

# FINAL EVALUATION REPORT

October, 2022

*Third-Party Evaluation for the Project "Integrated Humanitarian Response in Taiz Governorate, Yemen through WASH Support and Strengthening Child Protection Mechanism in Communities and Schools".*

Funded by:



Implemented by:



Evaluated by:



## EVALUATION SUMMARY

<b>Evaluation</b>	Third-Party Evaluation (TPE) / Final External Evaluation
<b>Conducted By</b>	MEAL Center Yemen (MC)
<b>Client</b>	Japan Platform (JPF)
<b>Program</b>	Yemen Humanitarian Response Programme
<b>Project</b>	Integrated Humanitarian Response in Hayfan and As Silw Districts, Taiz Governorate, Yemen through WASH Support and Strengthening Child Protection Mechanism in Communities and Schools.
<b>Donor</b>	Japan Platform (JPF)
<b>Implementing Party</b>	Save the Children Japan (SCJ) and Save the Children in Yemen (SCY)
<b>Project Duration</b>	October 1, 2021 to July 30, 2022
<b>Evaluation Location</b>	Hayfan and As Silw Districts, Taiz Governorate, Yemen
<b>Evaluation Objectives</b>	<ul style="list-style-type: none"> <li>• Provision of Third-party project evaluation services for ongoing JPF-funded project and implemented by SCJ and SCY in Hayfan and As Silw districts, Taiz Governorate, Yemen.</li> <li>• MC is to accurately capture information, verify project activities and analyze project data.</li> <li>• JPF will use the outcome of this evaluation to improve the current and future projects and programs.</li> <li>• The evaluation report will be made available to the public as a part of JPF's activity to ensure accountability to the donor and the public.</li> <li>• Draw recommendations and lessons learnt for the SCJ and SCY future projects and JPF's program strategy in Yemen.</li> </ul>
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. Reviewing Documents.</li> <li>2. Individual questionnaires (quantitative data).</li> <li>3. In-depth Key Informants Interviews (KIIs).</li> <li>4. Focus Group Discussions (Qualitative interviews).</li> </ol>
<b>Evaluation Duration</b>	June 3, 2022 - November 30, 2022
<b>Completion Date for Final Report</b>	October 28, 2022

**Table 1:** Evaluation Summary

# DISCLAIMER

This report is a product of MEAL Center- Yemen for Consulting and Services (MC).

This evaluation was commissioned by Japan Platform (JPF). The contents of this report do not reflect the views of JPF. Responsibility for the accuracy of the data included in this report rests with MEAL Center authors.

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I also take this opportunity to acknowledge the valuable contributions of Mr. Abdulbasit Al Shamiri for leading the evaluation process and producing the report. I am also thankful to Dr. Mohamed Al-Mekhlafy for writing a major part of the report and MEAL Center team, who worked hard on the field data collection for this evaluation.

I hope that the findings and recommendations of the evaluation will contribute to informed and responsive planning for the future.

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<b>CHS</b>	Core Humanitarian Standards
<b>CHV</b>	Community Hygiene Volunteer
<b>CPC</b>	Child Protection Committees
<b>FGDs</b>	Focus Group Discussions (Qualitative interviews)
<b>GARWSP</b>	General Authority for Rural Water Supply Projects
<b>IT</b>	Information Technology
<b>JPF</b>	Japan Platform
<b>JPY</b>	Japanese Yen
<b>KI</b>	Key Informant
<b>KII</b>	Key Informant Interview
<b>MC</b>	MEAL Center
<b>MOPIC</b>	Ministry of Planning and International Cooperation
<b>NGO</b>	Non-Government Organization
<b>OECD-DAC</b>	Organization for Economic Cooperation and Development - Development Assistance Committee
<b>PC</b>	Project Component
<b>SC</b>	Save the Children
<b>SCJ</b>	Save the Children Japan
<b>SCY</b>	Save the Children Yemen
<b>ToC</b>	Theory of Change
<b>ToR</b>	Terms of Reference
<b>TPE</b>	Third-Party Evaluation
<b>WASH</b>	Water and Sanitation and Hygiene
<b>WATSAN</b>	Water & Sanitation
<b>WMCs</b>	Water Management Committees



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The Project “*Integrated humanitarian response in Taiz governorate, Yemen through WASH support and strengthening child protection mechanism in communities and schools*” **main objective was to increase the resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation, targeting the most vulnerable communities and schools** in two districts of Taiz governorate, Yemen.

The purpose of this evaluation conducted by the MEAL Center (MC) is to evaluate the project against the program and project goals as well as the OECD DAC evaluation criteria and the Core Humanitarian Standards (CHS), and draw recommendations and lessons learnt for implementing NGO’s future project and JPF’s program strategy.

**MC used a mixed-method approach, utilizing quantitative and qualitative (structured and semi-structured survey questionnaires) tools** such as observations, desk reviews, site visits, direct interviews with beneficiaries and staff at the project sites/locations, community members, key informants (KIs) in-depth, and Focus Group Discussions (FGDs/ Qualitative interviews). The data collection included gender, age, and location disaggregation. To ensure reasonable gender representation, at least 55% of the sample size was female: 196 women and girls. The total sample size in the two districts in Taiz governorate was 354 individuals. Data were collected through a group of electronic tools (forms) that are facilitated using electronic mobile devices (smartphones and tablets) for data collection and submission of collected data to an online server during the field visits. The data came to one server from all field monitors once the mobile device found internet coverage. This enables the database specialist to provide feedback on data quality while monitors are still in the field. This helped correct mistakes or modified the sample if the data collected was not in line with what was planned.

## 1. Findings and Analysis

***The main findings are presented below in accordance with the evaluation questions that reflect OECD DAC criteria.***

### 1.1 Relevance

This section assessed the level of the project response to the needs of the beneficiaries and is in line with their priorities and local policies in the broader context and accountability to the crisis-affected people. The analysis captures the relevance of the related activities: 1) WASH support in the community; 2) WASH support in school; 3) child protection; 4) targeted community needs and existing issues, and 5) accountability to the affected population (complaints feedback mechanism).

Findings confirm that the project involved the community through a community-based complaints mechanism and the formation of community committees. This ensured their involvement in decision-making and strengthened a sense of ownership of the project activities. The capacity building for the key local actors (WMC, child protection committee, and school admins) helped promote localization to a great extent as the capacity of local actors was enhanced to adapt the project service to meet the needs of the targeted communities after the end of the project.

There is a census among the project staff that the project employed societal, cultural, and political backgrounds. They stress that SC work within the humanitarian principles, e.g., humanity, neutrality,

impartiality, and independence. SC worked through the community (forming community protection committees, child clubs, and social specialists from the local community).

- Based on the survey data, 100% (120 female and 90 male) confirmed that WASH support in the community was relevant.
- According to the survey data, more than 82%= 100 females and 74 males of those who took part in the survey were satisfied with the WASH services they received; this finding was assured by 93% of the local KIIs of those who took part in the interview, most of those who took part in the FGDs and 100% of the project staff who took part in the interview. However, Hygiene promotion, including kits distribution, had a lower rate (86%) of those who took part in the survey were satisfied with the Hygiene services they received due to the fact that this service did not cover all beneficiaries, resulting in complaints from those who were excluded and were not satisfied.
- All beneficiaries assured that there were barriers to accessing water services before the project. They confirmed the project made a big change in providing assistance that supported their daily life needs.

## 1.2 Effectiveness

This section assessed the level of efficient delivery of intended outputs. The analysis captures the effectiveness of the related activities: 1) WASH support in the community, 2) WASH support in school and, 3) child protection, 4) The changes brought by the project.

**Based on SC completion reports, the achieved outputs by the project are:**

### **WASH Support in the Community**

The project achieved rehabilitating/ upgrading two out of two planned water supply systems in communities. Two WMCs out of the two planned were also trained by the project, in addition to training 12 Community Hygiene Volunteers out of the 12 planned and equipping them with hygiene promotion kits 6,300 individuals were planned to receive hygiene and COVID-19 awareness sessions. The project reached 9,758 (which is 154% than it was planned). The project increased access to safe WATSAN facilities at schools more than planned. The plan was to reach 1,446 people but the project reached 2,277 people (157.5% than it was planned) (for more details, please refer to [implementation progress against the indicators in annex VII](#)).

### **WASH Support in Schools**

- To increase boys' and girls' access to safe, dignified and gender-sensitive hygienic WATSAN facilities at schools, the project, four schools were rehabilitated by the project with functioning WASH facilities. (30 November and Omar bin Alkhtab Schools in the Hayfan district, and 22 May school and Mansour Ahmed Saif school in the As-Silw district). The rehabilitation works included the maintenance and rehabilitation of WASH infrastructure at school latrines, the construction of additional latrines, the construction of cesspits, and the construction of incinerators. Therefore, 2,277 pupils and teachers could access safe, dignified and gender-sensitive WATSAN facilities at schools.
- To acquire appropriate hygiene knowledge and practices, 500 individuals, including teachers and students, received hygiene kits, including COVID-19 PPE and disinfectant materials;

- Eight school admin staff trained on the operation and maintenance of WATSAN facilities and provided with plumping tool kits
- Four hygiene promotion events were conducted.
- The varied activities related to hygiene made WATSAN facilities in schools safe and hygienic and made people knowledgeable about the critical handwashing occasions. **These activities include:**
  - a) schools' latrines (safe sanitation),
  - b) availability of water taps for handwashing close to latrines,
  - c) the availability of soap near the handwashing facility at schools,
  - d) hygiene education sessions,
  - e) distribution of hygiene kits.

This affects the reduction to waterborne diseases. All 10-project staff interviewed agree the project "reduced the risk of infection, slowed down the transmission of diseases and reduced the negative impact of COVID-19".

## Child Protection

**The capacity to respond to child protection concerns in the targeted communities was increased because:**

- The project trained 4 social workers out 4 targets to facilitate case management services in As Silw district
- The project supported 42 children (target 40 children) through case management services
- The project trained 40 out of 40 target children in child clubs.
- Six out of 6 target life skills events were led by children

The project also formed and trained 22 children protection committee members out of 22 targets and conducted two campaigns Activities to protect children from violence and exploitation and to increase awareness of child protection issues are conducted. The children protection committee member conducted two campaigns in the targeted community.

All project staff interviewed responded that the project's objective was achieved to a great extent. They agreed that the project increased the resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation, targeting the most vulnerable communities and schools.

- According to the beneficiaries, the project provided services that were necessary for them and facilitated access to improved water sanitation supply and hygiene behaviours.
- **The findings of the interviewed sample (survey and KIs) show that project resources were used efficiently. 100% of the Project staff** agreed that the same results could not have been achieved with fewer resources. 94% of the beneficiaries agree that the same results could not have been achieved with fewer resources. Moreover, all the FGDs participants (Beneficiaries of WATSAN and Senior teachers) agreed that the project could never be implemented with fewer resources.

- KIs agree the project activities made a significant change in the targeted communities. **They referred to:**
  - a) WASH support in school,
  - b) Rehabilitation and maintenance of the water supply system,
  - c) Capacity building for school social workers,
  - d) Child protection committees (CPCs) and provision of training,
  - e) Rehabilitation of the WATSAN facilities,
  - f) Training on operations and capacity building, and
  - g) Conducting life skills events led by child clubs, respectively.

### 1.3 Sustainability

This section analysed the sustainability of the project activities that related to 1) the sustainability of WASH support in the community, 2) the sustainability of WASH support in schools, 3) the sustainability of child protection, 4) The likelihood of child protection committees to continue their work after the project ends, and the contributing factors that help the community to sustain the project activities.

**77% of the survey data (89 female and 73 male) and 16 out of 20 KIs think that the trained WMC members will likely continue their work after the project ends.** They think that there are various factors that contribute to the continuity of the WMC members, including 1) local authority and community support; 2) committees' awareness and their eagerness will push them to continue, 3) the cooperation between community members, 4) keenness of committee members (teachers) to preserve services that serve the school students; 5) Financial (amounts as nominal subscriptions) and moral support from the people in the area. They opt to use public taps to get water.

- KIs assured that the water supply systems are still operational and will remain active after the project ends
- 100% of KIs/project staff and most beneficiaries assured that the community members contributed to sustaining & maintaining the provided services through assigning tasks among them to carry out periodic maintenance for the project, cleaning the latrines regularly and educating their children to maintain bathrooms and not to waste water.
- According to the KIs, local ownership was considered and achieved during the implementation of the project through: 1) enabling community members to manage the project, 2) assigning local committees to follow up and maintain the project, 3) enhancing the voluntary work within the project, 4) training the beneficiaries to maintain the project.
- The field researchers observed that there was no soap for hand washing close to bathrooms as the soap distributed during the implementation period was consumed. In one of the schools, the bathrooms are without water. In one of the schools, the school principals closed the bathrooms so that the children in the school do not dirty and destroy them during the summer vacation.
- Two Female FGDs agree that children were interested child clubs and children showed "cooperation and assistance among themselves" inside and outside school. Each child club was formed from students from different levels (from grade 6 to grade 12). The child clubs enhanced children's confidence in themselves".

- Eight out of 25 participants in the child club FGDs have a different stance regarding the likelihood of child club members continuing their work after the project end. They think the project will end in a certain period which might lead to stopping support for the child clubs considering the current lack of club tools such as games. They added that “the club members who were in the secondary schools graduated and left the club membership. Thus, the clubs would not function properly due to the absence of the schools graduate students who were club members.

## 1.4 Impact

This section captures the effects of the interventions in terms of a) **Larger Effects Of The Interventions In Terms** of the positive impact of the project, satisfaction with the project as a whole and the potential negative effects if the project ends. It also discusses b) **What Could Have Been Done Differently?** In addition to c) **Lessons Learnt**.

The project helped to support special cases and provided them with assistance. The students benefited from the child clubs and awareness-raising, which strengthened their personalities and grew out of their culture, established the building of future care and protection for children, and the students from the clubs and awareness, which strengthened their self-confidence and developed their relationships, raising awareness. The project provided a) great and urgent services to the community,, b) skills were gained by voluntary workers, b) some resources were saved by households who used to spend on water trucking or hygiene materials, c) children went back to schools, particularly girls, d) raising awareness of children's rights and child protection, e) training on how to maintain and operate the project after the project ends, f) distributing health baskets, g) reducing the spread of diseases among the community, h) restoring bathrooms, i) building water tanks and solar energies, j) mothers become more interested in taking care of their child due to the proximity of water to the houses, k) bringing the water distribution points to the nearest distance inside the village this is due to the fact that this situation allowed more free time to take care of their children.

Most of the evaluation participants (85% or 212 out of 250) are satisfied with the project as a whole. Beneficiaries provided reasons for their satisfaction. Beneficiaries' statements show their satisfaction, a) “the project met the needs of the community and the school”, b) “*the project fulfilled some of our important needs*”, c) “*the project contributed to serving families and reduced the trouble of searching for water from faraway wells*”, d) “*the project created a clean and healthy environment free of diseases*”, f) “*the project reduced the school dropouts, particularly of girls*”, g) “*the project reduced children and women falling into wells*”. Moreover, six respondents of the beneficiaries told the researchers that a woman fell in a well in Al-Mafalees area and also two girls fell in another well before the project. The beneficiaries' statements indicate the project made strong effect on their life. Beneficiaries say, h) “*the project brought water to the nearest point of the residents*”, i) “*the project raised awareness of hygiene*”, j) “*the project has some sustainable development*”. These responses quotes confirm the beneficiaries' satisfaction with the project interventions as a whole.

### **KIIs recommended activities for the next phase as the following:**

- Build separate bathrooms in schools as well as menstrual hygiene management materials for school girls because these are problems and issues that were before the community and are still considered one of the gaps.
- Cash for sanitation in As Silw and Hayfan areas because it is considered one of the risks facing children in open sewage areas.” *We provide them with water, but in return, we need real solutions*

*to manage the waste, especially household waste, solid waste, and human waste (sewage management)."*

- Encourage local communities to restore community protection systems by forming community protection committees and implementing a case management program.
- Replicating case management activity because it is among the needs of the community. There are frequent cases, especially regarding the process of fetching water and firewood. During daily work, girls, boys, and women are exposed to many risks. It is recommended to adopt the case management issue in future programming.

## 2. Conclusions

1. Overall, the project emphasised an increase in resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation. The main conclusions indicate the project has increased resilience of the communities in As Silw and Hayfan districts in Taiz, Yemen.
2. Given the generally positive results in the two targeted schools, the project deserves to be continued because it has proven effective in promoting hygiene through the education sessions and implementing WATSAN activities that are much appreciated by the communities. For example, the sanitation in schools helped students to stay in schools, especially girls.
3. The project responded to the priorities and needs of the beneficiaries due to the fact that the needs were greater than the size of the project intervention. However, despite the beneficiaries' and KIs' satisfaction with the project, they put high demands that are beyond the capacity of the project. Perhaps these demands could be considered in future programming.
4. The project employed appropriate approaches and ways to consider the societal, cultural, and political background of the beneficiaries, as SC staff are aware of the local culture and political dynamics.
5. There was a significant impact for mosque preachers in raising awareness about violence. This good practice needs to expand in the future to other official religious institutions to raise awareness about issues related to protection. The project could work with the Endowments Offices and mosques preacher.
6. Women are frequently in charge of collecting the water from the water sources to their houses. The time they spend in fetching water is spared by rehabilitating the water facilities. This project indirectly supported women to have more time for their houses and girls to join schools.

## 3. Lessons Learnt

1. Consulting the community about needs and priorities at the initial stage contributed to planning interventions that addressed more the needs and priorities of the communities. This results in high satisfaction and appreciation of the humanitarian assistance provided to the schools and communities. This discussion with the community made the community supportive during implementation and aware of the project components, except for the hygiene kits distributions.
2. Rural communities are difficult to accept hygiene kit distributions to some students, and others are not eligible for such kits. The lessons learnt are: a) the project outline and selection procedures with regards to hygiene kits were not explained to well to beneficiaries and b) it is advisable to distribute



hygiene kits to all students to make students feel they are all equal. Such blanket distribution is likely to spread the hygiene culture more in the community when including all students.

3. With more valuable distributions like cash or food, community committees could be involved to explain to the community the limitation and the selection criteria. Such an act will create a common understanding that will result in an agreement on clear selection criteria. The selection criteria could be endorsed by the local authority.
4. Voluntary work connects the community and maintains a team spirit, and the presence of women among the volunteers had a significant role in the effectiveness of the activities
5. Working with the mosque preachers in raising awareness about violence has a significant impact. This encouraged some staff to recommend involving official religious institutions in the future, like Endowments Offices and mosque preachers, to support protection activities.
6. The most important lesson learned is that improving water, sanitation and hygiene interventions has a higher impact on reducing illness and pandemics. Such an intervention is much easier than combating illness and pandemics. Repairing existing water facilities to provide safe water and focusing on public institutions like school latrines are more cost-effective than responding to outbreaks if they take place due to less hygiene and less safe drinking water. The education sessions contribute significantly to raising awareness of critical times to wash hands, and this reduces the possibility of water-borne diseases.
7. A second phase of the project would allow an opportunity to further integrate lessons learnt from this phase in both content and administration of the project. This would improve resource allocation and help staff deliver WASH services in schools and communities more efficiently.

## 4. Recommendations

The recommendations below apply to future projects, local authorities, project staff, and JPF.

### 4.1 For Future projects

If there is a next phase of the project in the same area or other areas of similar needs building on the great positive impact on and success achieved by this project, **the following recommendations could be considered:**

- a. SCI constructed new bathrooms dedicated to Girls, enabling them to use the bathrooms easily and safely. Building separate bathrooms in schools and menstrual hygiene management materials for school girls is recommended because these were a problem and issue and are still considered one of the gaps.
- b. Cash for sanitation in As Silw and Hayfan areas because it is considered one of the risks facing children in open sewage areas. SCI constructed new bathrooms and rehabilitated the ones in the targeted schools to be fully functional to provide a proper healthy environment. However, the community requested sustainable solutions to manage the waste, especially household waste, solid waste, and human waste (sewage management).
- c. Representation for school staff/teachers in WMC as a focal consultation person between schools and WMC is recommended to enhance the sustainability of WASH support in schools as they are closer to needs and the maintenance requirements, if any.
- d. Expanding and encouraging women's participation in the Water Committee; is one of the steps and activities that should be included and focused on in the future. Water problems are mainly



- related to women's roles, and women are supposed to be actively involved in managing water facilities; therefore, we want to ensure that the participation of women is more effective.
- e. Encourage local communities by providing support to restore community protection systems by forming/training community protection committees and implementing a case management program.
  - f. Replicating case management activity because it is among the prioritized needs of the community. There are frequent cases; girls, boys, and women are exposed to many risks during daily work. It is highly recommended to adopt the case management issue in future programming.
  - g. Community consultations should be considered more during project initiation/planning with all community groups, particularly in relation to gender programs to enhance the role of women, particularly rural women, during implementation.
  - h. Any support provided for schools has to target all students for equality purposes and pay attention to improving the quality of education, such as improving the children learning quality (particularly for Grades 1 to 6), providing blackboards, learning materials and textbooks, learning aids, allocating a sufficient budget, renovations, capacity building of the school, training of teachers and staff as well as other schools' priority needs
  - i. Complementary activities could enhance the intervention's success in the same area of project intervention. For example, school bathrooms are built without cleaning bags (bathrooms cleaning materials). Other school issues were not part of the project, like a) lack of lights and b) damaged windows and doors. Repairing these makes the school environment better school.
  - j. **Prioritize child protection, taking into account gender and gender-based violence, disabled and marginalized** groups while designing and implementing interventions
  - k. Consulting adult girls in schools about their needs before purchasing and providing hygiene items. Appropriate options for them could be considered, like dignity items such as sanitary pads.

#### 4.2 For Local authorities

- a. Local authorities have to ensure the sustainability of the project services after the project ends by monitoring the WMC and providing the needed technical support to them. SCI handed over the project to GAWRWSP, that is responsible for monitoring and supervising the WMC operation. This linking will enable the WMC to consult the GARWSP if they face any problems during the operation.
- b. Provide electric generators to be as a backup power source and pump water in winter days in case of the inefficiency of the solar system.
- c. Schools administration has to find ways to ensure providing soap near the hand washing facilities; allocation has to be allocated for this purpose within the school budget.

#### 4.3 For Project staff

- a. Clarify the issue raised by a few responses of the beneficiaries that Al Faqeed Mansoor school in As Silw district has no connection to the water system.

- b. Clarify other issues raised in this report, such as the sustainability issues in relation to some services in cooperation with local authorities and agreed-on solutions.

#### **4.4 For JPF**

- a. Increase the donation to provide more projects due to Yemenis' large needs and the confidence in the quality of the interventions funded by the Japanese government.
- b. Replicate this project as a second phase in the same area or for other areas that have similar needs with larger budgets.



The contract for the third-party evaluation of the project “**Integrated Humanitarian Response in Hayfan and AsSilw districts, Taiz Governorate, Yemen through WASH support and strengthening child protection mechanism in communities and schools**” was approved by Japan Platform (JPF). The kick-off meeting of the evaluation was on 06/06/2022. The team of MEAL Center was informed by the JPF team about the main focus of the Third-Party Evaluation (TPE) and the overall scope of work. The team was mobilized during the same week by preparing the field researchers and supporting staff. They were given orientation on the project and methodology of work. **The inception phase involved:**

- Initial briefing meeting with JPF.
- Desk review of existing project documentation (including proposal documents and reports)
- Tools design.
- Data collection methodology, recruiting field researchers, developing training materials and conducting the training, and preparing the logistics for the field phase.
- Obtain feedback on data collection tools.
- Interviewees were identified in preparation for the evaluation.

## 1. Project Description

This project served remote and very hard-to-reach areas in As Silw and Hayfan districts, Taiz governorate; most organizations rarely intervene in the areas like these. These areas were subject to armed attacks in 2017 and 2018, which led to the migration and displacement of people from the area; it is a rocky mountainous area that lacks basic services, including water and environmental sanitation services, in addition to other services such as health, quality education, roads and protection. The project mainly aimed to alleviate the beneficiaries' sufferings as a result of the conflict in the targeted areas by limiting the spread of diseases at the community and school levels. The intervention included delivering water to the nearest place to the village entrance and reducing the possibilities of dropping out of school of students, particularly girls, by rehabilitating the school bathrooms. The project responded to the priorities and needs of the beneficiaries, and the needs were greater than the size of the project interventions. The basic Project Information is presented in table No. 2 below.

<b>Program</b>	Yemen Humanitarian Response Program	
<b>Project Title</b>	Integrated Humanitarian Response in <i>Hayfan</i> and <i>As Silw</i> districts, Taiz Governorate, Yemen, through WASH support and strengthening child protection mechanisms in communities and schools.	
<b>Overall Objective</b>	To increase the resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation, targeting the most vulnerable communities and schools in Taiz governorate, Yemen.	
<b>Project Country</b>	Republic of Yemen	
<b>Project Locations</b>	<i>Hayfan</i> and <i>As Silw</i> Districts, Taiz Governorate	
	<b>Start</b>	<b>End</b>
	October 1, 2021	July 30, 2022
<b>Donor</b>	Japan Platform (JPF)	

<b>Implementing Party</b>	Save the Children Japan (SCJ) and Save the Children in Yemen (SCY)	
<b>Project Budget</b>	<b>Amount</b>	<b>%</b>
	<b>55,000,000 JPY</b>	<b>100%</b>
<b>Direct Project Cost</b>	35,746,451 JPY	(65%)
<b>Indirect Project Cost</b>	19,253,549 JPY	(35%)
<b>Total Project Cost</b>	55,000,000 JPY	Equivalent to \$427,766
<b>International Staff</b>	1.1 MM	
<b>Local Staff</b>	6.45 MM	
<b>Funding Source</b>	JPF Fund	
<b>Project Components (PC)</b>	PC1. WASH Support in Community	<ul style="list-style-type: none"> <li>• Rehabilitation of 2 water supply systems to benefit 3,000 individuals.</li> <li>• 12 community hygiene volunteers.</li> <li>• 6,300 Individuals through hygiene promotion.</li> </ul>
	PC 2. WASH Support in Schools	1,400 students and 46 Teachers.
	PC 3. Child Protection	<ul style="list-style-type: none"> <li>• 2 CPCs/ child protection committees.</li> <li>• 40 children were provided with case management services.</li> <li>• 2 Child Clubs in 2 schools.</li> <li>• 4 Social workers in 2 schools were trained to facilitate case management services.</li> <li>• 2 campaigns attended by about 400 persons (CP BNFs).</li> </ul>

**Table 2:** Information of the Evaluated Project

## 2. Project Activities

<b>0. Preparation</b>
0.1. Preparation and getting Approvals.
0.2. Joint monitoring visits with GARWAP and Education Office in Taiz.
0.3. Conducting gender consultation for women, girls, boys and men on CP and WASH services through FGDs to identify access barriers.
<b>1. WASH Support in the Community</b>
1.1. Rehabilitation and maintenance of 2 water supply systems for affected populations and schools.
1.2. Reformation of WMC, training for WMC members on the operation, monitoring and maintenance of the rehabilitated water systems with the provision of the maintenance/plumbing toolkit.
1.3. Training for community hygiene volunteers on hygiene promotion.
1.4. Conducting hygiene awareness sessions, including COVID-19 knowledge in targeted schools and communities.
<b>2. WASH Support in Schools</b>
2.1. Rehabilitation of the WATSAN facilities at targeted schools.

2.2. Conducting training on operation, maintenance, and water quality surveillance for admin staff of each school and provision of plumbing toolkits.
2.3. Provision of essential WASH supplies at the selected schools and distribution of hygiene kits, including COVID-19 PPE and disinfectant materials.
2.4. Conducting hygiene promotion events.
<b>3. Child Protection</b>
3.1. Capacity building for school social workers on case management according to national guidelines and child protection policy.
3.2. Provision of Case Management Services.
3.3. Formation of child clubs and their capacity building and conducting life skills events led by child clubs.
3.4. Formation of child protection committees (CPCs) and provision of training.
3.5. Conducting community campaigns by CPCs members.

*Table 3: Activities of the Evaluated Project*

### 3. Project Objectives and Outcomes

The project main objective (outcomes) was to increase the resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation, targeting the most vulnerable communities and schools in two districts of Taiz governorate, Yemen. **The project strategic objectives were:**

1. Mitigate the impact of COVID-19 and prevent wide spread of the outbreak
2. Focusing on assistance in three areas that are of particular priority in Yemen and are capable of utilizing the past experience and achievements of JPF
3. Strengthening monitoring to ensure the assistance is delivered to those most in need

**The indicators of the project outcomes were:**

1. No. of people who have access to sufficient and safe water for drinking, cooking and personal hygiene use [3,000].
2. Percentage of participants at hygiene education session who answer at least four (4) of five (5) critical times to wash hands [70%].
3. Percentage of beneficiaries who answer WATSAN facilities in schools are safe and hygienic [80%].
4. Percentage of school social workers, CPCs and child club members who demonstrate the improvement of understanding of child protection issues [90%] (Pre-test and post-test of training).

### 4. Purpose of Evaluation

The purpose of this evaluation is to evaluate the selected project against the program and project goals as well as the OECD DAC evaluation criteria and the Core Humanitarian Standards (CHS), and draw recommendations and lessons learnt for the implementing NGO's future project and JPF's program strategy. **The specific evaluation objectives are:**

1. Provision of Third-party project evaluation services for ongoing JPF-funded project and implemented by SCJ and SCY in *Hayfan* and *As Silw* districts, Taiz Governorate, Yemen.

2. MC is to accurately capture information, verify project activities and analyse project data.
3. JPF will use the outcome of this evaluation to improve the current and future projects and programs.
4. The evaluation report will be made available to the public as a part of JPF's activity to ensure accountability to the donor and the public.
5. Draw recommendations and lessons learnt for the SCJ and SCY future projects and JPF's program strategy in Yemen.

The Evaluation Criteria provide a framework and guide for the key questions of the evaluation based on the Organization for Economic Cooperation and Development - Development Assistance Committee (OECD DAC) criteria and the Core Humanitarian Standards (CHS). **These criteria are reflected in the questions below:**

### Relevance

1. Assess the level of the project response to the needs of the beneficiaries and is in line with their priorities and local policies in the broader context and accountability to the crisis-affected people, particularly children and women, in the project-related decision-making the adaptation of the project service to meet the needs of the targeted communities.
  - 1.1 *Assess the adaptation of the project service to meet the needs and priorities of the targeted beneficiaries.*
  - 1.2 *Was the project designed taking into account the cultural and political context in the project target areas?*
  - 1.3 *Assess the level of the importance of the project activities.*
  - 1.4 *Assess the level of relevance, participation, ownership, ownership, capacity systems, and accountability among key local actors.*

### Effectiveness:

2. Validate the efficient delivery of intended outputs and ascertain if and how they led to the intended outcome as per the purpose statement (in line with OECD DAC criteria of **efficiency, effectiveness, and coherence**):
  - 2.1 *To what extent has the project facilitated access of school children and communities to improved water supply/sanitation services and improved hygiene behaviours?*
  - 2.2 *To what extent has the project contributed to improved protection mechanisms for vulnerable children through the establishment of a child protection committee, strengthening the capacity of school social workers and implementation of community-led training?*
3. Assess the level of satisfaction of beneficiaries (disaggregated by gender) with the changes brought by the project. Seek feedback from relevant stakeholders on the project interventions (in line with OECD DAC criteria of effectiveness).
  - 3.1 *Assess the changes brought by the project.*
  - 3.2 *Seek feedback from relevant stakeholders on the project interventions.*

### Sustainability

4. Assess the likelihood of sustainability of the project interventions, specifically the continued engagement of school social workers/community hygiene volunteers, child protection committees

(CPC), Children Clubs and water management committees (in line with OECD DAC criteria of sustainability)?

- 4.1 *What is the likelihood that the benefits of the project will endure over time after the completion of the project?*
- 4.2 *Has the project planned for the continuation of project activities, developed local ownership for the project, and developed sustainable partnerships?*
- 4.3 *How likely are the trained Water Management Committee (WMC) and social workers to continue their work after the project ends? What contributes to this?*
- 4.4 *Are the water supply systems still operational? Are they likely to remain so after the end of the project? Why (not)?*
- 4.5 *Are the community hygiene volunteers trained during the project still active? Do we expect these will remain active after the project ends?*

## **Impact**

5. Assess the contributions of the project to Yemen Humanitarian Response Plan 2021 and JPF's program goals, particularly in terms of the following objectives (in line with OECD DAC criteria of impact and relevance).
  - 5.1 *Assess preventing disease outbreaks among the most vulnerable by providing safe and dignified health and WASH assistance and services and maintaining essential infrastructure in areas of highest risk.*
  - 5.2 *Mitigate protection risks and facilitate redress for girls and boys, especially the displaced and most vulnerable civilians, through building their resilience, humanitarian assistance, specialized protection service.*
  - 5.3 *What are the broader changes, positive or negative, intended or unintended, of the interventions in the context? To what extent are these changes desirable?*
  - 5.4 *What changes can be ascertained in attitudes, behaviours, and relationships as a result of the hygiene and CPC activities or protection service?*
  - 5.5 *What could have been done differently to make the project be of higher quality and more significant impact?*
  - 5.6 *Capture and/or incorporate success stories, when applicable – that have been the most significant changes as a result of the project interventions.*

## **Lessons Learnt**

**The lessons learnt can be summarized by drawing or identifying the following:**

1. Lessons learnt from the evaluation for the implementing NGO, JPF and other JPF member agencies active in Yemen.
2. The project design, implementation, and stakeholder engagement are recommended for the implementing NGO.
3. Replicable lessons learnt on gender mainstreaming, behaviour change communications, and inter-sectoral programming is of broader relevance beyond this project.
4. Recommendations for JPF on the program priorities.
5. Areas for further discussion between JPF and its member agencies on the localization agenda.

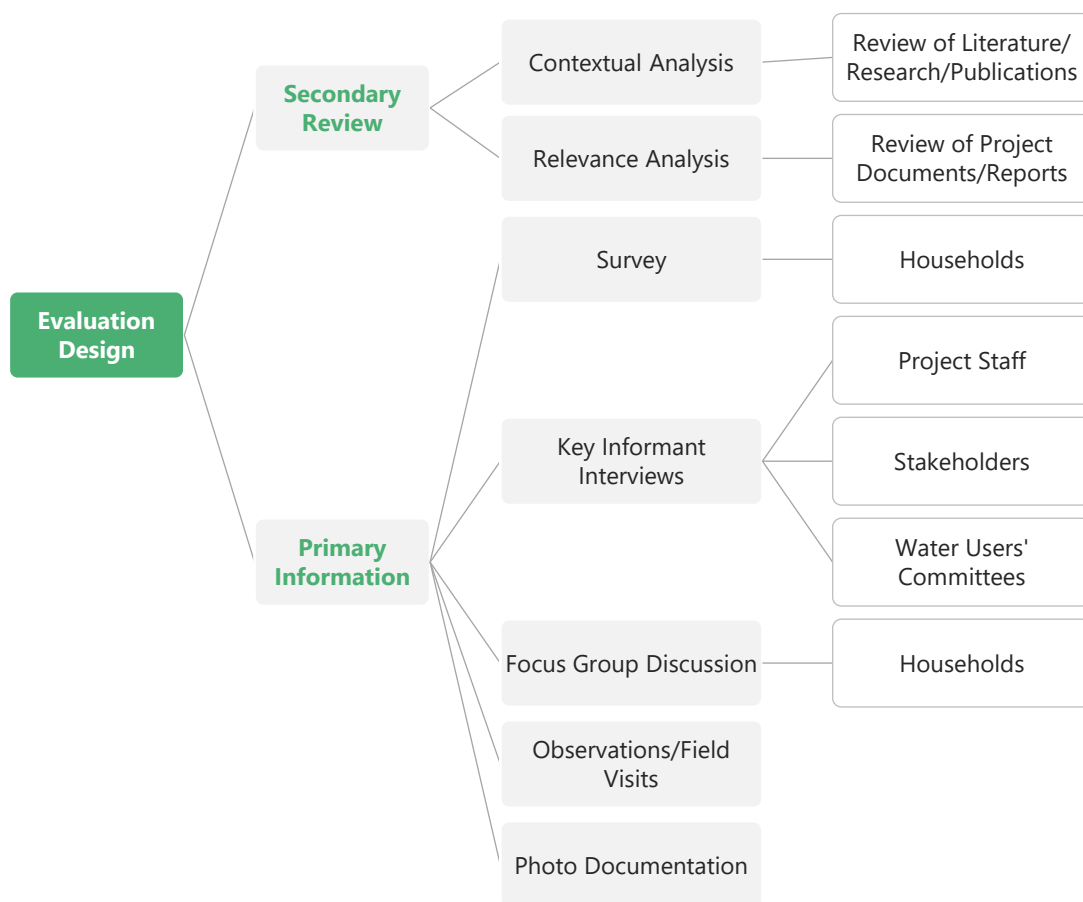


# EVALUATION DESIGN AND METHODOLOGY

MC used a mixed-method methodology, utilizing quantitative and qualitative (structured and semi-structured survey questionnaires) tools such as observations, desk reviews, site visits, direct interviews with beneficiaries and staff at the project sites/locations, community members, key informants (KIs) in-depth, and Focus Group Discussions (FGDs/ Qualitative interviews).

## 1. Study Design

The evaluation employed quantitative and qualitative participatory methods. The data collection included gender, age, and location disaggregation. To ensure reasonable gender representation, at least 55% of the sample size was female: women and girls.



**Figure 1:** Evaluation Design



## 2. Evaluation Sample

The total **sample size** in the two districts in Taiz governorate was 354 individuals (40 KIs, 104 FGDs and 210 survey questioners). The sample [size calculation](#) used here assumed the project beneficiaries or population size is 11,387. It accepts a 7% of margin of error and accepts a 95% confidence level (an alpha of 0.05). The margin of error value is typically set at 5%. The FGs and KIs interviews provided in-depth and qualitative data to triangulate the details obtained from the survey questionnaires. All tools respond to the required questions in the ToR that focus on DAC criteria and the Core Humanitarian Standards (CHS).

The balanced number of participants in the quantitative and qualitative interviews is meant to obtain enough details for evaluators to pass a value judgment about the project to help its team improve its effectiveness and/or to inform future programming decisions. For this, MC selected a representative sample of all the project components and locations. This was done in collaboration with JPF team.

<i>Population Estimates in the Two Districts</i>								
<i>Location</i>	<i>Projection for 2022</i>					<i>Females (Age- Groups)</i>	<i>Males (Age- Groups)</i>	<i>Total (Age- Groups)</i>
<i>District</i>	<i>CSO Estimated Population 2022</i>	<i>Total IDPs</i>	<i>Estimated Population</i>	<i>Total MEN/Boys</i>	<i>Total /Women- Girl</i>	<i>(0 - 4)</i>	<i>(0 - 4)</i>	<i>(0 - 4)</i>
As Silw	71,810	10,242	57,796	23,187	34,608	4,960	4,785	9,745
Hayfan	108,866	17,502	108,570	44,714	63,856	7,751	7,215	14,967
<b>Total</b>	<b>180,676</b>	<b>27,744</b>	<b>166,366</b>	<b>67,901</b>	<b>98,464</b>	<b>12,711</b>	<b>12,000</b>	<b>24,712</b>
<ol style="list-style-type: none"> <li>1. Last census 2004, with projected population estimates to 2025 by Central Statistics Organizations (CSO).</li> <li>2. Annual population growth rate was maintained at 2.33%.</li> <li>3. Lack of unified IDP tracking movement system and returnees.</li> <li>4. Adopt 2021 IDPs figure of 4,002,012 as baseline IDPs figure for 333 districts in Yemen.</li> <li>5. These Population estimates are for the United Nations 2022 humanitarian program cycle planning purposes only.</li> </ol>								

*Table 4: Population estimates in the two districts*

<i>Sample Size in the Final Evaluation per Gender</i>			
<i>Type of Form</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
FGDs	41	63	104
Surveys	90	120	210
KIIs with Stakeholders	18	12	30
KIIs with Project Staff	9	1	10
<b>Total</b>	<b>158</b>	<b>196</b>	<b>354</b>
<b>%</b>	<b>45%</b>	<b>55%</b>	<b>100%</b>

*Table 5: Sample size in the final evaluation per gender*

**Below is the sample per tool and per location: survey questionnaires, focus group discussions and key informant in-depth interviews).**

<b>Distribution of Qualitative &amp; Quantitative Survey Samples</b>				
<b>Stakeholder/Beneficiary</b>	<b>Taiz/ Japan</b>	<b>Taiz</b>		<b>Total</b>
		<b>Hayfan</b>	<b>As Silw</b>	
<b>Key Informant In-Depth Interviews (KIIs)</b>				
Project staff	10			<b>10</b>
Water management committee (WMCs)		2	2	<b>4</b>
Community hygiene volunteers (CHVs)		2	3	<b>5</b>
Child protection committees (CPCs)			8	<b>8</b>
Education Office in Taiz		1	1	<b>2</b>
School teachers		5	4	<b>9</b>
Social workers		1	1	<b>2</b>
<b>Sub-Total (KIIs)</b>				<b>40</b>
<b>Focus Group Discussions (FGDs/Qualitative interviews)</b>				
Beneficiaries of water & sanitation (WATSAN)		2 FGDs- 1 male and 1 female- each FGD is of 8 participants		<b>16</b>
Beneficiaries of hygiene promotion		2 FGDs- 1 male and 1 female- each FGD is of 8 participants		<b>16</b>
Teachers- Beneficiaries of WASH support in schools		2 FGDs- 1 male and 1 female- each FGD is of 8 participants		<b>16</b>
Beneficiaries of child Clubs		2 FGDs- 1 male and 1 female- each FGD is of 8 participants		<b>25</b>
Beneficiaries of case management services		2 FGDs- 1 male and 1 female- each FGD is of 8 participants		<b>16</b>
Senior Teachers		2 FGDs- 1 male and 1 female- each FGD is of 8 participants		<b>15</b>
<b>Sub-Total (FGDs)</b>				<b>104</b>
<b>Individual Questionnaires</b>				
Beneficiaries of water & sanitation (WATSAN) <b>and</b> hygiene promotion		105	105	<b>210</b>
<b>Sub-Total (Individual Questionnaires)</b>				<b>210</b>
<b>Total</b>				<b>354</b>

**Table 6:** Distribution of Qualitative and Quantitative Survey Samples

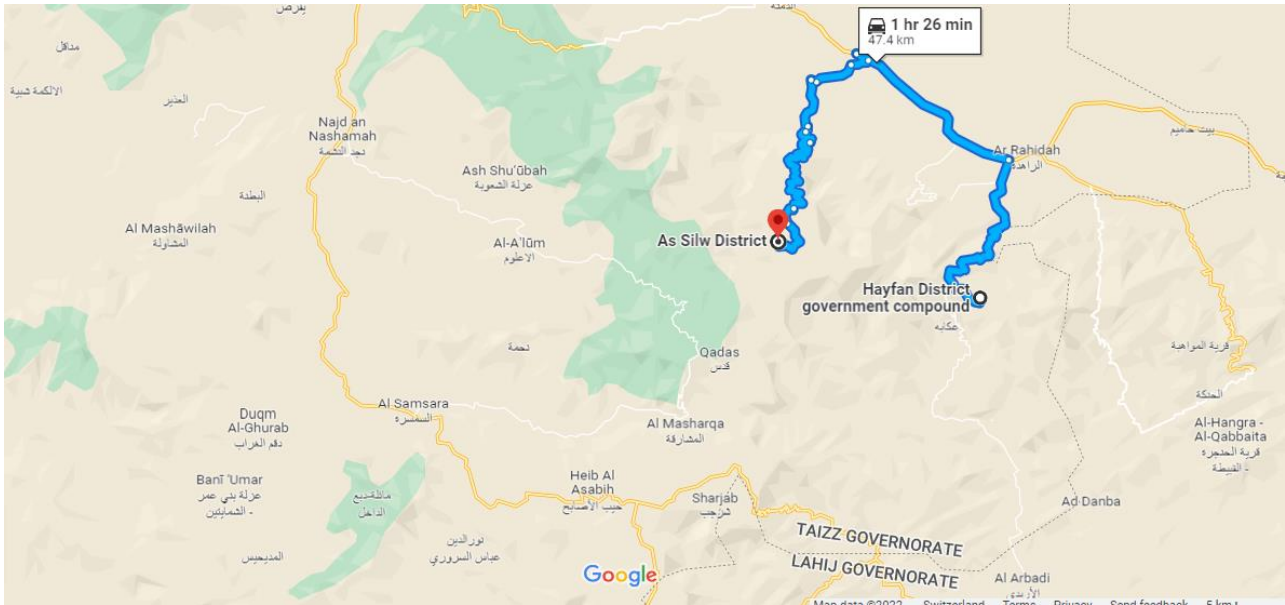


Figure 2: Map of the Project Districts

### 3. Final Evaluation Tools

The Final evaluation tools were developed for the HH Survey, FGD and KII tools. Field data collection took place in the target locations during the first half of September 2022. This is in addition to interviews and discussions with SC project team. The data was collected through paper-printed questionnaires. The evaluation team leaders monitored the data collection activities closely, and by the end of the day, every researcher reported their work (number and type interviews with gender disaggregation) to ensure adhering to the proposed sample and covering all the required individual interviews, KIIs, FGDs and monitoring observation. Then it was entered “Kobo toolbox” software using mobile phones. The data has been exported to Microsoft Excel. Data has been verified by team leaders on the field and by MC MEAL team members.

### 4. Evaluation researchers

The field team was composed of 12 researchers (50% female). For each district, a team of six researchers were involved in field data collection (see Table 6). The team members were selected from the target areas based on their previous experience in field research. Field data collection teams received training before the fieldwork. A data analyst was devoted to developing a database from collected data, based on which statistical analysis was conducted.

<b>Field Researchers per District</b>			
<b>District</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Hayfan	3	3	6
As Silw	3	3	6
<b>Total</b>	<b>6</b>	<b>6</b>	<b>12</b>

## 5. Evaluation Activities

***The evaluation activities included:***

- Desk review of the implementing partner’s project documents, including but not limited to the approved project proposal, project log frame, needs assessments, beneficiary selection criteria, latest project progress report and any other relevant document.
- Beneficiary surveys to take and verify their options about the project services received.
- Key indicators as defined in the sample.
- Project Site visits and verification of project activities.
- In-depth interviews with beneficiaries to collect success stories.
- Key Informant in-depth Interviews with stakeholders.
- Key Informant in-depth Interview with project staff
- Focus Group Discussions (Qualitative interviews).

## 6. Data Entry and Storage

Using secure software developed for MC’s field monitoring activities, data collected flowed immediately and was stored automatically in MC’s server.

## 7. Data Cleaning and Analysis

**Cleaning and analysis** of data collected, cross-checking of information, reporting, and presentation of draft monitoring report to all concerned parties. The data came to one server from all field researchers once the mobile device found internet coverage. This enables the database specialist to provide feedback on data quality while researchers are still in the field. This helped correct mistakes and modified the sample if the data collected was not in line with what was planned. Videos, photos with coordinates and captions were attached in the same tool to ensure proper documentation. The data were downloaded and analysed to be prepared for writing the related report by the concerned specialist. The report has in the background the supporting data and photos in a database that were maintained, secured, and shared with the authorized members to use.

## 8. Limitations to the Study

The final evaluation did not face significant challenges related to security. In some areas in Hayfan and As Silw, the work was close to front-line areas. The team movement was with high caution in order to ensure the safety of the team. There were also access challenges related to difficult and bumpy roads, which went worse by the heavy rains and floods one day ahead of the travel of the field researchers. There were some challenges related to the high percentage of illiteracy of the beneficiaries, which exerted more effort and time from the evaluation researchers to conduct the surveys. The complementary, integrated, and multiple of activities funded by different donors and implemented by SC poses some difficulty for the researchers to direct the interviewees' answers to the JPF-funded project.

## 9. Impact of Limitations on the Study

There was no significant effect on the final evaluation related to limitations. To mitigate access challenges, the team took a four-wheel drive vehicle to be able to reach the targeted areas smoothly. As for the limitations of the literacy of interviewees, the field researchers tried to address this issue by conducting individual interview with all the beneficiaries to ensure having reliable responses. The evaluation team were very vigilant to the responses of the interviewees to ensure that they recalled the JPF-funded project and their answers were relevant and accurate to the project.



### 1. Relevance

This section assesses the level of the project response to the needs of the beneficiaries and is in line with their priorities and local policies in the broader context and accountability. The analysis captures the relevance of the related activities: 1) WASH support in the community, 2) WASH support in school and 3) child protection, 4) targeted community needs and existing issues, and 5) accountability to the affected population (complaints feedback mechanism).

The project is taking place in hard-to-reach areas in As Silw and Hayfan districts. These areas were subject to armed attacks in 2017 and 2018, which led, for example, to a huge displacement of people from the area. Some of these schools were bombed during the attack. The road is rugged and mountainous. The area lacks basic services, including water and environmental sanitation services, in addition to other services such as health, roads and protection. The project responded to the needs of the community that lacked proper education (such as the blackboard, renovations, books, and capacity building of the school staff). This is in addition to the priorities of water and sanitation. The project worked to increase the resilience of the targeted beneficiaries through activities to improve WASH facilities and protect children from violence and exploitation. It reduced the possibilities of girls dropping out of school by rehabilitating separated bathrooms.

Furthermore, it worked to alleviate the suffering of the beneficiaries as a result of the conflict in the targeted areas by limiting the spread of diseases such as diarrhoea and COVID-19 disease at the community or school level- returning girls and boys to school, delivering water to the nearest place to the village entrance.

The findings assured that all the project activities are important and that the project activities provided the participants with what they expected. FGDs and KIs stressed that children and women benefited from the project both in the community and in schools through, for example, using clean water; using detergents to prevent the spread of infection; and using the project schools' bathrooms. This was not easily available before the project. This finding assured the satisfaction of the beneficiaries of the project services

Findings also confirm that the project involved the community through a community-based complaints mechanism and the formation of community committees. This ensured their involvement in decision-making and strengthened a sense of ownership of the project activities. The capacity building for the key local actors (WMC, protection committees, and school admins) helped promote localization to a great extent as the capacity of local actors was enhanced to adapt the project service to meet the needs of the targeted communities after the end of the project.

The project design took into account the cultural and political context in the project target areas. This is evident in working with different authorities and close to frontline areas. Findings also indicate there was an efficient use of the project resources, where participants in FGDs and KIs agree that the project was able to manage its resources efficiently.

Due to cultural sensitivities, parents and their school girls do not usually report that they do not attend school due to a lack of bathrooms. The project WATSAN enhanced support to women and girls by enabling schoolgirls to attend schooling without a negative effect on their cultural values. There is a consensus

among participants in FGDs that activities like rehabilitating separate private bathrooms for males and for females; covering the school's cesspit; and providing cleaning tools and garbage baskets facilitated access of the school community to improved sanitation services, especially for women and girls. This kept their privacy too. FGD participants also agreed, "Students with special needs have returned to school after their interruption."; this adds to the positive effect that enhanced the local culture to integrate the disabled in schools.

## 1.1 WASH Support in Community

**100% of the beneficiaries confirmed the WASH support in the community was relevant.** They responded with "yes" to the question, "Did you receive any of the project services in relation to WASH intervention support?". They gave examples of the services provided, such as rehabilitation of school bathrooms that benefit both girls and boys; maintenance of the water springs; providing clean water/tanks beside the water source; pumping the water to distribution points that are close to the village; providing solar energy system; rehabilitation of sanitation/ sewage systems; and cleanliness through awareness-raising activities; making an incinerator to burn rubbish; and providing health bags, cleaning materials/basket, sterilization supplies, and hygiene materials or kits. These WASH interventions raised awareness of important hygiene messages among the community, helped limit the spread of diseases, and improved access to water and sanitation services.

**WASH support in the community was in need because before one year. The situation was hard for the community.** 100% of the beneficiaries responded with "Yes" to the question, "Before one year, were there any barriers to accessing water services?" They explained the situation by providing various examples, such as school bathrooms being destroyed or not working due to the lack of water; water was not always available for community families and the schools; water was fetched from faraway wells (a big difficulty/obstacle for women and children) or from rainwater harvesting tank (not suitable for drinking); water distribution points were not available; attention to cleanliness was not enough; hygiene tools were not available. These responses assured the need for the project interventions.

A Male beneficiary from As Silw commented, *"The project responded to the community needs through a) fetching water from Ain al Breika into a large tank and then into the school bathrooms; b) meeting my school priorities in restoring the old bathrooms of the old May 22 School, c) building bathrooms for the new school, d) allocating bathrooms for girls with sewage supplies; and e) building an incinerator outside the school".*

**Hygiene promotion was relevant to 86% of the beneficiaries.** Beneficiaries responded to the question: "Did you receive any of the project services in relation to Hygiene promotion?". They explained the activities are relevant to them by providing examples, e.g., "We received awareness on how to maintain cleanliness and detergents and sanitisers were provided to the school in large quantities", said a male respondent. Other female respondents said, *"I received a hygiene kit and attended awareness campaigns on personal hygiene against COVID-19."* *"We received a hygiene kit, and we were sensitized and educated about the health aspect and its importance in society"*, stated another female respondent. The remaining 14% of beneficiaries did not receive hygiene kits due to the fact that this service did not cover all beneficiaries.

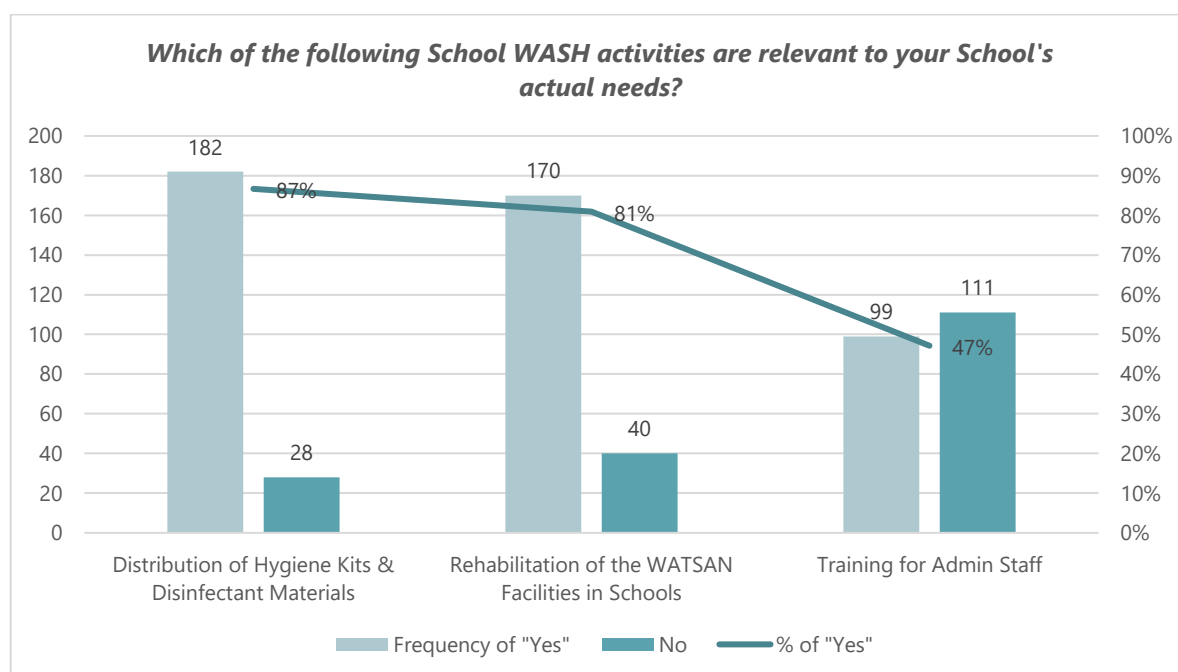
## 1.2 WASH Support in School

The WASH Support in School contributed to providing the basic needs in terms of water, sanitation, hygiene, restoration and construction of bathrooms in the two schools of Al-Faqeed Mansour Ahmed Seif and May 22 School. The findings assured that the students now enjoy a better learning environment due to the project interventions; students' enrolment has increased, and potential dropouts decreased as there was an increase in the number of students access to safe, dignified and gender-sensitive WATSAN facilities at schools to 2,277 students out of 1,446 targets.

There is also a visible reduction in the prevalence of diseases like diarrhoea due to the improved water and sanitation services in the project schools as well as the surrounding community. This contributed to reducing the phenomenon of girls dropping out of education. The incinerator contributed to a clean, healthy environment, too.

A participant in FGD commented, *"The greatest success story of the project is school cleanliness and rubbish burning at May 22 School"*.

The beneficiaries of those who took part in the survey agreed that the WASH activities in schools are relevant to their actual needs. This is in response to the question, "Which of the following School WASH activities are relevant to your School's actual needs?" The priority of the activities (as shown in Fig. 2) are as follows: a) Distribution of Hygiene Kits & Disinfectant Materials, b) Rehabilitation of the WATSAN facilities in schools, and c) Training for Admin Staff. It is noticed this is similar to the results of the question for the community, where "hygiene promotion" comes at the top of the community's actual needs (90%).



**Figure 3:** School WASH activities that are relevant to School's actual needs



Teachers in the FGDs agree that *November 30 School* benefited from water and sewage installations through the rehabilitation of bathrooms and the provision of a sanitary bag. This finding assured that the project responded to the priorities and needs of the beneficiaries.

Responding to the question: "*Do students in the targeted schools enjoy a better learning environment due to the project intervention?*" All FGD participants agree that the school learning environment is improved due to the project. The improvement led to reduced dropout of students, especially girls. The availability of bathrooms made a difference to students and encouraged them to stay during the school day. The continuous availability of water helped students to enjoy a better environment, including improving personal hygiene and hand washing. This finding assured that the students enjoyed a better learning environment due to the project intervention that consequently had a positive effect on both enrolment and dropout.

**There were other demands raised by the participants in FGDs** that could be considered in future programming. These include "*repairing the school gate to keep the students safe from stray animals; distributing the hygiene kits to all students in order not to create resentment among the beneficiaries; reopening the health facility near the area, or establishing a maternal and child unit in the area; and providing first aid materials inside the school*".

There were other comments by the participants in FGDs who were worried that the situation might return to the way it was before the project. SCI replied that SCI trained 02 admin staff and provided them with maintenance tools to conduct any maintenance work that may occur and assure sustainability.

### **1.3 Targeted Community Needs and Existing Issues**

There is a consensus among the project staff of those who took part in the interview that the project considered societal, cultural and political backgrounds. They stress that SC work within the humanitarian principles, e.g., humanity, neutrality, impartiality and independence. SC worked through the community (forming community protection committees, child clubs, and social specialists from the local community). The SC staff know the target community's social, cultural and political background. The interventions were designed and adapted to take into account the different needs of all community groups, such as men, women, boys and girls, paying attention to the gender aspect during consultations and targeting, and recruitment from the local community. The political affiliation of the beneficiaries did not influence the project intervention. The intervention was based on the need in the area, including gender needs, via consultative sessions in addition to the discussion sessions that also facilitated understanding the customs and traditions of the targeted community; volunteers were from the local community, and this greatly facilitated understanding the social and cultural background of the community. The customs and traditions of the community were taken into account as in distributions: separating the queues of males from females and giving priority to pregnant women, to the disabled, and to the elderly in the distribution.

Selecting the intervention areas, the priority for water and sanitation, and considering the size or number of the population in need of water and sanitation services, the committees' members were based on the previous experiences and backgrounds of the WASH team and the protection team. The protection members were among the active personalities of men and women in the community. The selection of children's club members was from school students in addition to students in classes from 12 to 17 years old.

Community and school needs were not all met. There are still urgent needs because the demand was always greater than the intervention, according to some local KIIs, (particularly of the schools) and the project staff. The rationale for this was related to their assurance that “i.e.t the training for case management committee was not enough since there is a high demand that requires more case management specialists. There is a need for more children’s clubs to represent an industry for future leaders. However, the objective of the formation of child clubs and strengthening their capacity via training is not only for representing an industry for future leaders but, more generally, for improvement of their resilience.

The beneficiaries who took part in the survey agreed that the WASH activities are relevant to their actual needs: Hygiene Promotion, Training for WMC members, rehabilitation of the water supply systems and plumping toolkits. This is in response to the question, “Which of the WASH activities are relevant to your community’s actual needs?”. According to the beneficiaries, the “Hygiene Promotion” of the WASH intervention support comes at the top of the community’s actual needs (90%), followed by “Training for WMC Members” (60%) and “Rehabilitation of the Water Supply Systems” (23%), respectively, while “Plumping Toolkits” was the least (15%).

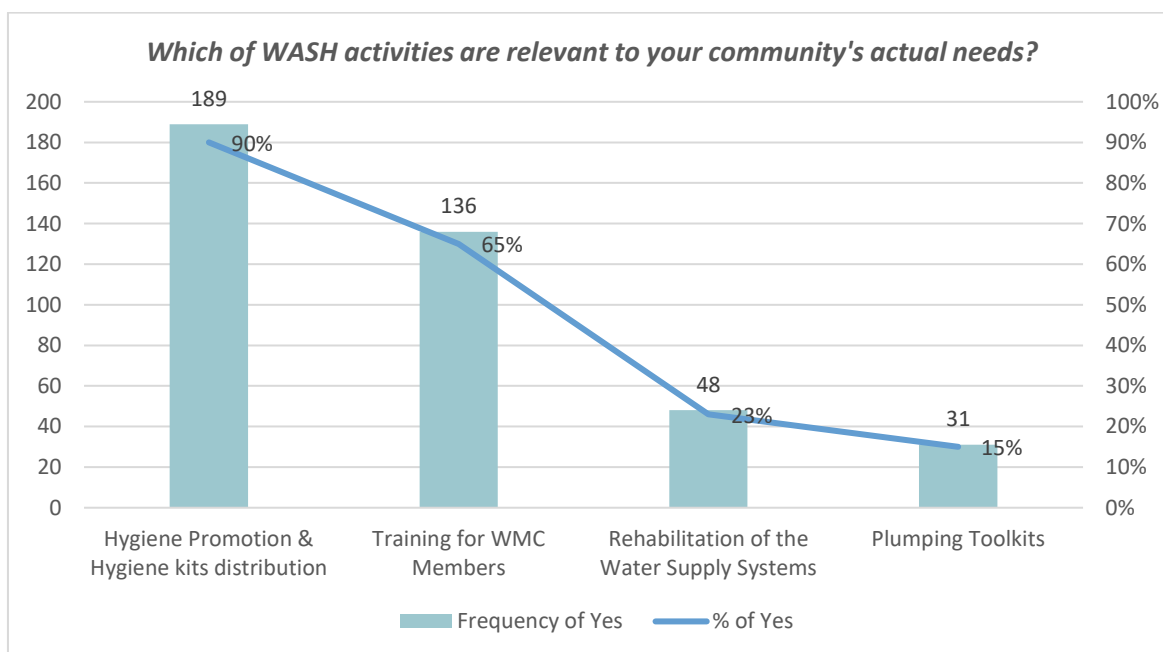


Figure 4: WASH activities that are relevant to community's actual needs

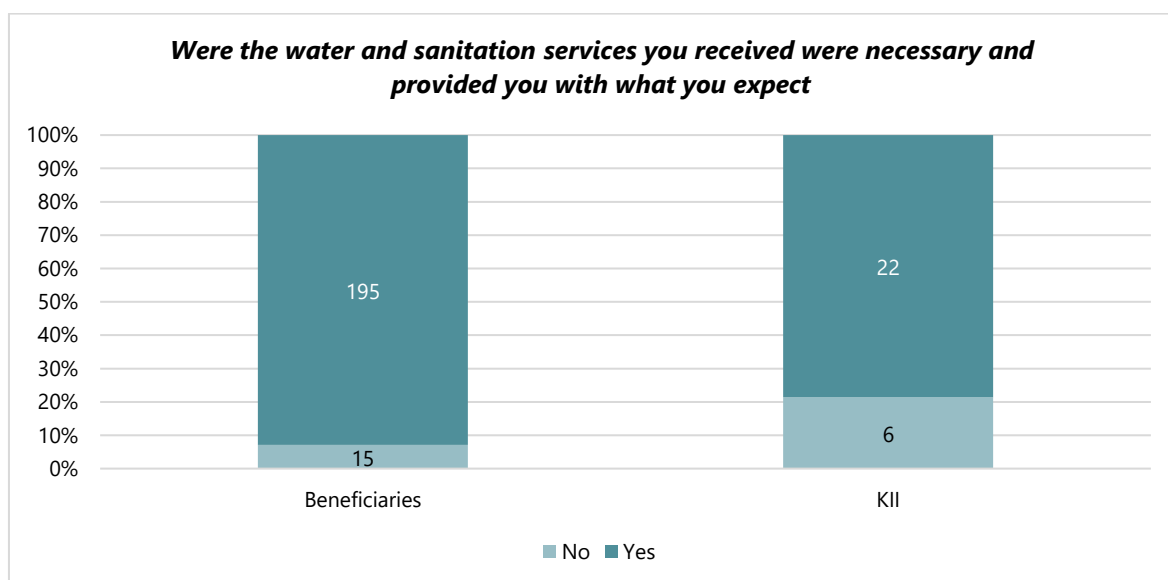
Most of the participants (98%) confirm the project meets **the priorities and needs** of the beneficiaries. They responded with “yes” to the question: “Do you think the project responds to the priorities and needs of the beneficiaries?” A male beneficiary from As Silw responded, *“Of course, the project responded to the priorities of the community. The rural areas, in general, suffer from water shortage problems and sanitation problems, which have created disagreements and infectious diseases”*. The WATSAN elevates these needs and indirectly contributes to improving social cohesion since the disagreements in the community over WATSAN become less.

**Trainings were necessary according to KIIs and FGDs because they were necessary and they met their expectations.** Responding to the question, “To what extent was the training relevant to your role as a committee member?”; 8 KIIs out of 15 said the training was “Very Relevant”. They presented the following suggestions to improve the training a) extending activities with practical training, b)

addressing the issue of child protection in all its forms, c) continuity of trainings, particularly for volunteers and d) dealing with cases of people with special needs and sexual harassment.

A school principal put 3 suggestions to improve training: 1) training should be in the same centre and not to move to cities. And if it is necessary to move, it is good to provide housing to the participants, not housing allowance. 2) The presence of tangible training means instead of the method of presentation with no illustrations. 3) When selecting trainees, it must be taken into account that the criteria should be known to all.

**Most of the beneficiaries (92% =109 female and 86 male) confirmed that the project was relevant and provided them with what they expected.** They responded with “yes” to the question, “Were the water and sanitation services you received necessary and provided you with what you expected?” They explained this by providing various examples of the support of the project: a) the project contributed to the repair of bathrooms and the provision of water inside the school; b) the project contributed to solving water pollution problems; c) the project enhanced access to water and improved sanitation; d) the project contributed to the safe and rapid arrival of clean water to the community villages; e) the project contributed to reducing students' dropout from school; f) the project improved personal hygiene and preserved the environment. These responses ensured that the project provided services that were necessary for the beneficiaries.



**Figure 5:** The services received by beneficiaries & KIIs

**Likewise, 8 % of the survey data (n=11 female and 4 male) said that** a) the project was limited to children in the school; b) the project targeted some of the beneficiaries with WASH services and did not target them with other activities such as hygiene kits; c) sanitation services are only provided in school but not to the community. However, it is clear that beneficiaries lack information about which interventions are for the community, which for schools and which for both.

Regarding their answers to whether *the hygiene services they received were necessary and provided them with what they expected*, 96% of those who took part in the survey (172 out of 180) of beneficiaries from hygiene promotion **said that the hygiene services they received were essential.** They explained this by providing various examples: 1) Contributing to the prevention of disease

outbreaks; 2) Helping personal hygiene; 3) Promoting health awareness and supporting families with a health basket. Moreover, they also indicated that the hygiene services were necessary because they helped families to clean their homes and appearance. A male beneficiary from As Silw said, "Hygiene awareness taught us the proper methods of hygiene and prevention. This reduced diseases like fevers, and also diarrhoea in children through washing hands with sterilizers and soaps; and enhanced our hygiene behaviours and provided us with hygiene materials". These responses ensured that the project provided the necessary services for the beneficiaries.

However, 4% of the interviewed beneficiaries said that the hygiene services they received were not necessary and did not provide them with what they expected. They reported that hygiene services were not offered to all students in schools.

Beneficiaries provided examples that confirmed the project was relevant and met beneficiaries' priorities and needs; the project provided clean water, which was a top priority; delivering water to the centre of the village reduced various risks and saved time (particularly for women and children who used to bring it from faraway wells); "the project contributed to the provision of water with less effort, time and cost. Beneficiaries noted that before the project, women were spending about five hours to fetch water during the night from far away wells. However, after the intervention of the project, women and girls began fetching water from near water points and spending less time than before. They also added that "the availability of bathrooms for boys and girls encouraged children to join schools, and the ones who dropped out returned to school (particularly girls)"; "there are fewer dropouts of school now"; "the children who used to escape from school become fewer"; "the project created a clean and healthy environment for students inside the school and their communities." **These responses assured that the project responded to the priorities and needs of the beneficiaries and how the project benefited them.**

<i>Do you think the project responds to the priorities and needs of the beneficiaries?</i>				
<i>Type of Form</i>	<i>No</i>	<i>Yes</i>	<i>Total</i>	<i>%</i>
Surveys	5	205	210	98%
KIIs with Stakeholders	1	29	30	97%
KIIs with Project Staff		10	10	100%
<b>Grand Total</b>	<b>6</b>	<b>244</b>	<b>250</b>	<b>98%</b>

*Table 8: The project meeting the priorities and needs of the beneficiaries*

Only five beneficiaries (4 females and 1 male) disagree with those who reported that the project responded to the priorities and needs of the community. A male FGDs participant from Hayfan said, **"Because it targeted a specific group and did not target all."** The researcher's commented on the response of a female beneficiary by saying, **"It was noticed during the meeting with a female beneficiary that she was disturbed by the distribution of health bags, as she was not one of the beneficiaries. When asked why, she said there was a bias in the disbursement of these bags, so please increase the cleaning materials and distribute them to all groups of society"**.

Most beneficiaries in the survey (92%) of those who took part in the survey think the project also responded to the **hygiene priorities of** the beneficiaries – this is in responding to the question: "Do you think the project responds to the Hygiene priorities and needs of the beneficiaries?". They provided examples of the hygiene priorities that are met like: a) hygiene services limited the spread of diseases

that were caused by mosquitoes, b) clean and healthy water provided reduced the spread of infection and diseases, c) children have access to awareness and education on how to protect against diseases, d) incinerator in the school effectively contributed to the disposal of school waste, and e) awareness raising campaigns, hygiene kit contains the needs of women and children. These responses ensured that the project responded to the Hygiene priorities and needs of the beneficiaries.

The KIs confirmed that the water system is operational and has a strong effect. This is while responding to the question: *"Is the water system operational in terms of any of the following?"*. KIs agree the quantity of water increased compared to the period before the project, and it is with less distance since the distribution points are now near villages- not far away from wells as before the project. Water is also clean compared to the period before the project. The water tanks are chlorinated.

The sanitation project in the school contributed to protecting male and female students from the spread of infection and the transmission of germs. The project also contributed (according to KIs) to reducing the spread of diseases and promoting prevention by providing means of prevention, including masks and hygiene kits to promote personal hygiene, and by conducting hygiene awareness sessions on the prevention of the spread of diseases.

#### **1.4 Accountability to the Affected Population**

Accountability to the affected population indicates considering the served people as partners and stakeholders, not simply as "recipients" of the humanitarian assistance. This is achieved through establishing feedback and complaint mechanisms to address issues raised by the beneficiaries and take appropriate action.

**Community participation.** KIs confirmed the project ensured the active participation of the community in the project. This is while responding to the question: *"What measures has the project employed to ensure the active participation of people affected by the crisis?"*. KIs provided examples to show the community participated in the project, like the involvement of the community in implementing some activities such as a) providing masks, gloves and sterilizers, b) the maintenance and operation of the project, and c) selecting committee members and activating the role of the community committees. This helped to enhance the role of the WMC and the protection committees.

**Feedback and accountability activities.** Project staff identified the following: the project staff confirmed SC has a complete complaints unit and many tools, such as a Toll-free hotline, posters with the complaints' numbers, and a complaints box. The monitoring team was in the area, and they were receiving complaints. The interviewed project staff stated, "most of the complaints were because some were complaining about the lack of targeting, and this is because these complained people did not meet the standards." Another interviewee of the project staff said, "there were some suggestions received via the feedback and complaints mechanism, such as expanding the extent of intervention in some other needs". According to the KI, "the feedback and complaints informed about the perception of the remaining needs of the target community".

Responding to the question: *"Can you describe how well the project conducted feedback and accountability activities to track the project activities?"* KIs provided examples that describe feedback and accountability utilized by the project. These include a) a free hotline complaint number, b) reporting complaints verbally to school management, teacher(s) or SC staff, and c) an anonymous

complaints box. These feedback mechanisms contributed to improving the services to the community and schools.

Based on the Summary of Feedback and Response Mechanism (FRM) of the project, the total received complaints/feedback is 192, including 73 positive feedback, 3 requests for information, 111 requests for assistance, and 5 general or specific dissatisfaction with the project. The complaints/feedback include letters of thanks and suggestions for the provision of water tanks and the construction of a water network. Most are inquiries about why not target the entire district or expand the size of cesspits. Moreover, they include requests to replace the delivered small tanks with bigger tanks. There was resentment at the failure to provide water from the water project implemented. The Accountability Officer confirmed that all the complaints were resolved and closed during the project period.

However, 5 out of 9 KIs are unsatisfied with the feedback mechanism. This is in answering the question: "Does the school have a mechanism in place for receiving complaints?" They said the feedback mechanism is available but no longer in use because there are no replies from SC to complaints after the end of the project.

### 1.5 Relevance of Protection

One female FGD (of 7 females) from As Silw agreed about the relevance of Case management, and five participants rated case management activity as of "High Importance". They confirmed, "We received from the project a set of baskets, a shelter basket, a basket of kitchen utensils, saliva and a sanitary basket, in addition to financial support". Another female FGD (of 9 female participants) from As Silw agreed the services provided are in accordance with the project. They agree they received "a health basket, a shelter basket, kitchen utensils and toys for children as well as financial support to some families. Some cases were referred to Al-Safwa Hospital for treatment". All participants rated the project activities as "High Importance"; they explained their response by saying, "Case management activity is of high importance because it works to support needy cases. There are cases where no one supports them, including separated children, orphans, child labourers and domestic violence." It was discovered that many students drop out of school due to a lack of protection. This may pose risks to children from being subjected to violations. The FGD recommends increasing this type of activity because it covers all the issues related to case management and the increase of social workers in schools or in villages. This finding assured that the project activities are of "High Importance".

## 2. Effectiveness and Efficiency

This section assesses the extent to which the intervention achieved, or is expected to achieve, its objectives and its results. The analysis captures the effectiveness of the related activities: 1) WASH support in community, 2) WASH support in school and, 3) child protection, 4) The changes brought by the project. 5) Efficiency of WASH activities. **Effectiveness of WASH Support in Community**

**Based on SC completion reports, the achieved outputs by the project are:**

- The project achieved rehabilitating/ upgrading two out of two planned water supply systems in communities. This helps about 3,000 people to have access to sufficient and safe water for drinking, cooking and personal hygiene use.



- Two WMCs out of two planned were trained by the project
- The project trained 12 Community Hygiene Volunteers out of the 12 targets and equipped them with hygiene promotion kits;
- With an increase of 154%, 9,758 individuals out of the 6,300 individuals planned received hygiene and COVID-19 awareness sessions. The Key hygiene messages disseminated focused on handwashing with soap at critical times, raising awareness on adapting water treatment options at the household level, and increasing latrine coverage and usage.

All project staff interviewed responded that the project's objective was achieved to a great extent. They agreed that the project increased the resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation, targeting the most vulnerable communities and schools. The project reduced the risk of infection among the most vulnerable children and their families in the targeted communities through the conducted hygiene awareness sessions, which included COVID-19 knowledge in targeted schools and communities for about 9,758 individuals.

**WASH support in the community was effective because the project facilitated access to improved water and sanitation supply.** 94% of the survey data (116 female and 81 male) said the project facilitated access to improved water and sanitation supply. They explained the situation by providing examples, such as 1) clean water becoming available in the schools and the community, 2) improved water and sanitation quality, 3) reducing the hostilities and harassment of girls while fetching water from far away wells, 4) contributed to obtaining safe and clean water, and 5) chlorine was put into the water to become safe for use. However, a few responses (6%) mentioned that *Al-faqeed Mansoor School* in As Silw district has no connection to the water system, and there is no water in the bathrooms. *When asked about the reason, the evaluation found out that there was a community dispute that led to stopping the water project and, therefore the lack of water in the school. It was not due to the project itself.*

Moreover, 96% of the beneficiaries said the project facilitated their access to improved hygiene behaviours. They explained this by providing examples like 1) Reduced diarrhoea among children, 2) reduced diseases, 3) contributed to promoting health, 4) improved students' behaviour for the better, 5) removed garbage and waste in schools, 6) raised awareness on maintaining cleanliness, and 7) children become more committed to hygiene and hands washing. These responses assured that the project facilitated access to improved hygiene behaviours.

## 2.2 Effectiveness of WASH Support in School

**Based on SC completion reports, the achieved outputs by the project include:**

- To increase boys and girls access to safe, dignified and gender-sensitive hygienic WATSAN facilities at schools, the project, four schools were rehabilitated by the project with functioning WASH facilities. (30 November and *Omar bin Alkhtab Schools* in Hayfan district, and 22 May school and Mansour Ahmed Saif school in the As-Silw district). The rehabilitation works included the maintenance and rehabilitation of WASH infrastructure at school latrines, the construction of additional latrines, the construction of cesspits, and the construction of incinerators. Therefore, 2,277 pupils and teachers could access to safe, dignified and gender-sensitive WATSAN facilities at schools.
- To acquire appropriate hygiene knowledge and practices, 500 individuals, including teachers and students, received hygiene kits, including COVID-19 PPE and disinfectant materials;

- Eight school admin staff trained on the operation and maintenance of WATSAN facilities and provided with plumbing tool kits
- Four hygiene promotion events were conducted.

**The findings indicate that students enjoy a better learning environment due to the project intervention, which consequently increases enrolment, reduces the possibilities of dropout, and encourages** families to send their children to schools of a safe learning environment. KIs confirmed that students in the targeted schools enjoy a better learning environment due to the WASH support in school. They indicated that 1) no defecation in the open after the bathrooms were rehabilitated, 2) building a garbage incinerator and providing water in the school made the schools clean, 3) the project led to the provision of a better educational environment than it was before the project, 4) health is improved, and spread of epidemics and diseases were reduced, 5) the schoolyard became clean, and the educational environment became clean too. This improved learning environment helped educational discipline. All the participants of the two FGDs of senior teachers also confirmed that the targeted schools enjoy better learning environments. They explained their response by saying that the intervention reduced the possibilities of dropout of students, especially girls, from the school due to the availability of bathrooms, the continuous availability of water, and the sterilization of students' hands.

**There is a reduction in the prevalence of diseases like diarrhoea among students due to WASH support in school.** All the participants of FGDs (senior teachers) agreed that the project facilitated access of school children to improved sanitation services. The project "contributed to reducing the spread of epidemics and diseases, especially among children".

**WASH support in school enhanced positive effects for both enrolment and dropout of girls, in particular. The KIs identified the following positive effects of the WASH support to the schools:**

- It reduced the phenomenon of girls dropping out;
- students not defecating in the open;
- promoted hygiene in school; and
- positive effects that led to a reduction in infection from the Coronavirus.

**The most effective activities of WASH support in school that met the KIs expectations are:**

- Rehabilitation of school bathrooms and construction of new bathrooms for girls;
- Provision of safe drinking water;
- Rehabilitation of sewage and water facilities;
- water tanks, building the incinerator
- awareness, hygiene promotion, sewerage, and solar energy system.

The project staff also identified the following to be the effects of the support to the school children, especially girls in terms of enrolment and dropout: the construction of separate bathrooms for boys and girls in the schools; the formation of children's clubs; campaigns carried out by children themselves; increase in enrolment in schools due to awareness; contribution of capacity building of community committees to making changes and transferring them qualitatively.

### 2.3 Effectiveness of Child Protection

The capacity to respond to child protection concerns in the targeted communities was increased as the conducted pre- and post-tests showed improvement. While the average percentage of correct



answers was around 53% before the training, the post-test showed an improvement to approximately 88% in children's knowledge. **The activities of child protection include:**

- training 4 social workers out 4 targets to facilitate case management services in As Silw district;
- supporting 42 children (target 40 children) through case management services and 40 out of 40 target children in child clubs; and
- Six out of 6 target life skills events were led by children.

The project also formed and trained 22 children protection committee members out of 22 targets and conducted two campaign to protect children from violence and exploitation and to increase awareness of child protection issues The children protection committee member conducted two campaigns in the targeted community.

**Establishment of a child protection committee contributed to increasing the capacity of responding to child protection concerns in the targeted communities.** The project staff reported that they noticed some improved protection mechanisms for vulnerable children. There is less child abuse and an increase in awareness of child protection needs and rights in the community. The role of child clubs and child protection committees improved awareness of the community regarding child's rights.

The project staff also identified the following contribution of the establishment of CPC to child protection mechanism: through the establishment of an effective network of community protection committees and case management because case management was simple, but it was effective, quick responses for the case management, follow-up after responding, children's clubs played a major role in empowering girls and thus making a big shift by affecting the community's understanding in addition to monitoring any violation of child protection.

**Almost all male and 5 of female participants in the 2 Case Management FGDs reported that** the activities of child protection and case management were effective and have provided them with what they expected. They noted that the activity provided part of the materials they needed. The children boosted their self-confidence and changed their behaviour for the better. Moreover, the 5 female participants explained that their role was limited because caring for children is the responsibility of the social workers. Social workers in schools solve problems and find satisfactory solutions to students' protection issues.

*“One of the children who benefited from the case management stated that an eye examination was done, and he was given glasses to help him in his educational attainment”.*

A female participant in a Case Management FGD.

The female FGDs agree that marginalized women do not encourage their children to involve in children's clubs. This keeps those children without benefit from activities in children's clubs. Such social integration played by the children's clubs will increase awareness and social acceptance of different groups. It will call for the rejection of racial discrimination that is felt by the marginalised groups.

The financial support to case management was partially effective. One of the three participants in the FGD stated that “a child was referred to Al-Safwa Hospital for treatment, but the rest of the treatment is at his own expense, as some cases need long-term treatment”.

Most of the participant beneficiaries in the FGDs of child clubs reported that the activities of child clubs they were involved in were essential. They agreed that the club provided them with drawing tools and let them participate in plays and in the school morning radio. They added that they learnt how to properly claim their rights. However, other participants who stated the opposite said that the activity was not as required, as the child club needs sports equipment, sports clothes, and forming “a true club” for all the children of the village, and this will create harmony and trust among the children, enhance their confidence, prevent bullying and racial discrimination among the children and help them create affection and brotherhood among them.

## 2.4 Activities Made a High Change

Project staff agree these activities made a big change in the targeted communities: a) WASH support in school, b) Rehabilitation and maintenance of water supply system, c) Capacity building for school social workers, d) Child protection committees (CPCs) and provision of training, e) Rehabilitation of the WATSAN facilities, f) Training on operations and capacity building and g) Conducting life skills events led by child clubs. They explained this by: Training social workers on referral, in addition to capacity-building and community awareness campaigns, will achieve sustainability even after the organization’s exit; children’s clubs made a significant change in the abilities of the children and were a catalyst in the implementation of campaigns and awareness; building the capacity of community committees contributes to making changes and transferring them qualitatively including women’s right to education and children’s right to express their views.

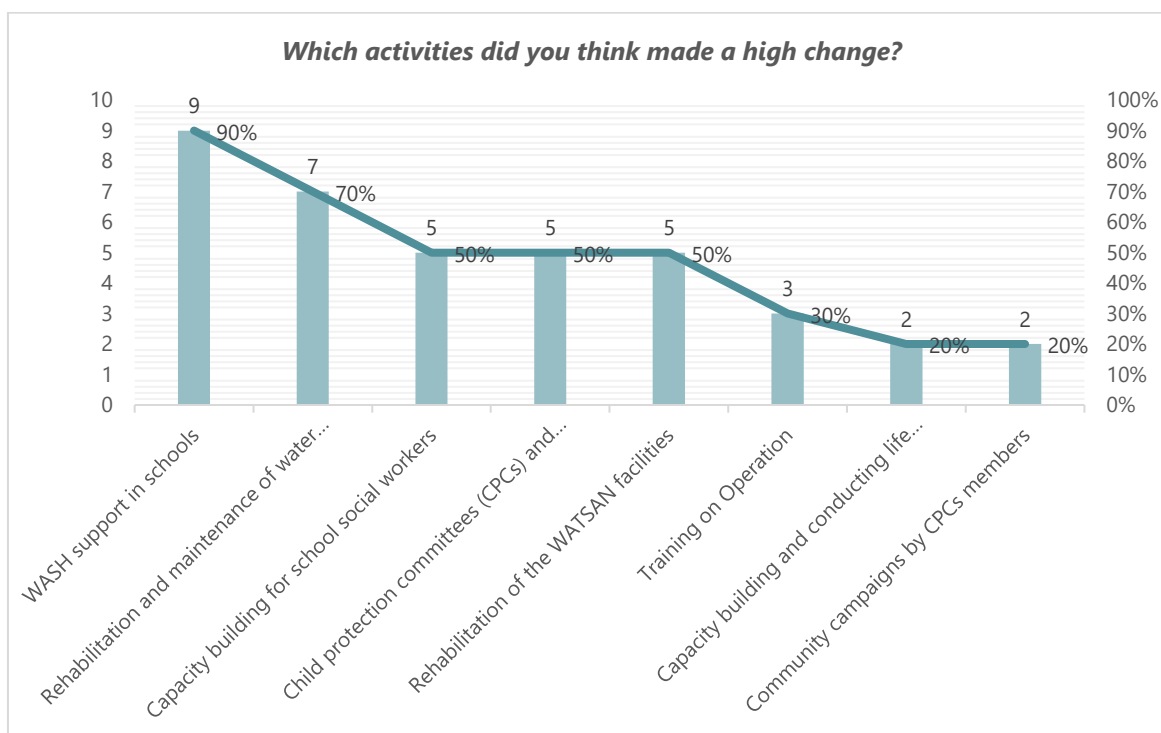


Figure 6 : Activities that made a high change

Capacity building for school social workers and child protection committees (CPCs) are confirmed by the KIs as important activities that bring positive change. This is in addition to the provision of CPCs training and conducting courses for specialists in the targeted schools.

These activities made a positive change in schools and in the community. They ensure the rehabilitation and maintenance of water supply systems after the end of the project. The WASH support in schools and WATSAN facilities built local skills that take responsibility for school sanitation and help their communities. Similarly, conducting life skills events led by child clubs made a noticeable positive change in the community with regard to children’s needs and rights.

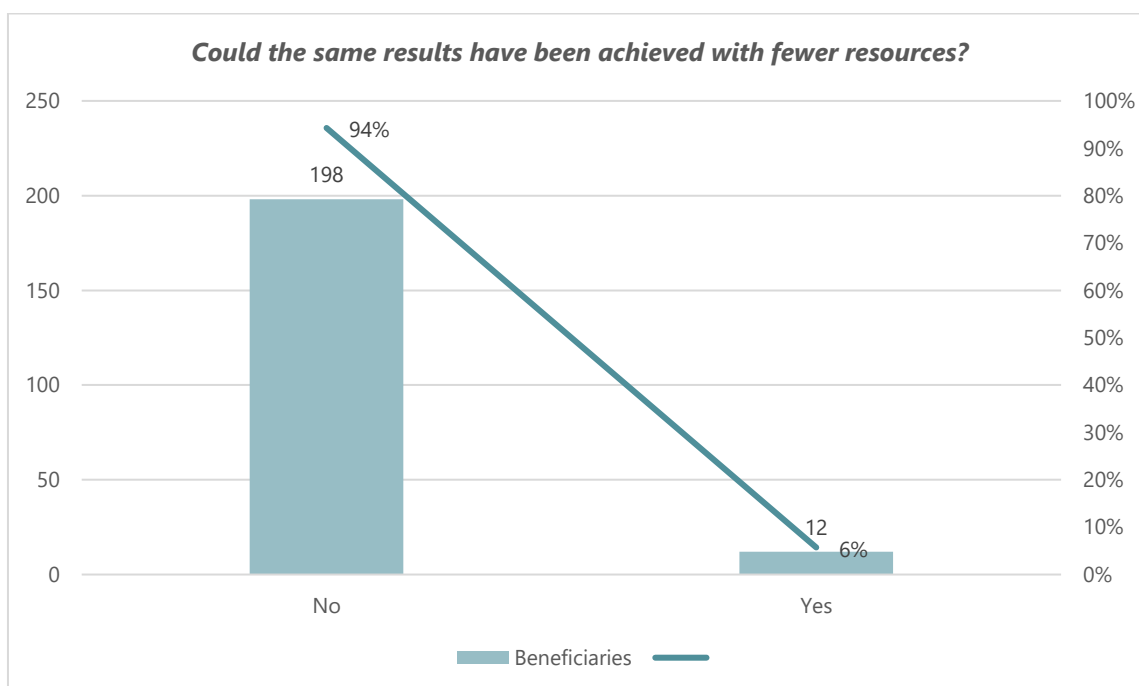
The unintended effects of community awareness campaigns are represented by drawing attention to common issues like protection from diseases; awareness-raising about hygiene; and parents' education about parenting norms, child abuse, etc.

**All activities brought changes, though with varying degrees of impact.**

## 2.5 Efficiency of WASH Activities

**The findings of the interviewed sample (survey and KIs) show that project resources were used efficiently**, as 93% who took part in the survey for WASH support; 92% who took part in the survey for hygiene services, and **100% of the Project staff** agreed that the same results could not have been achieved with fewer resources. Moreover, all the FGDs participants (Beneficiaries of WATSAN and Senior teachers) agreed that the project could never be implemented with fewer resources. **They explained this by providing examples as follows:**

- a. The project made optimal use of resources; costs are high for several reasons. It is not possible to implement with less cost because of the war and the difficult road to reach the area.
- b. SC used manpower at the lowest cost. The project included more than one aspect that lowered the cost.



**Figure 7:** Could the same results have been achieved with fewer resources?

The remaining 7% who took part in the survey think there could be some community involvement where the parents' council could provide some materials from the villages. But this is not practical because the community is not in a position to support the project. They have challenges in meeting their basic needs.

### 3. Sustainability

This section analysed the sustainability of the project activities related to 1) WASH support in the community, 2) WASH support in schools, 3) child protection, and 4) The likelihood of child protection committees continuing their work after the project ends and the contributing factors that help the community to sustain the project activities.

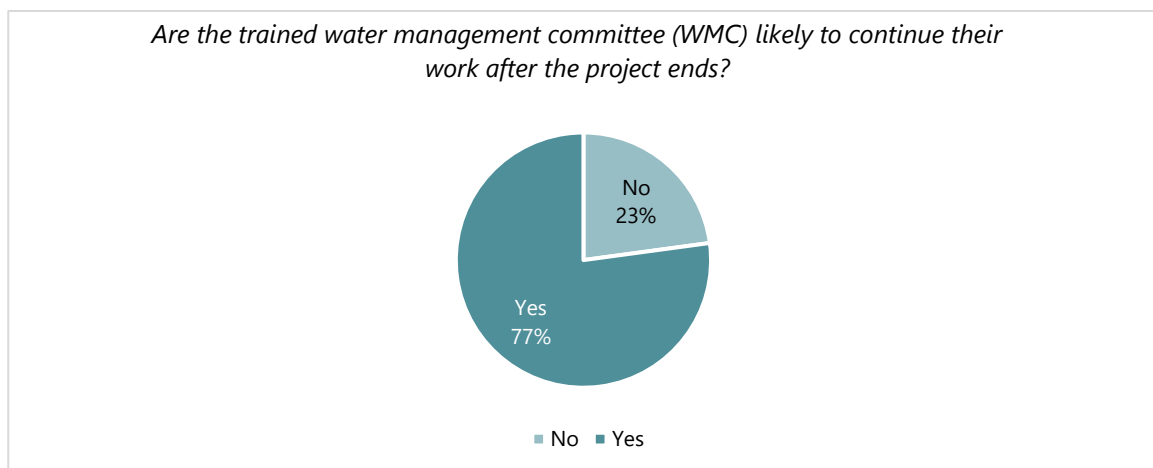
#### 3.1 Sustainability Of WASH Support in the Community

**The trained WMC members are likely to continue their work after the project ends, as was agreed by 77% of the beneficiaries.** They think that there are various factors contribute to the continuity of the WMC members, including 1) local authority and community support; 2) committees' awareness and their eagerness will push them to continue, 3) the cooperation between community members, 4) keenness of committee members (teachers ) to preserve services that serve the school students; 5) Financial and moral support from the people in the area. However, 23% of the beneficiaries think that the WMC member might not continue because of the lack of support, lack of financial resources and incentives, and lack of capabilities. However, SCI has trained the WMCs to ensure sustainability. Training included the financial management of the water project, which guarantees incentives from the water project's income (tariff methodology). In rural areas, each household pays between 1000 to 1500 YR (about 1.5\$) per month as a water fee monthly to pay for the water supply to their houses. The houses that are unable to pay (because they have no money) are excepted from payment. They collect water from public taps. These water fees are used for maintenance and this helps the sustainability of the water to the local community.

*“If they (WMC members) do not receive financial support, they will stop their work”.*

A female beneficiary from Hayfan district.

Most of KIs (16 out of 30) also think that the trained committees by the project are likely to continue their work after the project ends due to having the sense of ownership for the project' receiving financial support from the community; and also receiving some symbolic subscription from the beneficiaries in return for their maintenance for the project.



**Figure 8:** Are the trained water management committee (WMC) likely to continue their work after the project ends?

Almost all the beneficiaries of WASH (97% = 118 female and 85 male) confirmed that the community members contribute to sustaining and maintaining ***the provided WASH services through:***

- spreading awareness among community members of the importance of these services;
- continuous maintenance and periodic cleaning of water tanks;
- cleaning the latrines regularly;
- raising awareness about hygiene services;
- allocating a nominal amount for the maintenance from the beneficiaries;
- maintaining water taps;
- instructing children not to sabotage school bathrooms;
- providing personal hygiene and maintenance of bathrooms; and
- dividing the work and the activities among them.
- educating their children on how to maintain bathrooms and not to waste water.

The findings of most, if not all, the KIIs demonstrate that water supply systems are still operational and all the KIIs expect they will remain operational after the project ends.

In order **to maintain the sustainability of the project services, the KIIs identified various actions that have to be done including:**

- Awareness raising;
- continuous communication with the local authorities and community committees and urging them to preserve the accomplished projects;
- Continuous visits and follow-up from local councils and project committees;
- periodic meetings with local council and reporting about any dilapidation; and
- Allocating an amount of money in which everyone in the community contributes to the maintenance of the project.

The project staff also mentioned that the donor is advised to allocate funding to support the sustainability of the project services after the completion of the project.

#### ***Coordination with other partners to develop sustainable partnerships:***

According to KIIs, there is coordination with other implementing partners or bodies working in the same locations to develop a sustainable partnership after the completion of the project.

Furthermore, the Project staff mentioned examples related to the coordination with other partners to develop sustainable partnerships, including: 1) there was a great deal of coordination mainly with the relevant stakeholders from the community leaders and the local authority; 2) there is an exchange of information and reports periodically with relevant clusters particularly protection cluster which is led by SC; 3) SC informs other cluster partners if they will intervene in the area and coordinates with the partners in the WASH cluster.

***“Wherever SC concludes its intervention, it determines the remaining needs in the areas of intervention and shares the information with other partners to intervene in”.***

A male project staff.

### **Local ownership:**

According to the KIs, the local ownership was considered and achieved during the implementation of the project through: 1) enabling community members to manage the project; 2) assigning local committees to follow up and maintain the project; 3) enhancing the voluntary work within the project; and 4) training the beneficiaries to maintain the project.

### **Project staff also added that the project develops local ownership through:**

- a. involving the local community leaders, women, and men, in designing the project;
- b. training the specialists from the local community; and
- c. urging the community protection committees to start coordinating and communicating with the local authority to open a branch office for social affairs in As Silw district. This is to coordinate with other partners to intervene in the field of protection due to the large scale of need of protection interventions.

## **3.2 Sustainability of WASH Support in School**

Unlike the WMC in the community, the findings of the two FGDs with senior teachers indicate **that the trained WMC in the school are not likely to continue their work after the project ends**. Almost all the participants of the two FGDs agreed on WMC's' non-continuity; they explained their response by saying that the project serves the school, but the committee members are mainly from the community who do not frequently visit schools and they have their engagements during the day time. This made the FGDs think the WMC members might not be able to follow up on damages in schools when needed. FGDs, for example, think if there is a damage taps or pipes of latrines, it will take time till the WMC is informed by the school and then the damage will be fixed when the WMC members have time. FGDs suggest to train WMC from teachers of school, not from the community because the school staff are available during the school day and would be able to repair any damage. **Nevertheless, the project trained 2 school admins on the maintenance of the WATSAN in the schools and equipped them by maintenance kits.** The WATSAN kits are to be used under the supervision of the school management and thus can assure the sustainability. This responded to the points raised by the FGDs.

In order to maintain sustainability of WASH support in school, the participants of FGDs agreed that there must be periodic maintenance and monitoring of the project, and awareness-raising of the importance of maintaining the project. However, 6 of the participants said, *"In Al-faqeed Mansour Ahmed Seif school, it was better to maintain the dilapidated fence instead of building the bathrooms"* because the fence ensures the safety of the school facilities and other belongings.

*"Water in the Al-Akisha area did not reach the Al-faqeed Mansour Ahmed Seif School, despite the presence of water pipes due to community disputes".*

A teacher participant in FGDs.

School was connected by the nearest water source to be supplied regularly under the supervision of the Water Point WMC and the school management, all were connected to the local authorities and

Education office who will be supervising the regular water supply to the school and also will be solving any issue that may occur.

### **Observations for latrines in school**

The findings of the researchers' observations for the latrines built or rehabilitated by the project indicate that there are separate latrines designated for boys and girls in the schools (2-8 for each school). The WASH facilities inside the visited schools at As Silw district were functional, but not functional in Hayfan district because they were closed by the schools' administration, who claimed that they closed them so that the children in the school do not dirty and destroy them during the summer vacation. Consequently, students in schools in Hayfan district were not using latrines.

The researchers also observed that there was no soap for hand washing close to latrines in the schools of both districts because the school administration did not provide that, although the project provided soaps to schools, as clarified by the project staff, which was consumed during the project implementation period.

Below is the status of latrines observed by the researchers and the number of latrines built in every targeted school in Hayfan and As Silw.

<i>Existing latrines per their status as observed by the field researchers</i>								
<i>Distri</i>	<i>School Name</i>	<i>Available</i>	<i>Clean</i>	<i>Functioning</i>	<i>Lockable from inside</i>	<i>Other existing latrines</i>	<i>Total number of latrines</i>	<i>Water connection</i>
Hayfan	Omar Ibn Al-Khattab	2	2	2	2	6	8	Connected to a water system
	30 November	8	8	8	8	0	8	Connected to a water system
As Silw	22 May	8	8	8	8	0	8	Connected to a water system
	Al Faqeed Mansour Ahmed Seif	2	2	2	2	4	6	Connected to a water system

*Table 9: Researchers observations on the latrines targeted by the project*

### **3.3 Sustainability of Child Protection**

**The sustainability of child protection in term of the activities of case management could not be confirmed or agreed** by the participants of the two FGDs of the case management. Half of the participants of the two FGDs said that the trained Child protection committee members and case management members might not continue their work after the project due to the lack of financial support. However, the other participants think that the trained case management members are likely to continue their work after the project ends because social workers are official employees in the school, and this makes them continue to take care of children in the schools they are working in. They added that the good training they received from SC significantly helped them provide case management services.



### 3.4 The Likelihood of Child Club Committees to Continue

From the qualitative data, most of the participants in the child club FGDs reported that they are likely to continue their work after the conclusion of the project. **The contributing factors that they think will help them to continue their work include:**

- a. the project helped them build their capabilities and boosted their self-confidence;
- b. the courses they received helped raise their morale;
- c. they became aware of their rights and how to claim and express them; and
- d. support continues from local and community-based parties. School management, teachers, and parents all interacted with the idea of children's clubs.

Eight members of the participants in the child club FGDs have different stance regarding the likelihood of child club members continuing their work after the project end. They think that the project will end in a certain period which might lead to stopping support for the child clubs considering the current lack of club tools such as games. According to them, this might undermine the children's confidence in the club and force the club members to leave it. Some also noted that the club members who are in the secondary school graduated and left the club memberships. Thus, the clubs would not function properly due to the absence of the schools graduate students who were club members.

## 4. Impact

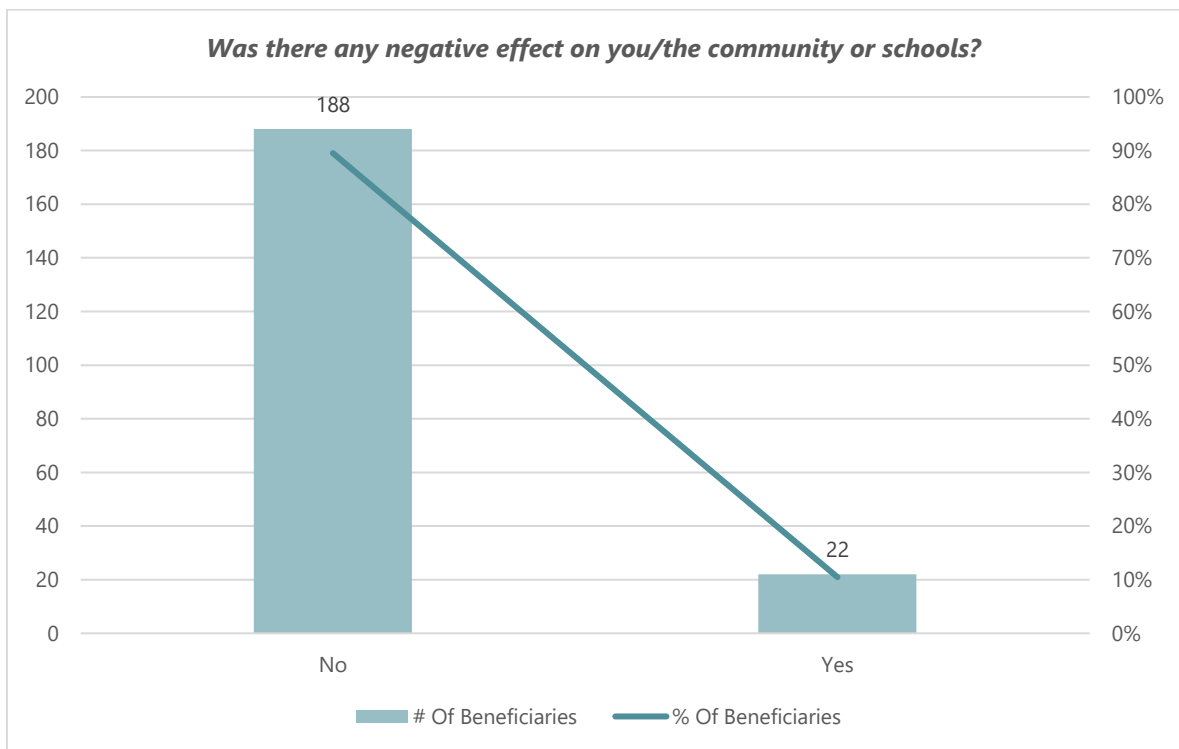
### 4.1 The Larger Effects of the Interventions

This section presents and discussed findings related to a) The larger effects of the interventions; the positive impact of the project; satisfaction with the project as a whole; and the potential negative effects after the project ends; b) Suggestions for future implementation of similar projects c) Lessons Learnt.

**Larger effects of the interventions.** The project helped to support special cases and provided them with assistance. The students benefited from the clubs and awareness-raising, which strengthened their personalities; developed their relationships; and established the building of future care and protection for children. The project supported the community with great and urgent services related to WASH services; child protection; capacity building; hygiene promotion and health education through: a) supporting children to attend schooling, particularly girls through , for example, rehabilitation of WATSAN facilities in schools; b) building water tanks near the water sources, and powering the water projects with solar energy system, which could secure safe and clean drinking water from improved sources, helping to reduce spread of diseases including water-borne diseases; c) bringing the water distribution points to the nearest distance inside the village, which enabled mothers to dedicate more time to taking care of their child; d) developing life skills of voluntary workers and providing various capacity-building trainings on, for example, how to maintain and operate the project after the project ends, which will ensure continuity of the project services; and e) distributing health baskets, and hygiene kits, and promoting WASH practices such as hand washing, toilet usage, and personal hygiene practices, which led to reduction in the spread of diseases among the community. This is according to KIs (*mainly Water management committees (WMCs), Community hygiene volunteers (CHVs), Child protection committees (CPCs), Education Office in Taiz, School teachers, social workers and General Authority for Rural Water Supply projects*).

**Positive impact of the project.** The evaluation found that the project has a positive effect on the community and schools. The training of water management committees has a good impact on ensuring the project's sustainability with the necessary maintenance. Training the community hygiene volunteers has a critical impact too. The effect of their awareness-raising is noticeable and they remain to educate their local communities, according to project staff. People can easily fetch water faster and safer now. The community is more aware of the importance of hygiene in their daily lives, where the cleanliness of the environment is improved.

Responding to the question: "Was there any negative effect on you/the community or schools," a female beneficiary from Hayfan said, "There is no negative effect because the project served our children inside and outside schools." Most of the beneficiaries (90% = 102 female and 86 male) agree that there is a "No" negative effect. They highlighted the positive impact through a) the project contributed to the disposal of waste, b) the project removed the risks while fetching water from faraway wells on the heads of women and children, c) the project helped to get pure/ clean and drinkable water, d) Water is easily delivered to the homes of the villagers, e) the project provided tangible services that positively and effectively contributed to the community, f) the project services have solved many shortcomings, g) the project services benefit the people of the village and the students in the school, h) the project reinforced positive behaviours in general.



**Figure 9:** Was there any negative effect on you/the community or schools?

The rest of the beneficiaries who disagreed mentioned some observations about the project. A female beneficiary from Hayfan said, "There is no water in the bathrooms, so we cannot enter the bathrooms and bathrooms are closed. A female beneficiary from Hayfan said, "School principals close bathrooms, and this affects the project result and makes the children defecate outside the school in the open". Students do not use them." "Because school bathrooms are always closed, this did not provide privacy for girls and children. "The negative effect is the inequality between students in the distribution of hygiene kits, which created sensitivity and psychological complex for some students".

**Satisfaction with the project.** Most of the evaluation participants (85% or 212 out of 250) are satisfied with the project as a whole, as shown in the figure below.



**Figure 10:** Are you satisfied with the project assistance as a whole?

Beneficiaries provided reasons for their satisfaction, such as: a) the project met the needs of the community and the school, b) the project fulfilled some of our important needs, c) the project contributed to serving families and reduced the trouble of searching for water to faraway wells, d) the project created a clean and healthy environment free of diseases, f) the project reduced the school dropouts, particularly of girls, g) the project reduced children falling into wells, h) the project brought water to the nearest point of the residents, i) the project raised awareness of hygiene, j) the project has some sustainable development. These responses assured the beneficiaries' satisfaction with the project interventions as a whole.

There is an agreement among beneficiaries that the project contributed to the increase of water to a great extent. This is while responding to the question: "To what extent has the project assistance contributed to the increase of water for beneficiaries?"

The ones who answered "No" to the question "Are you satisfied with the project assistance as a whole?" have reasons for their dissatisfaction:

- The inequality between students by distributing the health kits to some and leaving others, which created quarrels and sensitivity among students.
- Services were supposed to be provided to all the students, especially when they distributed the bags; it was unfair, creating sensitivity and quarrels among the students because some parents reported not receiving hygiene bags nor their children.
- The services were not enough. Despite the rehabilitation and equipping of the bathrooms, most of the time, the bathrooms are closed.
- Because it only achieved part of the demands and did not target beneficiaries outside the school.
- Because it did not address the problems of the marginalized group in particular, because the bathrooms that were built cannot be used, so we hope to build bathrooms for the marginalized
- The most important thing is the female annexe for the first grade is not qualified to sit in it.

- *The project interfered with sewage and hygiene bags only and did not provide water for the school*
- *Because the water unit price increased after the intervention in pumping water with solar energy.*
- *Sanitation services didn't target the community.*
- *The intervention of the project was limited because the water from the well reached the tanks and not to the houses.*

The above points are areas of improvement for the next phases. This is in addition to coordination with community bodies in advance to avoid leaving out some areas and they are within the target areas.

The marginalized feel they do not benefit from the project like other people, and this may lead to failure to follow up, monitor, and maintain the project's achievements. The achievement of social cohesion may be affected, especially with reference to the marginalized group. According to a social worker from As Silw "the spread of bullying against marginalized children and discrimination still exists in the area, which has prevented the marginalized group from using the water close to them, depriving them of education and preventing them from exercising their full rights".

## 4.2 Suggestions for Future Implementation of Similar Projects

KIs provided various suggestions that could be considered in a future project. This includes: 1) Involve the community in the rehabilitation and construction through cash for work, 2) Providing hygiene kits to beneficiaries who have not been targeted in the previous phase of the intervention, 3) Targeting 30 November School with all the project activities (school bag to all students) as well as repairing the school gate and fence, 4) targeting all students without criteria, 5) Water network connections to beneficiaries' homes, 6) be careful about selecting the project participants from the community, i.e. rely on the people who are most specialized and interested.

### References to Success Story

One of the interviewed project staff said, ***"One of the children in the ninth grade had stopped studying and because of the intervention of the project, especially in the aspect of protection, helped the child to continue his studying and now the child wants to enroll in the vocational institute"***.

A male beneficiary from As Silw said, ***"Before the project, obtaining water was requiring a large time, more than five hours, due to far distance, which was a major reason for the occurrence of family problems. However, after the implementation of the project, access to water became easy and family problems decreases"***.

A male beneficiary from As Silw said the success story of the project is in ***"Reducing women's diseases, especially pregnant women they used to get sick when fetching water, especially during cold days"***.



## CONCLUSIONS

1. The project responded the priorities and needs of the beneficiaries due to the fact that the needs were greater than the size of the project intervention. However, despite the beneficiaries and KIs satisfaction of the project, they put high demands that are beyond the capacity of the project. perhaps these demands could be considered in future programming.
2. The project employed appropriate approaches and ways to consider the societal, cultural and political background of the beneficiaries as SC staff are aware of the local culture and political dynamics.
3. There was a significant impact during the project in raising awareness through mosque preachers
4. The project employed appropriate criteria and measures for selecting intervention areas/ beneficiaries, forming child clubs and child protection committees...etc.
5. The project protected children from disease outbreaks through improving their access to water and sanitation services in school, hygiene promotion and activities of WASH support in community such as covering wells, etc.
6. The project had positive effects for both enrolment and dropout of the students, particularly for girls through saving their times in fetching water from near water points and building separated latrines designated for boys and girls.
7. The establishment of a child protection committees and children clubs contributed to improved children protection mechanism and led to less child abuse, increase in awareness of child protection' needs and rights in the community.
8. Consulting the community about needs and priorities contributed to developing local ownership of the project.
9. Voluntary work connected the community and maintained a team spirit. As a lesson learnt, the presence of women among the volunteers had a positive effect on the activities.
10. Preventing the phenomenon of children, particularly girls of dropping out from the schools under the pretext of fetching water and the unavailability of bathrooms at the school
11. There are few sustainable issues related to the continuity of the trained committees (CPC, WMC, Child Clubs, etc.) that need to be addressed by the local authorities and SC. This issue can be addressed through local authorities to provide support to these committees and even SC need to coordinate with other partners to consider supporting them in any further interventions in the areas. These include lack of support for WMC, lack of financial resources and incentives, lack of capabilities for the WMC members to enable them maintain water projects.
12. Latrines in Hayfan district are closed by the schools' administration who claim doing so to keep them clean and not to be dirty by students. This makes the WASH facilities useless and contradicts the objective of their construction

13. Latrines in Hayfan and As Silw schools are functional with accessible with water, but no soap for hand washing close or in bathrooms.
14. The project did not pay attention to improve the quality of education, such as the blackboard, renovations, books, capacity building of the school teachers and staff and the rest of the school's needs.
15. There were some beneficiaries who had concerns of expecting some activities that should be implementing; but they were beyond the project objectives and budget limitations.
16. Awareness activities were more effective when accompanied by other activities, such as the distribution of health kits.
17. Not targeting all students with the distribution of hygiene kit created conflicts and sensitivity among the students who were not targeted.



1. Consulting the community about needs and priorities at the initial stage contributed to planning interventions that addressed more the needs and priorities of the communities. This results in high satisfaction and appreciation of the humanitarian assistance provided to the schools and communities. This discussion with the community made the community supportive during implementation and aware of the project components, except for the hygiene kits distributions.
2. Rural communities are difficult to accept hygiene kits distributions to some students and others are not eligible for such kits. The lesson learnt are: a) the project outline and selection procedures with regards to hygiene kits were not explained to well to beneficiaries and b) it is advisable to distribute hygiene kits to all students to make students feel they are all equal. Such blanket distribution is likely to spread the hygiene culture more in the community when including all students.
3. With more valuable distributions like cash or food, community committees could be involved to explain to the community the limitation and the selection criteria. Such an act will create a common understanding that will result in an agreement on clear selection criteria. The selection criteria could be even endorsed by the local authority.
4. Voluntary work connects the community and maintains a team spirit, and the presence of women among the volunteers had a significant role in the effectiveness of the activities
5. Working with the mosque preachers in raising awareness about violence has a significant impact. This encouraged some staff to recommend involving official religious institutions in the future like Endowments Offices and mosques preachers to support protection activities.
6. The most important lesson learned is that improving water, sanitation and hygiene interventions has a higher impact on reducing illness and pandemic. Such an intervention is much easier than combating illness and pandemic. Repairing existing water facilities to provide safe water and focusing on public institutions like school latrines are more cost effective than responding to outbreaks if they took place due to less hygiene and less safe drinking water. The education sessions contribute greatly to raising in awareness of critical times to wash hands and this reduces the possibility of water borne diseases.
7. A second phase of the project would allow opportunity to further integrate lessons learnt from this phase, in both content and administration of the project. This would improve resource allocation and help staff deliver WASH services in schools and in communities more efficiently.
8. The project rehabilitated the WASH facilities in school, but it did not pay attention to improving the quality of education, such as the blackboard, renovations, books, capacity building of the school teachers and staff and the rest of the school's needs
9. Preventing the phenomenon of children and girls dropping out of school under the pretext of fetching water and using bathrooms
10. Awareness activities were more effective when accompanied by other activities, such as the distribution of health kits
11. It was noticed by the researchers that drinking water and sanitation depend largely on the water of the project. It is advisable to provide water trainers to sterilize drinking water.



The recommendations below apply for future projects, local authorities, project staff, and JPF.

### 1. For Future Projects

If there is a next phase of the project in the same area or other areas of similar needs building on the great positive impact on and success achieved by this project, **the following recommendations could be considered:**

1. It is recommended to adopt a permanent system of WASH in schools that may include, but not limited to, building separate bathrooms in other mixed schools in the same area and new areas as well as menstrual hygiene management materials for school girls because these are problems that were raised by the some survey participants and local KIIs and issues that are still considered one of the gaps
2. Expanding and encouraging women's participation in the Water Committee; this is one of the steps and activities that should be included and focus on in the future. Water problems are mainly related to women's roles, and women are supposed to be actively involved in managing water facilities; therefore, we want to ensure that the participation of women is more effective.
3. Some Local KIIs who took part in the interview recommended providing "*Cash for sanitation in As Silw and Hayfan areas because it is considered one of the risks facing children in open sewage areas...We provide them with water, but in return, we need real solutions to manage the waste, especially household waste, solid waste, and human waste*"; they mean sewage management in the community.
4. Representation for school staff/teachers in WMC is recommended to enhance the sustainability of WASH support in schools as they are closer to needs and the maintenance requirements if any.
5. Encourage local communities via providing support to restore community protection systems by forming/training community protection committees and implementing a case management program.
6. Replicating case management activity because it is among the prioritized needs of the community. There are frequent cases; during daily work, girls, boys, and women are exposed to many risks. It is highly recommended to adopt the case management issue in future programming
7. Community consultations should be considered more during project initiation/planning with all community groups, particularly in relation to gender programs to enhance the role of women, particularly rural women during implementation.
8. Any support provided for schools has to target all students for equality purpose and pay attention to improve the quality of education, such as improving the children learning quality (particularly for Grades 1 to 6), providing blackboards, learning materials and textbooks, learning aids, allocating a sufficient budget, renovations, capacity building of the school, training of teachers and staff as well as other schools' priority needs
9. Complementary activities could enhance the intervention's success in the same area of project intervention. For example, school bathrooms are built without cleaning bags (bathrooms cleaning materials). Other school issues were not part of the project, like a) lack of lights and b) damaged windows and doors. Repairing these makes the school environment better school.
10. **Prioritize child protection taking into account gender** and gender-based violence, **disabled and marginalized** groups while designing and implementation of interventions



11. Consulting adult girls in schools about their needs before purchasing and providing hygiene items. Appropriate options for them could be considered, like dignity items such as sanitary pads

## 2. For Local Authorities

1. The WMC is advised to sit with the local authorities and find ways to sustain the water service after the end of the project
2. Provide electric generators to pump water in winter days due to the inefficiency of the solar system, or supporting the community on having a permanent sources of energy
3. Schools' administration has to find ways to ensure providing soap near the hand washing facilities; allocation has to be allocated for this purpose within the school budget.
4. Schools' administration who closed bathrooms has to open the closed bathrooms and ensure their functionality and availability to students.
5. Clarify the issues raised in this report, such as the sustainability issues in relation to some services in cooperation with SC and agreed on solutions.

## 3. For Project Staff

1. Clarify the issue raised by few responses of the beneficiaries that Al Fageed Mansoor School in As Silw district has no connection to the water system.
2. Clarify other issues raised in this report, such as the sustainability issues in relation to some services in cooperation with local authorities and agreed on solutions.

## 4. For JPF

1. Increase the donation to provide more projects due to Yemenis' large needs and the confidence in the quality of the interventions funded by the Japanese government.
2. Replicate this project as a second phase in the same area or for other areas that have similar needs with larger budget.



### Annex I: TOR for Final Evaluation



TenderDossier\_JPF-  
YMN-22-003.pdf

### Annex II: Data Collection Tools in English



Observation of latrines and handwasl Senior teachers and : Local government staInternational and LoccWMCs and GARWSP.cSocial workers includi



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### Annex III: Data Collection Tools in Arabic



survey\_Yemen Observation of latrines and handwasl Senior teachers and : Local government staInternational and LoccWMCs and GARWSP-I



KII\_yemen Revised KII\_yemen Revised Interview\_project Focus group FGD\_yemen FGD\_yemen Revised Social workers includiChild protection comrstaff\_Yemen Revised Attendance sheet-RevV2-Revised Teachers\_Case management be



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### Annex IV: Data Used for Analysis in English



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Data-Improved trans

## Annex V: Data Used for Analysis in Arabic



TPE\_for\_JPF-Cleaned  
Data-Ar-Improved V1.

## Annex VI: Evaluation Team from MEAL Center

<i>MEAL Center Evaluation Team for the JPF Project TPE</i>				
<i>#</i>	<i>Name</i>	<i>Title</i>	<i>Email</i>	<i>Mobile</i>
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6	Ms. Fawziyah Bawazer	Field Coordinator	fawziyah.abdulla@mealcenter.org	+967 777 626 151
7	Mr. Mohammed Hemyrie	Financial/Logistic Officer	mohamed.alhemyari@mealcenter.org	+967 770 557 524



Names of MC Field  
Monitors.docx

## Annex VII: Brief About Documents Reviewed

### **Doc.1 - JPF Taiz Project Proposal**

As a part of the Yemen Humanitarian Response Program, SCJ implemented “*Integrated humanitarian response in Taiz governorate, Yemen through WASH support and strengthening child protection mechanism in communities and schools*” project funded by JPF in collaboration with SCY.

The start date of the project is 01/10/2021, and the end date is 30/07/2022, with a period of 303 days. The total project cost is 55,000,000 JPY equivalent to \$427,766. The project objective of the project is “To increase the resilience of communities and people through activities to improve WASH facilities and protect children from violence and exploitation, targeting the most vulnerable communities and schools in Taiz governorate, Yemen”. The project targets in *Hayfan* and *As Silw* districts.

### **Doc.2 - List of Specific Districts, Name of Schools and Locations**

The project “*Integrated humanitarian response in Taiz governorate, Yemen through WASH support and strengthening child protection mechanism in communities and schools*”. **The project targeted 2 districts in Taiz governorate:**

### 1. Hayfan District in Alaboos Sub-District

- a) 30 November School
- b) Omar Ibn Alkhattab School

### 2. As Silw District in Alsharef Sub-District

- a) 22 May School
- b) Alfaqeed Mansour Ahmad Saif School

#### **Doc.3 - Project Agreement Between SC and Local Authority**

SC pre-coordination was clear through the signed agreement with the local authority in Taiz governorate to implement the project in *Hayfan* and *As Silw* districts. The agreement states the project details as mentioned in doc.2 in addition to the commitments of both SC and the local authority during the period of the project implementation; a list of the project staff and a detailed budget for the project.

#### **Doc.4 - Agreement Memorandums**

The results of good coordination with the local authorities in Taiz governorate before the implementation of the project led to a positive impact in the relationship with the authorities in the governorate and the district level. The Ministry of Planning and International Cooperation (office) in Taiz corresponded with the managers of *Hayfan* and *As Silw* districts to inform them about the project agreement and direct them to facilitate and supervise the implementation of the project activities.

#### **Doc.5 - Latest Monthly Narrative Report**

In October 2021, SC started preparing to sign **up the sub-agreement** with the Ministry of Planning and International Cooperation, Taiz Office (MOPIC) and in December 2021, MOPIC signed and approved SC sub-agreement documents. SC conducted a kick-off meeting with MOPIC and local authorities at the government and district levels to facilitate the implementation of activities and to have good coordination with the project stakeholders.

Between December 2021 and June 2022, SC conducted many joint field visits for the assessment of the proposed water projects and schools along with the General Authority for Rural Water Supply Projects (GARWSP) and local authorities (Education Office), community representatives, and leaders.

As per the planned timeline, the gender consultations for women, girls, boys and men on CP and WASH services were conducted between December and January and between May and June through FGDs to identify access barriers. The aim of the consultations was to understand the different gender-based barriers facing women, girls, boys, and men separately.

**The implementation progress against the indicators in the Log Frame (As of 30 July 2022) is shown in table below:**

<i>Expected Outcome</i>	<i>Indicators of Project Outcomes</i>	<i>Target</i>	<i>Achieved</i>	<i>Progress</i>
<b>Component 1: WASH Support in the Community</b>				
Two water supply systems in communities are rehabilitated, and a community-based proper management committee is reformed	1-1. No. of water supply systems rehabilitated/ upgraded in communities	Target 2 systems	2 / 2 systems	<b>100%</b>
	1-2. No. of Water Management Committees trained	Target 2 WMCs	2 / 2 WMCs	<b>100%</b>

Targeted girls, boys and their families acquire appropriate hygiene practices	1-3. No. of Community Hygiene Volunteers trained and equipped with the hygiene promotion kits	Target 12 members [Women-6 and Men-6]	12 / 12 Community Hygiene Volunteers	<b>100%</b>
	1-4. No. of people have received hygiene and COVID-19 awareness sessions through using CHAST approaches	Target 6,300 Individuals	9,758 / 6,300 individuals	<b>154%</b>
<b>Component 2: WASH Support in Schools</b>				
2-1. Targeted girls and boys increase access to safe, dignified and gender sensitive hygienic WATSAN facilities at schools 2-2. Targeted girls and boys acquire appropriate hygiene knowledge and practices, and received hygiene kits	2-1-1. No. of schools rehabilitated with functioning WASH facilities	Target 4 schools	4 / 4 schools	<b>100%</b>
	2-1-2. No. of people with increased access to safe, dignified and gender sensitive WATSAN facilities at schools	Target 1,400 Pupils and 46 teachers [Girls-757, Boys-643, Women-21, Men-25]	2,277 / 1,446 people	<b>157.5%</b>
	2-2-1. No of schools provided with WASH supplies including PPE and disinfection hygiene items	Target 4 schools	4 schools / 4 schools	<b>100%</b>
	2-2-2. No. of boys, girls and teachers who received Hygiene kits including COVID-19 PPE and disinfectant materials	Target 500: 475 students and 25 teachers [Girls-266, Boys-209, Women-0, Men-25]	500 / 500 people	<b>100%</b>
	2-3. No. of school admin staff trained on the operation and maintenance of WATSAN facilities and provided with plumping tool kits	Target 8 admin staff (Women-4 and Men-4)	8/ 8 admin staff	<b>100%</b>
	2-4. Number of hygiene promotion event conducted	Target 4 events	4 / 4 events	<b>100%</b>
	2-1-1. No. of schools rehabilitated with functioning WASH facilities	Target 4 schools	4 / 4 schools	<b>100%</b>
<b>Component 3: Child Protection</b>				
3-1. The capacity of responding to child protection concerns in the targeted communities are increased	3-1. No. of school social workers trained and to facilitate case management services	Target 4 social workers [Women-2 and Men-2]	4 / 4 school social workers	<b>100%</b>
	3-2. No. of children supported through case management services	Target 40 children	42/ 40 children	<b>105%</b>
	3-3-1. No. of children in child clubs trained and activated	Target 40 children [Girls-20 and Boys-20]	40 / 40 children	<b>100%</b>
	3-3-2. No. of life skills events led by child clubs	Target: 6 times	6 / 6 times	<b>100%</b>

3-2. Activities to protect children from violence and exploitation and to increase the awareness on child protection issues are conducted	3-4. No. of child protection committee members formed and trained	Target 22 child protection committee members [Women-10 and Men-12]	22 / 22 child protection committee members	<b>100%</b>
	3-5. No. Of Child protection community campaigns conducted in the targeted community	Target 2 campaigns	2 / 2 campaigns	<b>100%</b>



Annex VIII: Photos



AlSabad water project, Hayfan, captured by MEAL Center field staff, September 11, 2022



AlSabad water project, Hayfan, captured by MEAL Center field staff, September 11, 2022



AlSabad water project, Hayfan, captured by MEAL Center field staff, September 11, 2022



Solar panel for AlSabad water project, Hayfan, captured by MEAL Center field staff, September 11, 2022



Latrine in Omar Ibn Al-Khatib School, Al-Mafalis area, Hayfan, captured by MEAL Center field staff, September 11, 2022



Ain Al-Barikah water project, Al-Sayar, As Silw, captured by MEAL Center field staff, September 13, 2022





*Latrine from inside with wash hand facilities, Omar Ibn Al-Khatab School, Al-Mafalis area, Hayfan, September 11, 2022*



*Incinerator at Omar Ibn Al-Khatab School, Al-Mafalis area, Hayfan, captured by MEAL Center field staff, September 11, 2022*



*Water is available in latrines at Omar Ibn Al-Khatab School, Al-Mafalis area, Hayfan, captured by MEAL Center field staff, September 11, 2022*



*Latrines not used by students at Omar Ibn Al-Khatab School, Al-Mafalis area, Hayfan, captured by MEAL Center field staff, September 11, 2022*



*Latrines at 30 November School, Al-Mafalis area, Hayfan, captured by MEAL Center field staff, September 10, 2022*



*Incinerator and latrines at Al-Faqeed Mansour Ahmed Said School, As Silw, captured by MEAL Center field staff, September 14, 2022*





*Incinerator at 30 November School,, Al-Mafalis area, Hayfan, September 10, 2022*



*Latrines at 30 November School,, Al-Mafalis area, Hayfan, captured by MEAL Center field staff, September 10, 2022*



*Hand washing facilities are functional and water is accessible at 22 May school, As Silw district, captured by MEAL Center field staff, September 13, 2022*



*Latrines at 22 May school, As Silw district, captured by MEAL Center field staff, September 13, 2022*



*Male and female MC's researchers conducting interviews with beneficiaries in As Silw, captured by MEAL Center field staff, September 14, 2022*



*A female researcher conducting a beneficiary interview, As Silw, captured by MEAL Center field staff, September 14, 2022*



*FGDs session with female beneficiaries of hygiene promotion, As Silw, September 13, 2022*



*FGDs session with senior teachers in Hayfan, captured by MEAL Center, September 10, 2022*



Monitoring & Evaluation  
مركز ميل للمتابعة والتقييم

**MEAL Center (MC) is the first Yemeni leading consulting firm with global footmarks specializing in monitoring and evaluation** with solid working relationships with different local and international partners. MC has gained working experience in conflict situations that enable it to produce high-quality and professional services in M&E Activities, Third-Party Monitoring (TPM), Result-Oriented Monitoring (ROM), Evaluations, Assessments, Research & Studies, Surveys & Mapping, Capacity Building & Training, Data Collection, Projects Scope and Design, Remote Site Visits (RSVs), M&E Technologies Solutions, etc.

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