes for children's opportunity, safety and wellbeing were highlighted. Analysis of data helped to link six of

these outcomes back to project design and activities with high confidence, and to a further four outcomes with some validation gaps[9].

CFLS activities and facilitation led to better social cohesion among children.

Project staff reported tensions and distrust between children enrolled in CFLS at the start of the project, which had not been present to the same degree in the camp-based CFLS trialled previously. The project recognised that enhancing friendships between people from different backgrounds should be a goal of activities. Facilitator decisions based on their training in the life skills curriculum and CFLS management, as well as the safe and secure environment inherent in CFLS, helped to achieve this. In second and third cycles, tensions were less and facilitators more ready to act on them.

CFLS led to strengthened child protection locally because children knew better what to do, and social workers were able to talk to their families about specific rights and needs.

Surveys with CFLS attendees show an increase in knowing how to report cases of abuse, as well as well considered answers to a question on how they might look after themselves in the case of inappropriate touching. The answers were stronger in second and third cycles, as the measure was taken later in the cycle and messages had been shared effectively. The project team, especially the facilitators and social workers in each location, could dedicate time to children and the issues they faced. In several cases, action was taken outside the centre to support and influence families in decisions taken about their children.

CFLS increased confidence and participation of children, as evidenced through the usage and type of feedback, ownership of the centre and its activities. Flexibility of the team to listen and adapt to individual needs of children is a core component to this result.

The suggestion boxes and face-to-face feedback systems were well utilised by children attending CFLS. Process for response was transparent with the team reporting back to participants as well as staff on trends for recommendations and complaints. While a solid proportion of survey respondents still felt they were not consulted (25% at the first measure, 18% at the second), around 40% at both measures said they were consulted often or always. Project staff commented on the positive benefits for children's confidence and wellbeing as they settled into the routine of the CFLS. Enrolment demand consistently exceeded the original allocation of spaces.

WASH inputs have led to safer, more comfortable, more inclusive (including gender inclusive) schools in needy areas.

Satisfaction surveys for WASH infrastructure in schools show consistent and significant growth in satisfaction with toilets, handbasins, water supply and other facilities after World Vision's WASH rehabilitation. The work was completed on time and contextualised to the needs of each school. Of eight schools taking part in the postimplementation survey, four were completely satisfied with results and two satisfied but with further suggestions or needs (see p.xx). Teacher feedback confirms that better conditions make it more enjoyable and safe for children to attend school regularly. A gender lens to WASH has ensured privacy and appropriate hygiene facilities for female students.

Capacity building of teachers in child protection and psychosocial first aid has led to an increased awareness and response to children's individual needs.

While a school survey took place, it did not include questions about the increased capacity of teachers for child protection, and so no quantitative data is available on this point. However, teachers consistently self-reported in interviews that their knowledge and capacity to support children who are facing psychosocial challenges in or outside the school has increased. This indicates that the desired outcome of capacity building in conflict management, child protection and psychosocial first aid has been met; however, it should also be noted that it is based on a single perspective and the views of students are missing.

CFLS has supported gender inclusion in children and young adults.

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[9] These gaps in validation are linked to the measures available at the time of the evaluation. The ban on travel as well as the short timeframe for the evaluation affected the consultant's ability to collect targeted validation data to support some of the assumptions about project outcomes. They hold true under a 'common sense' filter but may be based on a single perspective rather than triangulated viewpoints or measures. In the interests of learning, they are still included as outcomes of the project, but with the caveat that more measurements from different angles will increase confidence about the project's contribution.

Gender inclusion and mainstreaming in this project began from design stage, with locations and activities intended to enhance the participation of girls and young women, and strongly supported by the actions and direct influence of the project team with students and their families. Results are evidenced by the swing over time towards an equal proportion of girls and boys in the program. As they were less likely than boys to be attending or have attended school, girls formed the majority of students in the CFLS basic literacy classes. Showing the benefits to families of girls' participation made it easier to convince parents in the later stages of the project to allow their female children to attend. Girls were also more likely than boys to participate in feedback, both positive and negative, and have their say on what they needed from the centre. No gender attitude questions were included in the survey except when asking children if they would consider a gender balance when putting together a sports team. Very few children responded positively to the option, but this is not surprising considering the age group, usual friendship groups and context.

Challenges and gaps in project outcomes are not apparent against the articulated goals and logical framework of this project. Records and indicator tracking demonstrate that the project has implemented to schedule. However, considering the enormity of need for children's protection, participation and education in KRI, some of the issues raised in original project proposals and documents still await resolution; the current CFLS/schools combination does not reach far enough into the institutional level for change at scale. A final layer of policy and influence for safe, inclusive schools was not in the project's strategy, so it is unfair to call these project 'gaps'. Rather, they should be viewed as 'next steps', potential targets for inclusion in future strategies and projects for World Vision's Children in Emergencies program.

Next steps:

- **CFLS could contribute more deliberately in future phases to bridging between NFE and formal education.**
  This is a difficult outcome for WV to deliver considering its status[10], but might be possible in closer partnership with organisations that are recognised as education providers by government.

- **CFLS could connect more with institutional child protection mechanisms and strengthening community-based networks of care.**
  Community-based child protection structures have resulted from previous World Vision child protection projects in camps, where society is largely homogenous and self-organising (see 'Let us Learn' summary, p.10). Outside camps, such structures are lacking, and the focus for NGOs and government is response rather than prevention. This is a gap for the child protection cluster to consider in context of actors' transitions to long-term community support needs.

- **Teacher training could aim for, and measure, institutional change in schools and how teachers work with students with behaviour challenges.**

  Capacity and awareness has increased but not yet led to a culture shift in the targeted schools. Teachers were taking up their 'train the trainer' responsibilities in sharing messages with others, but commented that they could not influence outside their own school. Consistent, direct, networked training for teachers is required for the desired changes to have the necessary reach.

- **Psychosocial support in CFLS and schools could link to other mechanisms including ███████████████████████ for consistency and scale up of care and response.**
  The reach of this project in isolation is targeted but small. Its potential to support psychosocial and learning outcomes is dependent on others taking up the approach, particularly for child protection and inclusion in schools. Psychosocial support is an area of great concern in this context and WV KRI's experience could be leveraged to introduce the integrated approach more broadly.

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[10] World Vision is not a formal education partner to the Iraqi government at this stage.

In all of these points above, the project theory implied, rather than set out, steps towards outcomes to benefit children's protection, inclusion and wellbeing institutionally. Barriers are clearly contextual, and reflect the challenges for WV and other humanitarian actors in crossing the boundary between short-term, direct, response and ongoing community programming for environmental and institutional change. WV has been the service provider for this initiative, within a broader framework of Children in Emergencies which sees similar models (particularly CFS, though not the hybrid education model of CFLS) implementing as fixed term projects under multiple donors. Bridging the gap to provide support to governance and system strengthening in a fragile context is one of the most urgent needs for recovery, but is also a significant step for the humanitarian sector to take.

Question 2: What are the contextual findings of working in this way in an ethnically diverse urban setting?

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KRI, and each project location within it, presents a unique and highly complex set of challenges. World Vision staff have been keen to learn from their experiences in each setting, in order to apply contextually appropriate overlays and adjustments across projects and sectors.

In Kirkuk, World Vision has delivered WASH, health, education (support to schools) and child protection initiatives, usually under short-term projects in a phased approach. At 18 months, in this context the Kirkuk GoG project could be considered a long project. As discussed in the background, the project has certainly implemented at a time of rapid social flux, needing to respond not only to the known challenges of this large and ethnically diverse city, but also to unfolding crises and policy changes affecting IDPs, their decisions and their safety.

The ambition of the project to open safe and stable areas for children to play and learn, close to home, and to support safer, more inviting schools to increase retention and quality of learning, was a relevant, reasonable and achievable target in this context. Some challenges had already been considered and incorporated into design and process, while others emerged as a result of context shifts or unexpected social barriers. Two elements underpinning implementation assisted the project to overcome these challenges:

- Firstly, the monthly accountability reporting which allowed not only project staff but also staff and management in the national office to observe unusual trends.
- Secondly, the recruitment of local staff who understood the context and could work effectively with different groups to build trust and interest in the project. These elements are highly advisable for future implementation in similar settings, across any programming sector.

Discussions with staff generated the following list of main challenges faced, as well as how they were addressed and largely overcome. They have been divided into two categories: expected and unexpected.

Expected challenges, and how the project responded

Traditional inter-ethnic tensions
- **Lesson in context:** Protection issues for displaced people are exacerbated in host communities compared to camps.
- **Problem:** Kirkuk has always been a demographically diverse area, and the dispute over its governance – KRI or Baghdad – indicates that Kurdish and Arab people alike consider it part of their heritage. The city's housing is mixed to a degree but it is natural for people of the same background to prefer the same areas. As most IDPs are from an Arab background, their arrival into disadvantaged Kurdish neighbourhoods has stirred inter-ethnic tensions. Another area of contention is the rural/urban divide, with IDPs from rural areas often facing discrimination.
- **Response:** The project team was led by a woman originally from Kirkuk. She understood how these tensions worked and could make appropriate recruitment and mobilisation decisions to bypass

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difficulties. Even so, staff still witnessed occasional racism or discrimination in certain neighbourhoods. The extent of this tension was tested in the baseline study and found to differ widely depending on where people lived and the culture of tolerance that had been fostered locally. By the end of the project, staff reported that the CFLS component had been highly effective in fostering this culture for children, a valuable first step towards reducing inter-ethnic tensions between families.

The fractured government education system

- **Lesson in context:** Displaced children outside camp settings are at an educational disadvantage, relying on poorly resourced government services rather than NGO-run classes.

- **Problem:** Since the recession in KRI, ▮▮▮▮▮▮▮▮▮ allocated to primary services such as health and education have not been available. This has meant reducing or freezing salaries for ▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮ teachers, lack of resources for repair, rehabilitation or opening new schools, and a strong dependency on NGOs to support and fill gaps left in the education system. Children in camps have benefited from the ▮▮▮▮▮▮▮ relationship, with the majority now in formal schools or bridging classes. Outside the camp systems, host communities as well as IDP families face shortages of school places, short school hours (usually only two hours a day, in three shifts to accommodate more children), unsafe and unsanitary conditions and little time for individual support to learning. Though an underlying goal of the project was to help more children into the formal schooling system, working with the government to do so was challenging.

- **Response:** The WASH rehabilitation and teacher training support to schools was designed with this challenge in mind. Though small-scale, it made a large difference in how the schools operated and saw themselves. WASH rehabilitation was also a way in for developing relationships of trust with schools, their staff, students and parents. The teacher training was intended to be 'train the trainer' for compound influence within each school. While not all teachers have taken this step yet, some see it as a key responsibility, and others report their behaviour in the classroom and at home has become more child-friendly and nurturing of individual needs. Influencing government on safer schools including strengthened psychosocial and child protection elements has not been possible in the project's time period.

> *'A lot of NGOs visited our school. They were all talk. But World Vision actually did a very good job, spending a lot on our construction and materials and following government guidelines. We knew they cared a lot about our school.'*
> Teacher interview, January 2018

Gender bias in families regarding education and mobility

- Lesson in context: Families often need convincing that there are advantages for girls in attending community-based initiatives such as the CFLS.

Problem: Particularly in Arab IDP families, but to a degree across all families, education and interaction outside the home was more difficult for girls to attain than boys. Protection for girls and young women meant staying inside with family where it was safe. As a result, some girls in the target areas had never been to school and were illiterate, precluding them from joining the formal classes at CFLS. Teenage girls in these circumstances were often shy and anxious, unused to going out, participating or speaking out; for this reason, many considered CFLS out of their 'comfort zone'.

- **Response:** The project did not have an articulated gender goal or indicator, but it was understood inherently by staff that a gender balance in the CFLS program was a measure of success. Project staff including social workers visited homes to personally invite girls and young women to take part in activities. From the second cycle onwards, when activities expanded into drama, sport and other recreational, fun pursuits, girls' attendance at the mobile CFLS improved. The static CFLS had fewer problems with engaging girls in activities because the centre quickly became known and recognised as bringing benefits for all children.

> *'The adult girls were very shy and closed. They told us they didn't even visit their relatives or go outside the home. But the CFLS helped them to be more open-minded. One girl was so silent at the beginning, but quickly she became more open, and would discuss her opinion a lot with others.'*
> Social worker interview, January 2018

Disability exclusion in schools: transport, accessibility, aides

- **Lesson in context:** Disability inclusion must have a strong behaviour change / influence component to overcome entrenched and accepted social barriers.

- **Problem:** Disability for children and adults alike is severely under-resourced in this setting. It is not expected at all that children with mobility, sensory or cognitive issues would attend school, even though many of their disabilities do not stop them from learning at a similar pace to their peers. Their exclusion results from poor awareness of socially constructed barriers to access, which is common in developing contexts. In the case of Kirkuk, however (and possibly across KRI), the urgency of other problems facing host communities makes disability access a low priority for decision makers. A 2016 study of 13 schools in Duhok found not a single child with disabilities in attendance[11]. Out of the four schools interviewed for this evaluation, only one had a disability case, a child with a speech impediment.

> *'One of the children with disability was very quiet, shy, isolated. He was ashamed of his disability. The teachers encouraged and helped him to be active. At the final CLFS event he was there dancing on stage with his friends.'*
> Social worker interview, January 2018

> *'It would have been good to have more building rehabilitation, instead of the WASH upgrades, because we don't have any students with disability. They go to certain schools, but not ours.'*
> Interview with principal, January 2018

- **Response:** Again, the CFLS design anticipated the challenge of inclusive education, with social workers playing a significant role in identifying and incorporating needs of all children eligible for static or mobile CFLS. The proportion of children with disabilities participating in the programs was fairly small, meaning the project had financial flexibility to assist with transport and aids where required. Staff found this aspect of CFLS to be very rewarding, as it was often the first time that a child with disabilities had been in a classroom of any sort. The broader, institutional challenges of disability inclusion have not been addressed in this project. Interviews with teachers show a consistent perception that a mainstream school is not the place for a child with disability.

Different languages at school and home

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[11] Education needs assessment, Dohuk Governorate, Dorcas 2016:
https://reliefweb.int/sites/reliefweb.int/files/resources/dorcas_assessment_report.pdf

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- **Lesson in context:** In host settings, people face language barriers affecting friendship and inclusion – but for children this can be turned into a positive, engaging feature of interaction.
  Problem: Unlike the camp setting, CFLS in the community brought together children and young people with different linguistic backgrounds, unable at first to understand each other. The language spoken also affected children's choice of schools, and thus their knowledge and learning levels, as Kurdish and Arabic schools used different curricula. Facilitators needed to be ready to teach or inform in three languages: Kurdish, Arabic and Turkmeni. This was among the operational challenges they listed in feedback sessions. Written materials also needed to incorporate all languages.

- **Resolution:** Recognising that this would be a need in the diverse communities where mobile CFLS would implement, recruitment of staff helped to a degree with the multi-lingual expectations on facilitators and social workers. The principles and practices of the CFLS also supported solutions driven largely by children and their new friendships. **Staff described the language diversity as an asset of the program**, because it was new and interesting for children. Children automatically began teaching each other their language.

Substantial levels of anxiety or anti-social behaviour in children and youth

- **Lesson in context:** Mental health experts need to be part of child protection teams in post-war, fragile contexts.

- **Problem:** While it is difficult and probably inaccurate to place a statistical estimate on the proportion of children living with mental health conditions as a result of what they have experienced, it is indisputable that levels of psychosocial support and referral are insufficient for the IDPs in Kirkuk. It is also more challenging to deliver supportive solutions such as community-based 'psychosocial first aid' or to set up support networks outside camps, because the community itself is less connected than in camps. In worst case scenarios, teenage boys in Kirkuk were even at risk of recruitment into ISIS, a fear that has driven not only families but also government policy to monitor negative behaviour. However, little is being done to mitigate the causes of anti-social behaviour and its psychosocial symptoms due to constrained resources and low levels of knowledge and skills to do so.

- **Response:** The project team have dealt with some difficult individual cases over the 18 months, both boys and girls. Social workers keep case files where necessary and have referred some cases of mental health concern to professional psychologists. The life skills training has also supported young people to adopt positive self-care solutions when experiencing negative emotions, though self-reported results in this area are slightly lower than in other life skills such as avoiding conflict, positive problem-solving or overcoming discrimination. In general, it is not really possible to overcome this problem, only to be ready for it; a key goal for the project was to support children in crisis with effective and timely counselling methods, and a key lesson that more of this sort of support was needed.

Working with the most disadvantaged (IDPs and host communities)

- **Lesson in context:** Host communities will often need similar forms and levels of support to IDP families in order to jointly overcome disadvantages of under-servicing, low employment and housing shortages.

- **Problem:** The settlement patterns of newly arrived IDP families often pushed them into disadvantaged urban pockets where housing is low-cost. The project necessarily took place in areas facing socioeconomic hardships: while no statistics were provided for this evaluation, it is reasonable to presume that challenges in these areas included unemployment and availability of work, low school completion, lack of facilities and toys for children, and presence of substance abuse.
  Response: Influencing families to apply psychosocial care and child protection filters, within their homes and communities, was among activities for facilitators and social workers. Staff were known to families and could either visit or ring with confidence to discuss children's progress. This helped to de-escalate misunderstandings and share information when needed about the project, World Vision and child protection principles. Schools for WASH were selected based on extreme need, often in areas where no other NGO was working. A recurring request in interviews with teachers was for more parental outreach to explain child and gender rights, protection and psychosocial needs, so that the two worlds of school and home could connect better. Within this project the staffing and resources were not

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available to expand home influence, but it should be considered for future iterations.

Challenges – unexpected

The same inter-ethnic tensions in children as their parents

'The students were very happy when they saw the walls painted and we think this has affected on the psychology of the children. The walls used to be graffitied all over, but now the school and classes look clean and tidy, and students don't draw on them any more'.

- **Lesson in context:** Peacebuilding and social cohesion activities should be included from the start in children's programs outside camp settings.
- **Problem:** A crucial difference between the initial 'Let Us Learn' project in camps and the Kirkuk CFLS was the diversity of backgrounds among the children. While this had been anticipated to a degree, early experiences in the new setting were set back by active distrust, fighting and bullying between children of all ages, who had learned their families' discriminatory attitudes.
- **Response:** As the problem was obvious from early stages, solutions could also be found and applied from the beginning. The Peace Road curriculum for younger children helps them to find and understand commonalities with people who they believe are not like themselves, It was ideal in this setting. Staff shifted elements of the curriculum so that the schedule for learning emphasised getting along and rejecting stereotypes from the start. Direct counselling also took place with the worst offenders. This had the desired effect. For the second and third cycles, staff reported the trends of discrimination were less obvious, as a CFLS culture of respectful interaction had been built. This culture became a motivator for parents to allow their children, particularly girls, to attend.

> Teacher interview, January 2018
>
> *'We need awareness sessions for parents because a lot of them are not sending their children to school, or sending them to work after school.'*
> Teacher interview, January 2018

> *'I wouldn't send my daughter to strange places that I don't trust… We didn't know World Vision at the beginning so why would we trust them and their teachers with our children? But then we heard other parents commenting about the classes, the respect, the way children had stopped hitting each other.'*
> Parents' summary remarks, Validation Workshop February 2018

Working towards stable (development) outcomes in a fragile, unpredictable setting

- **Lesson in context:** Projects in elongated crises should recognise and incorporate development elements such as community ownership, phased strategies and sustainability of results.
- **Problem:** The project design and the processes for approving, planning and implementing followed the path of a humanitarian response project. This included such elements as mandated accountability under Sphere guidance, direct service provision (the WASH support) and a lessened emphasis on sustainability in project documentation compared to usual development initiatives. The situation in KRI is still a crisis, meriting direct and coordinated humanitarian action. At the same time, many families have been in Kirkuk for three years or more, living in communities rather than camps, and not necessarily connected to humanitarian aid and recovery programs. Because the project was working with these people, a different style and pace of engagement was called for, more closely resembling community development process.
- **Response:** This challenge has not been fully resolved. As this was the first project of its kind outside camp locations, it was intended to enhance knowledge of working in fragile development contexts and close attention was paid to emerging lessons. Some opportunities for sustainability, community ownership and scale up of good practices (particularly teacher training and the CFLS as an ongoing community resource) have been missed, and should be considered more strongly in future, similar projects across KRI. At the same time, the accountability processes have been found to contribute greatly to project effectiveness (see Section 5), while the WASH component has created a safer and more comfortable environment for schoolchildren and provided an entry point for World Vision to

continue advocating for child protection in those schools – so these aspects should be continued so long as funding allows it.

Travel limitations due to enhanced security risks

- **Lesson in context:** Projects in fragile contexts require some pre-agreed flexibility between implementer and donor, to be realistic in the face of rapid changes.
- **Problem:** With the emphasis on liberating Iraqis from ISIS occupation, it was not expected in June 2016 that Kirkuk would become a setting for fighting between KRI (Peshmurga forces) and the Iraqi army over sovereignty of the area. The fighting was swift but affected civilians, with many IDPs choosing to flee once again into more stable areas. For the project, the challenge was dual: firstly, rapid shifts in population, and secondly, staff access to areas to continue with daily operations, regular monitoring and other local duties.
- **Response:** This is a challenge driven by context and its resolution is outside World Vision's control. It serves as a reminder of the difficulties of working in fragile settings where political decisions and tensions can severely affect project efficiency and effectiveness. In this case, the effect on the project and its outcomes has been minimal, but the effect on families, their sense of security and psychosocial wellbeing is likely to have been detrimental.

Decrease in target beneficiaries due to returnee policy

- **Lesson in context:** Tracking, understanding and reporting context change is crucial to effective donor partnership and accountability.
- **Problem:** As with the point above, it was not possible to predict in June 2016 that families would begin returning home within a year. The crisis in Iraq remained critical. Strategies for supporting children and their families began to plan for long-term interactions with project participants. However, policy in Kirkuk governorate in 2017 became increasingly controlling on IDP movements, citing security as a primary concern as well as population saturation. In February new arrivals were halted, and in June IDPs in camps and communities were pushed to return home to newly liberated, and potentially insecure, areas. Many children enrolled at the CFS moved away as result of the returnee policy. It was also no longer possible in the areas chosen to meet the desired quota of 50% IDP enrolment, as there were fewer IDP children than previously.
- **Response:** The challenge of recording beneficiaries as 'dropouts' because they had left the area was recognised early and discussed with project partners (WV Germany and donor, GoG). Their spaces were filled and the overall number of children benefiting did not decrease. The CFLS has consistently exceeded its targets for enrolment.

Question 3: What are the key benefits for children in a Child Friendly Learning Space with education and protection interventions integrated?

The CFLS has now been trialled in camps and in disadvantaged host communities. Discussions with staff confirm that, of the two scenarios, the urban community setting is more complex and challenging, for a number of reasons (see Q.2). Despite this, desired results were achieved for the children at CFLS and in schools where WASH rehabilitation took place. This section takes particular interest in what those results looked like for

children who attended the CFLS, and directly experienced the different activities and support services available through the centre.

World Vision thinks of CFLS as an integrated model. As with the Child-Friendly Space model, which has been used by World Vision and many other NGOs in humanitarian response for over a decade, its core function is child protection. However, the addition of structured learning through cycles provides the add-on of education. Psychosocial wellbeing and resilience are connected to child protection but require different inputs and specialisations to trigger results. Finally, health and hygiene is implied in the model as facilitators provide nurture and care for children individually and as a class. Figure 4 shows the integration of these pieces to provide holistic opportunity for children in emergencies, particularly suited to displaced children who are likely to remain for six months or more. In the case of Kirkuk's CFLS, a further results area of equity is highly relevant. The CFLS has been deliberate in its engagement and encouragement of children from different and diverse backgrounds including marginalised children, children with disabilities and girls. Rather than being a sectoral approach, equity as a rights issue underpins results in other areas.

Figure 4: Interlinking sectors for children's wellbeing in the CFLS model

This section will consider results in each of these areas, using mainly evidence from the survey of project participants over three timepoints.

It is important to remember when looking at the figures in this data that they are not comparative – as in, they do not ask the same children over time how they have changed personally. They are snapshots of current attitudes of children attending the centre. Their relative similarity over the three timepoints demonstrates a consistency in the services and curriculum of the CFLS. It is also useful to understand the project and external context at the three timepoints, as this can help with clarity on peaks and slumps in data (refer back to p.xx for a context description. For instance, a shift downward at timepoint 3 in psychosocial indicators of safety coincides with deteriorating security in Kirkuk and the recent returnee policy. Children remaining may have needed to say goodbye to friends recently.

Equity and opportunity

The surveys asked a number of demographic questions such as in-school or out of school, what school type and what school language. Figure 5 below shows proportional breakdowns of these questions over time. These graphs are not meant to be compared, but to give a snapshot of the diversity of children attending. However, one area of improvement over time has been the ability (or interest) to attend the CFLS for two sessions a week, the intended attendance so that class sizes were not overwhelming and computers could be shared across more children. Having 80% of survey respondents attending their appointed two classes per week is a strong retention result. The gender graph also demonstrates the shift towards equality over time. Though it should be noted that these graphs are based on survey responses (around 120 – 220, depending on the timepoint), the actual enrolment figures by gender roughly correlate.
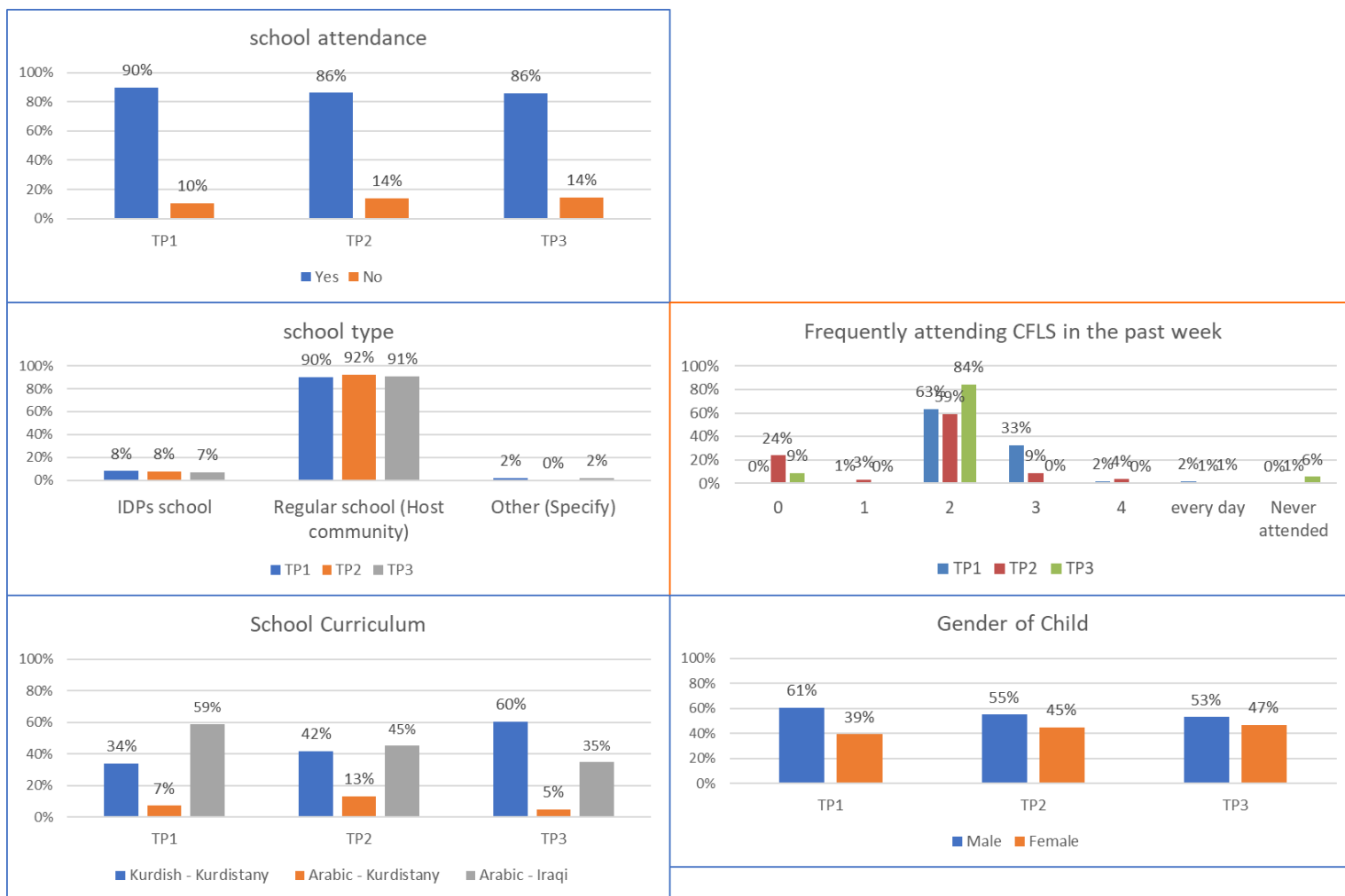

Figure 5: Demographic and gender breakdown, CFLS attendees over three timepoints
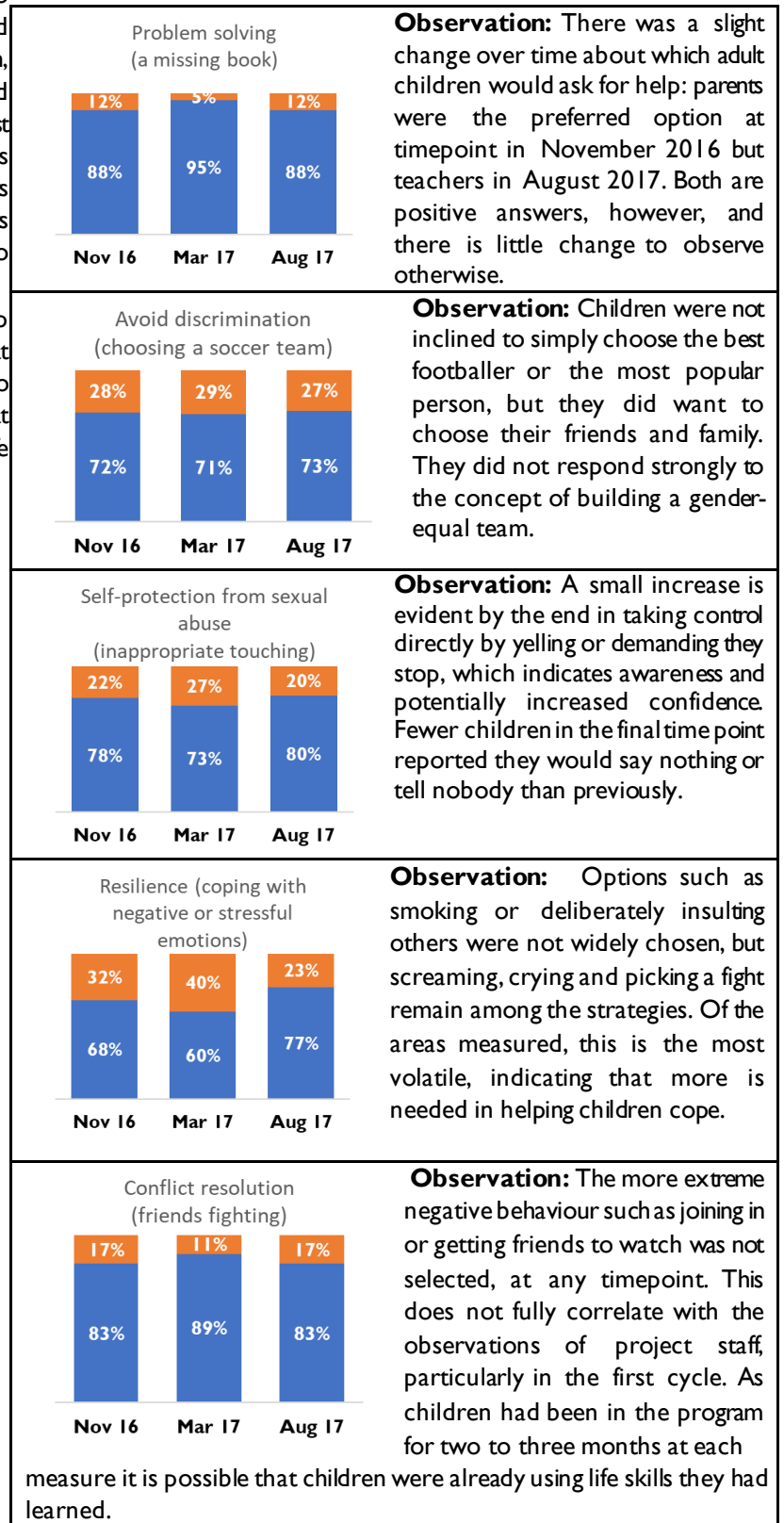
Resilience

The survey data questions around behaviour choices and resilience to negative emotions are complex (there are 8 and 10 options for each). The negative, full data set is available as Annex 3, while the graphs at Figure 6 show a simplified view, comparing positive to negative answers. The results are solid and demonstrate that cooperation, problemsolving, trust in adults and knowledge of self-protection and rights exist in the majority of students. These outcomes are in line with the curriculum and its desired learning points; however, the results are offered with the caveat that no corresponding data about non-participants is available. Focus group discussions with children are clear on what they have learned from the project which to some degree correlates a conclusion that positive results can be linked to the CFLS life skills curriculum.

Figure 6: Resilience / life skills measures over time

Key: ☐ positive, proactive, cooperative option chosen
■ passive, distrusting option chosen

Problem solving (a missing book)

Nov 16	Mar 17	Aug 17
12%	5%	12%
88%	95%	88%

Observation: There was a slight change over time about which adult children would ask for help: parents were the preferred option at timepoint in November 2016 but teachers in August 2017. Both are positive answers, however, and there is little change to observe otherwise.

Avoid discrimination (choosing a soccer team)

Nov 16	Mar 17	Aug 17
28%	29%	27%
72%	71%	73%

Observation: Children were not inclined to simply choose the best footballer or the most popular person, but they did want to choose their friends and family. They did not respond strongly to the concept of building a gender-equal team.

Self-protection from sexual abuse (inappropriate touching)

Nov 16	Mar 17	Aug 17
22%	27%	20%
78%	73%	80%

Observation: A small increase is evident by the end in taking control directly by yelling or demanding they stop, which indicates awareness and potentially increased confidence. Fewer children in the final time point reported they would say nothing or tell nobody than previously.

Resilience (coping with negative or stressful emotions)

Nov 16	Mar 17	Aug 17
32%	40%	23%
68%	60%	77%

Observation: Options such as smoking or deliberately insulting others were not widely chosen, but screaming, crying and picking a fight remain among the strategies. Of the areas measured, this is the most volatile, indicating that more is needed in helping children cope.

Conflict resolution (friends fighting)

Nov 16	Mar 17	Aug 17
17%	11%	17%
83%	89%	83%

Observation: The more extreme negative behaviour such as joining in or getting friends to watch was not selected, at any timepoint. This does not fully correlate with the observations of project staff, particularly in the first cycle. As children had been in the program for two to three months at each measure it is possible that children were already using life skills they had learned.

Education

The success criteria for education in the CFLS were improvements in knowledge for the formal classes: English (static and mobile) and computer skills. The results are shown below. Note that this measure has been based on test results and represents the entire class, not a sample. it is therefore highly reliable; however, it should also be noted that the results are not comparative as different students took part in each cycle.

The figures show that children demonstrated improved knowledge in all classes and across all timepoints. Some challenges in retaining students (particularly boys) in the formal classes are revealed in the figures for the first cycle. Girl usually did better than boys in the CFLS courses.

Neither English nor computer skills were likely to be available to the students in mainstream schools, so they added to, rather than supported, core scholastic curriculum. Other measures such as support to catch up or do better at school, learning skills and concentration abilities, were not followed. This limits conclusions on educational outcomes as a benefit for children, but it can be said with confidence that children improved their knowledge in these subjects.

NFE activities at the CFLS who show knowledge gains - Baseline (TP1) - Interim report 2 (TP2) and Interim 3 (TP3)									
Label	Boys - TP1	Boys - TP2	Boys – TP3	Girls - TP1	Girls - TP2	Girls – TP3	Overall - TP1	Overall - TP2	Overall – TP3
English - Failaq (Static)	62%	52%	59%	58%	51%	68%	60%	51%	63%
English - Amal Shabi-Panja Ali-Hamzaly (Mobile)	55%	58%	54%	57%	57%	57%	56%	57%	56%
Computer - Failaq (Static)	22%	49%	44%	40%	46%	50%	31%	52%	48%
Overall	46%	51%	52%	52%	53%	58%	49%	53%	56%

Child rights and life skills sessions for the children have enhanced their awareness of the right to education, an important outcome that can contribute to school attendance and retention rather than dropping out in favour of work or family duties. The survey asked children if it was appropriate to leave school to work (actual question shown at Figure 7). Very few children at any timepoint thought that it was. Children were also asked to choose from a list of negative impacts of not attending school, including the option 'no negative impact'. At timepoint 1, this option represented 18 percent of answers; by timepoint 3 it had reduced to 2 percent.
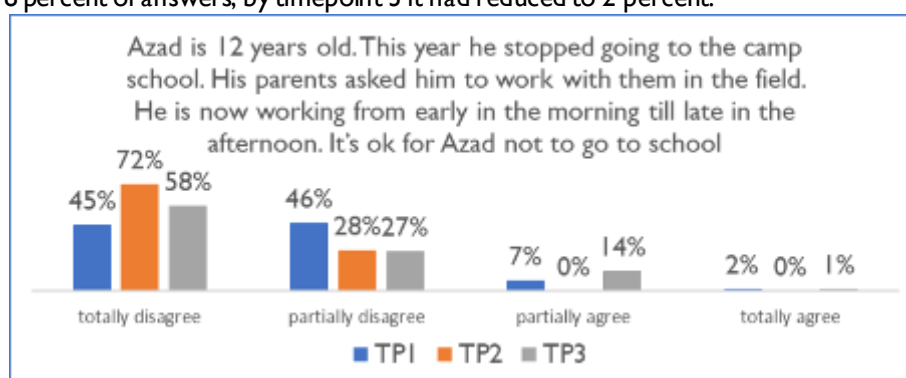

Figure 7: Scenario testing for education rights over time

Health

Health outcomes from CFLS attendance are not an articulated focus of the project but looking after children's health and hygiene is integral to their care, and facilitators instinctively provided this benefit. As well as individual advice to children on hygiene and self-presentation, basic hygiene information was added to the life skills curriculum. The survey tested dental care as part of this, and found that the majority of children were brushing their teeth regularly. Though there is no baseline, project documentation states that this was not the case when children first started at the CFLS.
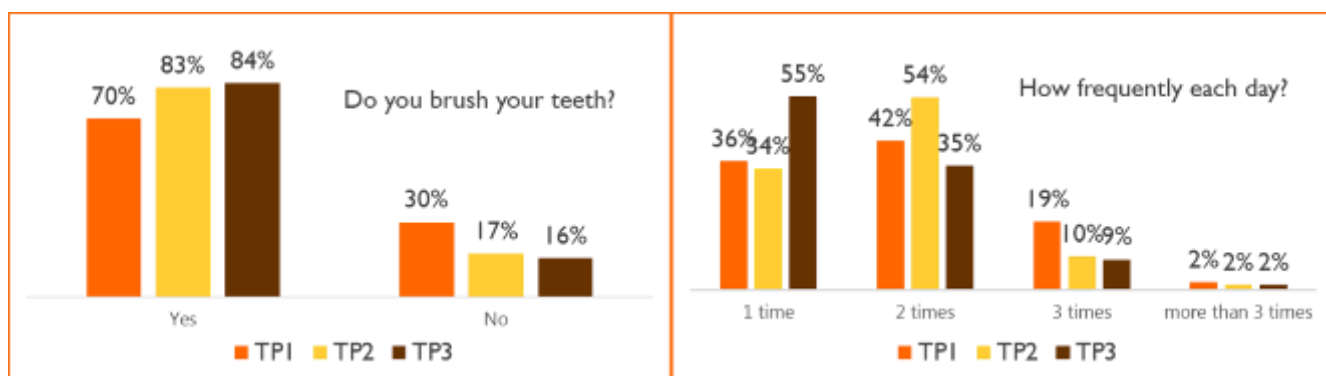

Figure 8: Dental hygiene behaviour over time

Results in this regard, as well as daily support to children's health and hygiene behaviour, indicate that health outcomes are a benefit of children's attendance at CFLS.

"Life skills classes had a big positive effect. One girl was not taking care about her personal hygiene but at life skills I taught them how to look after personal cleanliness and to be proud of personal style. She started to look after herself on her own after that, and she has taken the behaviour home to her family members too."
Social worker interview, January 2018

Psychosocial

Psychosocial support is a core need underpinning children's development in fragile contexts, but can be very challenging to meet. World Vision's approach to psychosocial wellbeing for children includes direct support such as the life skills classes as well as training in 'psychosocial first aid' (PFA), a basic counselling and listening skill that helps adults to recognise and respond to emotional challenges in people around them, including children.

"The best experience during my attendance to the CFLS was that the teachers never shouted at me… The teachers were treating us like friends, I liked the way they were friendly with me… I used to talk to my teachers whenever I felt bad."
Children's summary remarks, Validation Workshop February 2018

All staff at the CFLS received PFA training (as well as the teachers in schools assisted by WASH). Interviews confirm that this was among the most valued and helpful support offered by the project. Social workers and facilitators were better equipped to offer individual support. The CFLS approach also integrates psychosocial components into curriculum and process, including reiteration of self esteem and self-worth, positive life skills and encouragement of peer friendships and support.

These are all likely to have contributed to increased psychosocial wellbeing in children attending the centre. Measuring this is complex. The survey over three timepoints used a framework of questions testing safety,

dignity, psychological health and protection capacity (scored from 1 to 4), as well as a rating of general happiness (scored from 1 to 10). Questions therefore did not correlate exactly with the life skills and resilience curriculum and results should be taken as a general outcome of CFLS rather than any particular component of it.

Results show that children attending CFLS are surprisingly happy (see Figure 9), with an average score of over seven out of ten and many children using nine or ten to describe their happiness. Usage of the top score reduces by the third measure, possibly due to context, the returnee policy and decreased family and community stability.
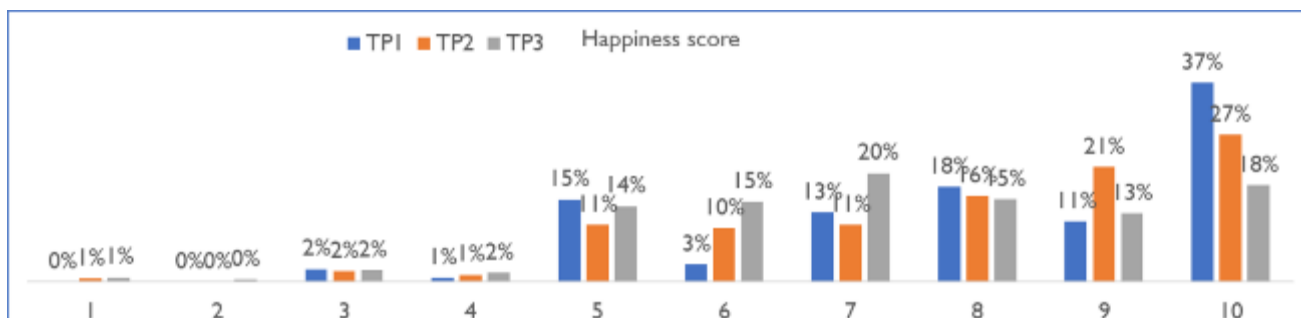

Figure 9: Happiness score over time

Looking in greater detail at the psychosocial survey framework, the psychological health components indicate that children are receiving appropriate positive messages and care contributing to their self esteem. Their senses of safety and dignity score less highly. This can be connected to the context in which children are living. Focus groups as part of the survey process indicated that children, and their parents, were worried about safety in the community linked not only to ethnic tensions but also to remnants of war – bomb blasts or unexploded ordnance. Children also rated themselves low on participation and being listened to.

While non-comparative (so, not aiming to show positive change in the same children over time), the data set is invaluable in identifying root causes of anxiety and psychosocial challenges for children in Kirkuk. The common trends, as well as shifts over time reflecting context, can be used to plan future initiatives aligning with children's current safety and participation perceptions.

	Label	Boys - TP1	Boys - TP2	Boys - TP3	Girls - TP1	Girls - TP2	Girls - TP3	Overall - TP1	Overall - TP2	Overall - TP3
Psychological Health	Afraid	3.68	3.5	3.68	3.41	3.16	3.41	3.58	3.4	3.54
	Hopeless	3.78	3.5	3.78	3.53	3.2	3.53	3.68	3.41	3.65
	Angry	3.57	3.37	3.57	3.04	3.33	3.04	3.36	3.36	3.30
	Average	3.68	3.46	3.68	3.33	3.23	3.33	3.54	3.39	3.50
	Happy	8.09	8.1	8.09	7.98	7.36	7.98	8.05	7.88	8.03
Dignity	Treated with respect	2.92	3.09	2.92	2.78	2.78	2.78	2.86	3	2.85
	Feel opinion is valued	2.29	2.8	2.29	2.49	2.6	2.49	2.37	2.74	2.70
	Feel is contributing to the community	2.43	2.25	2.43	2.45	2.47	2.45	2.44	2.32	2.44
	Average	2.55	2.72	2.55	2.57	2.61	2.57	2.56	2.69	2.56
Safety	Safe walking home	2.18	2.07	2.18	1.61	1.84	1.61	1.56	2	2.07
	Safe for children to play	2.57	2.92	2.57	2.41	2.62	2.41	2.5	2.83	2.49
	Safe from violence	2.21	2.44	2.21	2.02	2.64	2.02	2.14	2.5	2.11
	Average	2.32	2.47	2.32	2.01	2.37	2.01	2.2	2.44	2.16
Protection	Protection from institutions	2.26	2.93	2.26	2.47	2.67	2.47	2.34	2.78	2.36

As the data does not measure the same children's happiness, it is unfortunately not possible to report on improvements over time in individuals. The data would be enhanced by comparative measures of psychosocial wellbeing between participants and non-participants.

The project team provided a potential comparative data set, from baseline study of another child protection project operating elsewhere in Kirkuk. However, there is little in the comparison to indicate that children in the CFLS are self-reporting higher scores than non-participants. In many areas of enquiry, children from the other study appeared better off (see Figure 10). Context should be taken into consideration here, as areas where children were living may differ

widely in terms of social inclusion and support of IDPs. Safety and protection scores were much lower with CFLS attendees than the baseline information from elsewhere.
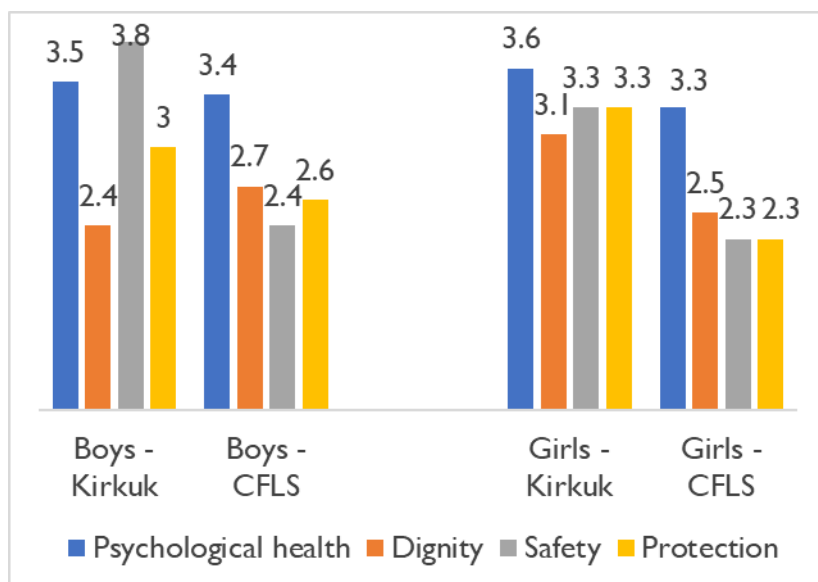

Figure 10: Comparison of CFLS attendees with children living elsewhere in Kirkuk

Question 4: How did the project address cross-cutting themes of gender, disability and peacebuilding/social cohesion?
What practices in this regard could be scaled up or reapplied?

A highlight of this project given the context is the emphasis and conscious efforts by staff to include most marginalised children in the programs, including girls, children with disabilities and children with mental health issues. While no measures in the survey test the success of these efforts, focus groups and interviews with staff confirm that many children have benefited from access and support which otherwise would not have been available to them. Staff also spoke of reaching these children – for instance, convincing parents to allow their girls to attend, watching children make friends across the barrier of disability, or providing aids to increase mobility and access for children to CFLS – as personal rewards from their time with the project. The table below summarises achievements. To answer the question as set, suggestions for further actions are also given.

Theme	How evident?	
Gender	Highly	**Examples/results** • Increased enrolment of girls at CFLS • Facilitators reported increased confidence of girls – playing sport, participating in creative programs • Basic literacy assisted girls more than boys. Many had not been to school before. • WASH facilities took girls' needs into account. • Teachers learned to give space to girls and their opinions in class discussions. **What's needed?** • More awareness and acceptance from boys (though this may be evident – no measures available at this stage) • Continued work with parents to ensure equal priority for girls' and boys' education, especially in senior years. • As project designs become more sophisticated, set specific targets for girls and gender inclusion
Disability	Highly	**Examples/results** • CFLS and child protection work emphasised inclusion of children with disabilities. • Children who were not accepted into mainstream schools had opportunities to join CFLS. • Special needs and aids could be accommodated through project budget. • Interaction with children with disabilities was normalised at CFLS. **What's needed?** • A greater emphasis on advocacy to schools to create inclusive processes (transport, access). • Given the volatility of communities, partnership with local DPOs to identify children with disability and ensure protection networks exist (which may include static or mobile CFLS attendance)

Peacebuilding	Highly	**Examples/results**
		• Social cohesion and strong bonds between children at CFLS of different backgrounds.
		• Teacher feedback that they felt more able to deal with classroom tensions.
		• Life skills helps children to use positive methods to control anger, sadness or other strong emotions.
		• Mixing languages together has become an asset for the project.
		• Social worker interaction with parents has emphasised equity and fairness for all children in community.
		What's needed?
		• Articulation, recognising that success in this regard is largely due to staff commitment and responsiveness, rather than a programmatic design component.
		• More work with adults, or support to children to influence adults.

'There are a lot of ethnic problems
and you can see their effects on
They stay in their groups. We are d
to reduce this but I think WV d
providing awareness for the parent
the ones that have the most eff
children.'

Teacher interview, January 2018

'We don't have any cases of disabilities in our school. Because they need special treatment, they can only go to schools that can accommodate them. We don't have the right toilet facilities. They should go to schools that do.'

Teacher interview, January 2018.

Question 5: How did WV KRI apply and respond to accountability feedback mechanisms (adults and children)?
To what degree did these mechanisms contribute to enhanced outcomes?

About accountability mechanisms

World Vision is a member of the ████████████████████████████ with accountability for programme quality guided by

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The Syria One Response report for 2017 states:

In line with our commitment to the above standards and charters, World Vision partners with communities to plan and monitor all projects from relief distribution through to community-based protection. Pivotal to this, World Vision's beneficiary-feedback systems include

- *post-implementation monitoring, with specific questions on satisfaction with programmes*
- *transparent feedback and complaint mechanisms, with accountability to act on results*
- *participatory research on community needs and priorities*
- *two-way communication, including communication on complaints and feedback and how they have been resolved.*

Having these standards mandated across the country programmes of the Syria response, including in KRI, has led to strong, internally monitored mechanisms for social accountability.

For this project:

For CFLS:
- Posters and a staffed help desk provided both static and two way information for beneficiaries, while suggestion boxes were used to collect confidential feedback on project performance. These were used by children and their parents.
- The three timepoint surveys included questions on satisfaction: generally, and also with relevant components such as education kits or quality of the classes attended.

For WASH:
- Schools were selected and inputs designed in a strongly collaborative process with the Department of Education, principals, teachers and students. (Feedback from the validation phase of the evaluation suggested that parents could be more closely involved next time).
- After construction was complete, an in-depth survey of students, teachers and parents in eight of the 18 schools acted as quality control.

A database system to track feedback and ensure appropriate learning, response and adjustments is in place across all WV KRI projects. This technology creates internal accountability to 'close the loop' and can also be used to analyse trends for an understanding of overall program quality. The CFLS feedback items were entered into this database, providing a record over time of the volume and type of participant feedback. For the suggestion box, children and their parents used a form which asked whether they were giving feedback (usually positive), suggestion (also positive) or complaint (negative). This, as well as the content of feedback, helped to draw conclusions on satisfaction with the project and its results, and as warning when unexpected challenges emerged.

In line with previous comments about the blurring of boundaries between humanitarian response and community development, it is unusual for a project of this nature to apply such stringent standards to accountability. The monthly aggregation and reporting back to beneficiaries and staff, as well as the close monitoring on how

feedback was handled, undoubtedly assisted the project with its flexibility to need. Interviews with the WV KRI team, including those not directly implementing the project, showed high knowledge of the details of the project, its challenges and achievements, as a result of preparing or receiving the monthly staff briefings.

Figure 11 below shows the project's feedback process within the broader framework of accountability for WV KRI.
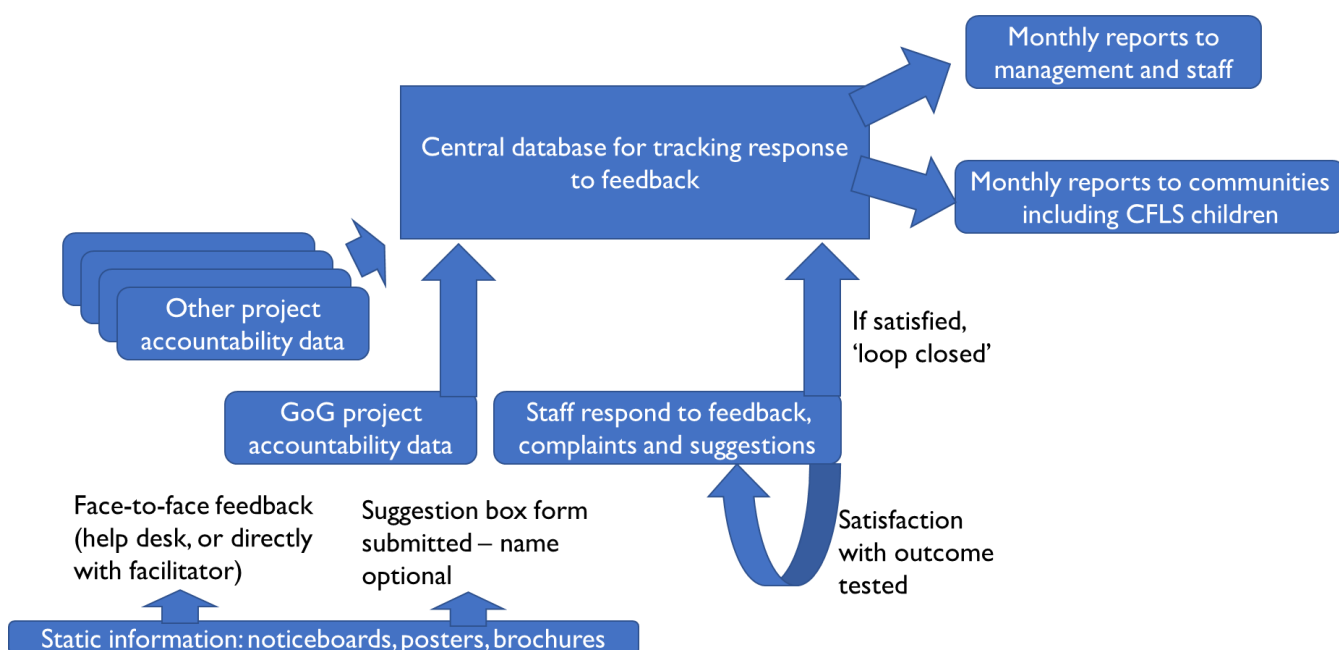
Figure 11: Cycle of accountability tracking, WV KRI

Feedback trends, CFLS[12]

From November 2016 to October 2017 the project received 381 inputs from beneficiaries, coming in the form of Suggestions, Feedback (usually, but not always positive), Complaints (sensitive and non-sensitive), and Inquiries. A sample of six months with the most activity from within this timeframe gives 236 inputs, which can then be broken down further by demographic, communication method (face to face or suggestion box), nature of inputs (positive, negative and neutral/enquiry) and most common suggestions.

Observations on accountability inputs by type
(12 month sample: Figure 12)

Most comments received were suggestions, indicating that ongoing participatory consultation was understood and welcomed by respondents. The proportion of complaints is only around two percent, though it should be noted here that feedback was not always positive. A sensitive complaint is one that implies a risk to participants and requires urgent action. The specifics of the two complaints are confidential but case notes shared with the consultant show that rapid and appropriate action was taken to resolve these issues.

Observations on demographics
(6 month sample: Figure 13)
Age, sex and IDP status were among the demographic data collected, though these details were not always recorded, especially on the suggestion box feedback form. Of 236 inputs, 203 can be disaggregated to understand who was using the feedback mechanisms and what they had to say. Categorised by age, 31 were adults and 108 children; of the children, around two thirds were aged under 12. Males were more than twice as likely to comment as females. Around 80% of feedback came from the host community. Among IDPs, the gender balance again favoured males two to one.

As attendance at CFLS aimed for 50 percent IDP, their lesser usage of the feedback system is of interest; however, as stated below, IDPs were also more likely to give positive feedback, indicating that they were more satisfied in general with how the project met their needs.

Observations on communication methods
(6 month sample: Figure 14)
Face-to-face feedback was most commonly used, with 142 verbal comments compared to 87 submitted via the suggestion boxes. Other communication means were negligible, with just one via the help desk, one by phone and five given to project staff during field monitoring.

Males were almost equally likely to use the suggestion boxes as provide inputs face to face whereas females were over twice as likely to communicate face to face. Children's feedback was over 90% verbal. IDPs favoured face-to-face and hosts favoured suggestion boxes.
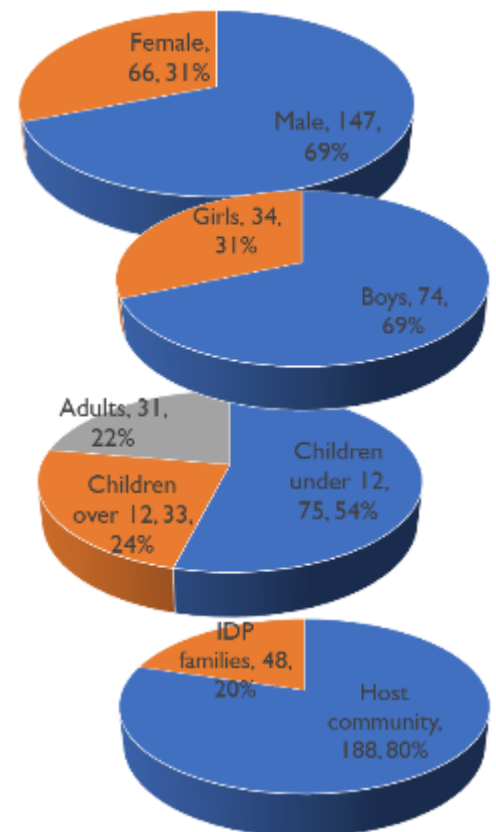
Figure 13: Accountability feedback by demographic, busiest six months
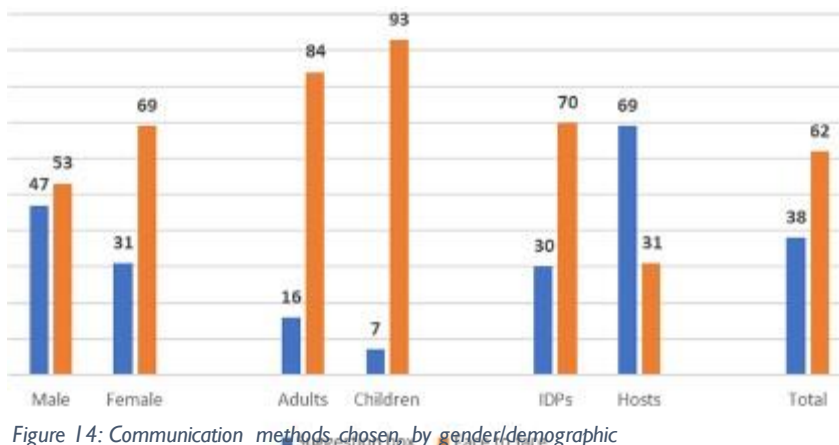
Figure 14: Communication methods chosen, by gender/demographic

Observations on nature of inputs
(12 month sample: Figures 15 and 16)
Considering the nature of feedback and suggestions brings better understanding of participants' satisfaction with the project. Feedback was mostly, but not exclusively positive, whereas suggestions were usually an opinion about something that needed to be improved, so mostly, though not always, negative. Using this filter, overall during the period from November 2016 to October 2017, negative comments made up

approximately two-thirds of the inputs received. The balance between positive and negative was inconsistent, however, from month to month. This view shows improvement over time; there were no positive inputs in the first two months, but the proportion rose considerably during the final three months and sat at 100% in the most recent data. The trend indicates a responsive project, giving confidence to the theory that the accountability mechanisms have strengthened beneficiary satisfaction and the project's popularity.
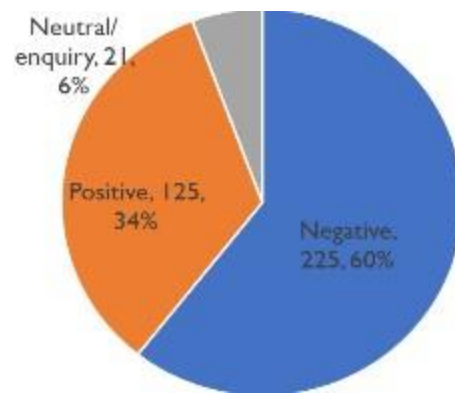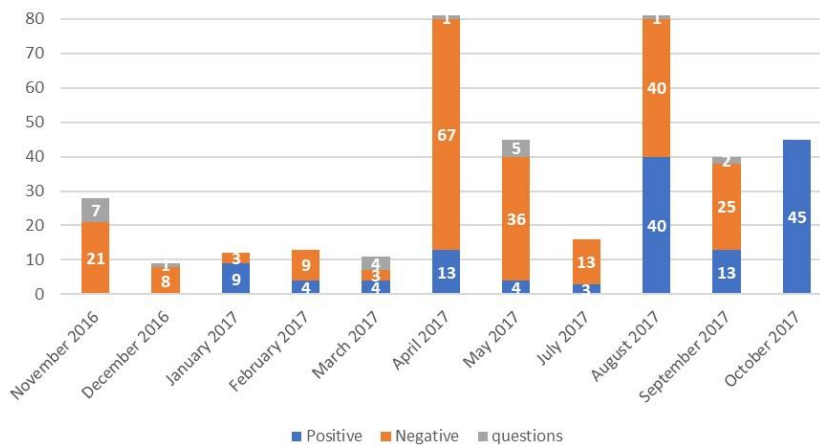
Figure 16: Nature of inputs, overall and (below) by month
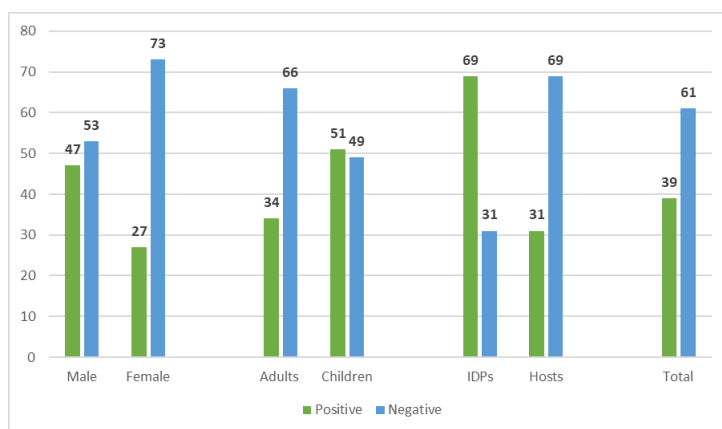
Figure 15: Nature of inputs by demographic / gender

There are substantial differences in the nature of inputs provided according to gender, age and residency status. Negative and positive inputs were roughly equal for males but for females were at a ratio of close to three negative for every one positive. Children were shown to be far positive in their comments than adults and, once again, inputs from IDPs and hosts were a mirror image: IDPs had double the positive inputs to negative ones, vice versa for hosts.

Observations on common input
(12 month sample: Figure 17)
By far the most frequent suggestions and requests were for more lectures, classes and games. Unsurprisingly, children 12 years of age and under were more interested in requesting games. Above that age, even among children from 13 to 17 years old, t here was more interest in lectures and other program activities. IDP children were far more positive about the project than host children.[15]
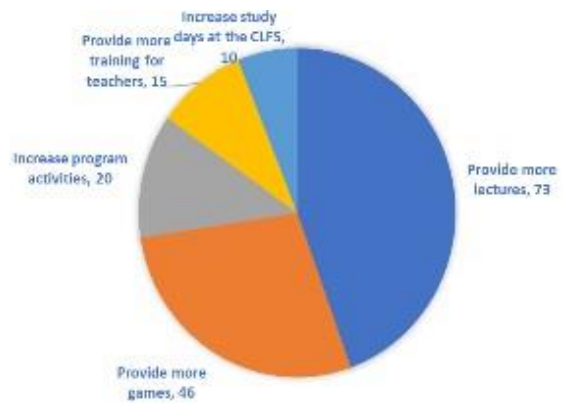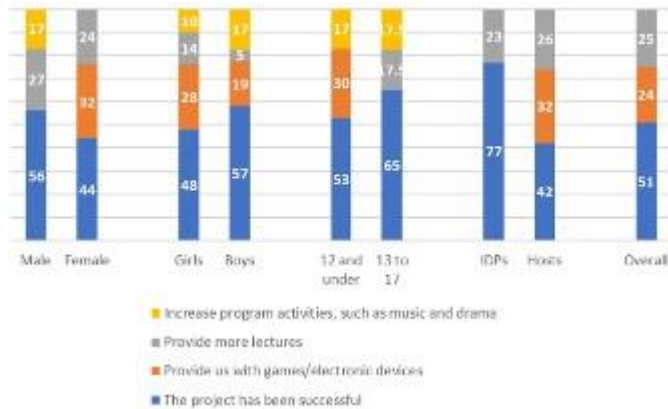
Figure 17: Common inputs by gender, age, residency status, and overall (right)

Feedback trends, WASH and teacher training

The systems for accountable feedback on WASH and teacher training were more straightforward than for CFLS, as they were connected to timed inputs. For instance, teachers were invited to give feedback on the courses they attended at the time. WASH infrastructure works took place in close consultation with school committees and teachers. Reports monitoring progress were kept. There is general agreement that the work in schools has been participatory and responsive to need.

In terms of teacher training, feedback has been positive. Interviews with teachers in January 2018 provided a consistent view that the courses should be expanded to reach other schools and teachers as rapidly as possible.

The September 2017 post-implementation survey went deeply into levels of satisfaction with the WASH service provided, surveying 131 students, teachers and parents from eight schools. Aggregated data showed consistently strong improvements to people's satisfaction with their school facilities. As each school had a different set of requirements, a starting point to the survey was to ask respondents what services they were aware of, and then to rate their satisfaction between one and four for each of these. Figure 18 below shows firstly the volume of responses for each service under review, followed by levels of satisfaction (four is maximum) and the shifts in satisfaction between existing and new facilities.

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[15] Due to gaps in the database and low numbers of respondents, there were insufficient entries to record the most common inputs from adults.

Confirmation and knowledge of WASH service (multiple answers possible)

Service	Value
Septic tank repair	14
Water pump	14
External doors	24
Waterproof ceilings	32
Drinking water repairs	34
Toilet ventilation	48
Casting for drainage	65
Water tanks	65
Washbasins	67
Glass repair	75
Internal doors	83
Light and fan repair	86
Painting inside	98
Toilet rehabilitation	106

Satisfaction levels with WASH service (maximum score = 4)

Service	Value
Water tanks	2.9
Water pump	3
Drinking water repairs	3
Glass repair	3
External doors	3.1
Casting for drainage	3.1
Internal doors	3.1
Light and fan repair	3.2
Washbasins	3.2
Painting inside	3.2
Toilet rehabilitation	3.2
Waterproof ceilings	3.3
Septic tank repair	3.4
Toilet ventilation	3.4

Satisfaction levels, comparative before / after WASH rehabilitation

After:
- Toilet ventilation, 3.4
- Septic tank repair, 3.4
- Waterproof ceilings, 3.3
- Washbasins, 3.2
- Toilet rehabilitation, 3.2
- Light and fan repair, 3.2
- Painting inside, 3.2
- Internal doors, 3.1
- Water pump, 3
- Drinking water, 3

Before:
- Drinking water, 2
- Water pump, 1.9
- Light and fan repair, 1.8
- Washbasins, 1.7
- Internal doors, 1.7
- Toilet ventilation, 1.6
- Septic tank repair, 1.6
- Toilet rehabilitation, 1.6
- Painting inside, 1.6
- Waterproof ceilings, 1.6

Figure 18: WASH satisfaction levels

The impressive results show the relevance and significance of school rehabilitation in these vulnerable locations. The only service to score lower than a three in satisfaction levels was installation of water tanks; some respondents reported that they were too small, or that the maintenance of tank and pump together was a challenge for them.

Respondents were also asked whether overall needs were fully, partially or not at all met by World Vision's provision of services. If not satisfied, they were asked why. Most respondents were fully satisfied, but eight percent were not at all satisfied. Figure 19 breaks the overall satisfaction levels into gender and child/adult considerations to test whether a particular group is more or less satisfied with the services. This view

'We were able to give ideas and opinions in the teacher training and also in the rehabilitation work. When they were painting the walls, they advised us what sort of colours were good, then the engineer gave us the catalogue of colours and we chose.'
Teacher interview, January 2018

41

indicates that males (both adult and children) are more likely to feel their needs were met than females, and that children were more likely than adults. Children's results were more polarized, with high levels of full satisfaction but also using 'not at all' as often as adults did. Looking through reasons for non-satisfaction, girls and women raised issues mainly about toilet hygiene, including leaks, odours and lack of privacy (teachers did not have their own facilities and this was an issue for children and adults).
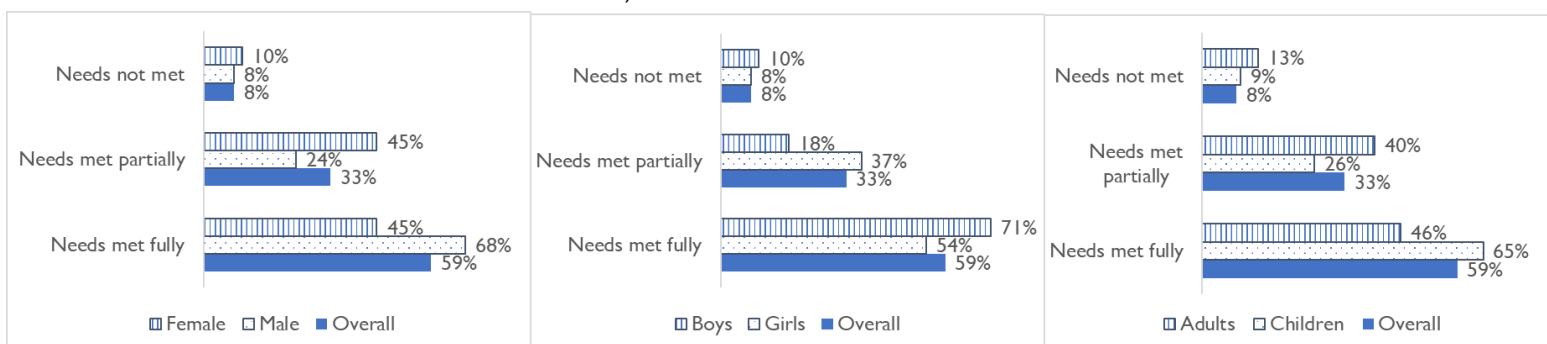
Figure 19: Needs met / not met, by gender and age

One final view of this data is disaggregating by school, as it is likely that a single problem of this nature was reported by multiple people. The table below shows this view as a scorecard. Needs were met very consistently in four of the eight schools in the survey, and with overall satisfaction but some issues in a further two. In the final two (marked in red), partial or full dissatisfaction clearly outweighed satisfaction. The table also describes the reasons given for dissatisfaction. Testing this data (and the strength of accountability mechanisms for WV KRI), a final visit to one of the schools at the bottom of the range took place in January 2018. **The visit confirmed that the feedback from this survey had been acted on, and that the principal was now fully satisfied with the standards of service provided.**

School rehabilitation scorecard[16]		Needs fully met	Needs partially met	Needs not at all met	Score out of 3	Feedback type
Diyar Bakar	🟢	18	1	0	2.94	One request for air conditioning
Shaheed Hamza	🟢	12	4	0	2.75	Raised unfinished repairs (doors, painting, lighting) and some leaking, more castings required, requests for fences and help to expand the courtyard.
Saad Bn Abi	🟢	11	4	0	2.73	Problems with quality of drinking water, some unfinished repairs (pipes and painting), castings for the courtyard
Shaheed Sadeer	🟢	11	5	0	2.68	Specific requests such as curtains for windows, ceiling fans, air conditioning and help with a garden
Fedral	🟡	8	9	0	2.47	Several requests for whiteboards and curtains. Waterproofing and glass repair not complete, requests for ceiling fans and chairs, and a better play area.
Ammani	🟡	8	6	2	2.37	Feedback on leakages, and a misconception that new bathrooms were only to be used by students with disability, not for all students.
Payam	🔴	4	9	3	2.0625	Cleanliness, ventilation (bad smell) and privacy of toilets were issues across many comments. Castings were not sufficient and repairs not completed (waterproofing, linking water tank to pipes, broken glass). More classrooms, storage and fencing requested.
Offman Bn Affnan	🔴	5	5	6	1.9375	Consistent problems with toilets, including no separate toilets for teachers, toilets being locked to prevent damage and students not using them as a result.

[16]
The score has been devised by averaging volume of responses across the three categories: fully satisfied = 3, partially satisfied = 2, not at all satisfied = 1, then divided by # respondents (131). The maximum score is therefore 3 in this instance.

Teachers' hesitation to find ways to include children with disabilities in their schools has been noted elsewhere in this report. It also appears as a theme in the satisfaction feedback for this survey. In one school, a small number of stakeholders were dissatisfied because they thought the toilets were only for disabled use and needed to be locked most of the time. In another school, a teacher commented that building accessible toilets had been unnecessary and the money could have been spent in other ways. WV's disability-inclusive WASH strategy appears as a strength of the KRI country program and should not change in response to these misunderstandings. Instead, the feedback indicates a need to advocate more directly for rights of all children in the government education system.

How effective were accountability mechanisms?

At timepoints 2 and 3, CFLS respondents were asked about their awareness and use of the face-to-face desk, suggestion box and information materials. Results indicate good levels of understanding of how to have a say, and what to expect from the project staff when giving feedback.

The survey stated two ways that information could be provided about the Child Friendly Learning Spaces: information posters and face to face with staff. Over 90% of respondents were aware of both channels of information at both timepoints[13] and virtually everyone was satisfied or very satisfied with the information provided. Although most people were aware of where the suggestion boxes were placed, the percentage of people who knew about them actually decreased from 79% at the second timepoint for data collection to 67% at the third and final timepoint.

Only one person from 141 at timepoint 2 and two people from 210 at timepoint 3 were dissatisfied with information on the posters and leaflets. Three people from 130 and two people from 207 were dissatisfied with information provided face to face by staff.

Respondents were asked, "Do you feel consulted and your opinions were considered as a part of the planning and implementation of the CFLS programs in the past 3 months?" While the percentage of respondents who claimed to never have been consulted decreased, there was little change and even a slight decrease in the percentage who said they were often or always consulted.

Figure 20: Extent to which beneficiaries of CFLS felt consulted (%)
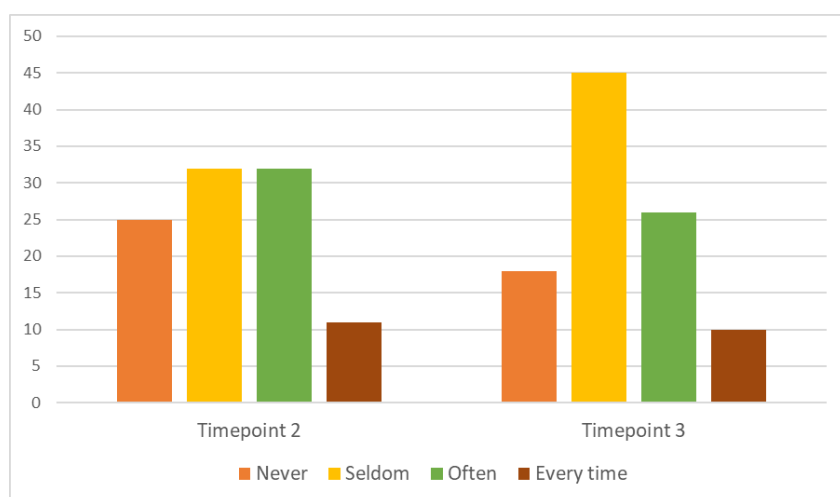
When this data was presented to teachers and staff at the February 2018 Validation Workshop, some suggested that a downward shift in consultation between timepoints 2 and 3 was connected to the project cycle, particularly for WASH, where the decisions had already been taken and there was little need to consult. However, this data pertains specifically to the CFLS beneficiaries, and there remains a high proportion of respondents (25% at the first timepoint, and 17% at the second) who felt they'd never been consulted.

This indicates a disconnect between the theory of full consultation and participation which is inherent in WV KRI's rigid and regular accountability reporting, and the actual community/child leadership and ownership in place. There may be a need to explain in different ways how feedback is connected to the shape and direction of the project, or to introduce complementary participatory design and monitoring. This may also assist with

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[13] To be technically correct, 89.6% were aware of the face to face channel at third timepoint.

the challenge identified in psychosocial indicators regarding children's exclusion and desire to participate more in decisions affecting them.

> *'It was good that WVI was consulting with us and the Department of Education before implementing any activities. Consultation reduced as the project continued with the same activities. For future projects it would be good to involve the parents as well as the teachers so everyone feels consulted.'*
> Teachers' summary remarks, Validation Workshop, February 2018

Conclusions

Part 1: Program quality and achievements

The widely used OECD-DAC program quality principles[14] provide a good framework for summarising the GoG project, its outcomes and challenges. Overall this has been a strong and popular initiative, and it has achieved what it set out to do. Most lessons along the way have been linked to context, including the challenge of creating sustainable systems and movements for children's education and protection in a fragile, post-conflict setting. Sustainability is not often a principle of short term response projects, which focus on service provision to meet humanitarian standards. As the program in KRI shifts into a longer term partnership with communities and government, in and out of camps, however, obstacles to sustainability will need further consideration.

A short discussion of how the project reflects program quality principles is tabled below.

Principle	Met?	In what ways, and how is it demonstrated?	Stakeholder validation (Validation Workshop, February 2018)
Relevance (The project is suited to the priorities, policies and context of the target group)	Yes	• Stakeholders continue to agree that the target – gaps in education and in children's rights, protection and participation – is vital. There is demand for more to be done in this regard. • Accountability systems consistently reported high levels of satisfaction with the services provided. • The project has stayed agile over a timeframe of social upheaval due to accountability and learning processes.	*"There are no activities like CFLS in the public schools. They only have lectures, and some of the teachers hit the children."* Parents' summary remarks *"It was a surprise when we saw how the beneficiaries were embracing our project… It was great to see the positive feedback in accountability from the affected community that the project has been successful."* Staff summary remarks
Efficiency (The outputs – qualitative and quantitative – are appropriate in relation to the inputs)	Yes	• Project management has been sound with components delivered on time. • In terms of value for money, a cost benefit analysis was not requested and may not be suited to a project of this nature. Working in a fragile context has cost implications, and direct provision of WASH rehabilitation is also costly; however, these costs are appropriate for humanitarian response. • The team's interest in learning from this out-of-camp setting has resulted in strong reflection processes. This increases the value of GoG investment, as there are now greater opportunities for new phases and scale up based on evidence generated.	*"The project transparency and integrity were impressive. The collaboration in the project was very meaningful."* Teachers' summary remarks
Effectiveness (The objectives have been achieved and the project has been a factor in their achievement)	Yes	• Most indicators were met and exceeded, though improved learning targets did not reach the 70% mark. It is probable considering interrupted attendance and some clashes with school hours that 70% was an unreasonable target. • Satisfaction with all components has been tested at different times in the project and found to be high.	*"We learned modern teaching methods and we applied it effectively in our schools with children especially the grouping method… Student psychology was an eye opener for us, how to deal with students that are going through psychological problems."* Teachers' summary remarks

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[14] http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

		• WASH construction work went smoothly and demonstrates the technical value of WV's multiple sector program. • Though further than expected, reach remains small. Future projects will be more effective under a broader network of partnerships (government and NGO) to share and scale the CFLS / teacher training approaches. • The project has not brought more children to the government school system. However, other partners who work formally with the DoE may be more effective than WV in bridging NFE with formal education.	
Sustainability (The outcomes and benefits of the project are likely to continue without further funding)	No	• Sustainability is a challenge when working within a fragile context, as humanitarian actors are there to fill gaps in government capacity and resources. In this case, teachers and parents have been clear that the require World Vision to continue and do more for their children. • Sustainability has been further complicated by population movements throughout the implementation timeline, which has made it difficult to work with the same families over time. • As handover was not part of the project plan, the CFLS can now only continue if new projects and donors pick up the practice. Strong communication of actual and potential results, with donors and other agencies, is crucial for future sustainability.	*"The project was a very positive experience and we could deliver to about 75% on what we'd hoped to achieve, but the huge number of students in our classes is a barrier to helping everyone."* Teachers' summary remarks
Impact (The project has delivered positive change, either expected or unexpected, while minimising negative impact)	Too early	• Impact remains at individual level. Introduction of psychosocial and protection components to teachers has not yet developed into institutional/culture shifts for safer schools. This change would have been impractical given the timeframe, but at least the project has been a starting point or 'tip of the iceberg' for a longer term strategy for safe, violence-free schools in Kirkuk. • Children attending CFLS are presumed to be better equipped than their counterparts, including in learning capacity, social behaviour, life skills and personal resilience. It is difficult to measure at this stage how children use these advantages to improve their rights and opportunities long term.	*"Children's resilience needs further improvement. They need encouragement to have future goals and aspirations in life."* Parents' summary remarks

| Equity (The project has supported progress towards human rights, including gender equality, child rights and the rights of people with disability) | Yes | ☐ An essential theme for this diverse ethnic context, needs have been met well with solutions and activities to promote equity of background and gender.
☐ Stakeholder interviews confirmed that direct influence had led to greater family trust in girls' attendance at mobile and static CFLS.
☐ The project used local data and knowledge to target inequity. Mobile CFLS reached the most disadvantaged communities where no other NGOs were working. Schools supported were selected in partnership with government and clear criteria for student vulnerabilities and needs.
☐ Disability inclusion was a highlight and personal reward for staff; some children accessed learning and interactive play for the first time. | *"I was very surprised about the equality in terms of treatment between the girls and boys in the CFLS... I like the way that the WV staff were always encouraging us… The greatest experience for me was that there wasn't discrimination between the children, we were all equal inside the class."*
Children's summary remarks

"There was special care taken with children with disabilities in the CFLS… one of the best aspects of the project."
Parents' summary remarks |

Part 2: Is the Theory validated?

The analysis rationale for this evaluation aimed to test the theoretical pathways and logic behind the project's implementation. This is a step beyond the program quality principles discussed in the previous section, placing the project in context of a broader strategy for children's opportunity and rights in KRI. Monitoring data and validation from stakeholders have shown the project achieved its desired results, but to what extent has that contributed to outcomes for children?

Objective: IDP and vulnerable host community children in Kirkuk have access to quality, safe and protective learning opportunities that promote their psychosocial well-being and protection.

Pathway 1

IF: Vulnerable children attend a child-friendly learning space for learning, recreation and monitoring of well-being.

THEN: Participating children will have access to non-formal education, psychosocial support and protection not previously available to them.

RESULTING IN: Improved psychosocial well-being and protection, to help project participants (CFLS) directly now.

Pathway 2

IF: School facilities are upgraded with emphasis on WASH, disability, gender. Teachers receive training and support on child protection, GBV, psychological 'first aid'.

THEN: Schools become more welcoming and inclusive for students attending. Teachers take greater responsibility for the welfare and protection of students attending.

RESULTING IN: Better systems, facilities and protection measures in participating government schools, to help all children there, now and in the future.

Pathway 1, which implemented as the two types of CFLS, mobile and static, has undoubtedly provided access to learning and protection (including psychosocial support) to children who would not otherwise have had this opportunity. Measures of improved psychosocial well-being are not reliable in this case, but interviews with different stakeholder groups give confidence to the theory that the CFLS approach brings this benefit to children. The CFLS structure, with facilitators, social workers and community engagement, has intrinsic qualities of protection and children's care and counselling. In this instance, the choice of English and computer classes, complementary rather than duplicate subjects to the school curriculum, acted as an incentive for children's attendance, but the core benefits came from safe interaction with trusted adults and peers. **Pathway 1 is valid and can be replicated with confidence in this and similar settings.**

Pathway 2 implemented with rehabilitation of school buildings and grounds, not only in WASH but also in repairs of windows, walls, doors, furniture and other school needs, and in the same schools, training of teachers to become point people and trainers on child protection, gender-based violence and conflict management. Interviews with teachers indicate the desired results of these inputs - schools are more inviting for students, and teachers have taken up their roles in promoting children's welfare and protection – though the scale of this change has not been measured in detail. At this stage, Pathway 2 does not extend into the institutional, systemic

level of change. Thus, **though Pathway 2 has delivered as intended within the allocated timeframe, further inputs are needed to secure current achievements and move towards a broader reach through school systems.**

While the two pathways implemented separately under the same project, it is worth highlighting a small interdependency between them. One of the challenges faced by the project team was gaining trust and interest from families, including IDP and host community. Running the two pathways in the same geographical area helped to promote World Vision (and the CFLS) as a community resource for children's benefit. Parents talked to each other about both initiatives. Teachers in schools were aware and supportive of CFLS as an extracurricular opportunity for their students. This expedited the necessary engagement with parents so that more children could join CFLS activities and lessons. **While it may not always be necessary to run Pathway 1 and Pathway 2 together in this way, it appears to have enhanced results in terms of trust and engagement in this context.**

To achieve outcome level change at scale, future projects using the education/protection combination need to place a greater emphasis on partnership. In this instance, though World Vision was an effective partner to schools and its team interacted well with community members, a local implementing partner was not in place. The project therefore has not contributed to capacity in governance and social accountability outside World Vision, usually an important strategy for rebuilding a healthy civil society. The project's emphasis on disability and child protection (including reduction of violence) suggests there are opportunities to build local organisations who will also emphasise these essential equity issues. Among the international aid sector, WV's WASH experience can add value to other actors' education initiatives, while greater connection between NGO and government child protection initiatives could help to rebuild a functioning network of care and referral for children across agencies. For these reasons, **though it adds complexity, a third pathway specific to capacities of local and institutional organisations could be included in this theory and tested in future implementations.**

Part 3: Recommendations:
Recommendations

For WV Children in Emergencies
- Promote the safety, protection and inclusion results of the CFLS approach alongside those of education, to demonstrate the value of an integrated 'one-stop-shop'.
- Use ▮▮▮▮▮▮ networks not only to report, but also to plan, long-term strategies for repairing the fractured education and child protection systems in KRI.
- Continue to use the excellent accountability tools in place for early warning and action on emerging issues in a rapidly changing context.
- Anchor timepoint surveys more specifically to project inputs and to different groups (including nonparticipants if possible), for strengthened evidence of psychosocial and resilience support for vulnerable children.
- Ensure quality, continuous donor briefings to help understanding and flexibility in this dynamic context.
- Continue and expand the recruitment of team members with a psychosocial background and experience in similar projects, so that gaps in counselling and referral services can be met to a greater degree.

For CFLS
- Consider expansion of courses available to children, in line with children's feedback.
- Take a more proactive path to considering children's perspectives to inform programming; existing feedback mechanisms have not led to high levels of feeling consulted.
- Continue to share and refine the NFE initiatives for children with education and protection partners, for greater synergy and better opportunities for referrals to the formal education system.

- Develop scenarios for sustainability, for instance, handing mobile CFLS to a local partner or community group as an ongoing resource for children.

For support to schools
- Continue to seek opportunities for WASH upgrades in schools, which are proven to bring great value in creating a safer space to the students.
- Within WASH, introduce disability advocacy to principals, teachers and other duty bearers, to increase the likelihood of integrated classrooms.
- Consider parenting programs at CFLS in neighbourhoods where social tensions are evident.
- Expand teacher training where possible, in partnership with the Department of Education, under a longterm strategy for teachers' increased capacity to support children's protection and psychosocial needs.
  -

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This is all I've cited, but it might be good to add a few more, especially if we're able to cite a few pieces about current CP structures in Iraq

Annex 1: Summary of methodologies, WV KRI data collection

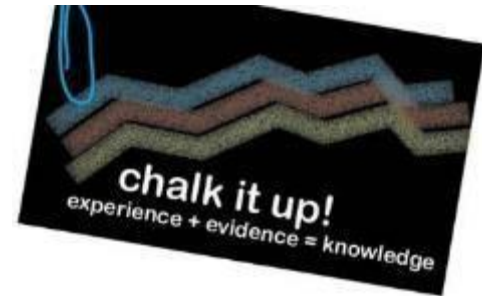|	Project baseline – knowledge, attitudes and practices of adults	Three timepoint analysis, CFLS participants	WASH accountability satisfaction survey
Objective:	Combined needs assessment and baseline on vulnerabilities, knowledge, attitudes and practices among IDP families, Kirkuk/Laylan.	Understand the current state of IDP and vulnerable host community children in Kirkuk in their access to quality, safe and protective learning and psychosocial support.	Measure the results and satisfaction levels of WASH infrastructure support to 18 schools, among teachers, students and WV staff.
Timeframe:	July 2016	November 2016 March 2017 August 2017	July 2017
Tool used:	Based on Iraq Education Cluster baseline tool, developed into a mobile survey questionnaire, collected by enumerators visiting households.	Based on child protection and psychosocial well-being measures recommended by WVI; included four realms of children's well-being as well as an overall 'happiness indicator'; included a test of improved knowledge pre and post-classes.	Based on participatory / action learning; respondents identified elements of WASH support they knew about, before going on to score their satisfaction with these elements.
NOTE: WV KRI applies a broad monitoring and evaluation framework across all projects and programs to assist with methods, analysis and aggregation of final data. Measures such as satisfaction, knowledge, opinion and self-rating of behaviour are usually presented to survey respondents on a scale of 1 to 4, 4 being best possible.			
Sampling method:	Systematic sampling among IDP households; 95% confidence interval; factoring 10% dropout/incomplete.	Systematic sampling among CFLS-enrolled families (IDP and host); respondents were aged 12 – 30; 95% confidence interval; factoring 10% dropout/incomplete.	Systematic sampling in 8 schools; between 10 and 15 respondents in each school; each sample included at least one teacher.
Sample size	401 households	November: 125 March: 151 August: 232	131 respondents
Analysis method	Quantitative/proportional, disaggregated by age, gender and location of children in households.	Quantitative/proportional, disaggregated by age and gender. Additional focus group sessions with children and parents validated and added nuance to quantitative findings.	Quantitative/proportional, disaggregated by school, service provided, age and gender.
Ethical agreement and confidentiality	Verbal, as part of survey process.	Verbal, as part of survey process.	Verbal, as part of survey process.

Annex 2: Indicator tracking table

Outcome	Output	Indicator	Target	Sources of verification	TP1 Nov-16	TP2 Marvh-17	TP3-August 17	Final results

OUTCOME-1 (IDP and vulnerable host community children in Kirkuk have access to quality, safe and protective learning opportunities that promote their psychosocial well-being and protection)	OUTPUT 1.1	# of IDP and host community boys and girls (disaggregated) who attend NFE and PSS/ life skills activities at CFLS	1.200	Registration and attendance records	reached 128 children in Mobile CFLS (81 boys+ 47 girls) 264 children in static CFLS (126 boys+138 grils) reach by 30th of November 2016	reached (355 students in the static center 176 females, 179 males), (164 in the mobile center, 86 females, 78 males) reached by the end of January, 2017.	reached (341 students in static center 155 Females and 186 Males) and (144 students in Mobile center 65 Females and 79 Males) - end July	1396 children (729 Male ,667 Female)

	OUTPUT 1.2	% of boys and girls attending NFE activities at the CFLS who show knowledge gains	70%	Entry- and exit exams	Overall average score of the baseline = 49% //// Cummilative average among students in Failaq for English test (72% Male and 58% Female), 56% cummilative in Amal Shabii for English test (55% Male and 57% Female), 31% cummilaitve average among students in Failaq for Computer test (22% Male and 40% Female). No computer course @ Amal shabii
					_____
					_____
					Overall average score of the baseline = 60% //// Cummilative average among students in Failaq for English test (57% Male and 58% Female), 64% cummilative in Amal Shabii for English test (51% Male and 46% Female), 47% cummilaitve average among students in Failaq for Computer test (46% Male and 49% Female). No computer course @ Amal shabii
						over all average of the baseline (pre test 2nd cycle) = 36%% /// Cummilative average among students in Failaq for English test(39% females, 39% males)./// Cummilative average among students in Panj Ali for English test(47% females, 46% males)///// Cummilative average among students in Failaq for Computer test (23% females, 23% males). No computer course there in Panja Ali(mobile center).
						_____
						_____
						over all average of the (post test 2nd cycle)= 52% /// Cummilative average among students in Failaq for English test(51% females, 52% males)./// Cummilative average among students in Panja Ali for English test(57% females, 58% male)///// Cummilative average among students in Failaq for Computer test (46% females, 49% males). No computer course there in Panja Ali(mobile center).
							over all average of the baseline (pre test 3rd cycle) = 37% /// Cummilative average among students in Failaq for English test(42% females, 42% males)./// Cummilative average among students in Hamzaly for English test(45% female, 44% male)///// Cummilative average among students in Failaq for Computer test (25% females, 25% males). No there is no computer course in Hamzaly(mobile center).
							_____
							over all average of the baseline (post test 3rd cycle) = 56% /// Cummilative average among students in Failaq for English test(68% females, 59% males)./// Cummilative average among students in Hamzaly for English test(57% female, 54% male)///// Cummilative average among students in Failaq for Computer test (50% females, 44% males). No there is no computer course in Hamzaly(mobile center).
								Quarter based

	OUTPUT 1.3	% of boys and girls attending the CFLS who demonstrate improved psychological wellbeing	70%	Client wellbeing assessment tool	Overall 68% - boys 70% girls 66%	over all 71%, (68% girls,72% boys)	Overall 68.25% (72% Boys 64.5% Girls)	Overall 69.1% ,71.3% Males, 66.2%
	OUTPUT 1.4	# of boys and girls who attend schools that benefited from repair/ rehabilitation and teacher capacity building	30.000	Registration data kept and provided by schools	8657 Overall - 2877 Boys, 4750 Girls, 318 Male teachers , 712 Female teachers in 10 schools	Handed over	Reached 13502 in 8 schools (8349 Boys, 4411 Girls students) (346 Men , 396 Women teachers and staff)	22159 Person Boys11226 Girls-9161 Men-664 Women-1108

								18 schools
	OUTPUT 1.5	% of boys and girls and % of teachers attending repaired/ rehabilitated schools/ where teachers have received capacity building that report that initiatives have positively impacted their learning experience	70%	Quarterly post implementati on monitoring, evaluation	52% (pretest scores) 66% (posttest score)	63% (pretest scores) 70% (posttest score)	48% (pretest scores) 57% (posttest score)	54.3% (pretest scores) 64.3% (posttest score)
OUTCOME-2 (Off-camp IDP and vulnerable host community boys and girls access non-formal education, psychosocial and protection support through static and mobile child-friendly temporary learning spaces)	OUTPUT 2.1	# of CFLS established and offering activities	1 static + 1 mobile CFLS	Rehabilitatio n and equipment documentati on, field visits, documentati on of the CFLS staff of the activities offered, CFLS registration and attendance records	1 static, 1 mobile CFLS	1 static, 1 mobile CFLS	1 static, 1 mobile CFLS	
	OUTPUT 2.2	# of CFLS staff trained	11	Training attendance records	overall 12 staff trained (6 females and 6 males) were trained on class management and positive disciplinary and CFLS management	overall 12 staff trained (6 females and 6 males) were trained on class management and positive disciplinary and CFLS management	overall 12 staff trained (6 females and 6 males) were trained on class management and positive disciplinary and CFLS management	36 (18 Male ,18 Female)
	OUTPUT 2.3	% of CFLS staff who say they felt adequately equipped and supported during their work	85%	Quarterly post implementati on monitoring	Overall 65% (pre test 45%, Post test scores - 85%)	98% (60% satisfied , 38% very satisfied)	96% (54% satisfied , 42% very satisfied	86.3% overall

52

	OUTPUT 2.4	# of boys and girls enrolled in CFLS activates disaggregated by activity type / age group	1.200	CFLS registration/ attendance records	128 children in Mobile CFLS boys under 5 (6) girls under5(3) boys 5-17(75) girls 5-17(44) boys18 and over(0) grils18 and (0) 264 children in static CFLS (126 boys+138 girls) boys under 5 (20) girls under5(27) boys 5-17(82) girls 5-17(95) boys18 and over(24) grils18 and (16) reach by 30th of November 2016	reached 355 students in the Failaq for the second course (girls under 5(7)/boys under 5(7)/girls 5-17(163)/boys 5-17(159)/women(6)/men(13)) we reached 164 Panja Ali(girls under 5(9)/boys under 5(4)/girls 5-17(74)/boys 5-17(72)/women (3)/men(2) reached by January 2017	reached 341 students in the Failaq for the 3rd course (girls under 5(21)/boys under 5(26)/girls 5-17(129)/boys 517(153)/women(5)/men(7)) we reached 144 in Hamzaly (girls under 5(8)/boys under 5(9)/girls 5-17(52)/boys 5-17(65)/women (5)/men(5))	1396 children (729 Male ,667 Female)
	OUTPUT 2.5	# of boys and girls who received educational kits	900	Distribution records	Total (427) students. Static center (Failaq) 268 (136 M, 132 F) Mobile center(Amal Shabi) 159 (90 M, 69 F)	Total (519) students. Static center (Failaq) 355 (179 M, 176 F) Mobile center(Panja Ali) 164 (78 M, 86 F)	Cycle 3 Total 1108 Static center (Failaq) 842 (418 M, 424 F) Mobile center(Hamzaly) 266 (146 M, 120F) Cycle 4 Total 609 Static center (Failaq) 343 (196 M, 147 F) Mobile center(Qadsya) 266 (139 M, 87F)	2623 Children Male-1382 Female-1241
	OUTPUT 2.6	# of vulnerable cases referred or supported with emergency funds	Tbd	Case documentati on	0	0	-1 IDP boy aged 9 years old - (78 females and 76 males)	155 Children (77 Male ,78 Females)
	OUTPUT 2.7	% of boys and girls and % of parents who report to feel adequately informed and comfortable with the way they can provide feedback	85%	Quarterly post implementati on monitoring	NA -29 Inputs received as a part of accountability, 6 out of 29 inputs came from the boys and 12 out of 29 inputs came from the girls.	73.7% overall (80.4% Boys, 66.7% Girls) (65.6% face to face - 8.1% suggestion box)	61% overall (63.2% boys, 59.8% Girls) (49% face to face - 12% suggestion box)	67.35% overall (71.8% boys,63.25 % Girls) (57.3% face to face - 10% suggestion box)
Outcome- 3 (Local schools in Kirkuk have improved capacity to provide quality education through rehabilitation	Output 3.1	# of schools repaired or rehabilitated	15	Handover reports, photos, distribution lists	0	10 schools	8 schools	18 schools
	Output 3.2	# of teachers trained	50	Training attendance records	67 Teachers (29 M, 38 F)	111 Teachers (41M ,70 F)	111 Teachers (23M ,32 F)	233 teachers 83 Male 150 Female

and teacher capacity building)	Output 3.3	% of teachers who have improved their knowledge	90%	Pre- and post-training tests	NA	Pretest 48% Posttest 57%	75% pretest 88% posttest	61.5% Pretest 72.5% Posttest
	Output 3.4	% of trained teachers who have completed training for peers within the 3 months following the training	50%	Documentati on kept by the teachers, quarterly postimplementati on monitoring	NA	7 teachers, 4 females, 3 males.	NA - no trainings	7 teachers 3 Male 4 Female
	Output 3.5	# of peers reached	Tbd	Documentati on kept by the teachers, quarterly postimplementati on monitoring	NA	NA	NA	NA

Annex 3: Confidentiality briefing

About this interview

Thank you for agreeing to take part.

The interview is about the activities and results of World Vision's Government of Germany project, Supporting Access to Education and Psychosocial Wellbeing for Conflict-Affected Children. We are reviewing the period between June 2016 to October 2017.

Other people taking part in interviews include:

████████████████████████

███████████████████████

████████████

What you tell us will be used to improve projects like this in the future, so that children in Kirkuk and elsewhere in KRI can have better access to their rights of education and protection. Good ideas and positive experiences can be repeated, and any past mistakes or challenges avoided.

About the researcher

████████████████ is an independent consultant, contracted by World Vision to analyse the evaluation. ████████████████████ Because of travel restrictions, she is conducting the project remotely. ███ will hand over evaluation results to World Vision for final release around March 2018.

Participation, privacy and confidentiality

All participants in this evaluation were selected for their knowledge of the project. We need you to be honest, speak openly and raise issues or concerns. Your words remain confidential to the consultant. ████ will keep a record of your conversation for her future reference only, and will only use it for the purpose described above. Your interviewer today will also respect this confidentiality, forwarding the information directly to ███ and not sharing with anyone else.

Your participation in this review is voluntary and you are entitled to withdraw at any time. If you change your mind at any time for any reason, you can contact ████ on the details below, and she will delete your information. Should you have any queries or concerns about this evaluation, you can also contact ████ on the details below.

████████████████

Email: katie@projectchalk.com.au

Annex 4: Full data set, three time points, psychosocial measures

Problem solving

Imagine you are at school, and you discovers that one of your books that you had left on your desk is missing. What would you do?

Category	TP1	TP2	TP3
I will immediately assume that one of my classmate has stolen it	6%	1%	3%
I will look for it. May be I have left it somewhere else	28%	28%	20%
I will think maybe someone borrowed it	3%	7%	10%
I will go and ask my teacher to help me find it	40%	53%	54%
I will immediately do something before thinking what is best to do	2%	2%	4%
I will borrow someone else's book and will not look for it at all	0%	0%	4%
I will cry and then do nothing	2%	2%	1%
I will immediately accuse my classmate who was there of stealing my book	0%	0%	1%
I will tell my parents	16%	6%	3%
other	2%	1%	0%

Avoid discrimination and understanding conflict

If the teacher or facilitator asked you to make a group of 4 people including you to do a play/football game, who will you choose to join you?

Category	TP1	TP2	TP3
My close friends	48%	41%	50%
My relatives	14%	24%	19%
No one.	2%	0%	1%
Some people whom I don't know	1%	3%	3%
Talented people in football/plays	13%	7%	6%
The person I like most	4%	14%	13%
Same gender (boys/girls)	9%	9%	7%
Opposite gender (boys/girls)	3%	1%	0%
Mix of genders	6%	2%	1%

Conflict resolution

If two of your friends fought each other in the class, what will you do?

Category	TP1	TP2	TP3
Wait to know why they fight and go closer to understand	13%	7%	14%
Will split them to not fight anymore	68%	67%	65%
Help my friend in fighting the other child	1%	1%	2%
Inform a teacher (or an adult) immediately	14%	23%	18%
Will not interfere between them at all	3%	2%	1%
Will tell more friends to join the fight or watch it	0%	0%	0%
Other	1%	1%	0%

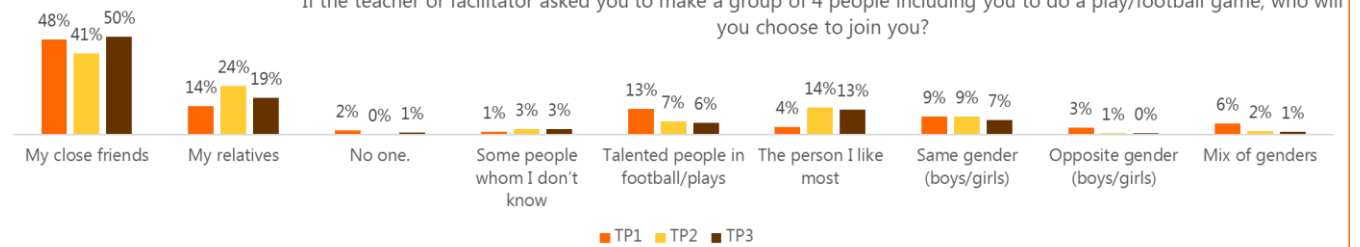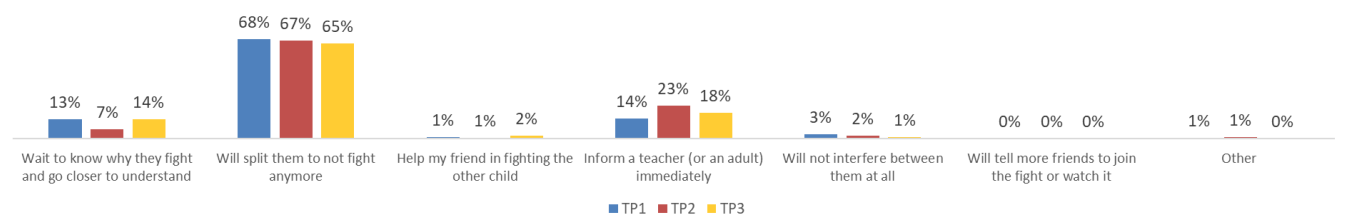# Protection from sexual abuse

If someone (male/female) come near to you and tried to touch you in some way you are not comfortable with, and you felt afraid what will you do?

Category	TP1	TP2	TP3
Tell him/her to stop	23%	12%	26%
Run away	10%	9%	7%
Will talk to an adult (whom you trust most)	43%	45%	40%
Will do nothing and not tell anyone	6%	12%	7%
Will beat the person	9%	4%	7%
Will tell everybody about what happened	2%	3%	2%
Will shout to stop	3%	8%	7%
Will tell my close friend (same age)	2%	6%	4%
Other	4%	3%	0%
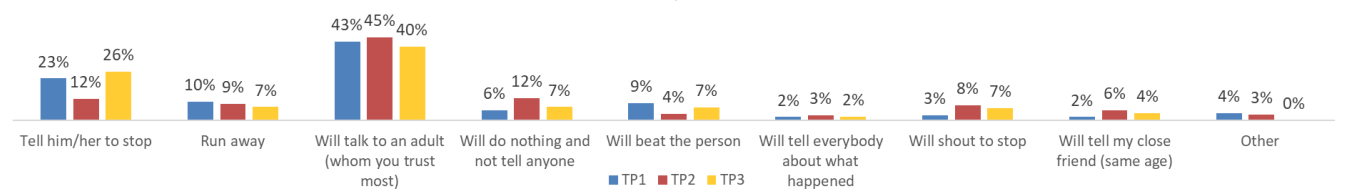
Resilience

If you have some stressful negative feelings like anger, sadness, problem without finding a solution for it, what will you do?

Category	TP1	TP2	TP3
Will scream and cry	16%	22%	17%
Will go to play a game	22%	11%	16%
Will listen to some music or watch TV	10%	13%	18%
will use meditation and or write in my diary	1%	2%	1%
Will walk around	16%	16%	17%
Will go to sleep	10%	14%	12%
Will pick up a fight with people	6%	7%	4%
Will insult	2%	1%	0%
Will smoke	1%	1%	0%
Will talk to someone	10%	4%	13%
Will just keep it for me until it pass	2%	5%	1%
Other	5%	6%	1%
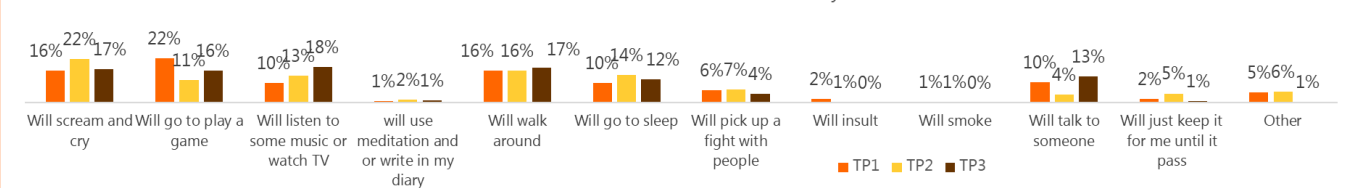
Awareness of attending school

According to you what are some of the positive reasons to go to school?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
More future employments opportunities	30%	28%	28%
Better future opportunities	24%	22%	16%
Make more or new friends	19%	19%	15%
Safety and security	2%	11%	15%
Psychosocial support	4%	9%	13%
Prevent them from child labor or early marriage	4%	4%	5%
To be respected	5%	2%	4%
Get more responsibilty towards community	10%	2%	2%
Other	3%	1%	0%
			1%
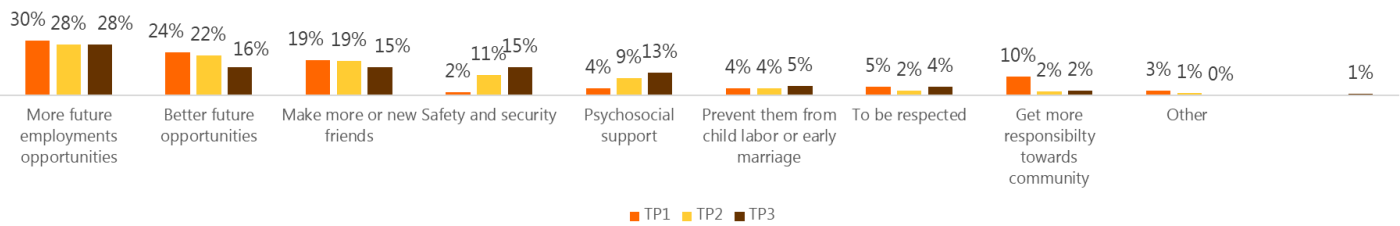
According to you, what are some of the negative results of not going to school?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
He/she may be forced to work	32%	28%	30%
He/She will be illiterate	10%	27%	28%
He/she will not have good future opportunities	19%	19%	24%
He/She may be subjected to early or forced marriage	11%	8%	12%
Other	4%	7%	1%
There is none	18%	7%	2%
He/She will have more money	5%	4%	3%
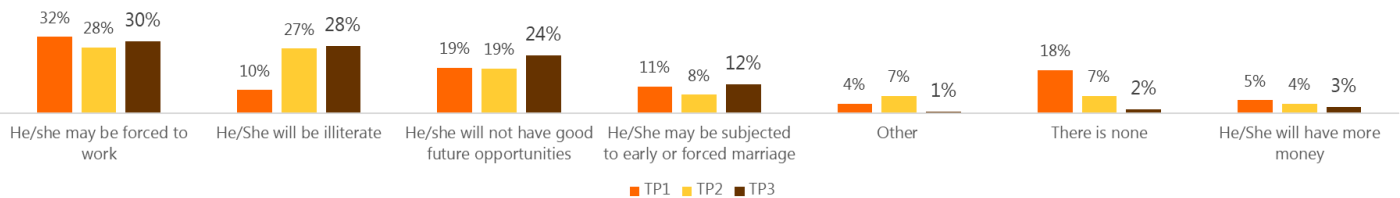
Do you feel that other people treat you with respect?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	2%	8%	6%
2-Some times <50%	37%	13%	28%
3-Most of the time >50%	35%	51%	40%
4-Always 100%	26%	28%	27%
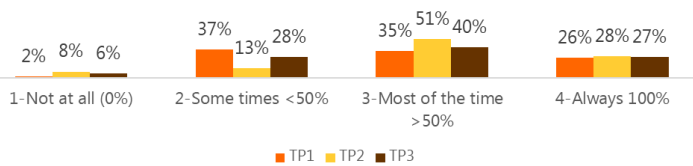
Do you feel that other people value your opinion?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	17%	10%	6%
2-Some times <50%	42%	26%	30%
3-Most of the time >50%	28%	44%	42%
4-Always 100%	13%	20%	22%
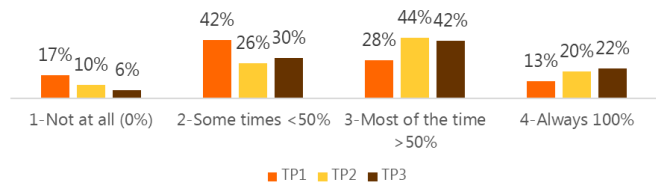
Do you feel you are making an important contribution to your community?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	3%	26%	16%
2-Some times <50%	63%	27%	34%
3-Most of the time >50%	20%	34%	38%
4-Always 100%	14%	12%	12%
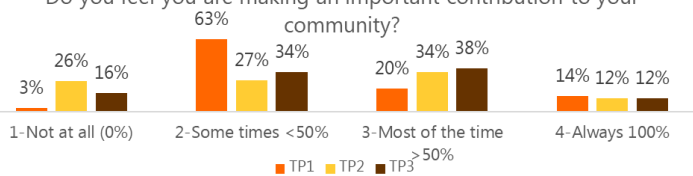
Do you feel safe walking alone in the street at night?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	42%	55%	48%
2-Some times <50%	32%	9%	18%
3-Most of the time >50%	15%	17%	21%
4-Always 100%	11%	19%	13%
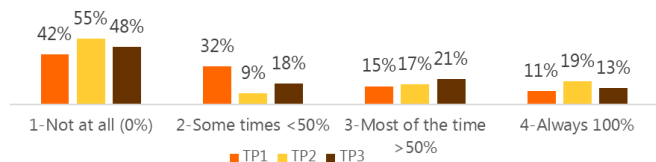
Do you feel the area you live is safe for children to play outside?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	5%	13%	28%
2-Some times <50%	50%	19%	28%
3-Most of the time >50%	36%	42%	30%
4-Always 100%	10%	26%	14%
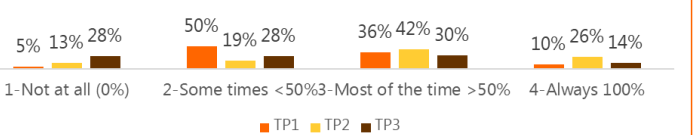
In general, do you feel safe from violence in your daily life?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	26%	19%	15%
2-Some times <50%	46%	28%	38%
3-Most of the time >50%	17%	38%	35%
4-Always 100%	11%	15%	13%
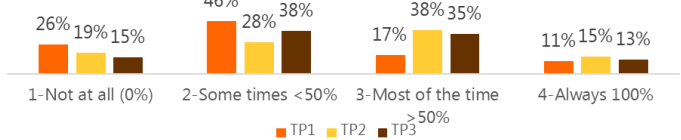
Do you feel that the authorities/institutions can protect you from violence?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
1-Not at all (0%)	18%	14%	12%
2-Some times <50%	44%	20%	25%
3-Most of the time >50%	22%	40%	50%
4-Always 100%	15%	26%	13%
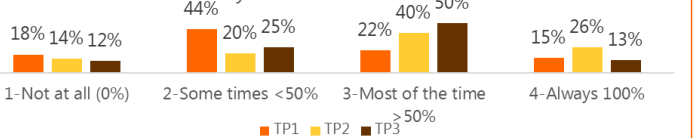
During last week, how often did you feel afraid and anxious?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
0) Prefer not to answer	1%	1%	0%
1) Every day / Always	2%	6%	2%
2) Often (3-4 days of the week)	5%	7%	7%
3) Seldom (1-2 days of the week)	25%	26%	31%
4) Never / Not at all	68%	60%	59%
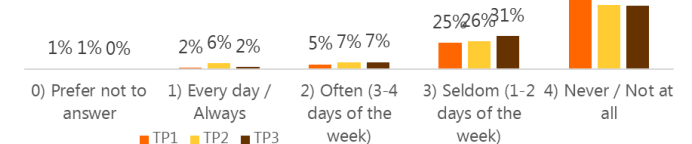
During last week, how often did you feel hopeless without solutions?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
0) Prefer not to answer	1%	1%	1%
1) Every day / Always	1%	6%	3%
2) Often (3-4 days of the week)	5%	4%	11%
3) Seldom (1-2 days of the week)	17%	28%	21%
4) Never / Not at all	77%	61%	65%
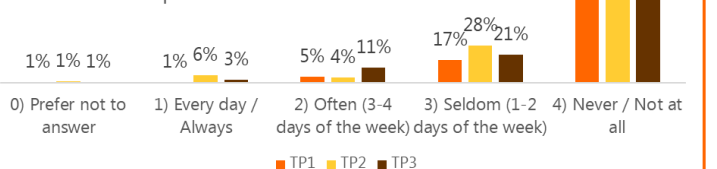
During last week, how often did you feel angry and not able to control your emotions?

Legend: TP1, TP2, TP3

Category	TP1	TP2	TP3
0) Prefer not to answer	1%	1%	1%
1) Every day / Always	4%	8%	3%
2) Often (3-4 days of the week)	12%	6%	16%
3) Seldom (1-2 days of the week)	25%	26%	27%
4) Never / Not at all	58%	60%	53%
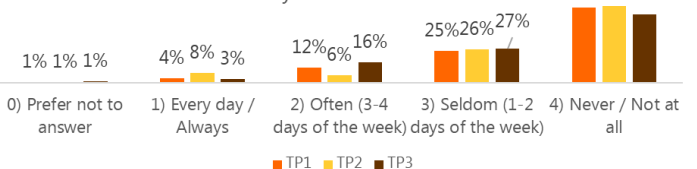
Annex 5: Semi-structured interviews: process and questions

Stakeholder group	Numbers
Teachers in schools where training has taken place	Two per school (eight total)
Government representatives, Department of Education	Two NOTE: ████████ interviews were not possible
Social workers from CFLS	Three

Process:
- Interviewees will be selected purposively, based on lines of enquiry and validation set through consultant/staff analysis of key results, challenges and celebrations
- Interviews will be formally scheduled through WV KRI channels
- Interviewees will receive verbal briefing and a written copy of informed consent briefing (see Annex 1)
- Interviews can either be recorded for later transcription and translation, or transcribed in note form in real time (interviewer should choose the style they're most comfortable with).
- Questions below are starting points for conversation, and the interviewees should be made welcome to raise their own topics

Questions for teachers:
- What has been your association with the GoG project?
- What do you think have been the most important outcomes of the project?
- What has been most important for you personally?
- (if not already answered) What was in the curriculum for teachers?
- How well did it go? What could have been done differently or better?
- Were you able to give feedback at the time of the project? If so, was it acted on?
- Do you think attitudes have changed to girls and women?
- Do you think attitudes have changed to children with disabilities?
- Do you think attitudes have changed to children of certain ethnic backgrounds?
- What needs to happen next?
- What else do you think we need to know?

Questions for government staff:
- What has been your association with the GoG project?
- What do you think have been the most important outcomes of the project?
- What has been most important for you personally?
- How well did it go? What could have been done differently or better?
- Were you able to give feedback at the time of the project? If so, was it acted on?
- Do you think projects like this support your own policies for universal education?
- Do you think projects like this are successful in removing barriers for children who might not otherwise have access to education?
- Do you think projects like this are suited to the Kirkuk context?
- What needs to happen next?
- What else do you think we need to know?

Questions for social workers:

- How, and how well, has CFLS attendance contributed to improved child protection in families and communities?
- How, and how well, has it contributed to improved institutions for child protection (referrals, networks, reporting mechanisms), either in the NGO network or government responses?
- How, and how well, do psychosocial components of the CFLS activities work in strengthening children's positive outlook and resilience? Where are the gaps, and can they realistically be filled?

- Can you describe some of the experiences (challenges or positive) you've had with children and young people at the CFLS, and what you have needed to do to resolve them?
- Has CFLS contributed to social cohesion for children? And what about for adults?
- Has it contributed to better inclusion of girls, children with disability and children from marginalised backgrounds?
- What are your main concerns about children in your care? Is this project aligned to help with those or is something more needed?
- What needs to happen next?
- Is there anything else you want to talk about that we haven't already covered?