

# REPORT ON THE “KNOWLEDGE AND LEARNING DOCUMENTATION” OF

Alternative Orphan Family Sponsorship Programme  
through Sustainable Interventions – Phase II (ALO-II)  
Project



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## Acronyms and Abbreviations

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ALO	: Alternative Orphan Family Sponsorship through Sustainable Livelihoods
BDT	: Bangladesh Taka
CAP	: Community Action Plan
CBO	: Community Based Organization
CD	: Compact Disc
CI Sheet	: Corrugated Iron Sheet
CLTS	: Community Led Total Sanitation
COVID-19	: Corona Virus Disease 2019
CSO	: Civil Society Organization
CBCPC	: Community Based Child Protection Committee
DAC	: Development Assistance Committee
DRR	: Disaster Risk Reduction
DVD	: Digital Video Disc
FGD	: Focus Group Discussion
HSC	: Higher Secondary Certificate
IDI	: In-depth Interview
IGA	: Income Generating Activities
IR	: Islamic Relief
IRB	: Islamic Relief Bangladesh
KII	: Key Informant Interview
NID	: National Identity
PLA	: Participatory Learning and Action
PwD	: Person with Disability
SHG	: Self Help Group
SPSS	: Statistical Package for Social Science
SRS	: Simple Random Sampling
SSC	: Secondary School Certificate
ToR	: Terms of Reference
UP	: Union Parishad
VGD	: Vulnerable Group Development
VGf	: Vulnerable Group Feeding
WatSan	: Water and Sanitation

## Executive Summary

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### Introduction

The **“Alternative Orphan Family Sponsorship through Sustainable Livelihoods (ALO)”** project was developed for supporting orphan families with an integrated approach. The ALO-II project addressed the livelihood needs of the most vulnerable orphan families through business development, assisted them in protecting their children with continued education and maintaining their family with dignity, created quality access to line departments through voice raising platform, and supported communities to implement community-led total sanitation (CLTS). The project aimed to address vulnerabilities, social dignity, rights, and poverty issues of the orphan families by supporting the most vulnerable women-headed households to develop their capacity as well as to ensure sustainable development and social dignity through enhanced productivity, income, livelihood security, rights, and protection. Through this project a total of 628 orphan families, out of which 500 were direct and 128 were replicated, were brought under coverage. The project was implemented during the period from July 2017 to June 2021 at seven (7) unions namely Balapara, Tapa Madhupur, Kursha, Haragach, Shahidbag, Sarai, and Haragach Pourashava under Kaunia Upazila in Rangpur District.

The knowledge and learning documentation study aimed at capturing and documenting the valuable learnings for future planning and decisions on similar programs aiming at empowering orphan and vulnerable families, marginalized communities, especially the women and children to improve their livelihood.

### Methodology

The documentation study was significantly focused on review of existing documents and relevant resources. The desk review enabled to study team to draw on the learning and knowledge from the ALO-II project, as well as from any previous projects of similar nature.

To validate the knowledge and learning that are to be documented by desk review and qualitative discussion with concerned stakeholders, a questionnaire survey was conducted. Application of simple random sampling (SRS) was applied throughout the process of sampling for the questionnaire survey. A total of sixty (60) households from intervention unions and sixteen (16) households from replication unions were sampled. This sample was taken from Haragachh, Shahidbag, Tapa Madhupur and Balapara unions of the intervention unions and Haragachh Pourashava and Sarai union from replication unions. The **primary respondents** of the survey were the self-help group (SHG) members and using the same questionnaire, the child from the same household was also interviewed.

For qualitative information collection, Participatory Learning and Action (PLA) methods and tools were used. This was done to complement the documentation process through ensured participation of beneficiaries and stakeholders. Information was gathered from the stakeholders through Focus Group Discussions (FGDs), Key Informant Interviews (KIIs) and In-Depth Interviews (IDIs).

### Observations and Lessons Learnt

The qualitative sessions conducted with the widows could demonstrate that they are vocal and enthusiastic in sharing their opinion about the project with the study team. Express opinion from these women clearly indicated the role the project has played in improving their social position and in giving them the voice they otherwise could not exercise. The project activities also enabled the women's overall mobility through exposing them to income generating activities (IGA).

The ALO-II project was able to successfully repatriate school drop-out children to resume their education through establishing tripartite relationship among guardians, students and the school management. Significant majority of them are currently studying at SSC and HSC level, and many achieved notable results in public examinations. According to the participating children, this was possible due to the inspiration they received from the school teacher, their mothers and fellow child club members. The education stipend provided by IRB also played a key role in enabling them to continue their education. Children's awareness on child rights, personal hygiene and importance of education was found noteworthy.

The ALO-II project could successfully develop entrepreneurial capacities of the destitute widows through structured initiatives. The lump sum seed capital extended to individual members for taking up IGAs resulted in women's involvement in multiple IGAs. Through the project, IRB successfully demonstrated that rural women can also manage multiple IGAs, as approximately 95% of the women participating in the study were found managing multiple IGAs for their livelihood smoothening. Many of these women informed that their literacy and numeracy skill improved largely, as a result of their involvement with the SHGs.

All project beneficiaries, during both quantitative and qualitative exercises under the study, reported increased asset holding. Most women participating in the ALO-II project, could accumulate productive and immovable assets.

IRB, throughout the implementation period of ALO-II project, practiced transparent and prudent dealing with the concerned government stakeholders. The linkage IRB has developed with the concerned government stakeholder were noticeable, even though no direct incentives were offered to the government stakeholders under the project.

Under the ALO-II project model, community based organizations, i.e. SHGs, were formed. These SHGs were brought under the umbrella of union based and subsequently an upazila based platforms. The strategy of forming union and upazila level women forums are found to be a great initiative in view of sustainability of the project activities.

Couple of the eligibility criteria for selection of the children, i.e. i) child must be sound both physically and mentally and iii) the orphan and any members of the family should not be involved in child labour, were found in conflict with the project's overall goal. This may have contributed towards potential children and their families being excluded from potential benefits of the project.

As a result of the project interventions, it was possible to bring children out of child labour and communicate messages related to potential deprivation, but scope remains to work further on developing the capacity of children to take stronger stand within the community to prevent child marriage and child abuse. Children were not found well informed about the children helpline number '1098'.

All project beneficiaries, i.e. the widows, except for a very few, are currently accessing the widow allowance under the government safety net program. Several other social safety net schemes were being accessed by the beneficiaries also, as was revealed during the study. All beneficiaries attributed this access to the facilitation from IRB under the ALO-II project.

Through the project, following the exclusive targeting strategy, IRB successfully provided livelihood support to the widows by forming SHGs and to the orphans, who are socially excluded. The project could gain more mileage by ensuring wider community engagement, where sensitization on the delivery mechanism of the project of working with only widows and orphans is communicated thoroughly.

Phasing out from a project is a process orientated issue, where rigorous level of preparatory works along with substantial communication with the project beneficiaries. Though communication was made with the beneficiaries was done about the phase out of the project, the project beneficiaries did not initially

internalize that. This resulted in lack of preparation from the beneficiaries' end to prepare themselves to cope up with the withdrawal effect.

### **Analysis Applying DAC Criteria**

The project largely was able to deliver the planned activities among the target beneficiaries, except for some delays resulted due to COVID-19 related lockdown imposed by the government. The study team observed that the interventions of the project as relevant. Formation of the SHGs and child clubs enabled creation of a platform for social cohesion among the project beneficiaries. Children's participation in project activities were found spontaneous. All children's access to education, health services and rights issues were either directly addressed by the project or appropriate linkages were established.

The project interventions were meticulously designed looking at specific social issues faced by the beneficiaries. An interest-free seed capital, transferred to individual bank accounts allowed beneficiaries access to cash and established their access to formal banking channels. This interest-free loan, in turn, was converted into group capital, upon repayment from individual beneficiaries and currently is functioning as the working capital for the SHG financial service activities. Beneficiaries were provided with support services to take up IGAs of their own preference. This livelihood development process was supported by skill development trainings, provided through establishing linkage with existing service providers.

All respondents from the qualitative sessions expressed their spontaneous opinion on their high level of satisfaction of the ALO-II project activities as well as about the cordial and supportive attitude of the project staff directly working with them.

The project could benefit more from capitalizing on the child club structure to capacitate the children on child rights, child protection, child abuse and violence against children in a stronger manner. It seemed that the project heavily focused on facilitating the SHGs to develop the economic condition of the beneficiaries, and thus lacked giving stronger focus on facilitating child clubs on issues mentioned above.

Strong voices were raised by the beneficiaries about the duration of the project, as almost all of them mentioned that the project shall continue for few more years. While exploring on this issue further through qualitative discussion, opinions from the participants highlighted on the areas that they need further assistance from IRB through the project to improve their capacity further in terms of managing the IGAs, establishing market linkage of their businesses and enabling them to access government resources as and when necessary.

The study team tried to focus on the project's sustainability from the viewpoint of a "nine-point enabler framework", which are: i) participation and ownership, ii) capacity building, iii) policy advocacy, iv) financial resources, v) management and leadership, vi) social awareness and inclusion, vii) technology, viii) enabling environment and ix) realistic timeframe. The study team observes that the basic features of the ALO-II project has shown signs of sustainability based on most of the enablers.

The social and financial impact of the project was enormous. Bringing the socially excluded group of people under the ALO-II project did not only enable the beneficiaries to improve their livelihood status, but also allowed them to gain a social position. The sense of improved social position came from being treated with respect by other community people, school teachers and local law-enforcement authorities.

### **Recommendations**

The child clubs and the SHGs are strong community based entities. IRB may have **missed the opportunity to capitalize on the potential of these entities in creating a stronger social movement against the existing social issues like preventing child marriage, ensuring child protection, stopping violence against women**



**and children and establishing wider community engagement.**

The legal framework, under which the SHGs may perform in the future, going beyond the project period, need further facilitation from IRB by engaging the concerned stakeholders. The current legal status of the SHGs lie at the apex body, i.e. upazila level women forum, which is registered with the Department of Cooperatives. **The upazila level forum shall continue to have ownership of the phased out ALO-II project activities and continue to ensure coverage of those, who would newly become widows/orphans as a community based social organization (CBO). The underlying concept of sustainability of ALO-II activities shall have a meaningful outcome, if this could be ensured.**

There is currently an informal record keeping system for the financial transactions taking place at the SHG level. **IRB may think of establishing linkage with existing technical service providers to establish a more formal financial management approach, i.e. business forecasting with cash flow, periodic monitoring of projected cash flow and maintaining books of accounts like cash flow statement and profit and loss statement at the SHG level.**

IRB may play stronger advocacy role for facilitating continuing and assured access of the widowed women and the orphans to different social safety net programs. **Assured access to different social safety net programs, continued stipend from the government for children's education, waiver of exam fees and similar other benefits would also support the long-term sustainability of ALO-II project's achievements.**

Many of the beneficiaries are involved in livestock rearing activities under the project support. Some of these beneficiaries have the potential to become community level vaccinators. **Providing them extensive training on vaccination of the livestock and equipping them with vaccine career kit could have enabled them to become local level resource persons. It could also have allowed them to have alternative income generation opportunities through providing vaccination service within their respective communities.**

Formation of community based child protection committees (CBCPC) at the union level and their activation was recommended by beneficiaries and project stakeholders. **IRB may think of facilitating formation of the same, as well as to facilitate their capacity building to ensure lasting impact of the project activities and achieved results under the ALO-II project.**

**The duration of training, provided in collaboration with different private and public service providers could be extended to 5-days instead of the 3-day training that was provided under the project, as was suggested by couple of government officials from concerned departments.**

The project duration, due to somewhat unplanned communication of the exit strategy, was found inadequate. **While extension of the project period may come with additional resource implication from IRB's side, it was felt that such extension would result in stronger achievement of project results in areas like awareness of beneficiaries on their rights, stronger access to service providers, establishment of stronger linkage with local and regional level stakeholders.**

One key activity of the project was to develop a network of organizations and individuals in the form of a civil society organization (CSO), which was not observed during the time of the documentation study. This CSO was to become a platform for advocacy with the policymakers and duty-bearers on behalf of the community. **IRB may continue its effort to support formation of the CSO, which would continue to work as the safeguarding agent for the upazila level women forum that is already built.**

## 1. Context and Background

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### 1.1. INTRODUCTION TO THE PROJECT<sup>1</sup>

**Islamic Relief (IR)** started its operations in Bangladesh in 1991 and currently has its presence in 35 districts. IR envisages a caring world where communities are empowered, social obligations are fulfilled and people respond as one to the suffering of others. IR's innovative integrated approach sees it work closely with the vulnerable communities that it serves. These communities identify the problems they are experiencing and become part of the process that seeks solutions to these problems. As a result, IR's programs often encompass many interlinked areas. These include the Humanitarian and Resilience Programme, Child Rights and Inclusion Programme, Economic Empowerment and Governance Programme.

The **"Alternative Orphan Family Sponsorship through Sustainable Livelihoods (ALO)"** project was developed for supporting orphan families with an integrated approach. Upon completion of the successful piloting of Phase-I of ALO for 2.5 years, IRB developed the Phase-II based on the lessons learnt from the pilot. Key successes of ALO Phase-I revealed that 100% orphan children are continuing their education and going to school regularly, average monthly family income of the targeted households increased to 275 percent (from BDT 1,677 to BDT 4,608) and 92% households were able to enjoy 3 meals a day. Apart from this, access to services from the different government agencies, i.e. agriculture, livestock, cooperative, education, health, financial service and local government has improved significantly and strong linkage was established with concerned agencies.

The ALO-II project addressed the livelihood needs of the most vulnerable orphan families through business development, assisted them in protecting their children with continued education and maintaining their family with dignity, created quality access to line departments through voice raising platform, and supported communities to implement community-led total sanitation (CLTS). The project aimed to address vulnerabilities, social dignity, rights, and poverty issues of the orphan families by supporting the most vulnerable women-headed households to develop their capacity as well as to ensure sustainable development and social dignity through enhanced productivity, income, livelihood security, rights, and protection. Through this project a total of 628 orphan families, out of which 500 were direct and 128 were replicated, were brought under coverage.

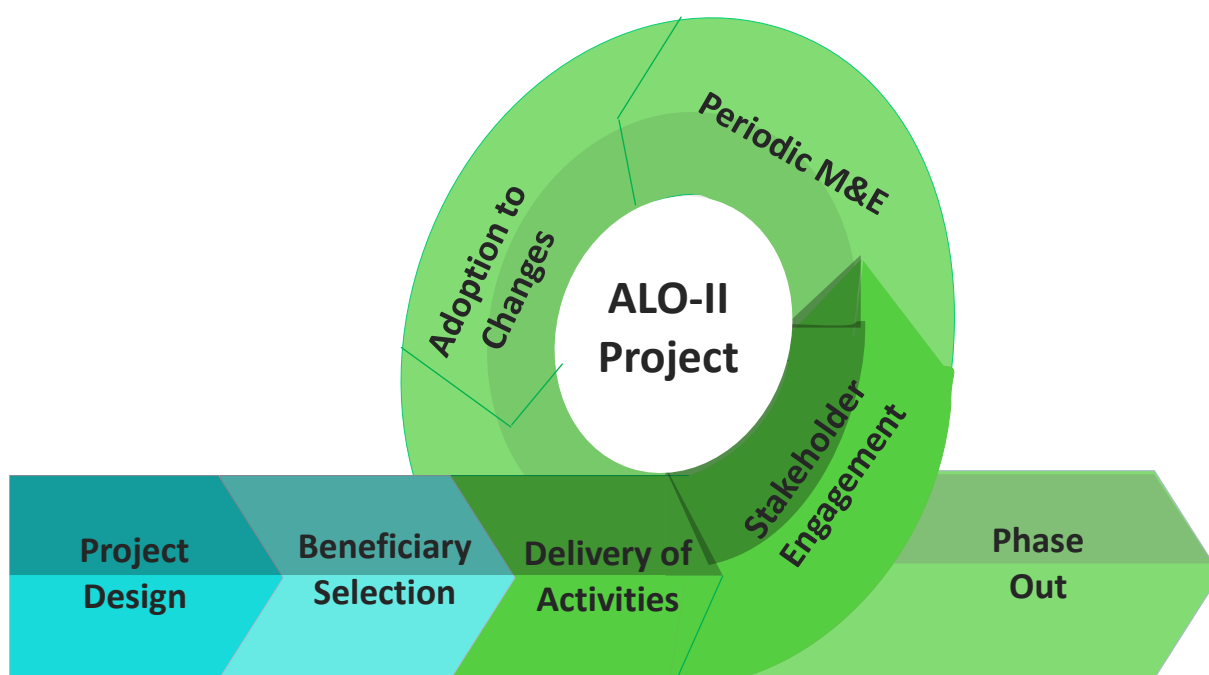
### 1.2. PROJECT DESCRIPTION

The project duration was for four years, starting from July 2017 and ending in June 2021. The project had commitments to address vulnerabilities, social dignity, rights, and poverty issues of the orphan families by supporting the most vulnerable women-headed households to develop their capacity as well as to ensure sustainable development and social dignity through enhanced productivity, income, livelihood security, rights, and protection. The overall objective of the project was to ensure sustainable development of 628 orphan (500 direct and 128 replicated) and their families as well as to restore their social dignity and protection. The specific objective was to provide sustainable development and social dignity through enhanced productivity, income, livelihood security, rights, and protection of the orphans and their families. The project was implemented in seven (7) unions namely Balapara, Tapa Madhupur, Kursha, Haragachh, Shahidbag, Sarai, and Haragachh Pourashava under Kaunia Upazila in Rangpur District.

The uniqueness of the project lies in its targeting strategy of working with the widows and their orphans. This was topped by systemic delivery of the project activities, including a start-up capital for initiating income generating activities (IGAs) and ensuring strong collaboration with the concerned government stakeholders, which is shown in the below diagram depicting the project framework:

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<sup>1</sup> Adopted from the Terms of Reference (ToR)



The ALO model, by its design had multiple components, which are summarized in the diagram below:



The project envisioned to achieve the following results:

- **Result -1:** Enhanced wellbeing - survival, protection, participation, mobilization, and healthy development - of the targeted orphan children including to continue their education.
- **Result-2:** Improved status of the orphan families and their livelihood through economic productivity, income, asset, food accessibility and- consumption and living status.
- **Result-3:** Increased community awareness and established linkage of the community organizations with local government institutions for ensuring social dignity through participation, social inclusion, and voice rise to rights and protection.

- **Result-4:** Replicated and scaled up ALO model in two (2) new unions under the same sub-district through local resources mobilization (community contribution, linkage with local government institutions and private and public service providers)

### 1.3. OBJECTIVES OF THE STUDY

The broader aim of the study was to document the knowledge and learning of the ALO-II project through capturing and documenting the valuable learnings for future planning and decisions on similar programs aiming at empowering orphan and vulnerable families, marginalized communities, especially the women and children to improve their livelihood.

The **specific objectives** were as follows:

- To document the relevance, appropriateness, efficiency, and effectiveness of the project activities;
- To document the project approaches, methodology, strategies, and its appropriateness;
- To document the socio-economic changes/effects in the lives of targeted households as a result of the project;
- To study the effectiveness and impact of mainstreaming issues including gender, women empowerment, disability child rights, DRR, etc.;
- To identify and document the process, lessons learned, innovations, and good practices of project;
- To document program outcomes and sustainability;
- To provide recommendations for future strategic directions for scaling up or replication of the current project's strategy & approach based on the findings and lessons learned analysis.

### 1.4. SCOPE OF THE STUDY

The documentation process followed major DAC criterion considering the following key questions:

DAC Criteria	Key Questions
Relevance	<ul style="list-style-type: none"> <li>• To what extent the project's timescale/range of activities is realistic with beneficiaries' capacities and in sustainably delivering the planned results</li> <li>• Relevance of the project activities/interventions i.e. Self-Help Group, Child Club, Union Women Forum and Upazila Women Forum, Community-Led Total Sanitation (CLTS), and children participated in the project to reduce early marriages and ensure child protection</li> </ul>
Appropriateness and Effectiveness	<ul style="list-style-type: none"> <li>• How effective have the needs assessment process been in terms of beneficiary participation and satisfaction?</li> <li>• Are there any shortcomings due to a failure to take account of cross-cutting issues such as gender, environment, poverty, etc.;</li> <li>• What are the major lessons learned from this project and what are the implications for the project strategy?</li> <li>• Are the undertaken interventions sufficient for improving the economic conditions of the target beneficiaries through a holistic approach?</li> <li>• Are the business plan and supported IGAs appropriate and context specific for the beneficiaries to ensure their sustainable livelihood?</li> <li>• Are the training and other capacity building initiatives facilitated to enhance the capacity of the beneficiaries to lead their IGAs?</li> <li>• Evaluate the financial and economic sustainability of the project (status of beneficiaries after the end of the funding);</li> <li>• Is the current project budget and duration adequate to achieve its purpose sustainably?</li> </ul>

DAC Criteria	Key Questions
	<ul style="list-style-type: none"> <li>Effectiveness of the project activities in achieving project outcome i.e. Community-Led Total Sanitation (CLTS) for the community and children's participation of the project to open-defecation, early marriage reduction, and child protection.</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>Evaluate the financial and technical inputs made available to implement all activities following the deadlines</li> <li>Assess the efficiency of the project monitoring system/framework concerning aims, staff resources, and outputs. Are the important progress, process, and benefit monitoring data being captured, and are those fit for purpose?</li> <li>How efficient has the project's human development and IGA &amp; business management, child protection &amp; participation training been? (Module including quality and adequacy of training materials, acceptance by beneficiaries, outcome, i.e., changes in behavior, attitude and knowledge, etc., and cost-efficient)</li> <li>The efficiency of the Self-Help Group and Apex Body in line with access to services and rights</li> <li>Measure efficiency of different committees to ensure child rights, protection and safeguarding</li> <li>The efficiency of Child Club in line with child rights protection</li> </ul>

## 2. Description of Methodology

### 2.1. DESK REVIEW

The documentation study was significantly focused on review of existing documents and relevant resources. The desk review enabled to study team to draw on the learning and knowledge from the ALO-II project, as well as from any previous projects of similar nature. A notable amount of documentation was done by IRB during the implementation phase of the project and the knowledge and learning documentation process hugely benefitted from those.

### 2.2. METHODOLOGY

#### 2.2.1. Quantitative Approach and Sampling

To validate the knowledge and learning that are to be documented by desk review and qualitative discussion with concerned stakeholders, a questionnaire survey was conducted. The quantitative survey enabled the study to draw conclusion on the quantitative aspects of the study, i.e. project indicators to be measured using percentages and numbers. This questionnaire included specific questions to cover all applicable indicators as mentioned in the ToR of the knowledge and learning documentation study. Application of simple random sampling (SRS) was applied throughout the process of sampling for the questionnaire survey to ensure collection of unbiased and representative data. Please see **Annex – 1** for the survey questionnaire.

Considering the relatively low size of the population coverage of the project, project's concentrated geographic coverage at seven (7) unions of only one (1) upazila of Rangpur district and the high focus of the study on documenting the lessons learnt from the implemented project, approximately 12% of the total population was proposed as sample for the questionnaire survey. This sample was taken from four (4) randomly selected unions from the project locations, where the beneficiaries received direct service under the project. Another two locations, i.e. one (1) *Pourashava* and one (1) union were brought under

coverage of the quantitative survey from the project areas defined as replication unions. For the purpose of the study, the **primary respondents** were the self-help group (SHG) members and using the same questionnaire, the child from the same household was also interviewed.

The sample size for the quantitative survey was as follows:

Type of Beneficiaries	Population Size	Selected Sample
Directly targeted households	500	60
Replicated households	128	16

### 2.2.2. Sample Distribution

The below table shows the distribution of the proposed sample based on geographic locations and achievement of the same:

Beneficiary Type	Proposed Location	Sample
<b>Directly targeted households</b>	Haragachh	15
	Shahidbag	15
	Tepa Madhupur	15
	Balapara	15
	<b>Total directly targeted households</b>	<b>60</b>
<b>Replicated households</b>	Haragachh Pourashava	8
	Sarai	8
	<b>Total replicated households</b>	<b>16</b>
<b>Total sample for questionnaire survey</b>		<b>76</b>

### 2.2.3. Qualitative Data/Information

For qualitative information collection, Participatory Learning and Action (PLA) methods and tools were used. This was done to complement the documentation process through ensured participation of beneficiaries and stakeholders. Information was gathered from the stakeholders through Focus Group Discussions (FGDs), Key Informant Interviews (KIIs) and In-Depth Interviews (IDIs). Please see **Annex – 2** for the indicative discussion guidelines, interview checklists and process flow of the PLA tools.

The following PLA tools were conducted with adult female, adult male, girls, boys, IRB staff, and relevant stakeholders during the period from 11 to 15 November 2021. These sessions provided sufficient insight to reflect on the result indicators of the project:

- 1. Ladder Game:** Explored significant processes, successes achieved and challenges over time; highlighted concrete results arising from the project; provided simple illustration of the history of initiatives through a visual time line.
- 2. Spider Net:** Enabled comparing the degree of achievement of the activities of the project with rational; recorded participants' insights to justify the achievement.
- 3. Mobility Mapping and Road Block:** Enabled identification of mobility of the target beneficiaries and the barriers in movement, followed by potential solutions to address the existing barriers.
- 4. Venn diagram:** Enabled mapping out of key institutions, organizations and individuals and their relationship with the local community based on the importance, significance or power of the institutions; highlighted comparative importance of different project interventions and their effect/impact on the lives of the poor people/families along with lessons learnt.
- 5. Appreciative inquiry:** Explored engagement of stakeholders in self-determined change, their level of participation, expected and unexpected change, what could be better and how could things be made better etc.

Two (2) consultative workshops, one (1) with SHG members and one (1) with IRB staff, who directly worked with the project, were also conducted. The purpose of the workshops was to bring out relevant information and draw lessons from stakeholders' point of view, as well as to reflect on staffs' experience and learning from the project.

The following table summarizes the number of qualitative session conducted by the study team along with the number of participants:

Sl#	Type of Qualitative Session	No. of Sessions	No. of Participants
1	Ladder game	2	16
2	Mobility mapping and roadblock	4	27
3	Venn diagram	2	21
4	Spider net	2	17
5	Matrix ranking	1	19
6	Focus group discussion	7	63
7	In-depth interview/Key informant interview	4	4
8	Consultative workshops	2	12

### 2.3. KEY CONSIDERATIONS FOR DATA COLLECTION

The following key considerations guided the overall study:

- Undertaken inclusive approach including disability and ethnicity, where applicable;
- Ensured and upheld Child Safeguarding, Do No Harm and Gender Policy;
- Complied with set guidelines and/or policies of IRB;
- Complied with research ethics for involving orphans;
- Deployed qualified and experienced female and male enumerators, who are adept at understanding the sensitivity of local language and culture;
- Followed appropriate safety protocols applicable for COVID-19 outbreak, as suggested by the concerned authorities.

## 3. Data Management and Analysis

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### 3.1. PROCESSING OF QUALITATIVE DATA/INFORMATION

The **qualitative data/information** was analysed and interpreted by using a combination of approaches. All data/information collected during the PLA sessions was analysed by applying framework analysis. Thematic frameworks were identified from the session notes, by writing memos in the margin of the text in the form of short phrases, ideas or concepts arising from the texts and beginning to develop categories. Descriptive statements were formed to support the overall analyses based on the data/information under the questioning route. The collected data/information were indexed and charted for data/information reduction, which was achieved by comparing and contrasting the collected data/information.

### 3.2. ANALYSIS OF QUANTITATIVE/QUALITATIVE DATA/INFORMATION

**Quantitative data** were collected using Kobo Toolbox and was processed using the available version of SPSS software. Considering that the data were collected from the project beneficiaries, all of whom are female, the only disaggregation for presenting the data was done by project location. The data analysis was principally done applying cross-tabulation to ensure appropriate disaggregation in doing so.

**Qualitative data** analysis was done following the below seven established criteria of interpretation:

1. **Words:** The actual words used and their meaning was considered.
2. **Context:** Careful focus to contextualize the wording of the moderators' questions and subsequent comments made by participants during the discussion was given to categorize the collected data/information.
3. **Frequency and extensiveness of comments:** Frequency of most commonly expressed views/comments were considered to 'spot a gem' or a particular view that stresses on collective opinion.
4. **Specificity of the comments:** The depth of feeling, under which specific comments or feelings were expressed, were considered.
5. **Internal consistency:** Intent focus on identifying any change in opinion or position by the participants, were observed and noted.
6. **Intensity of comments:** Greater attention is placed on responses referring to personal experience as opposed to hypothetical situations.
7. **Big ideas:** Larger trends or concepts that emerged from an accumulation of evidence and cut across the various discussions were considered.

### 3.3. DATA QUALITY CONTROL

A thorough quality control mechanism was followed throughout the study. Quality control was ensured in five phases, i.e. development, data collection, database development, data entry and post entry; as shown below:

Phases	Steps for quality control
Development	During the development stage, necessary and relevant research documents were translated, checklists were developed in consultation with study team members and IRB. Enumerators with previous research experience were deployed. Training to enumerators on quantitative questionnaire and data collection process was provided at field location in presence of IRB representatives.
Data collection	Kobo Toolbox was used for collecting quantitative data. This enabled the study in real-time monitoring and quality control of the quantitative data. Collected data was reviewed at the end of each day and feedback (if any) was provided for necessary correction for accuracy and completeness before sending to data management.
Database development	Data analyst with the supervision of team leader developed the database in a way that allowed valid responses only. Necessary control mechanism was put in place to determine the access of the team members in the database.
Post entry	Inputted data was crossed check by data analyst along with team members. Data was analysed using SPSS. Aggregated report including graphs and tables were prepared by data analyst along with other team members.

### 3.4. DATA CONFIDENTIALITY, SURVEY ETHICS AND CHILD SAFEGUARDING

During the effective period of the contract, all resources that were used for the purpose of the study were treated as confidential. No data obtained in the course of the performance of the contract was divulged without consulting IRB. All relevant policies kept in place by IRB to prevent any harm to the participants of the study were upheld. The study team is committed to ensure the same level of confidentiality after the effective period of the contract as well.

Special consideration was given while interviewing children and adolescents by building rapport with the interviewees, providing extra time where needed, and by ensuring that the interviews take place in a safe



and secured location. The specific social and/or cultural contexts that may require special attention were also upheld, throughout the process of data collection, by the survey team. IRB staff were closely consulted to understand the specific contexts that required special consideration during the time of data collection in order to take appropriate measures.

## 4. Observations and Lessons Learnt

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### 4.1. MOBILIZATION OF DEPRIVED WOMEN AND THEIR EMPOWERMENT

The qualitative sessions conducted with the widows could demonstrate that they are vocal and enthusiastic in sharing their opinion about the project with the study team. This is unlike the typical picture of rural women being hesitant and shy in front of people from outside their locality. Express opinion from these women clearly indicated the role the project has played in improving their social position and in giving them the voice they otherwise could not exercise. As was mentioned by Ms. Fatima Begum, a member of Paschim Rajib Self-Help Group (SHG), ***“Earlier, we were hesitant and felt shy to speak up in front of anybody, even with women if they were not from our community. It was due to the ALO project that we are now able to express ourselves and can have easy access to government offices/UP, in case we need any assistance or if we want to access any service. We feel that we now have enhanced capacity to exercise our rights, raise our voices and express our opinions in any situation. Over the project period, we became independent and now we can handle the ever evolving situation around us”.***

#### Case Study: Nazma Begum, Haragachh

Nazma was the 5<sup>th</sup> of ten (10) children of day labourer Nehaj Uddin and house maid Nurjahan. A family that lived on hand to mouth, Nazma's parents got her married at an early age. Nazma's husband was a carpenter and had decent earning to run the family. Nazma, though constantly fighting with poverty, was still happily passing her conjugal life.

But fate had a different plan for Nazma. Her husband, the only bread earner of the family, was diagnosed with cancer. To pay for the treatment of the deadly ailment, Nazma and her family spent a lot of money with the hope that he would be able to start working again. All of their effort came in vain, when Nazma's husband breathed his last in 2013. Nazma and her four children had to come to streets in search for day's meals. They lived on working as day labours at every possible opportunity they could avail.

In 2018, finally Nazma saw some light on the horizon, when she came to know about the ALO-II project of IRB. She was shortlisted as a beneficiary of the project and received interest-free seed capital of BDT 14,000. Adding another BDT 6,000 from her own sources she bought a cow and a goat. This was the turning point of Nazma's life. Gradually, she started accumulating savings at the IRB SHGs and bought three (3) ducks and four (4) chicken. With money flowing in from the proceeds of the IGA, i.e. selling eggs and goat kids, Nazma gained the confidence that she can, after all, have a decent living.

Upon repaying her first loan (the seed capital), Nazma took another loan of BDT 20,000 to buy irrigation pump and started lending this pump to people who wanted to irrigate their cultivable lands. From all her IGAs, Nazma could accumulate an amount of BDT 1.2 lakh as her business capital. The eldest and second son of Nazma are working and giving a hand to their mother's dream of having a stable and bright future. The youngest of the sons and the only daughter are still students. Nazma wishes the son to become an Alim and the daughter to be a school teacher.

The project activities also enabled the women's overall mobility through exposing them to income generating activities (IGA). Women are now managing their own IGAs and solving problems related to that

independently. They also share their problems and concerns with fellow group members, reflecting on the bonding they have developed over the time.

## 4.2. CREATING ACCESS TO CHILDREN'S EDUCATION

Access to quality education paves way to solving social problems like child marriage and child labour. The ALO-II project was able to successfully repatriate school drop-out children to resume their education through establishing tripartite relationship among guardians, students and the school management. Children were found actively participating in academic activities, except during the COVID-19 lockdown imposed by the government to contain spread of the deadly virus. **IRB, through the ALO-II project, facilitated the tripartite relationship and made all concerned accountable for creating access of the orphans to education.** The beneficiary mothers, all of whom are widows and were least interested to send their children to school due to their financial and social status, are now realizing the importance of education and actively taking responsibility to follow up on both the teachers and their children.

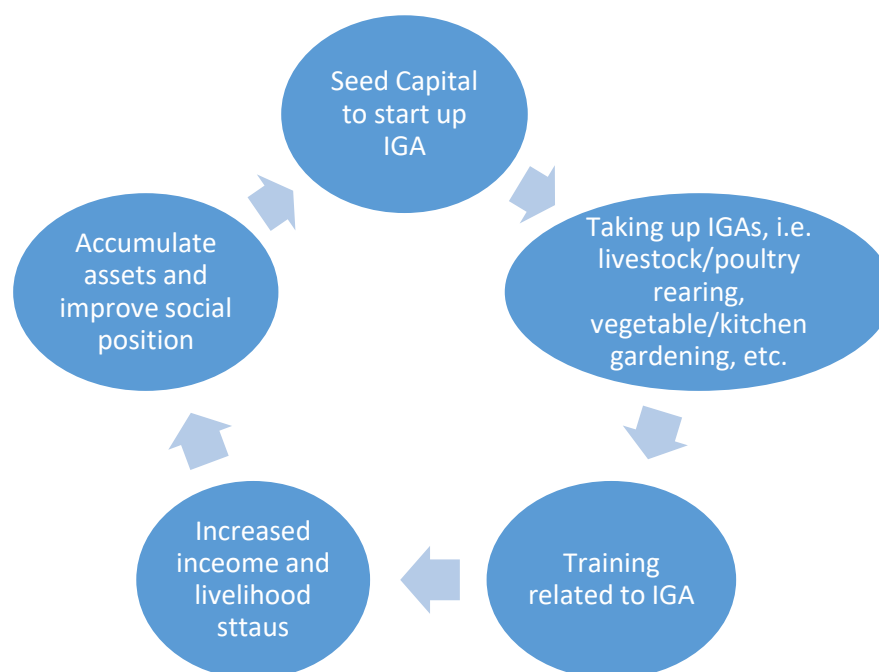
Except for one differently abled child, all children participating in the qualitative sessions were found attending the schools as per the revised schedule set by the concerned authorities. **Significant majority of them are currently studying at SSC and HSC level, and many achieved notable results in public examinations. According to the participating children, this was possible due to the inspiration they received from the school teacher, their mothers and fellow child club members.** The education stipend provided by IRB also played a key role in enabling them to continue their education. At the child club, children are extending help to each other, especially to those, who are relatively slow learners. Through club level awareness raising, children were able to convince both their parents and the children involved in laborious activities to stop working and resume studying. This could be highlighted as a significant achievement of the project.

Children were found highly aware about child rights, personal hygiene and importance of education. They were also found committed to continue the club activities on their own initiatives even beyond the project timeframe. This reflects on the level of ownership of the children about the benefits they reap by forming the child clubs, as well as the success of ALO-II project in facilitating required awareness on the importance of social cohesion among fellow orphans and marginalized families.

## 4.3. ENTREPRENEURIAL CAPACITY

The ALO-II project could successfully develop entrepreneurial capacities of the destitute widows through structured initiatives. The lump sum seed capital extended to individual members for taking up IGAs resulted in women being involved in multiple IGAs. The most common IGAs, as mentioned by the participants of the qualitative sessions were poultry rearing, livestock rearing, petty trade, local shop, kitchen gardening and cultivable land mortgage.

The typical financial service providers to the rural women, i.e. microfinance institutions (MFIs), discourages the beneficiaries to take up multiple IGAs with the assumption that they might fail to manage the IGAs. **Through the ALO-II project, IRB successfully demonstrated that rural women can also manage multiple IGAs, as approximately 95% of the women participating in the qualitative sessions were found managing multiple IGAs for their livelihood smoothening.** Having their children going back to schools contributed largely in this process, as women were found seeking support from the children in maintaining basic accounting records. **Many of these women informed that their literacy and numeracy skill improved largely, as a result of their involvement with the SHGs.**



This reflects that women, if nurtured and provided appropriate support mechanisms, can emerge as successful entrepreneurs and can demonstrate capacity to cope up with the emerging situation. This is even more applicable, when structured support and facilitation is done with women with social, financial and educational vulnerabilities. The ALO-II project, by its design, has targeted the widows and orphans, who fall under all of these three vulnerabilities.

#### 4.4. ASSET ACCUMULATION

All project beneficiaries, during both quantitative and qualitative exercises under the study, reported increased asset holding. Most women participating in the ALO-II project, could accumulate productive and immovable assets. As per their opinion, the interest-free financial support received at the initial stage of the project and ability to gain successive access to the converted group fund enabled them to have this positive change. The asset accumulation pattern was steep for a few beneficiaries, who became highly successful with their IGAs.

##### Case Study: Momina Begum

Momina Begum used to be a day labour, working at agricultural fields at BDT 50-60 per day. She did not have opportunity to work every day and work was scarce during off-seasons. When her husband, a tractor driver making BDT 300 on an average per day, died in an accident in 2014, Momina's had 3 children, two (2) sons and one (1) daughter, with the youngest one being only three (3) years old.

When Momina was listed as a beneficiary of the ALO-II project of IRB in 2018, with the seed capital she bought a sewing machine, because she had previous experience of sewing clothes. She also bought a cow by adding some money from her tiny savings. To support her IGA, she took training on sewing on her own arrangement.

Momina did not find any difficulty in repaying the *Quard-E-Hasana* she took from the IRB SHG. Upon paying back, she immediately took another loan of BDT 15,000 to expand her sewing activities. At her house, she arranged for a small space to store clothe rolls, which she uses to prepare dresses. People can come and pick their preferred fabric and design from her collection and then Momina takes the measurements to prepare the dress as ordered. Per month, on an average, she now earns approximately BDT 6,000.

With her business proceeds, Momina bought four (4) decimals of land, where she planted mahogany and eucalyptus trees, fifteen (15) for each type. She also built her landless poor sister a house, so that they can live safely there. Momina now has a plan to buy another 25 decimals of land, which she would mortgage out for rice cultivation. All Momina's children are now continuing their education and she dreams of a day when all her children would become established and respected members of the society.

#### 4.5. STAKEHOLDER ENGAGEMENT

IRB, throughout the implementation period of ALO-II project, practiced transparent and prudent dealing with the concerned government stakeholders. The linkage IRB has developed with the concerned government stakeholder were noticeable, even though no direct incentives were offered to the government stakeholders under the project. It was through an extremely prudent approach that the IRB management convinced the concerned government stakeholders to get engaged in the project activities proactively, even though IRB did not extend any financial or non-financial entitlements of the government stakeholder due to them for such engagement.

**Local Government Representative at Union Parishad Level:** *"The ALO-II Project had been very useful for the widows and their orphans in supporting them to come out of financial misery and social exclusion. More of such project shall be implemented for sustaining results. IRB may think of extending the project for couple more years to secure the beneficiaries' future both financial and socially".*

**Representative from Department of Livestock:** *"Common tendency of rural people is to depend on relief. ALO-II Project has shown that deprived people from rural Bangladesh can take up successful small businesses. The project was also successful to sensitize different government agencies to step up to provide technical and resource mobilization support".*

**Representative from Department of Cooperatives:** *"Any business initiative needs an action plan spanning over a period of time, along with secure source of fund to run the same. ALO-II Project has given grant capital to its beneficiaries and connected them with different training service providers for skill development. Facilitating the beneficiaries on basic accounting and financial management could have been more useful, as going forward, they are expected to run their IGAs on their own".*

#### 4.6. COMMUNITY BASED BARGAINING AGENCY

Under the ALO-II project model, community based organizations, i.e. SHGs, were formed. These SHGs were brought under the umbrella of union based and subsequently an upazila based platforms. These platforms, on one hand, are expected to facilitate awareness creation and capacity building of the members on social issues through active policy advocacy, bargaining with service providers from both public and private sector, and on the other, to create access to non-interest bearing financial services for the members. As community based forums, these platforms collectively advocate with policymakers and duty-bearers to ensure their social rights. These forums are expected to carry out situation assessment at their respective communities, if needed, focusing especially on the orphans and disseminate the findings through organizing social campaign to sensitize the concerned stakeholders, thus may evolve as a community based bargaining agents.

The strategy of forming union and upazila level women forums are found to be a great initiative in view of sustainability of the project activities. These forums were formed through democratic voting by the members and are mandated to facilitate village level SHGs. Developing the capacity of both union and upazila level forums and having a clear terms of reference to operate their activities may bring instrumental impact on the improving the lives and livelihoods of the widows and their orphans. The project participants and several key informants mentioned that IRB's continuous support for a few more years to capacitate the

apex body and facilitation towards establishing effective linkage with public and private sector stakeholder is needed.

However, it is to be noted that the study team observed a conflicting clause in the eligibility of membership for the upazila level forum of the widowed women. As per the constitution **“consistent with the class and type of this association, all male and female members of the association live in the constituency and have eighteen years or more aged will be eligible for membership”**, while the common understanding was that the upazila level apex body shall be formed through democratic voting of union based women forum, which was formed by representation of the SHGs. IRB may want to review the overall guideline and terms of reference to ensure avoidance of any potential conflict of such nature.

#### 4.7. COMMUNICATION AND PLANNING OF PHASE OUT STRATEGY

**Phasing out from a project is a process orientated issue, where rigorous level of preparatory works along with substantial communication with the project beneficiaries.** Though communication was made with the beneficiaries was done about the phase out of the project, the project beneficiaries did not initially internalize that. This resulted in lack of preparation from the beneficiaries' end to prepare themselves to cope up with the withdrawal effect. There was a strong request from the beneficiaries that the project activities continue for longer. The UP Chairman of Balapara union opined that extension of project activities for few more years may have contributed towards providing a stronger economic and social status of the project beneficiaries.

#### 4.8. SELECTION CRITERIA OF CHILDREN

There was a set of criteria for selection of the children under the ALO-II project. Among several conditions, three were found contradictory to basic principles of child rights and child protection. These were, i) child must be sound both physically and mentally and iii) the orphan and any members of the family should not be involved in child labour.

Firstly, being physically and mentally ill/disabled makes a child prone to possible harassment and exclusion. Through the project interventions, IRB's focus should have been to ensure inclusion of such vulnerable children proactively, while this condition may have contributed towards their being excluded from potential benefits of the project. Secondly, not allowing the orphans and their family members involved in child labour may have resulted in missed opportunity to facilitate their potential exit from child labour. IRB could have brought these families under project coverage and through project activities, bring them out of child labour.

#### 4.9. STRENGTHENING CHILDREN'S AWARENESS

The holistic programming approach of IRB adopted to implement the ALO-II project allowed formation of strong children's groups across all project locations. Though the members of these children group were found strongly aware about the importance of continuation of their education, health and hygiene issues; IRB may have missed the opportunity to capitalize on the group strength to sensitize the children, thus the community, in the areas of promoting child rights and child protection. As a result of the project interventions, it was possible to bring children out of child labour and communicate messages related to potential deprivation, but scope remains to work further on developing the capacity of children to take stronger stand within the community to prevent child marriage and child abuse. Discussion with the child club members revealed that few child club members got married during the COVID-19 lockdown, when the project activities were carried out at a limited scale. Children were not found well informed about the children helpline number '1098'.

#### **4.10. ACCESS TO SOCIAL SAFETY NET INITIATIVES OF THE GOVERNMENT**

The different project interventions and benefits extended towards the beneficiaries were complementary to the already existing government safety net programs. All project beneficiaries, i.e. the widows, except for a very few, are currently accessing the widow allowance under the government safety net program. Along with this, several other social safety net schemes were being accessed by the beneficiaries, as was revealed both by the quantitative survey and through the qualitative sessions. All beneficiaries attributed this access to the facilitation from IRB under the ALO-II project through developing beneficiaries' awareness about their entitlement and also through proactive collaboration by project staff with different government service providers. While the widows would continue to access the widow allowance, their access to other social safety net services are subject their poverty status, social status and vulnerability.

The ALO-II project had been successful in enabling the project beneficiaries to enhance their livelihood status, which may result in their disqualification from accessing range of social safety net benefits, except for the widow allowance.

#### **4.11. SCOPE OF WIDER COMMUNITY ENGAGEMENT**

Through the project, IRB successfully provided livelihood support to the widows by forming SHGs and to the orphans, as the exclusive targeting strategy was to work with orphans and their families, who had been socially excluded. One of the key objectives was to enable the orphans and their families to facilitate beneficiaries' access to social services. However, engaging and sensitizing other community people at a wider scale on the modality of the project interventions, i.e. exclusive targeting of orphans and widows, might have been considered. Alternatively, adoption of wider community engagement and community driven programming approach could have enabled avoidance of such risk.

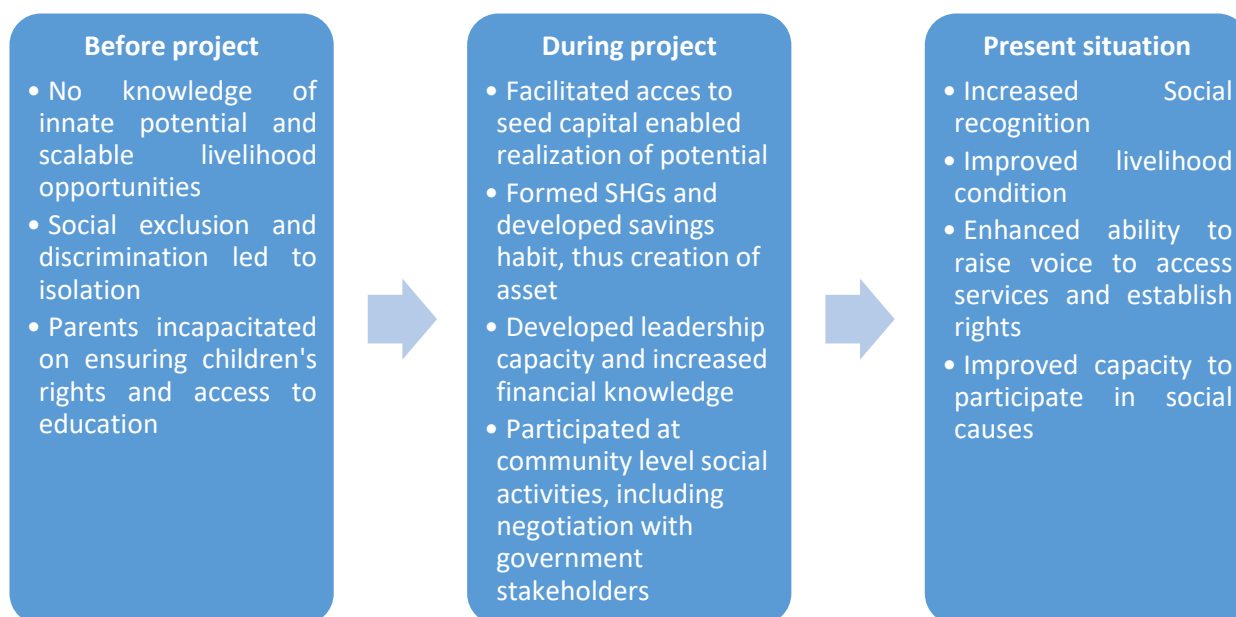
## **5. Analyses Applying DAC Criteria**

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### **5.1. RELEVANCE**

The project largely was able to deliver the planned activities among the target beneficiaries, except for some delays resulted due to COVID-19 related lockdown imposed by the government. The study team observed that the interventions of the project as relevant. The targeted beneficiaries of the project are among the most deprived, vulnerable and distressed population within the project locations, while the project location is among the most poverty stricken areas of the country.

Formation of the SHGs and child clubs enabled creation of a platform for social cohesion among the project beneficiaries. Before formation of the groups/clubs, the beneficiaries acted on unitary basis, with very low level of access to social services. Being involved in the groups/clubs provided them with the strength of collective efforts, united for common cause of self-development and empowerment. The union and upazila level forums act as the apex agencies to support this cause with an objective of conducting advocacy activities and establishing effective linkages with concerned stakeholders.



Children's participation in project activities were found spontaneous. All children's access to education, health services and rights issues were either directly addressed by the project or appropriate linkages were established. This ensures increased awareness of the children about their rights, protection and increased ability to fight against any social anomalies with support from the other community people. However, significant scope of working further on developing children's awareness and capacity still remains. For example, children's clear understanding on national police helpline number (999) and child helpline number (1098) was found weak. Besides, children were not fully aware about the role of CBCPCs and other local level authorities, who are mandated to act in case of any incidence related to child marriage, child protection or violence against children. It is imperative that children are well aware about these issues with more clarity and necessary linkages with local level forums, i.e. CBCPCs and law-enforcement agencies are established. A platform like child club could also be developed and capacitated as a key actor to prevent social issues like child marriage, sexual abuse, drug addiction, etc.

## 5.2. APPROPRIATENESS AND EFFECTIVENESS

The project interventions were meticulously designed looking at specific social issues faced by the beneficiaries. An interest-free seed capital, transferred to individual bank accounts allowed beneficiaries access to cash and established their access to formal banking channels. This interest-free loan, in turn, was converted into group capital, upon repayment from individual beneficiaries and currently is functioning as the working capital for the SHG financial service activities.

Beneficiaries were provided with support services to take up IGAs of their own preference, in most cases which resulted in people opting to go for livelihood and poultry rearing. Several petty trading home-based small business initiatives were also taken up by the beneficiaries. This livelihood development process was supported by skill development trainings, provided through establishing linkage with existing service providers. Investment for land mortgage had also been found as a key IGA taken up by the beneficiaries.

The orphans, who were mostly school drop-outs due to financial inability and social exclusion were brought back to schools. Besides, they were brought under the platform of child clubs, where they are being able to support each other in areas of creating awareness on social issues, academic activities, knowledge and awareness about their rights and access to social services, leadership development and so on.

All respondents from the qualitative sessions expressed their spontaneous opinion on their high level of satisfaction of the ALO-II project activities as well as about the cordial and supportive attitude of the project staff directly working with them.



The children respondents of the qualitative sessions unanimously mentioned that their communities are free to child marriage and drug addiction. However, consultation with their adult counterparts, in some cases, provided different opinions. The adult participants during the qualitative session informed that child marriage still exists and that they came to know that during COVID-19 lockdown many child marriages took place. The issue of drug peddling and drug addiction was also opined to be high, especially at Haragachh, as was mentioned by the adults. They mentioned that in most cases these unlawful activities happen under the shelter of local influential people and community people do not have much to do. The participants recommended that stronger engagement of local administration may become very useful to fight against such social anomalies.

The project could benefit more from capitalizing on the child club structure to capacitate the children on child rights, child protection, child abuse and violence against children in a stronger manner. It seemed that the project heavily focused on facilitating the SHGs to develop the economic condition of the beneficiaries, and thus lacked combining stronger focus on facilitating child clubs on issues mentioned above. This may have contributed towards stronger achievement of the project goal towards attaining sustainability. Considering that both the child clubs and SHGs were formed under the same project, each of these entities could work on a complementary, as well as supplementary manner, to build a community free of abuse and discrimination.

The ALO-II project provided BDT 14,000 as cash capital to all beneficiaries, which as per the opinion of a project staff was BDT 20,000 during the earlier phase. While it is understood that the value of money has declined over the time, reduction in the capital support was something the project management could have thought about. Opinions from the beneficiaries were aligned with this, as some of them mentioned that the fund was inadequate to take up IGAs like cow/goat rearing, land mortgage, etc.

Strong voices were raised by the beneficiaries about the duration of the project, as almost all of them mentioned that the project shall continue for few more years. To their opinion, IRB shall continue to support them for the extended period to give them a solid ground before phasing out. While exploring on this issue further through qualitative discussion, opinions from the participants highlighted on the area that they need further assistance from IRB through the project to improve their capacity further in terms of managing the IGAs, establishing market linkage of their businesses and enabling them to access government resources as and when necessary. There is a fear from the beneficiaries' end that IRB's exit may result in their falling back to the old status as was before the project started. It is understood that



there was a communication from IRB's end that "the project shall come to an end", but simply informing this cannot be defined as 'phase out strategy', which seeks for a procedural approach. The beneficiaries started reaping the benefits of the project activities, when the COVID-19 outbreak hit, and they felt that they need time for revival from the coping mechanisms they had to apply due to the pandemic.

### 5.3. SUSTAINABILITY

The study team tried to focus on the project's sustainability from the viewpoint of a "nine-point enabler framework", which are: i) participation and ownership, ii) capacity building, iii) policy advocacy, iv) financial resources, v) management and leadership, vi) social awareness and inclusion, vii) technology, viii) enabling environment and ix) realistic timeframe (please see **Annex – 3** for details of the sustainability enablers). The study team observes that the basic features of the ALO-II project has shown signs of sustainability based on most of the enablers. However, few grey areas still remain in the areas of having a constructive phase out plan, enhancing community capacity to produce concrete community action plan (CAP) that the beneficiaries would carry out after the phase out of the project and increasing capacity of the apex bodies to ensure backstopping support to the community level SHGs. These areas need to be addressed by IRB while designing future projects of similar nature. For example, while focusing largely on improvement of livelihood and economic status of the beneficiaries, area of policy advocacy looking at longer term impact of the project activities remained less attended.

The social and financial impact of the project was enormous. Bringing the socially excluded group of people under the ALO-II project did not only enable the beneficiaries to improve their livelihood status, but also allowed them to gain a social position. The sense of improve social position came from being treated with respect by other community people, school teachers and local law-enforcement authorities. The beneficiaries mentioned that they can now raise their voices on social issues and their opinions are being valued by others, which before the project was absent. Many of the project beneficiaries are independently operating their own businesses/IGAs and are enjoying improved mobility. Some of the beneficiaries, who are employed under others, are not being treated unfairly. This reflects the level of empowerment, coming out of their earlier social misery of being widows and orphans.

## 6. Findings from Quantitative Survey

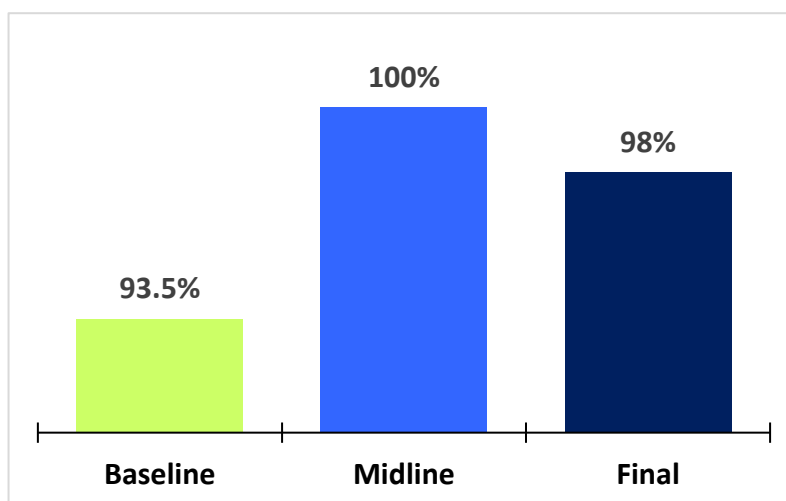
### 6.1. RESULTS BY INDICATOR

For analysing the indicator wise results, data for the intervention unions were only considered, as the beneficiaries from the intervention unions only got access to all project interventions. The replication to the additional two unions were done during the end of the third year of the project, thus the data for the replicated unions is not counted towards showing the achievement of the project.

**Indicator 1.1: 100% of the targeted (at least 500) dropped-out/out-of-school orphan children in target families will be enrolled in educational institutions.**

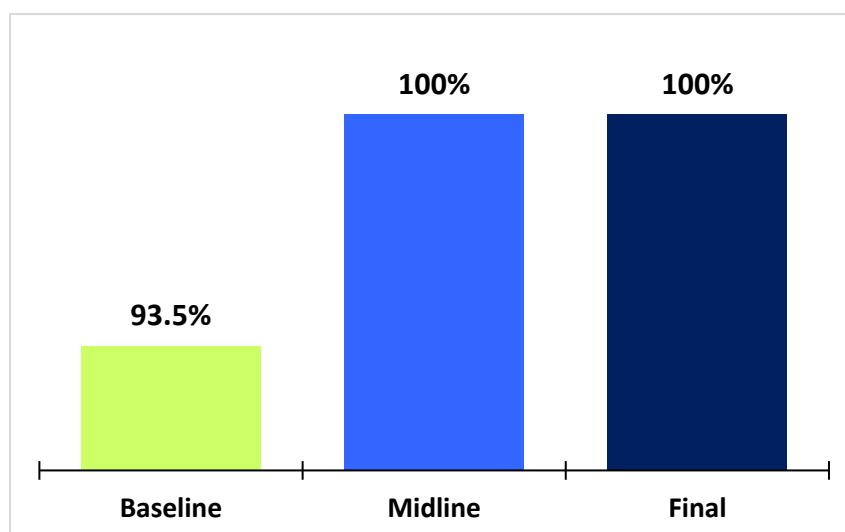
Baseline	Mid-term	Final
93.5%	100%	98%

The questionnaire survey with the project beneficiaries and their children revealed that 98% of the children are currently attending school. One respondent from the intervention unions mentioned that her child is currently not going to school, though she has every willingness to send her child to school. During the qualitative sessions, it was observed that one child with disability is currently not attending school. IRB may consider this as an opportunity to conduct advocacy with the educational institutions and/or concerned authorities to ensure disability-inclusive access to education. At the same time, the child clubs and the SHGs may be capacitated to conduct such advocacy, as going forward, they are expected to take up such responsibilities on their own.



**Indicator 1.2: 95% of the orphan children will continue their education.**

Baseline	Mid-term	Final
93.5%	100%	100%



Among the school going children, during the time of the questionnaire survey, 19% were found studying at primary level, 27% at secondary level, 36% at junior secondary level and 5% at higher secondary level. This comprises of 89% of total respondents of the questionnaire survey. Another 8% of the students are going to *Madaras/Maktabs*, i.e. the Islamic stream of education. The remaining 2% of the respondent is attending university level of

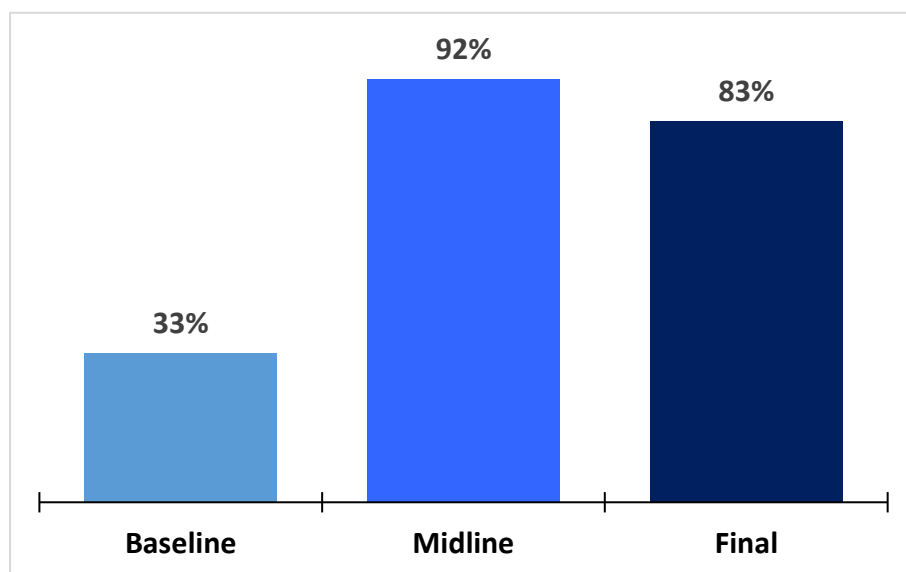
education. This indicates that all children were continuing their education as of the time of the survey. This indicates that the project could achieve its target of ensuring continuation of education of the beneficiaries, as could be seen while comparing the baseline (93.5%) and mid-term (100%) data with that of the data from documentation study.

**Indicator 1.3: 100% of the orphan children will get needs-based health facilities through linkage with health service providers**

Baseline	Mid-term	Final
33%	92%	83%

The documentation study, in an effort to understand beneficiaries' access to health facilities, asked them about their knowledge on available health facilities nearby their respective communities, their convenience in terms of having access to health service provided by the facilities, and the agencies that facilitated in creating such access. The essence of these series of questions was to capture beneficiaries'

perception about the access to health services, as actual access through asking 'recall' questions may have led to misleading responses.



The mid-term evaluation of ALO-II project identified that 92% of the beneficiaries has the financial ability to seek health services. Though the data collected through the documentation study might not be compatible with the mid-term result, as the questions were asked to check respondents' perception, it may shed light on the area of further improvement in future project designing.

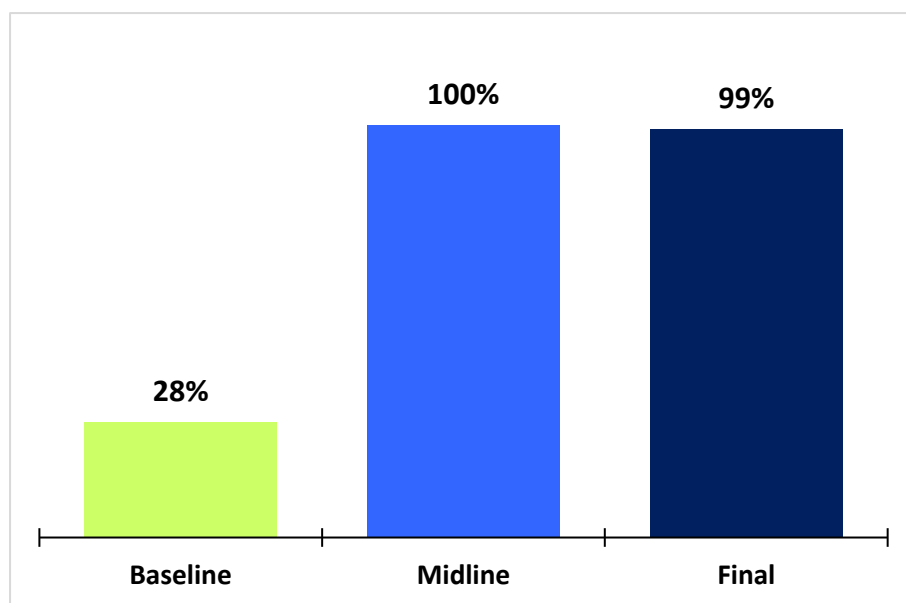
Most respondents (43%) mentioned that they find it very convenient to access to health services locally, with another 17% mentioning that access to health facilities is convenient for them. While 23% respondents remained indifferent about the level of convenience to access health services, it is to be noted that 8% finds it not convenient at all. Though 68% of all survey respondents mentioned that IRB has facilitated their access to health services, IRB may have missed the opportunity to establish stronger linkage between the beneficiaries and the local health service providers. Future project design may consider incorporating advocacy and linkage activities with local level health service providers to ensure better services.

**Indicator 1.4: 90% of the targeted orphan children have a safe and secure home, free from abuse.**

Baseline	Mid-term	Final
28%	100%	99%

During the baseline and mid-term, results for three sub-indicators were shown separately. These three sub-indicators were: i) parents'/guardian's knowledge on child rights, ii) children are enjoying child rights, and iii) % if households' children have safe and secure home free from abuse. The percentages for baseline and mid-term shown in the above table are calculated as an arithmetic average of the results of these three sub-indicators.

The survey conducted under the documentation study did not explore the area of household level abuse of children, which could be considered as a limitation of the survey. However, the qualitative sessions conducted with the beneficiaries did reflect on this area and it was observed that the parents are aware



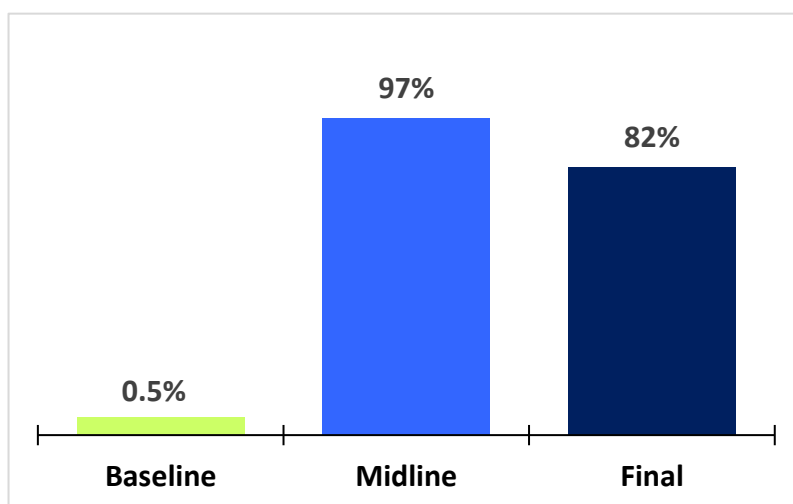
about child abuse and restrain from castigation, beating and scolding of their children. The key focus of the documentation study while measuring the status of safe and secure house was given on physical structure of the household with basic amenities like access to safe drinking water and sanitation facilities and also household ownership, considering these are fundamental rights of children to live a safe life.

The survey data revealed that at all households surveyed, the source of drinking water is safe, i.e. 97% accessing water from protected wells, while the remaining 3% access piped water. A total of 23% households reported sharing this source of drinking water with others. All survey respondents mentioned that they are accessing toilets/latrines across all project locations. Among the respondents, 22% are using sanitary latrines, 62% using pukka latrines and 17% are accessing *kacha* latrines. It is to be noted that 7% households, share this latrine facilities with other households.

**Indicator 2.1: At least 80% of targeted orphan households have increased income by at least 4,000 takas per month (€40).**

Baseline	Mid-term	Final
0.5%	97%	82%

Most respondents (82%) of the survey earns more than BDT 4,000, as was revealed from their responses to their last month's average income. It is to be noted that 15% respondents mentioned that their income has almost doubled over the last year. More than one-third of the respondents (78%) mentioned that their income increased by slight margin. This indicates that through their involvement in the ALO-II project, almost all beneficiaries could benefit in terms of having increase income level. However, information gathered through qualitative sessions revealed that some of the beneficiaries were adversely affected due to the COVID-19 pandemic and subsequent lockdowns imposed by the government, resulting in limited mobility and thus affective their livelihood and income.



**Indicator 2.2: At least 95% of targeted households have increased assets by at least 100%.**

Baseline	Mid-term	Final
Non-productive asset: 96% Productive assets: 22%	Non-productive asset: 100% Productive assets: 99%	Non-productive asset: 95% Productive assets: 100%

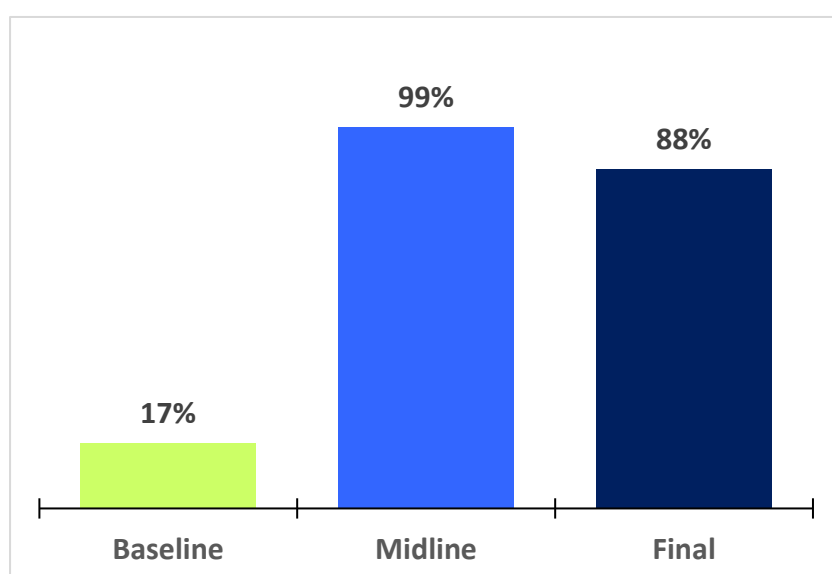
The survey collected data on both productive and non-productive asset holding of the beneficiaries. The list of non-productive assets included: radio/cassette player, computer/laptop, television, CD/DVD player, mobile phone, refrigerator and bicycle. The list of productive assets included: motorcycle, easy bike, rickshaw/auto-rickshaw/CNG/van, cow, goat, sheep, chicken, duck, sewing machine, cash/tools/materials for small business and productive land/land mortgage. Considering the survey conducted under the documentation study did not do any financial valuation of the assets, it was difficult to compare the survey data with that of the baseline and mid-term data. This could be considered as a limitation of the documentation study.

The collected data revealed that all beneficiaries have accumulated variety of both productive and non-productive assets over the time. Only 5% respondents reported having no non-productive assets. Among those, who have non-productive asset holdings during the time of the documentation study, 32% have at least one (1) type of non-productive asset, with 25% having two (2) and another 32% having three (3) types. The remaining 4% respondents reported having four (4) types of non-productive asset. The most common type of non-productive asset was mobile phones. At some of the households, there were more than one (1) mobile phones available.

In terms of productive asset holding, the survey data revealed that 18% of the respondents have three (3) types of productive assets, 38% having four (4) types of productive assets, with 22% having five (5) types, 10% having six (6) types and 2% having seven (7) types of productive assets. This constitutes 90% of the total respondents, and the remaining 10% respondents reported having two (2) or less type of productive assets. The most common productive assets were different livestock (cow and goat), poultry (chicken and duck), sewing machine and productive land/land mortgage. It was observed that mortgaging land is a popular source of income of the people living in Kaunia upazila and the project beneficiaries were also involved heavily in this. The amount of land holding ranged between four (4) to fifty (50) decimals.

**Indicator 2.3: 100% targeted HHs enjoy 3 meals per day.**

Baseline	Mid-term	Final
17%	99%	88%



Though the mid-term result for this indicator show that 99% beneficiaries were able to enjoy 3 meals per day, the documentation study revealed that 88% of the responding households did not face any problem in managing 3 meals per day over the preceding month of the survey. All remaining respondents (12%), who could not manage 3 meals experienced this situation rarely, i.e. once or twice every fortnight. It is to be noted that almost all participants of the qualitative sessions mentioned having no difficulty in managing 3

meals a day, with the exception of a very few. Considering the project's terminal activities were carried out

during strict COVID-19 related lockdown, it could be assumed that the beneficiaries, who are from the extremely marginal social status, suffered due to lack of work opportunities caused by the pandemic. Thus, they may have failed to manage 3 meals per day.

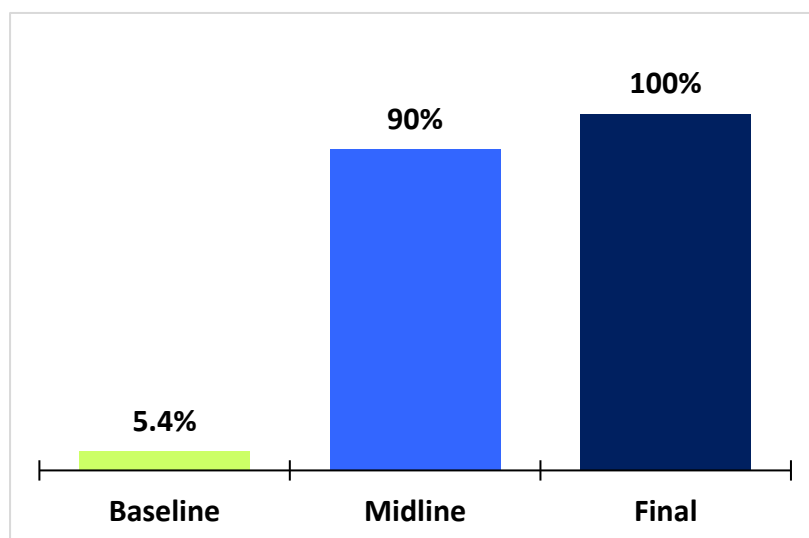
**Indicator 3.1: 5 unions and 1 upazila-based platforms by the participations of targeted households for raising their voice and involved with additional socioeconomic activities.**

Baseline	Mid-term	Final
-	-	Achieved

During the field work, the documentation study team found that union level platforms were formed at all five (5) intervention unions under the project coverage. These platforms are under the umbrella of an upazila-level forum, which is registered under the Department of Cooperatives. Under these platforms, the beneficiaries are continuing financial transactions and several social development activities for their self-development.

**Indicator 3.2: 100% of the orphan family have a sanitary latrine and they use it properly.**

Baseline	Mid-term	Final
5.4%	90%	100%



Under the ALO-II project, IRB did not provide any incentive or grant or hardware support to beneficiaries to construct sanitary latrines. The project's focus was more on creating awareness among the beneficiaries to stop open defecation. The documentation study observed that all respondents are accessing toilets/latrines across all project locations. Among them, 22% are using sanitary latrines, 62% using pukka latrines and 71% are accessing *kacha* latrines. Looking at the baseline (5.4%) and mid-term (90%) data, it could be said that the ALO-II project was able to achieve intended result for this indicator.

**Indicator 3.3: At least 90% of participants enhanced their awareness, practices, behaviour on related issues (children education, child protection, healthcare, WatSan, hygiene, nutrition, etc.).**

Baseline	Mid-term	Final
Please see the mid-term evaluation report for results, which are calculated by breaking each of the issues into smaller details		Mothers: 89% Children: 81%

To try to understand the level of beneficiaries' knowledge, awareness, practices and behaviour on social issues (children's education, child protection, healthcare, WatSan, hygiene, nutrition, etc.), as identified in the ToR for the documentation study, data was collected on several issues using the quantitative survey questionnaire. These issues were: hygiene, access to safe source of water, nutrition, children's education, child marriage, violence against children and problems experienced by children. During the baseline and mid-term evaluations, data for this indicator were collected by breaking each of these issues down into several smaller segments and results were shown accordingly in the respective reports.

Based on the survey data, an index was prepared to combine the responses from mothers and children, to show aggregate result. As was revealed by the data, it was observed that 88% mothers and 81% children are: i) aware about the social issues and agencies/people in charge to work against prevention of these issues, ii) ensuring the suggested practice, and iii) taking actions accordingly.

**Indicator 4.1: Replicated and scaled up ALO model in new 2 Unions (Sarai and Haragachh Pourashava)**

Baseline	Mid-term	Final
-	-	Achieved

The ALO model was taken to two other locations, i.e. Sarai and Haragachh Pourashava, within the Kaunia upazila, where the project had originally been implemented. The survey team conducted interviews at both these replicated unions using the same questionnaire. The results from the survey shows that the project had been running smoothly at the replicated unions as well.

## 6.2. SUPPORTING QUANTITATIVE SURVEY RESULTS

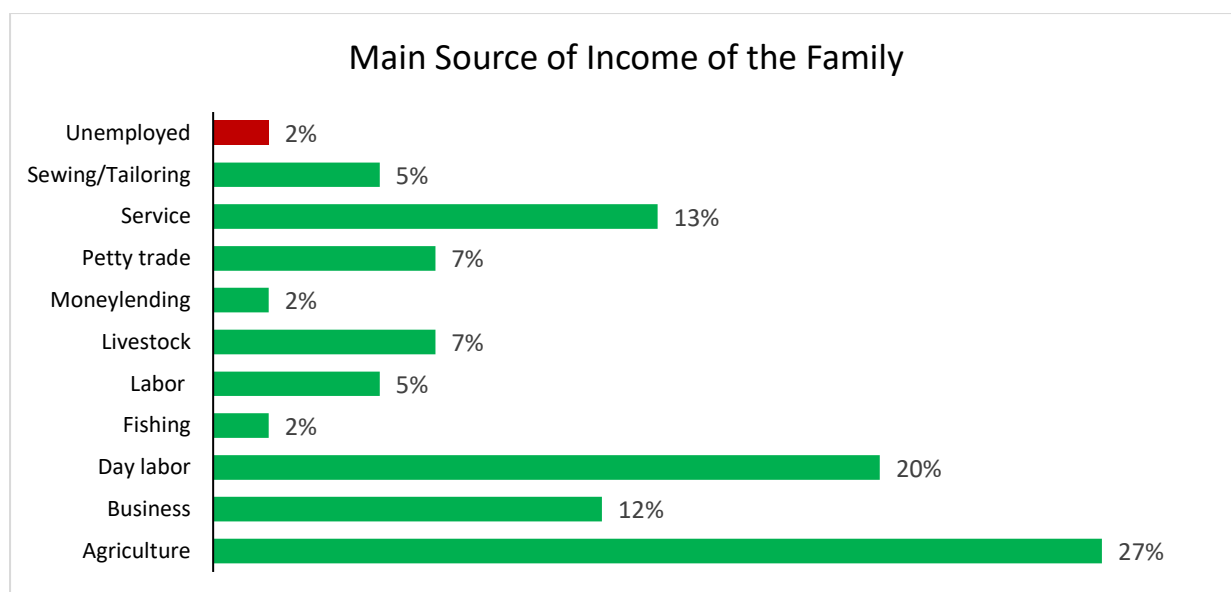
### 6.2.1. Socio-demographic Characteristics

Slightly less than half (47%) of these respondents are aged 41 years or more, with 12% aged 25 to thirty (30) years and the remaining 42% aged 31 to forty (40) years. Except 3% of the respondents, who are Hindus, all other respondents are Muslims by religion. The average household size of majority of the respondents, i.e. 73%, is three (3) to five (5) members. Among the others, for 18% respondents, the average household size is two (2) and for the remaining 8%, there are six (6) or more members within the households.

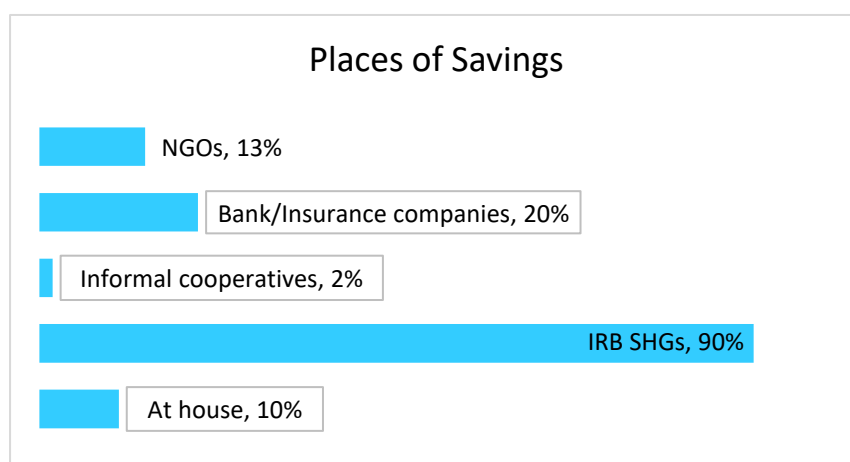
Only 5% respondents (N = 3) mentioned having at least one (1) differently abled member. The type of disability is equally distributed as mental, physical, hearing impairment and speech impairment, each of them with 33% responses. In terms of these families' access to disability allowance provided by the concerned government Department, only one (1) household, i.e. 33% of the households with persons with disability (PWD), reported getting the allowance. All responding women mentioned that they have national ID (NID) card, which is a key requirement to access different social safety net services provided by the government.

### 6.2.2. Financial Profile

The income of the responding households from intervention unions mainly come from agriculture (27%), followed by day labor (20%), service (13%) and business (12%).

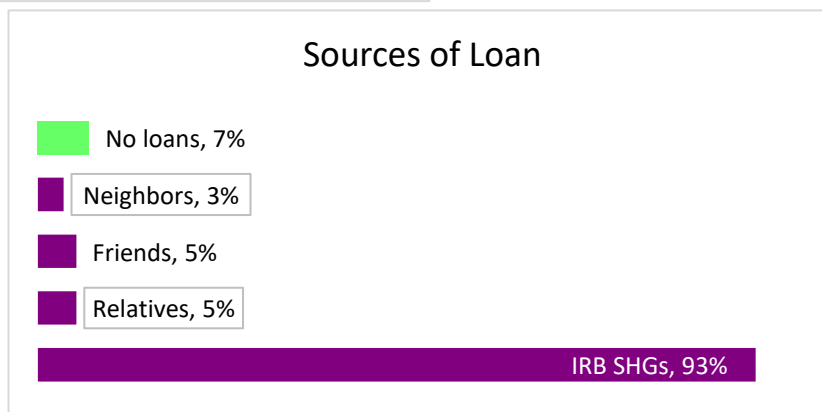


Seasonal employment opportunities seem to be highly prevalent (57%) at Kaunia, where ALO-II project was implemented, as responded by the survey respondents. Availability of permanent employment opportunities was mentioned by 28% respondents, while another 23% mentioned about opportunities for self-employment. Only 7% respondents mentioned that there are no employment opportunities available locally. Of these 7%, 50% respondents mentioned that there are regional migration for seeking employment opportunities. The other 50% respondents divided their responses equally for nearby cities/towns and metropolitan cities as places where people go in search of employment.



The ALO-II project beneficiaries were found highly active in terms of accessing financial services. It was observed that they access variety of different places for savings and take loans from multiple sources also. However, for both savings and loan, the most common source was the SHGs formed and facilitated under the ALO-II project of IRB.

In case of accessing loans, 93% respondents are availing the *Quard-Al-Hasana* provided by the SHGs. Some of respondents do have multiple sources of loans, i.e. relatives, friends, neighbors apart from the SHGs. The survey data revealed that 7% respondents currently do not have any loans, because they have repaid the loan, which they have taken from the SHGs.

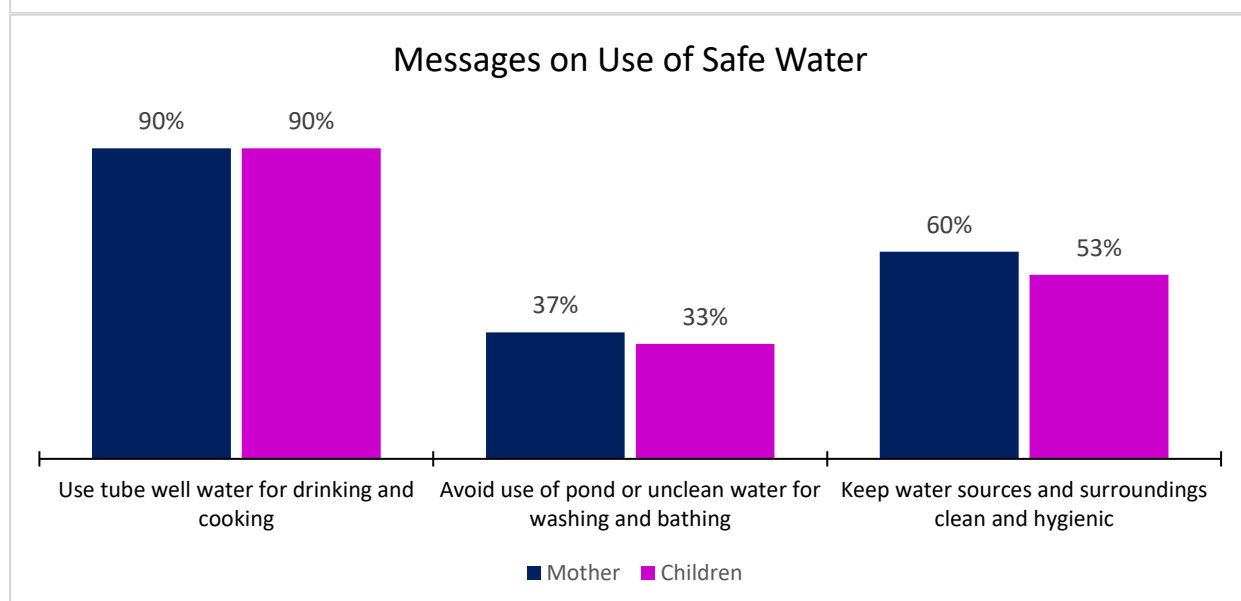
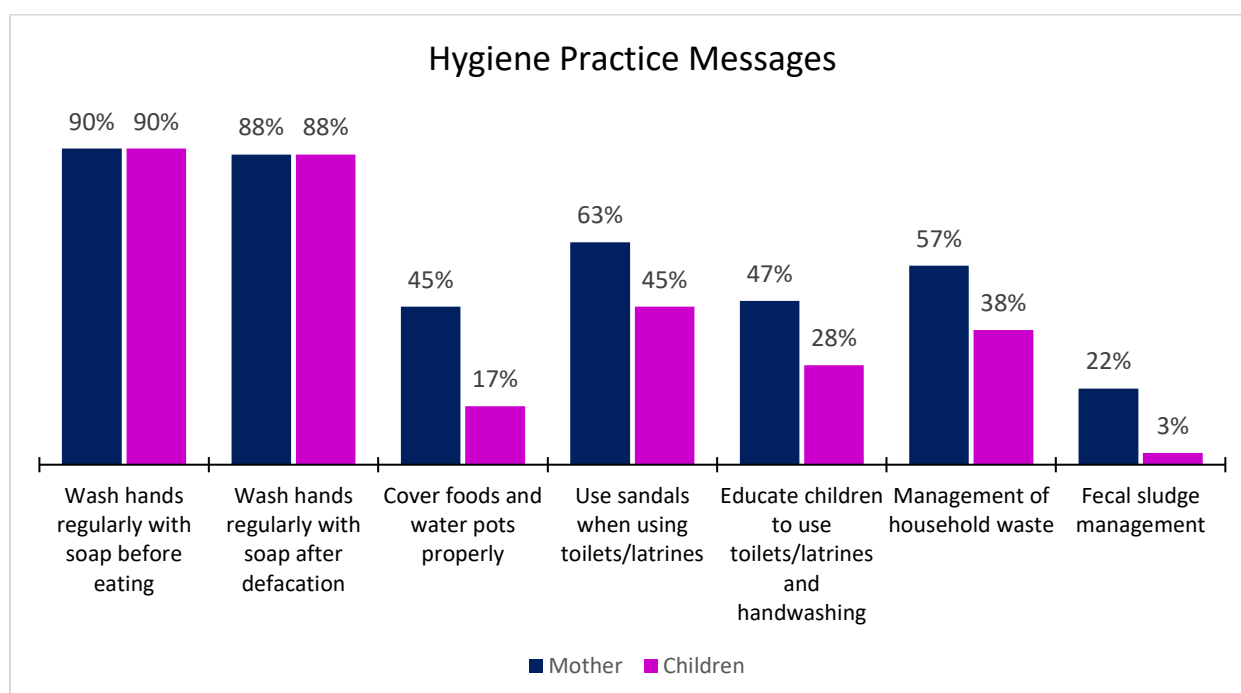


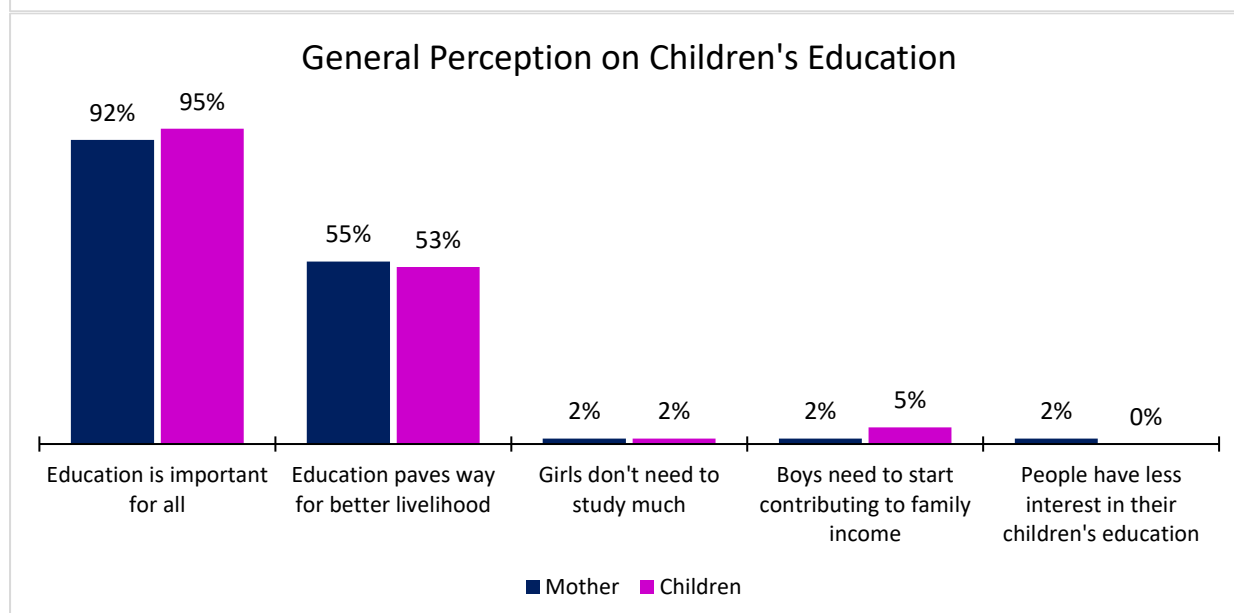
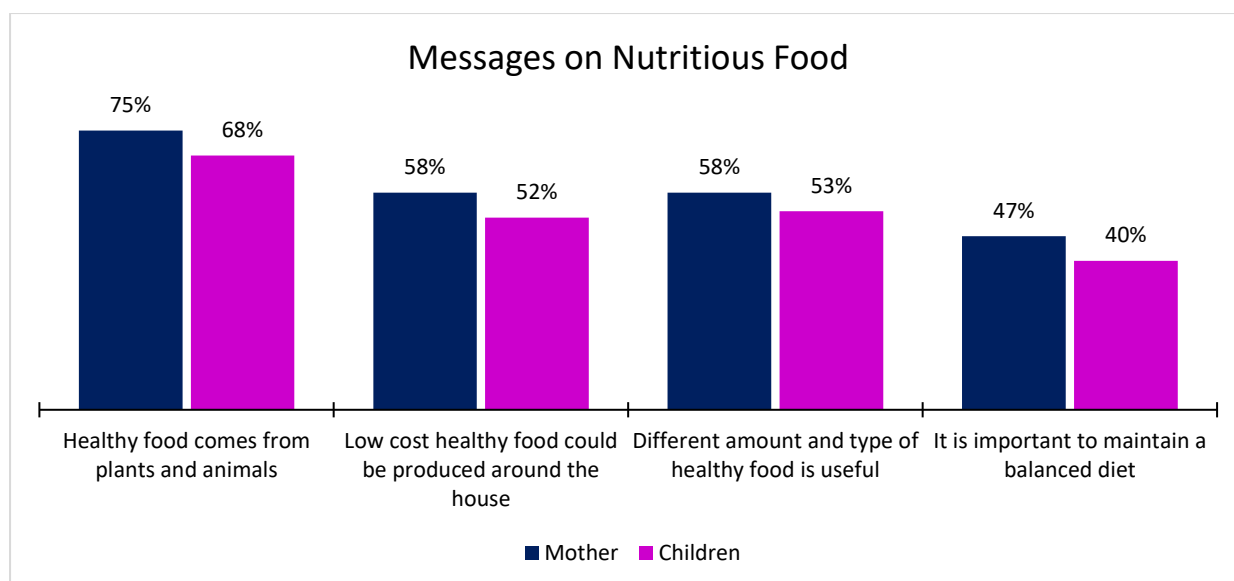


As could be understood, 80% respondents have been receiving the widow allowance they are entitled from the government support scheme. While 15% of the respondents received food support coverage during the COVID-19 pandemic, 22% respondents each were brought under VGD and VGF.

### 6.2.3. Knowledge about Project Interventions

Almost half of the respondents (43%) from the intervention unions had been involved with the ALO-II project for last four years. By being involved in the project, the beneficiaries were able to learn about different social issues, what actions to take to prevent such issues and with whom to collaborate to make the society free of such anomalies. As revealed by the survey data, awareness of the responding widows and orphans about hygiene practices, use of safe water, nutrition and people's perception on children's education was found strong. The below graphs summarize the combined responses received from the survey respondents.





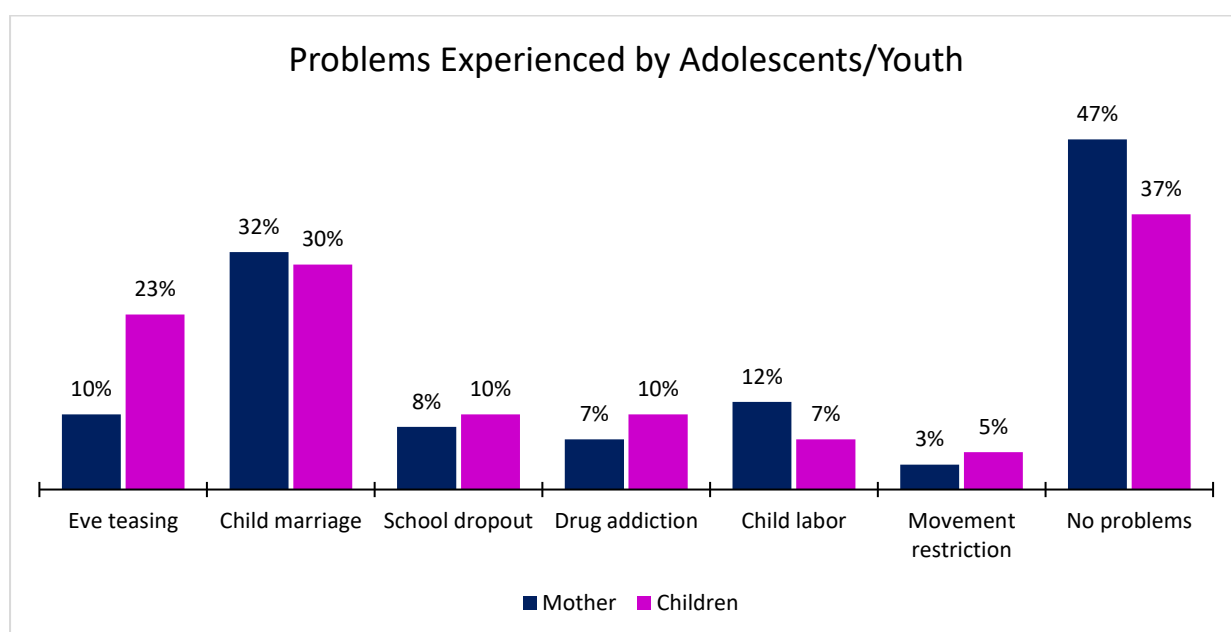
As the source of knowledge for all these key social and health issues, 97% of all responding widows attributed ALO-II project and the project staff. Among the child respondents, 95% mentioned that it was IRB, through the ALO-II project, who facilitated their knowledge and awareness.

Both the mothers and children were found equally aware about violence against children, child marriage and issues related to the problems the adolescents/youth are facing currently at their respective communities. According to one-third of the mothers and children (33% each), there are no cases of violence in their community. At the same time, almost half of the mothers (47%) and similar percentage of children (48%), who believe cases of violence exist within the community, mentioned that such cases are very infrequent. In terms of the actions taken to prevent violence against children, most mothers responded that they report about such cases to the adults within the family (61%) and try to convince the parents (24%) not to offer any violence to their children. The children also provided similar responses. This gives an indication that in case of occurrence of any violence against children, the beneficiaries prefer solving such cases within the community through interpersonal approach instead of going to the concerned authorities, i.e. CBCPCs, police or calling child helpline, who are mandated by the government to look after such issues.

More than half of the mothers (53%) and almost two-third of the children (62%) mentioned that there are no cases of child marriages within their community. During the qualitative sessions, however, groups of mothers reported hearing about child marriage cases. The key actions taken by these respondents to prevent child marriage was to inform people, who could do something to stop such cases (60% mothers and 47% children) and to talk to the girls' family members (64% mothers and 37% children). In this case as well, the beneficiaries adopted preventing child marriages through interpersonal approach instead of going to the authorities responsible.

It is to be noted that a notable percentage of respondents mentioned that they have not taken any steps to prevent violence against children (12% mothers and 18% children) and child marriage (12% mothers and 37% children). This shall be taken into consideration that all respondents were part of child clubs and SHGs formed and facilitated by the ALO-II project. As per the project design, the child clubs and SHGs are expected to take lead in social movements to prevent any social problems. Such high percentage of respondents not doing anything in case of preventing violence against children and child marriage indicates that the project may reconsider the strategy to create awareness of the beneficiaries and enable them to take fruitful actions, while designing projects of similar nature.

The below graph summarizes the responses received from the widows and orphans about the current problems the adolescents/youth are experiencing within their respective communities:

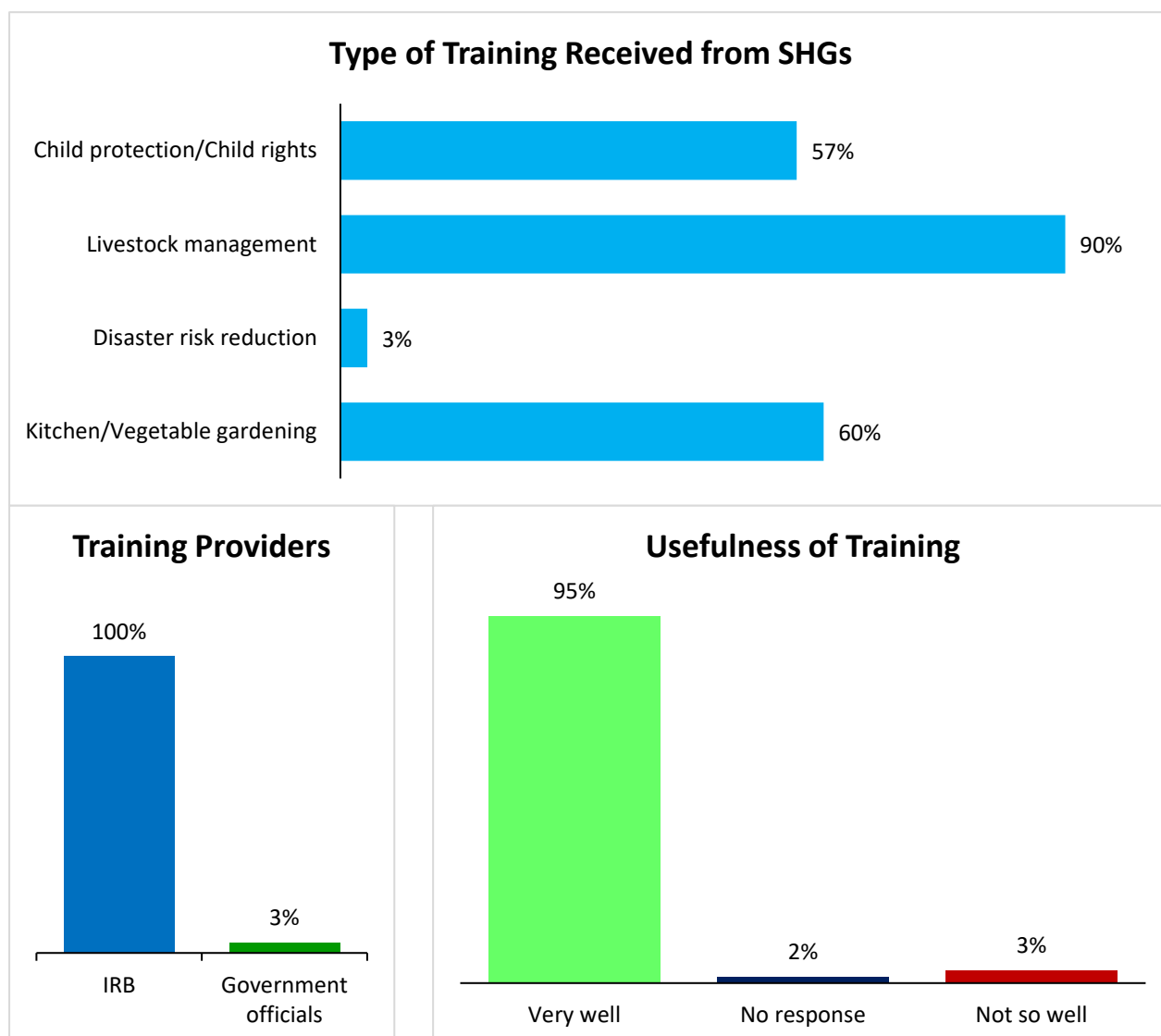


Slightly less than half of the mothers (47%) mentioned that their children are involved in different types of work to support the family income. In most cases, these children are working with their own family members, as was mentioned by 89% respondents across all project locations and the key types of activities the children are involved in includes agriculture (52%) and livestock rearing (16%). These responses were echoed by the children also, with 43% of them mentioning that they work to support their family and 92% mentioning that they work with the family members through being involved in agriculture (54%) and livestock and poultry rearing (12% for each) activities. The children mentioned that their mothers involve them in family level decision making process (30% do always and 57% do sometimes).

#### 6.2.4. Self-help Groups (SHGs)

IRB, through the ALO-II project, has facilitated formation of community based groups of the beneficiaries. The key target was to transform these groups into SHGs to support improving their own livelihood by being involved in different IGAs. The beneficiaries received training through the SHGs on several issues

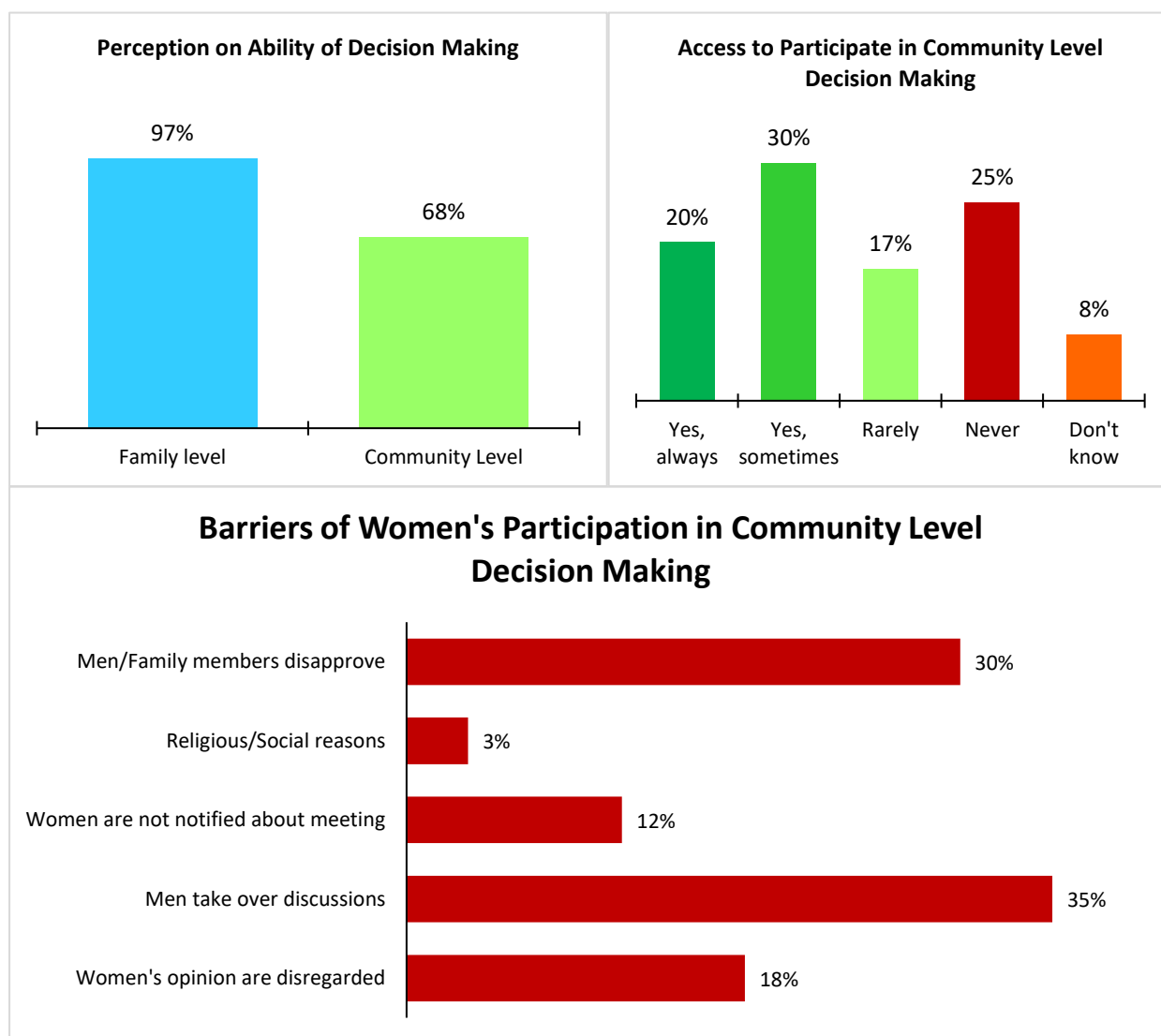
like livestock management, kitchen/vegetable gardening, child protection/child rights, etc. All respondents acknowledged ALO-II project as the facilitator and/or provider of such training. According to almost all respondents (95%) of the quantitative survey, they found the training very useful. The following graph summarizes the results related to training support extended through the SHGs:



The key support the SHGs are offering to the members across all project location are cited as financial support (85%), technical knowledge related to the IGA they have taken up (37%) and capacity building (30%). One-third of the respondents (75%) found such support highly beneficial.

In terms of women’s ability to take decisions, it was observed from the survey data that most women (97%) think that they have the ability to take family level decisions. Slightly less percentage of women (68%) think that they have the ability to take community level decisions. This lower percentage is resulted due to their lack of access in participating in community level decision. Though half of the respondents mentioned that they get access to participate in community level decision (20% gets always and 30% sometimes), 25% had the exact opposite opinion, i.e. they never get such access. Another 17% mentioned that they rarely get access to participate in community level decision making. The key reasons that are working as barriers of women’s participation in community level decision making were found to be men’s dominance in discussion (35%) and men’s/other family members’ disapproval (30%) to participate in such

meetings. The following graph summarizes the survey data on women's ability and participation in decision making:



## 6. Recommendations

- The child clubs and the SHGs are strong community based entities. IRB may have **missed the opportunity to capitalize on the potential of these entities in creating a stronger social movement against the existing social issues like preventing child marriage, ensuring child protection, stopping violence against women and children and establishing wider community engagement.** Though the core approach of forming the child clubs were to create children's awareness on the above mentioned issues, both quantitative and qualitative data showed lack of awareness among the children about the key authorities and agencies, who are working on these issues. The project exclusively targeted widows and orphans, while there are other socially vulnerable group of people. Engaging these excluded group of vulnerable people, if not through direct project interventions, but through mass campaigning and awareness activities could have minimized the potential risk of the project beneficiaries from being looked at with envy.
- The legal framework, under which the SHGs may perform in the future, going beyond the project period, need further facilitation from IRB by engaging the concerned stakeholders. The current legal

status of the SHGs lie at the apex body, i.e. upazila level women forum, which is registered with the Department of Cooperatives. The institutionalization of the SHGs involvement under this upazila level forum as part of the cooperative is still to be defined with clear terms of reference and necessary guidelines. Going forward, these issues need to be resolved with support from expert stakeholder to avoid conflicts and to continue the SHGs long-term functioning. **The upazila level forum shall continue to have ownership of the phased out ALO-II project activities and continue to ensure coverage of those, who would newly become widows/orphans as a community based social organization (CBO). The underlying concept of sustainability of ALO-II activities shall have a meaningful outcome, if this could be ensured.**

- There is currently an informal record keeping system for the financial transactions taking place at the SHG level. The books of accounts are serving the purpose of the groups at their current level of maturity. Going forward, this needs formalization. **IRB may think of establishing linkage with existing technical service providers to establish a more formal financial management approach, i.e. business forecasting and periodic monitoring of projected cash flow and maintaining books of accounts like cash flow statement and profit and loss statement at the SHG level.**
- IRB may play stronger advocacy role for facilitating continuing and assured access of the widowed women and the orphans to different social safety net programs. Considering these group of people, even though their economic status has improved through the ALO-II project activities, shall always remain in the class of 'vulnerable non-poor', who would be prone to falling back to poverty trap, shall there be absence of a holistic support mechanism from within their community and the government support system. **Assured access to different social safety net programs, continued stipend from the government for children's education, waiver of exam fees and similar other benefits would also support the long-term sustainability of ALO-II project's achievements.**
- Many of the beneficiaries are involved in livestock rearing activities under the project support. Some of these beneficiaries have the potential to become community level vaccinators. **Providing them extensive training on vaccination of the livestock and equipping them with vaccine career kit could have enabled them to become local level resource persons. It could also have allowed them to have alternative income generation opportunities through providing vaccination service within their respective communities.**
- Formation of community based child protection committees (CBCPC) at the union level and their activation was recommended by beneficiaries and project stakeholders. **IRB may think of facilitating formation of the same, as well as to facilitate their capacity building to ensure lasting impact of the project activities and achieved results under the ALO-II project.**
- **The duration of training, provided in collaboration with different private and public service providers could be extended to 5-days instead of the 3-day training that was provided under the project, as was suggested by couple of government officials from concerned departments.**
- The project duration, due to somewhat unplanned communication of the exit strategy, was found inadequate. **While extension of the project period may come with additional resource implication from IRB's side, it was felt that such extension would result in stronger achievement of project results in areas like awareness of beneficiaries on their rights, stronger access to service providers, establishment of stronger linkage with local and regional level stakeholders.**
- One key activity of the project was to develop a network of organizations and individuals in the form of a civil society organization (CSO), which would continue to uphold child rights and provide necessary guidance to the community people in preventing the social anomalies. The concept of CSO was to become an advocacy platform to advocate with the policymakers and duty-bearers on

behalf of the community. The formation of the platform was not observed during the study. **IRB may continue its effort to support formation of the CSO, which would continue to work as the safeguarding agent for the upazila level women form that is already built.**

## **8. Conclusion and Way Forward**

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The future sustainability of the union and upazila level apex bodies would require intensive support to enhance the capacity of the widows in the areas of financial and institutional management. The overall IGAs carried out by the widows under the SHG platform achieved great momentum through their enthusiastic involvement. To keep up this momentum, IRB may start thinking about assessing the capacity of the apex bodies to manage such a platform independently. Accordingly, alternative strategies, i.e. establishing linkage with concerned and relevant service providers, conducting policy advocacy at regional, if not at national level, to sensitize the government stakeholder may become useful towards achieving long-term sustainability of the institution, i.e. the SHGs.

The project team has done a great job in mobilizing the beneficiaries, delivering planned project activities and following up on the implementation of these activities. Their relentless efforts was acknowledged and recognised unanimously by all project beneficiaries. However, it was observed that neither the children clubs nor the SHGs have any resource mobilization/generation plan, which could guide them to move forward in absence of the project. The beneficiaries cited possible alternatives, i.e. subscription from members, assistance from UP and other government stakeholders and engagement with local service providers; but materialization of these may need comprehensive facilitation and active negotiation at the upazila level apex body.

## Annex-1: Survey Questionnaire

Let peace be upon you! How are you? My name is \_\_\_\_\_ and I am here on behalf of Islamic Relief Bangladesh (IRB). Your village has been selected for a research on a project named "**Alternative Orphan Family Sponsorship Programme through Sustainable Interventions – Phase II (ALO-II)**". For this research, we would like to ask you a number of questions and I would highly appreciate if you wish to participate in this process. Information that you share with us will be kept absolutely confidential and no one other than concerned people at IRB will have access to this information. The questionnaire should take approximately 40 minutes to complete.

This process does not carry any risks or discomfort for you, except for your time taken for this interview. There is no financial compensation for your participation; however we do hope that you will participate, as your opinions and experiences are very important to us. You are free to choose whether or not to participate in this study. If you choose to participate and if I ask you any question that you do not want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. We hope that you will feel comfortable to respond honestly and openly.

At this time, do you want to ask me anything about the survey?

Do I have your permission to continue?	1. Yes 2. No ( <b>End Interview</b> )
Village:	Union/Municipality:
Upazila: Kaunia	District: Rangpur
Name of the enumerator:	
Date:	

### Section-1: Demographic and Socio-Economic Information

#	Question	Code		Answer
1	Name of the respondent			
2	Gender	1) Female 2) Male	3) Others (Specify)	
3	Age	<b>Please record in completed years</b>		
4	Religion	1) Muslim 2) Hindu 3) Christian	4) Buddhist 5) Others (Specify)	
5	How many members are there in your household?	<b>Please record in integers</b>		
6	Do you have any family member, who are differently abled?	1) Yes	2) No ( <b>go to question 7</b> )	
6.1	<b>If yes to question 6</b> , What type of disability does s/he have? <b>(multiple answers possible)</b>	1) Mental 2) Physical 3) Vision impairment	4) Hearing impairment 5) Speech impairment 6) Others (Specify)	
6.2	<b>If yes to question 6</b> , do the disabled person of your family get any disability allowances?	1) Yes 2) No	3) Don't know 4) No idea about this	
7	Is any of your children currently attending school?	1) Yes	2) No ( <b>go to question 7.3</b> )	
7.1	At which level s/he is studying now?	1) Primary 2) Secondary 3) Junior secondary 4) Higher secondary	5) University 6) Vocational/Technical 7) Madrasa/Maktab 8) Dropped out ( <b>ask 7.2</b> )	
7.2	<b>If (8) to question 7.2</b> , why did the child/ren get dropped-out? <b>(multiple answers possible)</b>	1) Financial reasons 2) School too far away 3) Bullying by other students	4) Misbehaviour of teachers 5) Others (specify)	
7.3	Do you wish to continue your child/ren's education, if you are given the opportunity?	1) Yes ( <b>go to question 8</b> ) 2) No		



#	Question	Code		Answer
7.4	<b>If No to question 7.3</b> , why do you not wish to continue child/ren's education?	1) Financial reasons 2) School too far away 3) Bullying by other students	4) Misbehaviour of teachers 5) Others (specify)	
8	Main source of household drinking water	1) Protected well (Tube well/Deep tube well) 2) Unprotected well	3) Pond 4) River 5) Others (specify)	
8.1	<b>If (1) in question 8</b> , do you share this tube well with others?	1) Yes	2) No	
9	Types of latrine	1) Kacha 2) Pukka 3) Open	4) Sanitary	
9.1	<b>If (4) in question 9</b> , do you share this latrine with others?	1) Yes	2) No	
10	Main construction material of the house you live in?	1) Hay/Bamboo/Wood 2) Mud/Cl sheet/Tin shed 3) Brick/Cement	4) Thatched 5) Others (specify)	
10.1	Ownership of the house?	1) Own 2) Rented 3) Shared	4) <i>Asrayan</i> 5) Others (specify)	
11	<b>For each of the items below, please record the numbers of assets the household own</b>			
<b>Non-productive Assets</b>				
11.1	Radio/Cassette Player	<b>Please record the number of each of the assets in integers. If any of these items are not owned by the household, record zero (0) in the corresponding box</b>		
11.2	Computer/Laptop			
11.3	Television			
11.4	CD/DVD player			
11.5	Mobile phone			
11.6	Refrigerator			
11.7	Bicycle			
<b>Productive Assets</b>				
11.8	Motorcycle	<b>Please record the number/amount of each of the assets in integers. If any of these items are not owned by the household, record zero (0) in the corresponding box</b>		
11.9	Easy bike			
11.10	Rickshaw/Auto rickshaw/CNG/Van			
11.11	Cow			
11.12	Goat			
11.13	Sheep			
11.14	Chicken			
11.15	Duck			
11.16	Sewing machine			
11.17	Cash/Tools/Materials for small business			
11.18	Productive land/Land mortgage			
12	Do you have National Identity Card (NID)?	1) Yes ( <b>go to question 13</b> ) 2) No	3) Others (specify) 4) No idea about this	
12.1	<b>If No to 12</b> , why you do not have the NID?	1) Did not feel the need to have it 2) Lost it	3) Will do it shortly 4) Others (specify)	
13	During last one month, did you or anyone in your household have to eat less than 3 meals a day due to scarcity of food?	1) Yes	2) No ( <b>go to next section</b> )	
13.1	How often did this happen in the last one month?	1) Rarely (once or twice in 15 days) 2) Sometimes (three to five times in 15 days)	3) Often (more than five times in 15 days) 4) Don't know	

## Section-2: Household Financial Information

#	Question	Code		Answer
14	What is the <b>main source</b> of income in your family?	1) Unemployed ( <b>go to question 15</b> ) 2) Agriculture 3) Fishing 4) Labour (Industry/Hotel/ Van/Rickshaw/Motor vehicle) 5) Day labour	6) Petty trade ( <b>ask 14.1, 14.2 and 14.3</b> ) 7) Business 8) Foreign Remittance 9) Service 10) Others (specify)	
14.1	Who supported you in setting up this trade? <b>(multiple answers possible)</b>	1) Self-initiated 2) IRB 3) Other NGOs (specify)	4) Government agencies 5) Others (specify)	
14.2	What resources and skills do you require for this? <b>(multiple answers possible)</b>	1) Education 2) Financial support 3) Market linkage 4) Access to information 5) Access to technology 6) Communication skill	7) Negotiation skill 8) Decision making skill 9) Technical skill related to the IGA 10) No skills required 11) Others (specify)	
14.3	Who provided you support to mobilize resources or developing skills? <b>(multiple answers possible)</b>	1) No one supported 2) Own initiative 3) IRB 4) Other NGOs 5) Government agencies	6) Peer groups/Friends 7) Family members 8) Local elites 9) Employer 10) Others (specify)	
15	What type of employment opportunities are available in your community? <b>(multiple answers possible)</b>	1) Permanent opportunities 2) Seasonal opportunities 3) Part-time opportunities 4) Self-employment	5) No opportunities 6) Others (specify) 7) Don't know	
15.1	<b>If (5) to 15</b> , where do people go in search of work? <b>(multiple answers possible)</b>	1) Neighbouring unions 2) Neighbouring upazilas 3) Neighbouring districts 4) Another region 5) Nearby cities/towns	6) Metropolitan cities 7) Foreign countries 8) Others (specify) 9) Don't know	
16	How much was your family's income last month?	1) Less than 1,000 2) 1,001-4,000 3) 4,001-7,500 4) 7,500-10,000	5) 10,001-15,000 6) More than 15,000 7) Don't know	
16.1	How much did your family income increased over last one year?	1) Slightly decreased 2) Did not increase 3) Slightly increased	4) Almost doubled 5) Don't know	
17	Where do you generally save? <b>(multiple answers possible)</b>	1) No savings 2) At house 3) NGO 4) Informal cooperatives 5) Bank/Insurance companies	6) Post office 7) Save in kind 8) IRB SHGs 9) Others (specify) 10) Don't know	
18	Where did you take interest free loan ( <i>Quard-Al-Hasana</i> ) from? <b>(multiple answers possible)</b>	1) No loans 2) Relatives 3) Friends 4) Neighbours 5) Bank	6) Cooperative 7) NGOs 8) Local moneylender 9) IRB SHGs 10) Others (specify) 11) Don't know	
19	What social security services are your family currently accessing under different government support initiatives? <b>(multiple answers possible)</b>	1. Food support during COVID-19 2. VGF 3. VGD 4. Old-age allowance	8. Student stipend 9. Test Relief (TR) 10. Food for work 11. Shelters 12. 100 days employment	

#	Question	Code		Answer
		5. Freedom fighter allowance 6. Disability allowance 7. Maternity allowance	generation program 13. Widow allowance 14. Others (specify)	

### Section-3: Knowledge and Perception on Project Interventions

#	Question	Code		Answer
20	Since when were you brought under the project coverage?	1) Only recently 2) Last one year 3) Last two years 4) Last three years	5) Last four years 6) Last five years 7) Five years or more	
21	What are the health facilities that are available in your community? <b>(multiple answers possible)</b>	1) Community clinic 2) Family welfare centre 3) Government hospital	4) Private hospital/clinic 5) NGO hospital/clinic 6) Others (specify)	
21.1	How convenient it is for you to access services from these health facilities?	1) Not convenient at all 2) Somewhat inconvenient 3) Indifferent	4) Somewhat convenient 5) Very convenient	
21.2	Who facilitated your access and service quality at the health facility?	1) IRB 2) Other NGOs 3) Health facility staff	4) Government agencies 5) Others (specify)	
22	What key messages you are aware about related to hygiene practices? <b>(multiple answers possible)</b>	1) Wash hands regularly with soap before eating 2) Wash hands regularly with soap after defecation 3) Cover foods and water pots properly 4) Use sandals when using toilet/latrine 5) Educate children to use toilet/latrine and handwashing 6) Management of household waste 7) Fecal sludge management 8) Other (specify) 9) Don't know		
23	What key messages are you aware about related to use of safe water? <b>(multiple answers possible)</b>	1) Use tubewell water for drinking and cooking 2) Avoid use of pond or unclean water for washing and bathing 3) Keep water sources and surroundings clean and hygienic 4) Other (specify) 5) Don't know		
24	What key messages are you aware about related to intake of nutritious food? <b>(multiple answers possible)</b>	1) Healthy food comes from plants and animals 2) Low cost healthy food could be produced around the house 3) Different amount and type of healthy food is useful 4) It is important to maintain a balanced diet 5) Others (specify) 6) Don't know		
25	In your opinion, what is the common perception of people on children's education? <b>(multiple answers possible)</b>	1) Education is important for all 2) Education paves way for better livelihood 3) Girls don't need to study much 4) Boys need to start contributing to family income 5) People have less interest in their children's education 6) Others (specify) 7) Don't know		
26	<b>(If 'Don't know' in 22, 23, 24 and 25, please skip this question)</b> From where did you get to know about these messages? <b>(multiple answers possible)</b>	1) IRB 2) Other NGOs 3) Government agencies	4) School/Teachers 5) Family/Friends 6) Others (specify)	
27	What type of violence do children in your village experience? <b>(multiple answers possible)</b>	1) Physical violence 2) Mental violence 3) Sexual violence 4) Neglect/Negligence	6) Exploitation 7) Others (specify) 8) Don't know <b>(go to question 28)</b>	

#	Question	Code	Answer
		5) Maltreatment	
27.1	How frequent are such cases?	1) Very infrequent 2) Somewhat infrequent 3) Indifferent	4) Somewhat frequent 5) Very frequent
27.2	What did you do when your or any other children experience such violence? <b>(multiple answers possible)</b>	1) Did nothing 2) Report to adults within the family 3) Inform friends/associates 4) Report to CBCPC 5) Report to the children/adolescents club 6) Call child helpline '1098' 7) Report to UP chairman/members 8) These are normal behaviour and practices 9) Other (specify)	
28	In your opinion, what problems are the <u>adolescents/youth</u> facing in your area? <b>(multiple answers possible)</b>	1) Eve-teasing 2) Child marriage 3) School drop out 4) Sexual Harassment 5) Online sexual abuse 6) Cyber bullying/Cyber crime 7) Drug addiction 8) Drug trafficking	9) Drug transportation 10) Abduction 11) Child trafficking 12) Child labour 13) Movement restriction 14) Other (specify) 15) Don't know
29	How often do you hear about child marriage taking place in your village?	1) Never <b>(go to question 30)</b> 2) Sometimes 3) Very often	4) Don't know <b>(go to question 30)</b>
29.1	What did you do to stop child marriage in your village? <b>(multiple answers possible)</b>	1) I did nothing 2) it is not my role 3) Informed others, who can do something 4) Talked to the girl's family to stop the marriage 5) Called child helpline '1098' 6) Others (specify)	
29.2	Which agencies or people or community groups work to prevent child marriage in your area? <b>(multiple answers possible)</b>	1) No one 2) Government agencies 3) NGO representatives 4) Adolescent/youth groups	5) CBCPC 6) Others (specify) 7) Don't know
30	Do your children have to work to support your family?	1) Yes 2) No <b>(go to section 4)</b>	
30.1	Do they work with the family members or for other people?	1) Yes 2) No	
30.2	What type of work are they involved in? <b>(multiple answers possible)</b>	1) Agriculture 2) Fisheries 3) Industry/Factory 4) Welding/Volcanizing 5) Automobile workshop 6) Brick breaking 7) Hotel/Restaurant	8) Rickshaw/Auto-rickshaw/Van/Easy bike driver 9) Petty trade/hawker 10) Business 11) Bakery 12) Poultry rearing 13) Livestock rearing 14) Others (specify)

#### Section-4: Self-help Group

	Question	Code		Answer
31	What training did you receive from the self-help group to run your IGA successfully? <b>(multiple answers possible)</b>	1) Leadership development 2) Financial management 3) Group mobilization and management 4) Kitchen/Vegetable gardening 5) Disaster preparedness 6) Livestock management 7) Child protection/Child rights 6) Other (specify) 7) Did not receive any training <b>(go to question 32)</b>		
31.1	Who provided you these training? <b>(multiple answers possible)</b>	1) In collaboration with NGOs 2) Government officials 3) Peer-to-peer (P2P) learning approach 4) From friends (youth/adolescents) 5) From my teachers/parents 6) IRB 7) Other (specify) 8) Don't know		
31.2	How well do you think you were able to apply the knowledge/learning gathered from these training?	1) Very well 2) Not so well	3) Not at all 4) No response	
32	What are the activities that you do as a member of the self-help groups? <b>(multiple answers possible)</b>	1) Day observation 2) Cultural events 3) Drama performance 4) Sports events 5) Community fair	6) Awareness campaign 7) Social movements 8) Financial transactions 9) Other (specify) 10) Don't participate	
33	What kind of support do you receive from self-help groups? <b>(multiple answers possible)</b>	1) Financial support 2) Technical knowledge 3) Capacity building 4) Social position	5) Access to information 6) Market linkage 7) Others (specify)	
33.1	How beneficial are these supports to you?	1) Highly beneficial 2) Indifferent	3) Not beneficial at all	
34	Do you know where the immunization centre is?	1. Yes	2. No	
35	Do you think that you have the ability to take decision at family level?	1. Yes	2. No	
36	Do you think that you have the ability to take decision at community level?	1. Yes	2. No	
37	How often are women given the opportunity to make community level decisions by participating in different community level forums?	1) Yes, always <b>(go to section 5 and interview the child)</b> 2) Yes, sometimes	3) Rarely 4) Never 5) Don't know	
37.1	What prevents women from doing so? <b>(multiple answers possible)</b>	1) Meetings scheduled at inconvenient time 2) Women's opinions are disregarded 3) Men takes over discussions 4) Women are not notified about meetings 5) Religious/social reasons 6) Male partner/family member disapproves 7) Others (specify)		

### Section-5: Child Participation and Decision Making

	Question	Code		Answer
39	Do you have birth registration certificate?	1) Yes ( <b>go to question 40</b> ) 2) No	3) Others (specify) 4) No idea about this	
39.1	<b>If No to 39</b> , why you do not have the birth registration certificate?	1) Did not feel the need to have it 2) Lost it	3) Parents were busy 4) Will do it shortly 5) Others (specify)	
40	As a child club member, what community level activities do you participate in? <b>(multiple answers possible)</b>	1) Day observation 2) Cultural events 3) Drama performance 4) Sports events 5) Community fair	6) Awareness campaign 7) Social movements 8) Other (specify) 9) Don't participate	
41	Are your opinions valued by the others involved in such activities?	1) Yes, a lot 2) Yes, a little	3) Not at all	
42	What training did you receive from the child club? <b>(multiple answers possible)</b>	1) Leadership development 2) Life skills 3) Child protection/Child rights 4) Kitchen/Vegetable gardening 5) Disaster preparedness 6) Other (specify) 7) Did not receive any training ( <b>go to question 43</b> )		
42.1	Who provided you these training? <b>(multiple answers possible)</b>	1) In collaboration with NGOs 2) Government officials 3) Peer-to-peer (P2P) learning approach 4) From friends (youth/adolescents) 5) From my teachers/parents 6) IRB 7) Other (specify) 8) Don't know		
42.2	How well do you think you were able to apply the knowledge/learning gathered from these training?	1) Very well 2) Not so well	3) Not at all 4) No response	
43	What key messages you are aware about related to hygiene practices? <b>(multiple answers possible)</b>	1) Wash hands regularly with soap before eating 2) Wash hands regularly with soap after defecation 3) Cover foods and water pots properly 4) Use sandals when using toilet/latrine 5) Educate children to use toilet/latrine and handwashing 6) Management of household waste 7) Fecal sludge management 8) Other (specify) 9) Don't know		
44	What key messages are you aware about related to use of safe water? <b>(multiple answers possible)</b>	1) Use tubewell water for drinking and cooking 2) Avoid use of pond or unclean water for washing and bathing 3) Keep water sources and surroundings clean and hygienic 4) Other (specify) 5) Don't know		

	Question	Code	Answer
45	What key messages are you aware about related to intake of nutritious food? <b>(multiple answers possible)</b>	1) Healthy food comes from plants and animals 2) Low cost healthy food could be produced around the house 3) Different amount and type of healthy food is useful 4) It is important to maintain a balanced diet 5) Others (specify) 6) Don't know	
46	In your opinion, what is the common perception of people on children's education? <b>(multiple answers possible)</b>	1) Education is important for all 2) Education paves way for better livelihood 3) Girls don't need to study much 4) Boys need to start contributing to family income 5) People have less interest in their children's education 6) Others (specify) 7) Don't know	
47	<b>(If 'Don't know' in 43, 44, 45 and 46, please skip this question)</b> From where did you get to know about these messages? <b>(multiple answers possible)</b>	1) IRB 2) Other NGOs 3) Government agencies	4) School/Teachers 5) Family/Friends 6) Others (specify)
48	What type of violence do children in your village experience? <b>(multiple answers possible)</b>	1) Physical violence 2) Mental violence 3) Sexual violence 4) Neglect/Negligence 5) Maltreatment	6) Exploitation 7) Others (specify) 8) Don't know <b>(go to question 49)</b>
48.1	How frequent are such cases?	1) Very infrequent 2) Somewhat infrequent 3) Indifferent	4) Somewhat frequent 5) Very frequent
48.2	What did you do when your or any other children experience such violence? <b>(multiple answers possible)</b>	1) Did nothing 2) Report to adults within the family 3) Inform friends/associates 4) Report to CBCPC 5) Report to the children/adolescents club 6) Call child helpline '1098' 7) Report to UP chairman/members 8) These are normal behaviour and practices 9) Other (specify)	
49	In your opinion, what problems are the <u>adolescents/youth</u> facing in your area? <b>(multiple answers possible)</b>	1) Eve-teasing 2) Child marriage 3) School drop out 4) Sexual Harassment 5) Online sexual abuse 6) Cyber bullying/Cyber crime 7) Drug addiction 8) Drug trafficking	9) Drug transportation 10) Abduction 11) Child trafficking 12) Child labour 13) Movement restriction 14) Other (specify) 15) Don't know
50	How often do you hear about child marriage taking place in your village?	1) Never <b>(go to question 51)</b> 2) Sometimes 3) Very often	4) Don't know <b>(go to question 51)</b>
50.1	What did you do to stop child marriage in your village? <b>(multiple answers possible)</b>	1) I did nothing 2) it is not my role 3) Informed others, who can do something 4) Talked to the girl's family to stop the marriage 5) Called child helpline '1098' 6) Others (specify)	

	Question	Code		Answer
50.2	Which agencies or people or community groups work to prevent child marriage in your area? <b>(multiple answers possible)</b>	1) No one 2) Government agencies 3) NGO representatives 4) Adolescent/youth groups	5) CBCPC 6) Others (specify) 7) Don't know	
51	Do you have to work to support your family?	1) Yes	2) No <b>(go to question 52)</b>	
51.1	Do you work with the family members or for other people?	1) Yes	2) No	
51.2	What type of work are you involved in? <b>(multiple answers possible)</b>	1) Agriculture 2) Fisheries 3) Industry/Factory 4) Welding/Volcanizing 5) Automobile workshop 6) Brick breaking 7) Hotel/Restaurant	8) Rickshaw/Auto-rickshaw/Van/Easy bike driver 9) Petty trade/hawker 10) Business 11) Bakery 12) Poultry rearing 13) Livestock rearing 14) Others (specify)	
52	Do your parents/caregivers involve you in family level decision making?	1) Yes, always 2) Yes, sometimes	3) Never <b>(end interview)</b>	
52.1	<b>If Yes to 52</b> , what are the areas where your parents seek your opinion? <b>(multiple answers possible)</b>	1) Managing money (cash) 2) Buying property 3) Child rights 4) My schooling	5) Accessing health facilities 6) Visiting relatives 7) My marriage 8) Other (specify)	
52.2	<b>If Yes to 52</b> , how do they treat your opinions?	1) Positively 2) Casually	3) No response	

This is the end of the questionnaire. Thank you very much for your time and active participation. I wish you good health!



## Annex-2: Discussion Guidelines, Interview Checklists and Process Flow of Participatory Tools<sup>2</sup>

### A2-1. DISCUSSION GUIDELINE FOR FGD WITH CHILDREN CLUB MEMBERS/ORPHANS

<p><b>Welcome</b></p> <p>Thank you for coming and thanks for giving your time. I am here to listen and learn from you. In this particular meeting together we will try to gather information on “<b>Alternative Orphan Family Sponsorship Programme through Sustainable Interventions – Phase II (ALO-II)</b>” Project of IRB, which is being implemented in your community. We appreciate your understanding that it is important for us to learn about the existing situation from the viewpoint of the locals like you, as the project activities would be targeted to you.</p> <p>I am grateful for your assistance and valuable opinion and feedback and I ensure that everything you say will remain confidential. As a first step, let us introduce ourselves.</p>	
<p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the current level of academic qualification of people from your community?</li> <li>• What are the key challenges in accessing education in your community?</li> </ul>	<p><b>Probe Questions:</b></p> <ul style="list-style-type: none"> <li>• What percentage of the youth/adolescents in your community completed primary schooling?</li> <li>• What percentage of the youth/adolescents in your community got dropped out from schooling? What are the reasons for dropping out?</li> </ul>
<ul style="list-style-type: none"> <li>• What do you know about child rights and child protection?</li> <li>• How protected are children in your community from harm and violence?</li> <li>• What the level of overall community awareness about child rights, child protection, child labour, violence against children?</li> </ul>	<ul style="list-style-type: none"> <li>• How are children being treated in your community when they commit mistakes/offences? If children are punished in such cases, how are they punished? How has the project contributed towards improvement of such situations?</li> <li>• How often do you hear about child marriages in your community? Who among girls and boys are more prone to get married at an early age? What did you do to prevent child marriage? Who are the catalysts in preventing child marriage? How coordinated are the overall efforts to prevent child marriage in your community?</li> <li>• Why do you think children get involved in hazardous works? What could be done to prevent/stop child labour? Who are the catalysts in preventing/stopping child labour? How coordinated are the overall efforts to prevent/stop child labour in your community?</li> <li>• What is your role in creating community awareness to protect children from harm and violence? What are the activities that you participate in to ensure child rights and to prevent child marriage/child labour/violence against children?</li> </ul>
<ul style="list-style-type: none"> <li>• What knowledge do you have on health and hygiene practices?</li> <li>• What is your knowledge and perception about access to safe water and safe sanitation?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How accessible is health services in your community? Who facilitates access to health facilities? How satisfactorily are the services provided at the health facilities?</li> <li>• What do you need to do to ensure hygiene practices? What are the key messages related to handwashing practices?</li> <li>• What do you know about safe drinking water? Why is it important to have access to safe drinking water? Who are the service providers?</li> <li>• What do you know about sanitary latrines? Why is it important to access sanitary latrines? Who are the service providers?</li> </ul>

<sup>2</sup> All questions included here are indicative and are not limited to the scope of the proposed study. More questions may arise depending on the flow of discussion and some questions might remain unattended depending on the knowledge and willingness of the discussants to respond to those.

	<ul style="list-style-type: none"> <li>• Which food are required to ensure proper nutrition? Where can you find nutritious food? What do you about balanced diet?</li> <li>• How has the project contributed towards improvement of knowledge, awareness and practices on above issues?</li> </ul>
<ul style="list-style-type: none"> <li>• What kind of community level activities are you involved in? (<i>leading towards a discussion on self-help groups</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• What type of community activities are you involved in? Who supports such activities? What challenges do you face?</li> <li>• How were the community groups/clubs formed? Who facilitates formation of the groups/clubs? What activities are carried out under the groups/clubs?</li> <li>• What are the benefits of being part of such groups/clubs? What are the challenges?</li> </ul>
<p><b>Closure</b>  <i>Thank you for your answers and the discussion has been very lively, helpful and informative. We are very grateful for the information you have provided. Do you have any questions to me/us?</i></p>	

## A2-2. DISCUSSION GUIDELINE FOR FGD WITH MOTHERS

<p><b>Welcome</b>  Thank you for coming and thanks for giving your time. I am here to listen and learn from you. In this particular meeting together we will try to gather information on <b>“Alternative Orphan Family Sponsorship Programme through Sustainable Interventions – Phase II (ALO-II)”</b> Project of IRB, which is being implemented in your community. We appreciate your understanding that it is important for us to learn about the existing situation from the viewpoint of the locals like you, as the project activities would be targeted to you.</p> <p>I am grateful for your assistance and valuable opinion and feedback and I ensure that everything you say will remain confidential. As a first step, let us introduce ourselves.</p>	
<p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What type of employment opportunities are available in your community?</li> </ul>	<p><b>Probe Questions:</b></p> <ul style="list-style-type: none"> <li>• What percentage of the families are involved in income generating activities (IGAs), i.e. job or self-employment?</li> <li>• How important, in your opinion, is having a job/employment to be able to raise voice?</li> <li>• What skills do you think are needed to perform the IGAs you are involved in? What is your level of skill in comparison to the skills that are required?</li> <li>• What are the challenges that you face while carrying out your IGAs? What supports do you need to overcome those challenges?</li> <li>• Which organizations are working in your community to support IGAs? What type of support, i.e. financial support, technical support, are they providing? How much cash is provided to each family, if financial support is given?</li> <li>• What type of government safety net programmes are available for specific group of people in your community? How is the support extended to the intended beneficiaries?</li> </ul>
<ul style="list-style-type: none"> <li>• What is your perception about the ALO-II project activities? How did the project activities benefit you in have a better livelihood? How relevant was the project activities to meet your specific needs?</li> <li>• How would you measure the effectiveness of the project?</li> </ul>	<ul style="list-style-type: none"> <li>• What type of activities were carried out under the project? How was these activities decided and designed? What was your level of participation in designing and implementation of the project activities?</li> <li>• How were the project beneficiaries selected? What was your role in selection of beneficiaries?</li> <li>• How has the project enabled you to learn and improve existing practices around child protection and child rights issues?</li> <li>• What is your opinion about the role of female and male at family and community level? How actively can women participate in family and community level decision making? If</li> </ul>

	<p>they cannot, why? What are the barriers/challenges in ensuring women's participation in family and community level decision making?</p> <ul style="list-style-type: none"> <li>• How useful did you find the project activities to meet your needs and/or addressing the specific challenges you were facing? What are the ways IRB took your feedback to improvise project implementation process?</li> </ul>
<ul style="list-style-type: none"> <li>• What kind of community level activities are you involved in? <b>(leading towards a discussion on self-help groups)</b></li> </ul>	<ul style="list-style-type: none"> <li>• What type of community activities are you involved in? Who supports such activities? What challenges do you face to participate in these activities? What steps have you taken to overcome the challenges?</li> <li>• How were the community groups formed? Who facilitates formation of the groups? What activities are carried out under the groups? What are the responsibilities of the group members?</li> <li>• What are the benefits of being part of such groups? What are the challenges? What steps have you taken to overcome the challenges?</li> </ul>
<p><b>Closure</b>  <i>Thank you for your answers and the discussion has been very lively, helpful and informative. We are very grateful for the information you have provided. Do you have any questions to me/us?</i></p>	

### A2-3. INTERVIEW CHECKLIST FOR KII WITH UPAZILA SOCIAL SERVICE OFFICER (USSO) AND UP CHAIRMAN

<p><b>Welcome</b>          Thank you for coming and thanks for giving your time. I understand that you are aware about the “<b>Alternative Orphan Family Sponsorship Programme through Sustainable Interventions – Phase II (ALO-II)</b>” Project of IRB. Your knowledge and role in implementing the project had been immensely beneficial and going forward, we believe IRB would benefit from your insight in designing future projects of similar nature. I am grateful for your assistance and valuable opinion and feedback and I ensure that everything you say will remain confidential.</p>	
<p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you know about the ALO-II Project? What role did you play in supporting the overall implementation of the project?</li> <li>• How relevant and effective do you think the project activities to address the needs of the target beneficiaries?</li> </ul>	<p><b>Probe Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the activities that were implemented under the project? What was the level of your involvement in facilitating the implementation of the project? Whom did IRB consult while designing the project?</li> <li>• What specific social issues, i.e. water-sanitation, children's education, nutrition, livelihood, access to health services, did the project work on? How would you measure the linkages the project established with the concerned stakeholders, while working on these areas?</li> <li>• How did the project impact the current social and livelihood situation of the target geographic locations? How effective was the project in addressing the needs of the target beneficiaries?</li> <li>• What is the current situation of child rights and child protection in your community? How did the project contribute in establishing prudent practices around these thematic areas?</li> <li>• What were the strengths and weaknesses of the project? How well did IRB capitalize on the strengths and how did they minimize the weaknesses?</li> <li>• How were the project beneficiaries selected? What role did you play in selecting the project beneficiaries? How well could IRB collaborate with your office in implementing the project activities with due diligence and prudent manner?</li> </ul>
<ul style="list-style-type: none"> <li>• What is your recommendation for designing of future projects of similar nature? <b>(please focus on challenges,</b></li> </ul>	<ul style="list-style-type: none"> <li>• What would your recommendation be in improving the project in terms of designing and implementation? How strongly</li> </ul>

<b>mitigation strategies, lessons learnt, changes happened due to project interventions)</b>	would you advocate for implementation of similar projects in future? What is the replicability of the project?
<b>Closure</b> Thank you for your answers and the discussion has been very lively, helpful and informative. We are very grateful for the information you have provided. Do you have any questions to me/us?	

#### A2-4. INTERVIEW CHECKLIST FOR IDI WITH IRB STAFF (BOTH AT FIELD AND DHAKA OFFICE)

<b>Welcome</b> Thank you for your time. I am here to learn from your knowledge and role in implementing the “Alternative Orphan Family Sponsorship Programme through Sustainable Interventions – Phase II (ALO-II)” Project. I am grateful for your assistance and valuable opinion and feedback and I ensure that everything you say will remain confidential.	
<b>Core Questions:</b> <ul style="list-style-type: none"> <li>What are the activities that were implemented under the project? What was the level of your involvement in facilitating the implementation of the project?</li> </ul>	<b>Probe Questions:</b> <ul style="list-style-type: none"> <li>How was the project designed? Which stakeholders were consulted during the design stage, implementation stage and replication stage?</li> <li>What specific social issues, i.e. water-sanitation, children’s education, nutrition, livelihood, access to health services, did the project work on? How would you measure the linkages the project established with the concerned stakeholders, while working on these areas?</li> <li>How did the project impact the current social and livelihood situation of the target geographic locations? How effective was the project in addressing the needs of the target beneficiaries?</li> <li>What is the current situation of child rights and child protection in your community? How did the project contribute in establishing prudent practices around these thematic areas?</li> <li>How were the project beneficiaries selected? What role did you play in selecting the project beneficiaries? How well could IRB collaborate with your office in implementing the project activities with due diligence and prudent manner?</li> <li>What is the perception of community people and the target beneficiaries about the project activities? What is the level of satisfaction of the project beneficiaries about the project activities?</li> </ul>
<ul style="list-style-type: none"> <li>What key lessons did you learn upon implementation of the project activities? <b>(please focus on challenges, mitigation strategies, lessons learnt, changes happened due to project interventions)</b></li> </ul>	<ul style="list-style-type: none"> <li>What lessons did you learn upon implementation of the project activities? How are you planning on utilizing the lessons for future projects of similar nature?</li> <li>What were the strengths and weaknesses of the project? How well did IRB capitalize on the strengths and how did they minimize the weaknesses?</li> <li>What are the areas of further improvement from your point of view?</li> </ul>
<b>Closure</b> Thank you for your answers and the discussion has been very lively, helpful and informative. We are very grateful for the information you have provided. Do you have any questions to me/us?	

#### A2-5. BRIEF PROJECT FLOW OF THE PARTICIPATORY TOOLS

##### Ladder Game:

Give an introduction and provide outline of the objective of conducting the session. In this process, provide a brief description of the activities implemented under the project.

Participants would be requested to list down the major activities implemented under the project in brown paper. They are then expected to identify and assess the current status of the major activities that were carried out. The participants would then come to consensus, through interactive discussion, and draw conclusion on the level of achievement of different project interventions earlier identified them. In this process, they would first analyse the situation before the project was initiated and then how the project interventions facilitated improvement of the situation. They would also identify the areas of further improvement in terms of project designing and implementation of project activities.

Finally, the participants would discuss and list down the challenges and barriers related to implementation of the project.

### **Mobility Mapping and Road Block:**

Give an introduction and provide outline of the objective of conducting the session. In this process, provide a brief description of the activities implemented under the project.

Participants would be requested to map out, on a brown paper, the different places they visit for their day-to-day activities, as well as the places of importance in their life. Once they mapping is done, they would note down, who among the fe/male and girls/boys visit those specific places and why. Finally, the participants, through interactive discussion, would identify challenges and/or road blocks they face in going to these places along with possible solutions.

This tool is highly effective in bringing out the gender perspective.

### **Venn diagram:**

Give an introduction and provide outline of the objective of conducting the session. In this process, provide a brief description of the activities implemented under the project.

Participants would be requested to list down major activities of the project in small pieces of paper. Different sizes of circular paper will be used corresponding to the effectiveness and importance of each major activities. Then the participants will interact among them and set rational on their opinion about the effectiveness and importance.

Finally, the participants would draw the lessons they have learned through their involvement in the project.

### **Spider Net:**

Give an introduction and provide outline of the objective of conducting the session. In this process, provide a brief description of the activities implemented under the project.

Participants would be requested to determine the centre point of a brown paper. Then, they will draw some inverted straight line from the centre point. The number of straight lines should be corresponding to the number of major activities the participants would list down. Each line will be branded by the name of those activities. The participants would then divide each straight line into ten parts and based on their own assessment determine label rank from the centre point in opposite direction. Participants would be involved in interactive discussion to inform the rational of their assessment of the key project activities.

Finally, the participants would discuss and list down the challenges and barriers related to implementation of the project, as well as the potential strategies to overcome the challenges. All marked points on the different straight lines would be connected by a dotted line to give the exercise the shape of a spider net.

**Matrix Ranking:**

Give an introduction and provide outline of the objective of conducting the session. In this process, provide a brief description of the activities implemented under the project.

Participants would be requested to list down the social issues they have based on the level of their importance. Then they would discuss and list down what actions are required to address those issues. Once this is done, they would critically analyse if the project implemented such activities and also how well the issues were addressed by the project by giving each activities a score between one and ten.

This tool is helpful in understanding the relevance of project design and effectiveness/appropriateness of project activities to address specific social issues.

**Appreciative inquiry:**

This is a model that seeks to engage stakeholders in self-determined change, their level of participation, expected and unexpected change, and what could be done differently to achieve better results from project activities. Appreciate inquiry is about asking key questions during the participatory discussions to validate information provided by discussants and also to highlight the strengths of any project, which could be capitalized on for designing future projects.

## Annex-3: Sustainability Enablers

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The following nine (9) enablers influence sustainability of any project:

- 1) **Participation and ownership:** Having community participation and engagement in project design and subsequent implementation of activities through active ownership.
- 2) **Capacity building:** Building community people's awareness and capacity to internalize the key aspects of the project.
- 3) **Policy advocacy:** Conducting advocacy and negotiation with concerned stakeholders for continuation of the support services.
- 4) **Financial resources:** Having the financial resources available to bear operational expenses without any external support.
- 5) **Management and leadership:** Having qualified and experienced community level institutional set up, led by proactive leaders to guide the community towards continuation of activities under agreed upon guidelines.
- 6) **Social awareness and inclusion:** Creating awareness of the community people and concerned stakeholders about society free of injustice and anomalies through inclusion of disadvantaged and distressed people, where everyone can exercise their rights without difficulty.
- 7) **Technology:** Ensuring access to both software and hardware, as deemed necessary by the beneficiaries and the stakeholders, for smooth implementation of planned activities.
- 8) **Enabling environment:** Creating access to support services and having built a linkage among all concerned stakeholders for integration of such services.
- 9) **Realistic timeframe:** Setting time bound objectives, to be supported by a community action plan, to achieve the overall goal of social harmony.