



KII interview in Pujehun District

MID-TERM EVALUATION

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

NOVEMBER 2018

Main Author:

Samuel Konkofa Koroma

Design Monitoring and Evaluation Coordinator

Research Assistant:

Tsitsi Muvunzi

Project Officer

Search for Common Ground - Sierra Leone

9D Jamboria Drive, Tengbeh Town

Contact:

Jimmy Joseph Sankaituah

Country Director

Search for Common Ground – Sierra Leone

9D Jamboria Drive, Tengbeh Town

Cell: +232 79713960

Email: jsankaituah@sfcg.org

Table of Contents

Table of Contents	2
Acknowledgements	4
Abbreviations	5
Executive Summary	6
Introduction to the project	6
Purpose of the Mid-term evaluation	6
Methodology	6
Key Findings	7
Recommendations	8
1. Introduction	9
Project Overview	9
Evaluation overview	10
2. Methodology	11
Research Design	11
Data Collection	12
Analysis	14
Limitations	14
Do No Harm and Conflict Sensitivity	14
3. Findings	15
3.1. Expected Result 1.1. Marginalized groups in rural communities have an increased knowledge of their civic rights and responsibilities relative to local governance	15
3.2. Expected Result 1.2. Citizens in rural communities have an increased understanding of local democratic processes and the role that they can play in the governance of these processes	16
3.3. Expected Result 2.1. Targeted stakeholders have a better understanding of local governance processes and non-violent advocacy	17
3.4. Expected Result 2.2. Platforms for key stakeholders and citizens to dialogue around accountability and inclusive participation are created.	19
3.5. Expected Result 3.1. Local stakeholders have increased capacities in the monitoring of education service delivery.	20
3.6. Expected Result 3.2. Local stakeholders lead collaborative advocacy activities and monitoring of education service delivery.	21
3.7. Progress of project implementation	22
4. Conclusion	25
5. Recommendations	27
Search for Common Ground/Centre for Coordination of Youth Activities (CCYA)	27

Youth and Women Focus CSO	27
Partner Radio Stations/Media	27
6. Documents consulted	29
7. Appendices	30

Acknowledgements

The planning and completion of this midterm evaluation study could not have been possible without the contribution of key people whose names may not all be enumerated herein. However, their time and contributions are very much appreciated and thankfully acknowledged. That said, we are grateful to the following individuals for their support in making this evaluation a success: Emily Roy (PhD), Regional DM&E Specialist, West Africa for her technical and critical comments on the inception report, research tools, support in the field research and for editing the first and final report, Mr. Joseph Jimmy Sankaituah, Country Director at Search Sierra Leone for his edit and technical advice on the content of the report, Dr. Mamoud Idriss Tarawallie, for his comments and critique of the inception reports, research tools, providing useful comments on the first and final report. Ms Tsitsi Muvunzi, the Project Officer at Search for her role in note taking at the field level and providing her time for editing of the report at all stages. Many thanks to you all.

Abbreviations

CCYA	Centre for Coordination of Youth Activities
CHOs	Community Health Officers
CSOs	Civil Society Organizations
DBOC	District Budget Oversight Committees
FGDs	Focus Group Discussions
INGOs	International Non-Governmental Organisations
P2P	Peer to Peer
PWDs	People With Disabilities
SMC	School Management Committees
ToT	Training of Trainers
UPHR	United for the Protection of Human Rights
WAN	Women’s Advocacy Network

Executive Summary

Introduction to the project

Search for Common Ground (Search) and Centre for Coordination of Youth Activities (CCYA) are in the second year implementing a three-year European Union (EU) funded project titled: “United for Greater Governance and Participation”: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes”. This action has three specific objectives, which target change at the structural, community, and individual level, responding to the needs of beneficiaries:

1. Increase understanding of and demand for greater accountability and participation in democratic governance in rural communities;
2. Increase the capacity of key local stakeholders to voice citizens' demand for participatory decision-making and accountability processes; and
3. Enhance citizens' joint participation in decision-making and accountability processes around public services delivery, with a focus on education services.

The beneficiaries of the project are 24 youth and women local CSOs, District Budget Oversight Committees, School Management Committees and Community Teachers Associations in six Districts: Koinadugu, Port Loko, Kono, Kambia, Pujehun and Moyamba.

Purpose of the Mid-term evaluation

This is a mid-term qualitative assessment report of the project for the first 24 months (October 2016 - October 2018). The exercise was designed to ascertain whether or not the project is on the right path to contribute to the project's expected results, including appropriateness of the implementation, effectiveness of the methodology and sustainability of the gains made and suggesting ways for improvement for the next one year of the project. The study targeted project implementation partners, beneficiaries and project key stakeholders including assessing all result areas, participant's and stakeholders' feedback on the future of the project result areas, beneficiaries and project stakeholders.

Methodology

The methodology used was qualitative research approach because it was considered well suited to address the evaluation objectives. Moreover, it reveals valuable attitudes and perspectives that can be hardly be sought from traditional quantitative methodology. The evaluation team adopted 3 methodologies; literature review, Focus Group Discussions (FGDs) and Key Informant interviews (KIs) in order to effectively measure the qualitative outcomes and impact of implemented project activities. By targeting 50% of the districts and 50% of beneficiary CSOs, women, youth, radio stations and other project key stakeholders; the sample size was considered representative of beneficiaries, locations and activities. The evaluation team was therefore confident that the

sample size was represented the necessary diversity of opinion to inform analysis and conclusions on the state of the project so far.

Key Findings

Appropriateness of implementation methodology

The project is adequately responding to the general needs and constraints of the target participants through trainings and engagement meetings. The common ground and participatory approaches applied in activity implementation are viewed by project CSOs and stakeholders as appropriate, relevant and cost-effective methodologies. According to the project participants, these methods are viewed not only as empowering but enhance commitment in resolving conflict sensitive community challenges in a collaborative manner. Evidence shows that the project is supporting communities to identify and resolve challenges related to accountability and participation of youth and women in the governance system. The awareness raising campaigns through the Atunda Ayenda and Uman 4 Uman continue to be effective in reaching out to the wider audience and are contributing to inspire women, men and youth to become informed citizens and active agents in the governance system in their communities.

Effectiveness of the implementation methodology

The capacity building exercises and engagement activities implemented under this project are creating a more engaged citizenry, promoting an active civil society and responsive duty bearers thus contributing to the achievement of project objectives. Evidences gathered during the study reveal that the work of Journalists, CSOs, DBOCs, SMCs and CTAs in monitoring service delivery has improved and they are now being availed with more information. The Women and youth FGD participants confirmed that the project has created confidence for their participation in decision-making and service-delivery. There is evidence the strong relationship between Search and CCYA have triggered timely project implementation in a cost-effective manner.

Sustainability of the action

Project CSOs have exhibited some capacity to organise citizens and support them to articulate their needs; bringing citizens and authorities to deliberate on these issues and come up with solutions in a collaborative nonviolent manner. Empowered CSOs are now able to follow up on commitments made by duty bearers in meetings and hold them accountable for the fulfilment of their commitments. They have been able to create networks and relationships with key stakeholders to foster continuous engagements which is believed will continue even after project closure.

The Common Ground Journalism has ignited a sense of activism among radio journalists to advance questions and issues from citizens and are providing platform for authorities to respond to these concerns. Evidence shows that journalists who participated the common ground journalism training have applied their skills and are proud of the changes they are making in their respective communities. The scorecard trainings and processes have similar

impact for they have been cascaded to other schools and other platforms. Thus, the tool has generally been accepted as a community tool for monitoring progress in the implementation of commitments.

Recommendations

Search for Common Ground/Centre for Coordination of Youth Activities (CCYA)

- Financial trainings need to be part of capacity building activities for project CSOs for the remaining year of the project.
- To avoid any confusion on the composition of the SMC and CTA, implementation teams should use the terms “service users” and “service providers” in future trainings and activities.
- WhatsApp groups for DBOCs, SMCs and CTAs to communicate and share achievements of their respective activities should be created as preferred method of communication.
- Search and CCYA to embark on national-level advocacy for DBOC allowances to be paid on time, increased possibly, and enhanced communication with Ministry of Finance.

Youth and Women Focus CSO

- Learning and sharing should be promoted by ensuring that during on-air town hall meetings and policy dialogues, project beneficiary CSOs from other districts attend and contribute to discussions, sharing ideas worth emulating.

Partner Radio Stations/Media

- The study recommends that Search and CCYA should work with partner radio stations to monitor the airing schedules and ensure that they are being aired during family hours. Particular attention should be paid to the airing time of the Uman 4 Uman radio program which was less known in the project districts.
- Displaying radio airing schedules on the notice boards are some of the actions station managers should take into consideration.
- For the remaining one year, while intensifying the SMS and Facebook campaigns, the project should also capitalize on WhatsApp groups as it is the main form of social media platform used in rural areas.

Donor

- To sustain the gains made in the past two years, it important the donor considers funding for some of the unintended activities requested by the participating CSOs such as the need to provide more financial trainings to build their capacity on financial accountability, reporting and compliance issues as they implement their community endorsed projects.

1. Introduction

Despite the efforts made in setting up institutions to promote decentralization in Sierra Leone, local level participation and coordination in governance systems have largely been dysfunctional and ineffective. Such institutions include District Budget Oversight Committees, School Management Committees and Community Teachers Associations. The lack of citizens' participation in local decision making, particularly rural women and youth has created some level of mistrust and suspicion between service providers and service users/ citizens. This is compounded by the fact that Civil Society Organizations (CSOs) that are supposed to provide the link between citizens and government are weak due to several reasons including limited funding, low capacity in local governance and politicization of their roles among other issues.

Project Overview

It is within this context that Search and the Centre for Coordination of Youth Activities (CCYA) designed a 3-year project grant supported by the European Union (EU) to increase accountability and citizens' participation in local decision-making around service delivery and governance in rural Sierra Leone.

This project has three specific objectives, which target change at the structural, community, and individual level, responding to needs of the beneficiaries:

1. Increase understanding of and demand for greater accountability and participation in democratic governance in rural communities;
2. Increase the capacity of key local stakeholders to voice citizens' demand for participatory decision-making and accountability processes; and
3. Enhance citizens' joint participation in decision-making and accountability processes around public services delivery, with a focus on education services.

This project's Theory of Change is:

If women and youths are empowered through trainings on civil rights and responsibilities as well as on democratic governance and social accountability processes; then they will play an active role in promoting local governance and accountability because of their empowerment.

The project seeks to increase accountability and citizens' participation in local decision-making and governance in rural Sierra Leone, with civil society as the catalyst for change. Such improvements will be accomplished mainly at the community level, and at the policy-making level as well. This project was designed to have a sustainable impact in terms of promoting participatory and inclusive local decisions in the targeted districts of Koinadugu, Port Loko, Kono, Kambia, Pujehun and Moyamba.

Evaluation overview

This is a mid-term qualitative assessment report of the project for the first 24 months (October 2016 - October 2018) of the EU Funded project United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability processes. Within this period, the evaluation sought to ascertain whether or not the project is on the right path to contribute to the project's expected results, including appropriateness of the implementation methodology, effectiveness of the action, and suggesting ways for improvement. This exercise targeted project implementation partners, beneficiaries and key project stakeholders including all result areas.

The overall goal of the midterm evaluation was to assess the continued relevance of the intervention and the progress made towards achieving planned objectives. The specific objectives of the evaluation were:

- To measure the progress of the project in terms of meeting its targeted outputs.
- To provide an opportunity to ascertain whether the project is still coherent with its strategic objectives; is relevant and useful to the key stakeholders and is being conducted in an efficient manner according to Search, CCYA and donor standards and in line with the agreed project contract.
- To confirm whether or not the project is on the right path to contribute to the project's expected results.

2. Methodology

Research Design

The study employed qualitative research design as it was considered to better provide an in depth understanding of the project, what is working and what is not; as well as answers to why things are how they are. Qualitative data was considered valuable for this research because it reveals attitudes and perspectives that can hardly be accessed through a traditional quantitative approach that is essentially designed to measure and quantify. Qualitative research therefore provided the necessary depth and detail given through concrete responses to interview questions. The aim was not to measure or quantify project outputs and indicators but to understand project implementation by obtaining information from staff, participants and stakeholders who have participated in project activities.



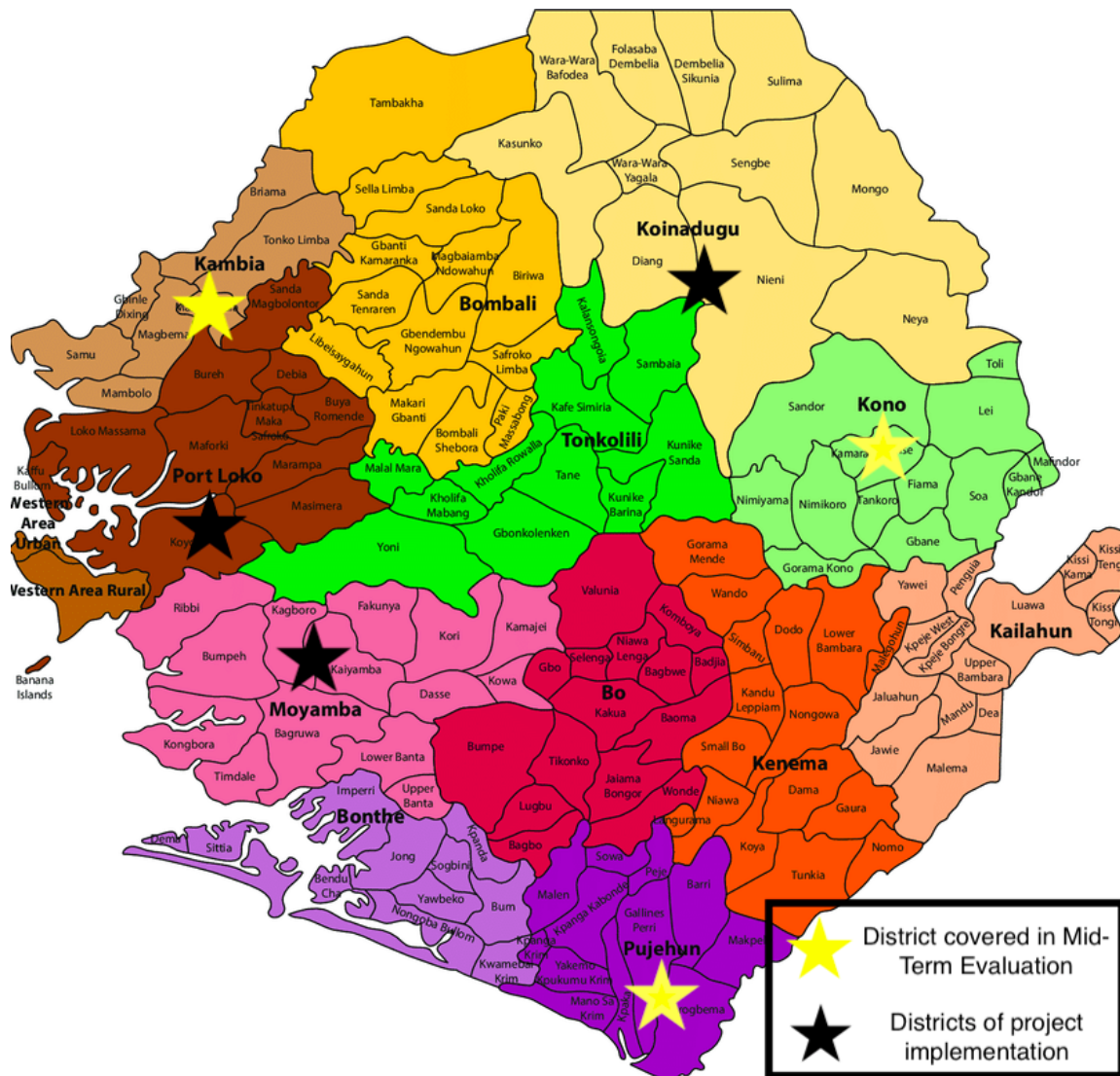
Evaluation Criteria

The first step in conducting this research involved the development of the evaluation criteria (see ToR in appendix 1). The criteria aimed at understanding how the implementation of this project has been unfolding in the previous 24 months so as to maximize the impact for the remaining 12 months. Three criteria were chosen as follows:

- Appropriateness of Implementation Methodology;
- Effectiveness; and
- Looking Forward - Improving how we Work (Sustainability).

Sample Size

The team conducted the study in 3 out of 6 project districts which constituted the sample size, representing 50% of project implementation areas. The six project implementations districts (Kono, Koinadugu, Port Loko, Kambia, Pujehun and Moyamba) are located in three regions of the country. The three selected districts (Pujehun, Kono, Kambia) represent each of the three regions with a 50% project implementation coverage. The methodology was representative of all project stakeholders and interest groups. The implementation strategy (approach) is uniform in all the six districts of the project.



By targeting 50% of the districts and 50% of the beneficiary CSOs, women, youth, radio stations, DBOCs, SMCs and other project stakeholders, the methodology was considered representative of beneficiaries, locations, and activities. We were confident that the sample size was representative and valid enough to reach a conclusion that is generalizable for the six project locations, beneficiaries and other stakeholders.

Data Collection

The evaluation adopted 3 methodologies; Literature Review, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) to measure the appropriateness, effectiveness and sustainability of implemented project activities. The team reviewed key project documents including the project proposal, Monitoring and Evaluation Plan, training manuals, first and second year annual reports and activity reports. The method helped the team to triangulate information from the field to confirm whether the project methodology was achieving its intended objectives. Other monitoring and evaluation reports such as the Result Oriented Monitoring (ROM) by the donor, EU monitoring mission report, field monitoring report by Search and CCYA were also consulted.

The team conducted thirty (30) KIIs altogether. Twenty-seven (27) KIIs in the field and three (3) KIIs in Freetown. The table below shows the number, type and category of respondents in the three districts targeted for the study.

Respondents	Freetown	Pujehun	Kono	Kambia
Radio Manager		1		
Radio Journalist			1	1
CTA Representative		1	1	1
DBOC Representative		1	1	1
SMC Representative		1	1	1
Key stakeholder		1 (Chairman of a Political party)	1 (Chiefdom Clerk for Diamond Mining)	1 (Ministry of Social Welfare, Gender and Children Affairs)
The Chief Administrator of the Council		1		
Heads of CSOs		4	4	4
CCYA Animator		1	1	1
Focus Group Discussion (Youth/Women)		1	1	2
Project Manager - Search Freetown	1			
Executive Director CCYA Freetown	1			
Media Coordinator- Search Freetown	1			

This sample for FGDs slightly differs from the intended methodology. Indeed, the methodology asked for two (2) separate FGDs in each district targeting eight (8) Females that have participated in the project activities and eight (8) Youth who participated in activities facilitated by youth focused CSOs. Importantly, the diversity and inclusivity of the focus groups remained so as to collect a wide variety of perceptions about the project.

Analysis

After the field exercise, the qualitative data was inserted into a matrix of analysis crossing the evaluation criteria with the expected results of the project. The DME team extracted each datum collected so as to insert it into this matrix of analysis, allowing trends to emerge and also identifying outlying or unexpected data. The matrix is provided in the annex.

In analyzing the findings, the team paid special attention to direct quotations, statements of appreciations, challenges and recommendations that spoke to the questions and the evaluation criteria. In addition, the team compared findings in Freetown with field level findings for verification and authentication. This triangulation helped the team to measure whether the project is meeting the evaluation criteria (appropriateness, effectiveness and sustainability) from the perspective of both the implementing team and the beneficiaries.

Limitations

The midterm evaluation was set out to reach three (3) project districts to gather relevant information on appropriateness, effectiveness, and sustainability in consideration of project activities implemented so far. Based on the geographical coverage, the timing and resources available were not adequate to cover the six districts. This study is also qualitative in nature and by design, which we do not consider a limitation in and of itself. Indeed, qualitative data, representing the perceptions and opinions of a wide and inclusive range of stakeholders are invaluable in gaining insight on the effects of the project and on the difficulties, it encounters along the way. However, it does imply that this study does not measure quantitative indicators beyond the outputs of the project.

Do No Harm and Conflict Sensitivity

The country's post-election context was still fluid in some of the project districts. Post-election violence victims were still weary and were feared they could have been outspoken in FGDs. Caution was taken to handle the exercise in a way that did not create any friction. The exercise further considered gender sensitivity making sure the whole exercise is much more inclusive. Women and Youth-led CSOs that have been the prime implementer of project activities were targeted separately in FGDs.

3. Findings

3.1. Expected Result 1.1. Marginalized groups in rural communities have an increased knowledge of their civic rights and responsibilities relative to local governance

Activities:

A1.1.1: Peer to peer civic sensitization and dialogue by and for women and youth

A1.1.2: Production and Broadcast of episodes of Atunda Ayenda radio drama

A1.1.1.3: Production and broadcast of episodes of Uman 4 Uman radio magazine.

3.1.1. Appropriateness of ER1.1

In order to achieve this ER Search and CCYA collectively implemented above activities in the six project districts. These activities increased knowledge on civic rights and responsibilities related to local governance and providing platforms for resolving conflict sensitive issues. Project CSOs now consider themselves as community change agents collaborating with community stakeholders to identify and design engagement plans to address crucial issues affecting their communities. Stakeholders and authorities recognize themselves as opinion leaders and are now more responsive to community needs and demands. One of the stakeholders interviewed in Pujehun revealed that the P2P was appropriate because it brought together different political parties to discuss and design a peace agreement that led to a peaceful electioneering process. Moreover, empirical evidence in Kambia and Kono districts, revealed that the P2P activities addressed corruption issues related to revenue collection and utilization and Diamond Mining Fund utilization respectively. The radio drama Atunda Ayenda (AA) was timely is contributing to inspire women, men and youth to become informed citizens and zealous to be part of the governance system in their communities. Although the study noted that fewer people do listen to Uman 4 Uman, those that do appreciate the program for addressing issues affecting women in their communities and for amplifying the voices of women.

3.1.2. Effectiveness of ER1.1

The study provided evidence that the P2P activities have given voice to the marginalized youth and women who are often unaware of their rights and most times excluded from making fundamental decisions in governance systems affecting their everyday liv. The outcome of the P2P trainings culminated into the development of community endorsed engagement plans that fit well within the project objectives. The study revealed that these plans were need based and were designed in collaboration with district stakeholders. For example, the increase in the number of youth and women involved in governance as elected leaders both in council and parliament was attributed to the P2P trainings and activities. The number of young Parliamentarians has dramatically increased as well as the general interests of young people and women towards participatory decision making. For example, in Pujehun, they have the youngest Member of Parliament (MP) below 35 years. In Kono, two young members of parliament below 35 years, one female and one male were elected. In Kono District, project participants are celebrating the election of a female parliamentarian and in Pujehun District, the election of a female paramount chief; all attributed to the impact of the P2P activities. The Atunda Ayenda radio drama and the Uman 4 Uman

(U4U) radio magazine broadcasted is effectively increasing knowledge of local governance processes and is fostering the inclusion of women and youth. The storyline of Atunda Ayenda, according to the FGD participants, is reflecting key governance and accountability issues affecting their communities. For instance, participants noted that Atunda Ayenda created awareness on the inclusion of marginalized groups like PWDs, youth and women to be considered for elections.

3.1.3. Sustainability of ER1.1

There is enough evidence of strong collaboration between the project CSOs and the stakeholders in the project districts which is an indication of sustainability of the gains made. The increased ability of project CSOs to lobby and engage authorities to address citizens' needs in a nonviolent manner is likely to continue even after the project. CSOs in Kambia district are becoming more independent and economically resilient. They now work as a unified body in writing proposals to address emerging community needs. This is likely to continue even after the project. As a result of the awareness raising created by the Atunda Ayenda radio drama, there are signs of behavioral and attitudinal change of women and youth towards governance and accountability issues. For instance, in Kambia Citizens have embraced the payment of taxes and are part of the team monitoring the utilization of the district revenues.

3.2. Expected Result 1.2. Citizens in rural communities have an increased understanding of local democratic processes and the role that they can play in the governance of these processes

Activities

A1.2.1: SMS and Facebook campaign disseminating key civic and voter education messages

3.2.1. Appropriateness of ER1.2

The study found out that appropriate civic and voter education messages were developed and disseminated before, during and after the elections. It was confirmed that there was an SMS platform (Frontline Software) and a Facebook page designed to disseminate these messages. Project beneficiaries spoke more of the internal WhatsApp groups used to share information between stakeholders and project implementers, while very few of the FGD participants were aware of the wider media campaign through SMS and Facebook groups.



3.2.2. Effectiveness of ER1.2

Evidence showed that messaging was intensified during the electoral process to provide key information to citizens regarding making informed voting preferences, promoting tolerance and social cohesion at local and

national levels. Non-violent messages were especially key during the campaign and voting period. Attitude shifting messages were also disseminated to encourage citizens to get involved in key governance issues, link up with stakeholders and governance structures to demand accountability and inclusion. Based on data in the project's second year annual report, during the second year, 1,736 people received SMS messages. The Facebook campaign has a total of 60,691 reaches (cumulative total number of people the posts have served); 704 likes and 498 shares. On average, each message has reached 1,064 people.¹

Quote: *"The Facebook campaign under this project has inspired the CSOs in Kambia District. As we are talking right now; UPHR is disseminating district relevant governance messages on Facebook and WhatsApp. Had it not been for this project and the mentorship received from the project team, we would not have gone this far."* Ibrahim Fofana, Programme Coordinator for UPHR, Kambia District.



3.2.3. Sustainability of ER 1.2

For the remaining one year, while intensifying the SMS and Facebook campaigns the project should also capitalize on WhatsApp groups as it is the main form of social media platform used in rural areas. The project beneficiary CSOs confirmed Search and CCYA created WhatsApp groups to communicate and share achievements of their respective activities, which has enhanced effective collaboration and information sharing around project activities. This network of sharing relevant information between project participants via WhatsApp group is an indication of collaboration and communication even after the project.

3.3. Expected Result 2.1. Targeted stakeholders have a better understanding of local governance processes and non-violent advocacy

Activities

A2.1.1: Training of women and youth CSOs in non-violent advocacy, local governance and participatory outreach

A2.1.2: Training of radio journalists in governance and common ground journalism

A2.1.3: Training and support of District Budget Oversight Committees

¹ 2nd Project annual report.

3.3.1. Appropriateness of ER2.1

Evidences show that the Non-violence Advocacy, Local Governance and Participatory Outreach training provided by the project to the 24 women and youth CSOs was found to be very appropriate. The participants for the FGDs and the KIIs described the training as appropriate and that the training came at the right time just before the crucial national elections held on March 7, 2018 to ensure the active participation of CSOs in promoting a non-violent election in their respective communities. The content of the training was apt and according to them, they now have the capacity to stimulate constructive and solution-oriented discussions with council leaders about local governance issues, the participation of women and youth in governance processes as well as other conflict sensitive issues in their districts. They have facilitated on air town hall meetings dealing with conflict prone discourses while allowing constructive and respectful discussions that they are all proud of.

In Kono and Kambia, trained radio journalists have developed radio programmes that speak to sensitive governance and accountability issues including following up on the budgeting process and highlighting council activities. One of the journalists had this to say, *“With the training, we are now empowered to hold leaders to account.”* A key observation made was that before the trainings, DBOCs could barely articulate their legal mandate, thus making them weak institutions. It was observed that, prior to the trainings DBOCs in Pujehun and Kono were not operational. The Pujehun DBOC Chairman said, *“the training was an eye opener”* and the DBOC Coordinator for Kono said *“If you had not come to our rescue, we would have remained dead.”* However, in Kambia, it was a different story altogether because there is evidence that the DBOC office had been operational even with little support from government. The DBOC in Kambia District has been functioning for years but their visibility has increased, and impact is more on the stakeholders’ understanding and engagement with DBOCs.

3.3.2. Effectiveness of ER2.1

The trainings provided participants with the necessary skills to relay the voices of their peers, generate support and attention to major issues, interact constructively with local authorities and service providers and the media to support their advocacy efforts. One of the participants in Kono mentioned that *“the training has made me bold enough to meet with the local leadership and politely articulate our constraints and they have been listening to me.”* In Pujehun, the respondent for the FM Radio station said what has changed is that *“when I receive complaints from communities, I am now able to take the issues to the authorities and they listen to me now than before the project. It changed my relationship with stakeholders and my audience.”* The project has provided the foundation where journalists will continue to inform citizens of their responsibilities; functions and roles of council. A local journalist in Kambia had this to say, *“I designed my own programme and, every Tuesday, I talk on revenue generation and what is happening with Council. Now I have a radio show because of the training I received. The participation is high; people give me good comments and I tell them that I was trained by Search and CCYA. I talk about Council issues. Council sometimes delay to give me information but I have to convince them that it is their role to provide information to their people through radio programs and meetings.”*

The DBOC members in the three districts targeted for the study have indicated that the training provided by the project was the first of its kind since they were established. The knowledge gained during those trainings were judged extremely useful and timely (in Kono and Pujehun in particular where DBOCs were moribund). The study

revealed that DBOC engagement activities are initiatives that have brought stakeholders to discuss their roles and how to enhance their collaboration to jointly address community issues. In Pujehun, the Council Chairperson said; *“during one of the budget hearings, DBOC members were asking salient questions which indicated that they have acquired some form of training.”* In Kambia district, DBOC have strengthened their communication and engagement plans at the District level to improve their engagement through available platforms – community meetings and radio talk shows.

3.3.3. Sustainability of ER2.1

These training were action oriented making the beneficiaries active change agents in their communities. The fact that they are now putting into practice what they learnt from the trainings is an indication of sustainability. The study noted that, those trained to be trainers (TOTs) further trained their peers. The replication of the trainings downstream also points to the sustainability of the benefits of the trainings particularly for the CSOs and journalists.

3.4. Expected Result 2.2. Platforms for key stakeholders and citizens to dialogue around accountability and inclusive participation are created.

Activities

A.2.2.1: Facilitation of “on Air” Town Hall Meetings

A.2.2.2: Facilitation of district policy dialogues on accountability and service delivery

3.4.1. Appropriateness of ER 2.2

The on-air town hall meetings and policy dialogues facilitated by the project CSOs have served to create space for citizens, authorities and service providers to dialogue around accountability challenges and address issues related to taxation in Kambia district and diamond funds discussion and utilization in Kono district and political instability in Pujehun district among others. The meetings continue to bring together authorities responsible for service provision, CSOs, MDAs, politicians, Chiefs and citizens’ representatives to discuss matters of concerns. Participants have expressed satisfaction on the appropriateness of the topics and the stakeholders selected for these meeting. They confirmed that the forum has been an appropriate platform where they have been expressing their concerns, doubts and questions on key issues thus allowing them to participate more actively in decision making processes which have been absent before the project.

3.4.2. Effectiveness of ER 2.2

The study noted that each of the town hall meetings and policy dialogue sessions conducted so far have attracted the participation of relevant stakeholders who included in most cases outgoing and incoming elected council officials, political party representative. FGD participants confirmed that the topics and issues discussed during town hall meetings and policy dialogues were developed by citizens, were relevant to address critical governance challenges and that CSOs facilitated discussions leading to an agreed plan of action to address these challenges. On the other hand, authorities appreciated town hall meetings and policy dialogues for giving them spaces to

explain their roles to citizens, articulating the challenges they face, enhance inclusive and collaborative decision making. Both authorities and citizens are proud of the resolutions made in these platforms and the subsequent actions taken to implement the resolutions. According to the participants, the meetings are on the right path in promoting local level accountability processes that continue to stimulate discussions on accountability and inclusive participation. One of the participants in Kambia District had this say, *“the town hall meeting is bridging the gaps between duty bearers and users. This kind of effective discussion was missing before this project.”* Examples of issues discussed in town hall meetings and policy dialogues include electoral violence, taxation, community development fund, sexual and gender-based violence, girls’ education and educational subsidies among others.

3.4.3. Sustainability of ER 2.2

The study has enough evidence that the on-air town meetings and public policy dialogues have been instrumental in addressing critical issues affecting communities. Project CSOs now see themselves as community change agents, that are able to identify challenges and bring them forward for discussions with local authorities in an inclusive and non-violent manner. The study noted that community leaders are now more open to dialogue and criticism which is laying the foundation for trust building in conflict transformation at local level. This is likely to continue after the project, because there is an indication that it is becoming a culture for CSOs to engage with authorities to address conflict sensitive issues even beyond this project.

3.5. Expected Result 3.1. Local stakeholders have increased capacities in the monitoring of education service delivery.

Activities

A.3.1.1: Training of the School Management Committees and Community Teachers Associations

3.5.1. Appropriateness of ER3.1

The KIIs confirmed that the training of trainers on community Score Card for Search and CCYA staff as well as for SMC and CTA in the target districts were successful. There was an overwhelming acceptance of the Scorecard methodology as a relevant and productive tool for change within targeted schools. According to the participants interviewed, the trainings have provided the necessary skills and knowledge to know their respective roles and perform them accordingly as parents, teachers, pupils and the local leaders. Participants are proud that the collaboration between the community and the local government leadership is bridging the gaps that once existed in managing the schools’ affairs. The study found out that the training was replicated at school level to cater for staff that were not initially trained. In addition, the respondents confirmed that they are using the Scorecard not only to monitor the education sector but are also introducing it in other sectors such as health.

3.5.2. Effectiveness of ER3.1

The Score Card trainings were described by the study participants as effective in addressing challenges in the education sector. In particular, participants are excited about their skills to track progress in the implementation

of agreed action plans. At the district level stakeholders view themselves as Scorecard trainers who are now cascading the trainings to reach those in the hard to reach communities. Before the project CTA and SMCs were in existence but largely dysfunctional and lacked basic understanding of how to monitor service provision. The scorecard tool was well received and adopted as a user-friendly monitoring tool that is supporting parents, teachers and pupils in the targeted schools to address challenges impeding quality educational service provision. Some of the steps that have been taken to address school challenges include building of walls around schools, development of student registers, refurbishment of water wells, protection of the girl-child, improving punctuality for both teachers and children.

3.5.3. Sustainability of ER3.1

It was clearly noted that scorecard trainings have been cascaded downstream to target other members of staff, representatives of pupils and parents alike. This is a sign that sustainability is possible. In Kambia District, the project CSOs have designed a project proposal around the Scorecard using the concept from the project and have received funding from DFID. This proactive move done by the CSOs is considered an effective and sustainable strategy to expand Scorecard trainings to the hard to reach communities.

3.6. Expected Result 3.2. Local stakeholders lead collaborative advocacy activities and monitoring of education service delivery.

Activities

A.3.2.1: Use of “score cards” to evaluate education service delivery and its response to the specific needs of girls

A.3.2.2: Production of a video documenting the Community Score Card process SFCG

3.6.1. Appropriateness of ER3.2

Meetings between the duty bearers and the users have been described as appropriate in dealing with challenges such as punctuality for pupils and teachers, truancy, indiscipline including drug abuse, pornography, inadequate furniture, overcrowding of classrooms and water provision. There is now increased collaboration between the parents, teachers and pupils who now discuss challenges and come up with practical solutions to address them. Evidence shows that some of the resolutions agreed during the Score Card processes have been translated into concrete projects such as building walls to protect the school premises from outside interferences in Pujehun district as well as rehabilitation of water wells in Kono. Participants feel they are more equipped with the new skills than before to participate efficiently and constructively in the monitoring of education service delivery. The respondents feel the Scorecard processes has empowered the SMCs and CTAs in creating the spaces needed for inclusive dialogue with citizens and have had constructive discussions on education service delivery. *“The Scorecard has helped us to resolve issues associated with corporal punishment, truancy and overcrowding. As resolved in our scorecard activity, our water well is now functional, we have put our registers in place and we have ruled against corporal punishment”* said a school Principal in Kono District.

3.6.2. Effectiveness of ER3.2

The action plans developed as a result of the trainings have translated into addressing crucial issues affecting the management of the schools. Security issues have been prioritized to safeguard the pupils while within the school campus. Teachers and parents have had engagement meetings with the District council leaders to address activities beyond their reach which has to do with the provision of water wells, fencing of schools, to name a few. It was also noted that some of the CSOs have gone beyond the project to introduce the Scorecard concept in their day to day work as well as including it in other projects. Information gathered in Kono and Pujehun informed the study that the Scorecard is serving to take records of agreed action points in meetings between parents and teachers and plays a key part in monitoring their implementation. In addition to this, it was also noted that meetings between parents, teachers and pupils are being conducted regularly and issues that were not discussed previously are not being taken on board.

3.6.3. Sustainability of ER3.2

There is evidence that the scorecard processes will continue even after the project. In Pujehun, the scorecard has been adopted as a tool to monitor decisions made during staff meetings and related meetings involving parents and pupils. The study also noted in Kambia that, the project CSOs used the score card concept to apply for a grant and they are now currently implementing the project funded by DFID. Those that have participated in the trainings see themselves as trainers and advocates for the use of scorecard in their respective communities.

3.7. Progress of project implementation

The table below indicates the progress being made so far in the implementation of the overall activities of the project. The activities with the completion ranked 0% (pink) are those meant to be implemented in the third year of the project. Those ranked from 33%-67% (yellow) are the ongoing activities from first year. Activities ranked 100% (light green) are completed and those ranked above 100%(deep green) are those that have exceeded their output targets.

#	Activity Description	Total Target	Year 1	Year 2	Completed %	Balance %
Preliminary Activities						
A.0.1	Participatory Baseline Assessment	1	1	-	100%	0%
A.0.2	Kick-off meeting and coordination at National Level	1	1	-	100%	0%
	Kick-off meetings at District Level	6	6	-	100%	0%
A.0.3	Mapping of youth and women local CSOs in the 6 districts	24	24	-	100%	0%
A.1.1.1 Peer to Peer civic sensitization and dialogue by and for women and youth						
	Training on P2P Engagement	6	6		100%	100%

	Refresher training on P2P Engagement (Finance Training- was not originally planned)	6	-	6	100%	0%
	24 P2P Engagement Plans	24	24	24	100%	0%
	36 micro activities implemented by the CSOs	36	12	-	33%	67%
A.1.1.2	Production & airing of Atunda Ayenda	120	30	90	100%	0%
A.1.1.3	Production of Uman 4 Uman (Krio)	36	10	26	100%	0%
	Production of Uman 4 Uman (Local Language)	84	-	-	0%	100%
A.1.2.1	SMS & Facebook Campaign (1.500 per year)	4500	72545	60691	2,960.8%	0%
	SMS Campaign	4500	4500	5622	224.9%	0%
A2.1.1	Training in non-violent advocacy	6	-	6	100%	0%
A.2.1.2	Training of journalists in governance and common ground journalism	2	-	1	50%	50%
A.2.1.3	Training and Support of the District Budget Oversight Committees	12	-	6	50%	50%
	12 DBOC Community Engagement Activities	12	-	6	50%	50%
A.2.2.1	On -Air Town Hall Meetings	36	-	24	67%	33%
A.2.2.2	Facilitation of District Policy Dialogues on accountability and service delivery	36	12	6	50%	50%
A.3.1.1	Training of SMC and CTA on Community Score Cards	12	-	6	50%	50%
	1 Training of trainer on Community Score Card for SFCG and CCYA staff	1	-	1	100%	0%
	12 trainings for CTA & SMC	12	-	6	50%	50%
A.3.2.1	Use of the Scorecards to evaluate education service delivery and its response to the specific needs of girls					
	1 training of 24 Scorecard Focal Points	1		1	100%	0%
	36 series of 3 meetings of Score Card processes	36	-	18	50%	50%

A.3.2.1	Production of video documenting the Score Card Process	1	-	-	0%	100%
	12 Screening held with partner CSO members and education service providers at the district level	12	-	-	0%	100%
A.DME.1	Mid -Term Evaluation	1	1	1	100%	100%
A.DME.2	Monitoring Visits	3	-	1	33%	67%
A.DME.3	Final Evaluation	1	-	-	0%	100%

4. Conclusion

In their general evaluation of the relevance of the project, participants in the focus groups have given an average score of 3.78 on 5.

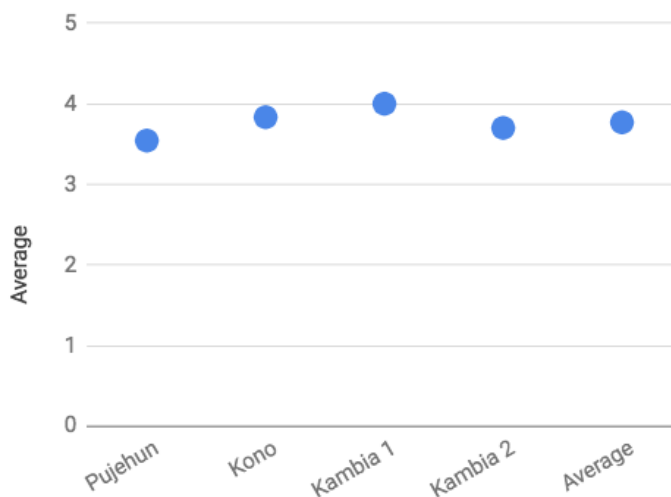
The activities implemented under **ER1.1** have been described as appropriate, effective and thus laying the right foundation for sustaining the gains made so far. The midterm study shows that the project is adequately responding to the general needs and constraints for the target participants who have been actively involved in the implementation of the project activities. The P2P trainings, the Atunda Ayenda and to some extent the Uman 4 Uman radio programmes continue to be the right platforms for information dissemination and civic education. The study gathered ample evidence that the project activities, the choice of the training and their beneficiaries, implemented were appropriate in light of the results this project seeks to achieve. The study also confirms that the training contents were

appropriate and have increased participants knowledge of their civic rights and responsibilities relating to local governance. The stakeholders reached also demonstrated increased capacities to engage with the appropriate duty bearers on emerging community issues in collaboration with their end users effectively.

The study found out that appropriate civic and voter education messages were developed and disseminated (**ER1.2**). SMS platform (Frontline Software) and a Facebook page were designed to disseminate relevant civic and voter education messages to the populace. However, the WhatsApp platform seems to be more popular with wider coverage and is more interactive. Thus, there is need for the project team to focus more on WhatsApp engagements.

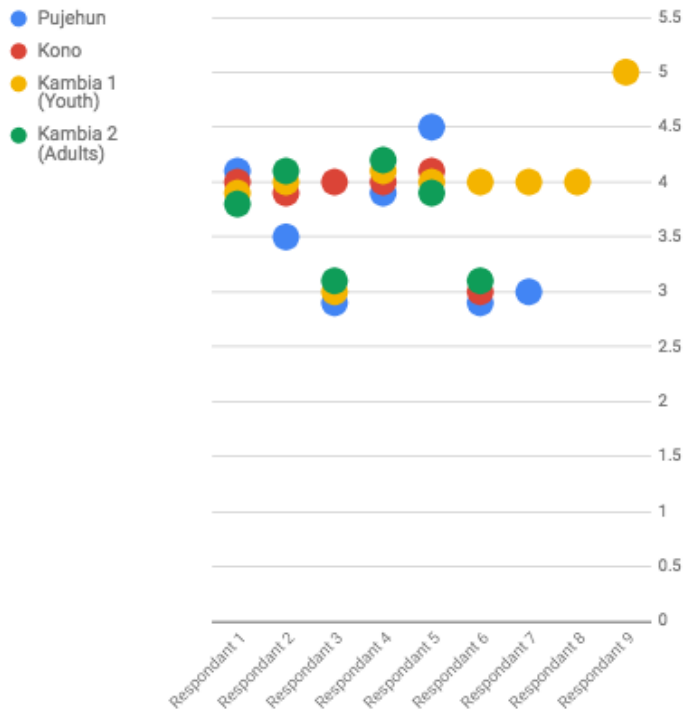
The training provided under the **ER2.1** targeted key leaders of the women and youth organizations engaged in the implementation of the project activities. This has culminated into designing of an advocacy plans, community endorsed activities that are in line with their peers’ needs at the district level. Participants interviewed indicated that these activities were timely and are providing the necessary skills and capacity for stakeholders to understand local governance processes and non-violence advocacy skills at local levels.

On a scale of 0-5, where 0 means that the project was completely irrelevant, and 5 means that the project answered directly all concerns, skills, information, what score would you give this project?
AVERAGE



The study noted that the action being implemented under **ER2.2**, which is facilitating series of meetings and dialogues have brought together citizens and service providers to practically demonstrate skills acquired to address critical governance matters affecting the communities. The CSO leadership confirmed they have the necessary capacity to continue to mobilize for inclusive dialogue for citizens and authorities to have constructive discussions on critical governance issues that affect their communities. The study finds this local engagement was a judicious choice of platform that will continue to increase transparency, dialogue, debate and accountability which this project was designed to promote. Evidence shows that Search and CCYA continue to build the capacity of the local structures such as the SMC and the CTA to effectively provide oversight in the management of the schools which according to those interviewed have been the structural challenges for schools.

On a scale of 0-5, where 0 means that the project was completely irrelevant, and 5 means that the project answered directly all concerns, skills, information, what score would you give this project?



Findings from those that have participated in the Scorecard activities under this project have indicated that they now have the opportunity to engage local institutions and leadership to discuss and formulate relevant policies and monitoring services being provided (**ER3.2**). Engagements meetings between and among themselves is now translating into the provision of need-based priorities of the end users.

5. Recommendations

Search for Common Ground/Centre for Coordination of Youth Activities (CCYA)

- Financial trainings need to be part of capacity building activities for project CSOs for the remaining year of the project.
- Search and CCYA to embark on national-level advocacy for DBOC allowances to be paid on time, increased possibly, and enhanced communication with Ministry of Finance.
- The project should set up WhatsApp groups for DBOCs, SMCs and CTAs to communicate and share achievements of their respective activities. In addition, inter-district exchange visits between DBOCs to share ideas between and amongst themselves are also recommended. Where possible, refresher trainings should be prioritised.
- To avoid any confusion on the composition of the SMC and CTA, it is recommended that the implementation team use the terms “service users” and “service providers” in future trainings and activities.
- In the next scorecard activities, the program team should consider involving the Deputy Director of Education, Council representatives and other authorities relevant to address some of the issues raised during scorecard meetings. For example, the Family Support Unit (FSU), Ministry of Social Welfare Gender and Children Affairs should be invited to address pertinent issues relating to their respective institutions such as teenage pregnancies, early marriages, child abuse among others.
- Based on the current experiences, Search and CCYA should design and distribute guidelines for scorecard processes to scorecard focal points which will always serve as reference points. The next training of SMCs and CTAs should include experience/success stories sharing sessions, lessons learned to motivate focal point members.

Youth and Women Focus CSO

- For the remaining year of the project, it is recommended that learning and sharing be advanced by ensuring that during on-air town hall meetings and policy dialogues, project beneficiary CSOs from other districts attend and contribute to discussions, sharing ideas worth emulating.

Partner Radio Stations/Media

- The study recommends that Search and CCYA should work with partner radio stations to monitor the airing of programs, frequently share airing schedules and ensure programs they are being aired during family hours. Particular attention should be paid to the airing time of the Uman 4 Uman radio program which was less known in the project districts compared to Atunda Ayenda. Translating the program into the two major national languages Mende and Temne are also requested.
- Displaying radio airing schedules on the notice boards are some of the actions station managers should take into consideration. Majority of the trained local journalist interviewed couldn't produce any schedule for the team's attention.

- For the remaining one year, while intensifying the SMS and Facebook campaigns, the project should also capitalize on WhatsApp groups as it is the main form of social media platform used in rural areas.

6. Documents consulted

1. EU Result Oriented Monitoring (ROM) report 18/12/2017
2. Year 1 Interim Narrative Report October 3, 2016 – October 2, 2017
3. Year 2 Interim Narrative Report October 3, 2017 – October 2, 2018
4. Joint field monitoring Report, May 2018
5. Proposal Document-United for Greater Governance and Participation
6. M&E Plan and Project Work Plan-United for Greater Governance and Participation

7. Appendices

Annex 1: Evaluation Terms of Reference/Research tools

1. Context

1.1. The Project

Search for Common Ground (Search) was founded in 1982 and has worked in Sierra Leone for nearly sixteen years. Search is an international non-profit organization that promotes peaceful resolution of conflict. With headquarters in Washington DC and in Brussels, Search's mission is to transform how individuals, organizations, and governments deal with conflict - away from adversarial approaches and toward cooperative solutions. Search seeks to help conflicting parties understand their differences and act on their commonalities. With a total of approximately 800 staff worldwide, Search implements projects in 49 countries, with permanent offices in over 35, including in Asia, Europe, the Middle East, the United States and Africa.

Although the Sierra Leone civil war ended in 2002, its effects still linger in people's minds. Despite the efforts made in setting up institutions to promote decentralization, local level participation and coordination in governance systems, these institutions have largely been dysfunctional and ineffective. This has led to lack of citizens' participation in local decision making, particularly rural women and youth creating some level of mistrust and suspicion between service providers and service users/ citizens. Such institutions include District Budget Oversight Committees, School Management Committees and Community Teachers Associations. This is compounded by the fact that Civil Society Organizations (CSOs) that are supposed to provide the link between citizens and government are weak due to several reasons including limited funding, low capacity in local governance and politicization of their roles among other issues.

It is within this context that Search and the Centre for Coordination of Youth Activities (CCYA) designed a 3-year project grant supported by the European Union (EU) *to increase accountability and citizen's participation in local decision-making around service delivery and governance in rural Sierra Leone.*

This action has three specific objectives, which target change at the structural, community, and individual level, responding to needs of the beneficiaries:

1. Increase understanding of and demand for greater accountability and participation in democratic governance in rural communities;
2. Increase the capacity of key local stakeholders to voice citizens' demand for participatory decision-making and accountability processes; and
3. Enhance citizens' joint participation in decision-making and accountability processes around public services delivery, with a focus on education services.

This project's Theory of Change is:

"If women and youths are empowered through trainings on civil rights and responsibilities as well as on democratic governance and social accountability processes; then they will play an active role in promoting local governance and accountability because of their empowerment".

The expected changes of the project intervention is anchored around the following:

1. What were the expected changes of the program?
2. How has each activity contributed to these changes?
3. What contextual issues arose that shaped the program's effectiveness in achieving goals?
4. What unexpected changes occurred as a result of program's contributions?

The objectives have the following expected results:

- ER.1.1: Marginalized groups in rural communities have an increased knowledge of their civic rights and responsibilities relative to local governance.
- ER.1.2: Citizens in rural communities have an increased understanding of local democratic processes and the role that they can play in the governance of these processes.
- ER.2.1: Targeted stakeholders have a better understanding of local governance processes and non-violent advocacy.
- ER.2.2: Platforms for key stakeholders and citizens to dialogue around accountability and inclusive participation are created
- ER.3.1: Local stakeholders have increased capacities in the monitoring of education service delivery.
- ER.3.2: Local stakeholders lead collaborative advocacy activities and monitoring of education service delivery.

1.2. Project Activities

The objectives are supported by the following set of activities:

- **A.1.1:** Peer-to-peer civic sensitisation and dialogue by and for women and youth.
- **A.1.2:** Production and broadcast of episodes of the radio magazine *Woman 4 Woman* and the *Atunda Ayenda* radio drama, focused on rights, responsibilities, participation and governance;
- **A.1.3:** SMS campaign disseminating key civic and voter education messages to a network of local leaders and citizens;
- **A.2.1:** Training of women's and youth's CSOs in non-violent advocacy, local governance and participatory outreach;
- **A.2.2:** Training of radio journalists in governance and common ground journalism;
- **A.2.3:** Training and support of the District Budget Oversight Committees (DBOCs);
- **A.2.4:** Facilitation of "Live on Air" Town Hall Meetings bringing together citizens, authorities and service providers;
- **A.2.5:** Facilitation of district policy dialogues on accountability and service delivery.
- **A.3.1:** Training of the School Management Committees and Community Parents Association on code of conduct and awareness raising to increase their constructive participation in the management of the school;
- **A.3.2:** Development of "score cards" to evaluate education service delivery and its response to the specific needs of girls;
- **A.3.3:** Production and dissemination of educational media tools (i.e. videos) on the education service monitoring process

1.3. Summary of Activities completed

Key highlights of the activities that have been carried out from the onset of the project include the following:

- 1 Participatory Baseline Assessment;
- 1 project launch workshop and one official Kick off national event in Freetown;
- 6 introductory meetings in the targeted districts;
- Mapping of youth and women local CSOs in the target districts;
- Peer to peer (P2P) civic sensitization and dialogue by and for the 24 women and youth CSOs;

- 6 community level trainings for a total of 176 participants;
- 6 community level financial management training for 72 participants
- 12 P2P Engagement Plans developed
- 12 P2P micro activities jointly implemented by the 24 project CSOs;
- 120 episodes of Atunda Ayenda produced, distributed and broadcasted;
- 36 episodes of Uman 4 Uman produced in Krio, distributed and broadcasted;
- SMS and Facebook campaign messages disseminated: and at least 72,544 people reached via Facebook on key civic and voter education information;
- 18 district level policy dialogue sessions targeting 450 participants.
- Training of Trainers of Community Score Cards for Search and CCYA Staff
- Training of Community Score Card Focal Points for 24 participants
- Scorecard training for School Management Committees and Community Teacher’s Associations targeting 150 participants
- 6 Score Card Processes with a series of 3 meetings each
- Training of District Budget Oversight Committees with a total of 102 participants
- Community Engagement Activities for District Budget Oversight Committees

2. Goal and Objectives of the mid-term evaluation

2.1. Goal: The overall goal of the midterm evaluation is to *assess the continued relevance of the intervention and the progress made towards achieving planned objectives.*

2.2 Objectives: The objectives of the evaluation are;

- To measure the progress of the project in terms of meeting its targeted outputs.
- To provide an opportunity to ascertain whether the project is still coherent with its strategic objectives; is relevant and useful to the key stakeholders and is being conducted in an efficient manner according to Search, CCYA and donor standards and in line with the agreed project contract.
- To confirm whether or not the project is on the right path to contribute to the project’s expected results.

3. Scope of the Evaluation

This is an interim qualitative assessment of the project for the first 18 months (October 2016 - May 2018) of the EU Funded project *United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability processes.* Within this period, the evaluation will seek to ascertain whether or not the project is on the right path to contribute to the project’s expected results, including appropriateness of the implementation methodology, impact of intervention, effectiveness of the action, and suggesting ways for improvement. It will target project implementation partners, beneficiaries and project key stakeholders including all result areas, beneficiaries and project stakeholders.

3.1. Key Questions of the Study

The table below provides the evaluation criteria and evaluation questions to guide this study.

No	Evaluation Criteria	Mandatory Evaluation Questions
1	Appropriateness of Implementation Methodology	<ul style="list-style-type: none"> ● Is the implementation meaningfully inclusive of project stakeholders and beneficiaries (CSOs, DBOCs, SMCs, Women and Youths)? ● Is the approach to activity implementation the best choice, or another approach could have been better?

		<ul style="list-style-type: none"> • Does the approach to project activity implementation promote local capacity and ownership? • How would you describe the partnership between Search and CCYA - is it working? Is it promoting effective programme implementation and management? • Are the coordination mechanism between Search, CCYA and local stakeholders? Are they functional and do they promote proper implementation of the project?
2	Impact of the Action	<ul style="list-style-type: none"> • How many project beneficiaries have been reached thus far - is the number within the project target? • Do beneficiaries think there has been a change in public service delivery by local duty bearers? • Are local CSOs and citizens now capable of engaging their duty bearers independently and effectively? • Has women and youth involvement in local decision making processes improved/enhanced as a result of this project? • Has citizens knowledge/information on governance issues improved as a result of the project's civic education and media programming?
3	Effectiveness	<ul style="list-style-type: none"> • Are the activities still relevant to the project implementation context? • Is the project on the right path to achieve project objectives considering what has been done so far? • Have project activities been implemented as planned? Are there delays and why? • How would you described the allocation and utilization of project resources -is there value for money?
4	Looking Forward - Improving how we Work	<ul style="list-style-type: none"> • What would you recommend to improve on the impact and effectiveness of the project • Is the current approach fit for purpose, or do we need a change of strategy? • How can the achievement of this project be sustained and leveraged upon? • What support mechanism will allow to sustain the progress made so far?

4. Methodology

The assessment will use a qualitative research approach based on feedback from partners, beneficiaries and stakeholders collected through Key Information Interview and Focus Group Discussions both in Freetown and the project implementation areas to paint a picture on what works and to provide recommendations on how to improve the project's implementation and content for the second half of the project to be as impactful and effective as possible. The evaluation will assess the project implementation against the theory of change by interacting with the following;

- Project partners' contribution;
- Search Staff;
- CCYA Staff;
- Community level engagements with project CSOs and stakeholders (DBOCs, SMCs, community radio stations, Council or MDAs).

4.1 Data Collection Tools

4.1.1. Key Informant Interviews (KIIs)

A total of thirty six (36) KIIs will be administered; six (6) in Freetown and thirty (30) at the field level; ten (10) in each of the three districts. Discussions will be held in Freetown with Search and CCYA implementing team as follows;

- Country Director for Search, Mr. Joseph Jimmy Sankaituah
- Executive Director for CCYA Mrs. Abigail Stevens
- Programme Manager for Search, Mr. Dennis Momoh
- Country Finance Manager for Search, Mrs. Keziah Massaquoui
- Media Coordinator for Search, Mr. Emrays Savage
- Project Manager for EU Delegation- Julius Foday

A total of ten (10) KIIs will be administered at field level in each of the three targeted districts (Kambia, Pujehun and Kono). The following will be interviewed per district;

- Four (4) heads of the project CSOs (One youth focused and one women focused)
- One CCYA Animator
- One District Budget Oversight Committee (DBOC) representative
- One School Management Committee representatives
- One Community Teachers' Association representative
- One local radio station manager
- Any one (1) stakeholder recommended by the CSOs.

4.1.2. Focus Group Discussions (FGDs)

Two (2) separate FGDs will be conducted in each district targeting;

- Eight (8) Females who participated in activities facilitated by women focused CSOs; and
- Eight (8) Youth who participated in activities facilitated by youth focused CSOs.

The DM&E Coordinator will work with the project team and the DM&E Specialist to conduct qualitative data collection in the selected districts. The purpose of FGDs and the KIIs in this study will be to probe, explore and identify needs and generate data regarding perceptions and attitudes.

Mobilization of field level participants will be done by CCYA Animators and project CSOs located in the respective districts. The selection will be purposive based on the involvement of participants in the project activities. This is convenient to allow the study to concentrate on the most appropriate participants who have been exposed to the project.

4.1.3. Data Collection and Analysis

The Search DM&E Regional Specialist in collaboration with the DM&E Coordinator will conduct the research while one project implementing team member will support in note taking, recording the sessions and overseeing the mobilization. A total of thirty (30) KIIs and five (5) FGDs will be conducted in Freetown and at the field level. The Freetown KIIs will be conducted in two (2) days while the district level KIIs and FGDs will be conducted in approximately seven (7) days.

After the data collection process the note taker and the DM&E team will work together to compile the notes. In analyzing the findings the team will pay special attention to direct quotations, statements of appreciations, challenges and recommendations that will speak to the questions and the evaluation criteria. In addition, the team will compare findings in Freetown with field level findings for verification and authentication. This triangulation will help to measure whether the project is meeting the evaluation criteria (effectiveness, relevance, efficiency, sustainability and coordination) from the perspective of both the implementing team and the beneficiaries.

4.1.4. Structure of the Report

The report will be divided into four (4) chapters, supported by an Executive Summary and Annexes as indicated below. Each of the Chapter headings will have appropriate subheadings.

Executive Summary

Chapter 1: Introduction and Context

Chapter 2: Methodology

Chapter 3: Findings and Analysis (based on evaluation criteria, considering results and indicators)

- I. Demographic data
- II. Appropriateness of Implementation Methodology
- III. Effectiveness
- IV. Impact of the Action

Chapter 4: Conclusion and recommendations

Annexes I: KII Guide for Project Team in Freetown

II: KII Guide for Community Stakeholders

III: KII Guide for Community Radio Station Managers

IV: FGD Guide for youth and women

4.2 Justification for the proposed Evaluation Methodology

The KIIs and field interviews will be done in 3 out of the 6 project districts, representing 50% of the project implementation areas. For the purpose of this study, Kono District in the Eastern Region, Kambia District in the Northern Region and Pujehun District in the Southern Region have been selected for the following reasons:

- **Geographical Spread-** The six project implementations districts (Kono, Koinadugu, Port Loko, Kambia, Pujehun and Moyamba) are located in three regions of the country (North = Port Loko, Kambia and Koinadugu, South = Pujehun and Moyamba, and East = Kono). The three selected districts represent each of the three regions with a 50% project implementation coverage.
- **Representativeness of Project Beneficiaries:** The proposed methodology is representative of all project stakeholders and interest groups. In each of the three districts the evaluation team will target 50% of the targeted beneficiaries involved in the project implementation. The project has a total of 24 beneficiary CSOs (4 per district - 2 youth focus and 2 women focus). In each these districts, the team will conduct a total 10 KIIs per district - reaching a total of 30 KIIs that will include 4 CSOs (2 youth and 2 women CSO) per district, 1 SMCs, 1 DBOCs, 1 CTAs 1 local radio station manager, 1 CCYA Animator and local stakeholder recommended by CSOs. In total, we will interview 12 CSOs' representatives, 3 SMC Members, 3 DBOC Members, 3 CCY Animators, 3 CTA members, 3 local radio station managers, and 3 local stakeholders.
- **Implementation Strategy:** The implementation strategy (approach) is uniform in all the six districts of the project. By targeting 50% of the districts and 50% of the beneficiary CSOs, women, youth, radio stations, DBOCs, SMCs and other project stakeholders, the methodology is representative of beneficiaries, locations, and activities. We are confident that the sample size is representative and valid enough to reach a conclusion that is generalizable for the six project locations, the 24 CSO and other stakeholders.

5. Quality of the research, limitations and other considerations

5.1. Do No Harm and Conflict Sensitivity

The country's post-election context is still fluid in some of the project districts. Post-election violence victims are still weary and could be outspoken in FGDs. Caution will be taken to handle the exercise in a way that would not create any friction. The exercise will further consider gender sensitivity making sure the whole exercise is much more inclusive. Women and Youth-led CSOs that have been the prime implementer of project activities will be targeted separately in FGDs.

5.2. Limitations

The midterm evaluation is setting out to reach three (3) project districts to gather relevant information on appropriateness, impact of the action, effectiveness, and looking forward/ recommendations in consideration of project activities implemented so far. Based on the geographical coverage, the timing and resources available are not adequate to cover the six districts. The midterm evaluation was originally slated eighteen (18) months into the project but due to the March 2018 general elections, where all stakeholders were involved, the exercise was delayed. Thus the timing for the proposed field study is far behind schedule which would need collective efforts to complete the exercise with technical support from the region.

5.3. Data Quality Assurance and Management

The first draft of the tools will be written by Search staff in country, in collaboration with the Institutional Learning Team's Regional Specialist and the project team. Every question in the tool will be analyzed to ensure that it is contextual and culturally appropriate. More so, it will be analyzed to ensure that it does not cause harm to any stakeholder and that it is gender sensitive.

5.4 Dissemination and Utilization of the Report

5.4.1 Internal

The final report will be shared with the partner CCYA and the donor. Search employs learning and utilization-focused M&E practices, and in line with these expectations will organize a sharing meeting with the project team to reflect on the lessons learned from the evaluation. The project team will include CCYA team and Search for Common Ground leadership. The Project Manager will be responsible for developing a utilization plan to adapt the program to study findings or suggest larger strategic changes for the team that extend beyond the project.

5.4.2 External

In line with its policy of transparency, Search will publish the report on its website www.sfcg.org.

The draft midterm evaluation report will be circulated for partners' feedback before finalization. The key findings of the midterm evaluation report will be presented to the project team in Freetown.

6. Budget

Project: United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance Processes					
Project Midterm Evaluation Exercise			Proposed Budget		
No	Detail	Unit/ Days	Quantity	Unit Cost	Total Cost
1	Staff Logistics				
	Lodging for staff	7	4	200,000.00	5,600,000.00
	Perdiem(DM&E Specialist has an International Perdiem)	8	3	150,000.00	3,600,000.00
	Fuel	1	200	8,000.00	1,600,000.00
	Meeting Place Rental	1	3	200,000.00	600,000.00
3	Mobilisation				
	Round Trip Transport refund for FGDs participants from Sino-Pujehun District	1	5	150,000.00	750,000.00
	Internal transport refund to District based participants	1	44	50,000.00	2,200,000.00
	Mobilisation and Coordination support to Animators	3	1	100,000.00	300,000.00
	Communication	1	2	100,000.00	200,000.00
	Lunch for inception & debrief meeting	2	12	40,000.00	960,000.00
5	Stationary (Assesemnet)				-
	Assorted markers	1	1	40,000.00	40,000.00
	Note pads	1	4	5,000.00	20,000.00
	Flip Chart	1	3	40,000.00	120,000.00
	Pens	1	1	30,000.00	30,000.00
	Grand Total				16,020,000.00

Annex 2: Tools

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

Focus Group Discussion Guide for youth and women

This guide will be used individually for Women and Youth beneficiaries of the project.

Group Category:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! Brief introduction of the team (Emilie, Samuel and Tsitsi) _____. We are conducting midterm evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes** led by Search For Common Ground and its partner CCYA with funding from European Union. This discussion will not take more than 45 mins of your time. We are encouraging you to kindly respond to a set of questions we have designed to assess the impact of the project in your district.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to respond to, feel free to do so.

Ground rules

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- There are no right or wrong answers.
- You do not have to speak in any particular order.
- When you have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you
- You do not have to agree with the views of other people in the group
- Does anyone have any questions? (Answers).
- OK, let's begin.

Have you all participated in any activity organized by this project? *(If all say yes, proceed to the next question, if there is a no answer, then they can be excused).*

ER.1.1: Marginalized groups in rural communities have an increased knowledge of their civic rights and responsibilities relative to local governance.

1. Describe any form of activities you participated in under this project.
2. Please describe whether the activities we have discussed have improved your capacity to engage with local service providers as a citizen. How have they done so?

ER.1.2: Citizens in rural communities have an increased understanding of local democratic processes and the role that they can play in the governance of these processes.

3. Has your role in governance changed over the period of the implementation of this project? If the answer is yes, ask the following questions;
 - 3.1. What is your role in the governance process? And how has this project improved your performance in your new role.
4. What other new skills have you acquired in terms of your participation in governance as a result of this project?
5. Are you aware of the Facebook and SMS campaign that is part of this project? Can you describe on key topic that has been addressed during this campaign?
6. Do you listen to *Atunda Ayenda* and magazine *Uman 4 Uman radio programmes*? Can you cite topics that were addressed in the shows?
7. Has the content of the soap opera *Atunda Ayenda* and magazine *Uman 4 Uman* address gender and governance issues in your community? Give examples.

ER.2.2: Platforms for key stakeholders and citizens to dialogue around accountability and inclusive participation are created

8. With reference to your participation in project activities, were town hall meetings, policy dialogues, scorecard appropriate platforms for engagement with authorities? If yes, ask the following questions;
 - 8.1. Were the platforms inclusive, according to you? Were you able to speak your piece? Were there any other actors you think should have been included in those platforms?
 - 8.2. Were local stakeholders responsive to the concerns, issues, and questions raised in these community engagement? Explain.
 - 8.3. How have the platforms contributed to the enhancement of local service delivery in your community?

Relevance

9. On a scale of 0 - 5, where 0 means that the project was completely irrelevant to your life and your concerns and 5 means that the project answered directly all your concerns and gave you essential information and skills, how would you rate the project? Can you explain this ranking?
10. How has this project impacted the lives of women (or youth) in your community? What has changed?

Looking Forward

11. How do you think we will sustain all the gains made as a result of this project?
12. What can be done, by yourself and by your community, with our support, to ensure that the training you have received creates long-lasting impact?
13. Apart from what we have discussed; are there any other concrete suggestions to improve delivery of the project and service delivery in your community?
14. Before we close is there anything you consider important to this project that we have not discussed?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR HEADS OF CSOs

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes**. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start.

1. We are over a year into the implementation of this project, of which you have been a key participant. Can you give us your general impression about the project (What has worked, what has not worked, challenges and opportunities).
2. How were participants in the project trainings (P2P training; Non-violence training; Scorecard Focal Points) selected? How did you make sure that the selection maximized the impact of the trainings? (ER1.1; ER2.1; ER3.2)
 - 2.1. Who were selected? Why? Was gender, age, disabilities considered as criteria?
3. Were actionable engagement plans developed in your CSO? If yes, who was involved in the development of these plans? (ER1.1.)
4. In your opinion, were trainings conducted under the project relevant to your organization? Explain (ER1.1; ER2.1; ER3.2)
5. Do you think town hall meetings and policy dialogues addressed conflict or accountability challenges in your community and brought together the intended stakeholders for discussion? (ER2.2). If yes, how? If no, who was missing?
6. Have the scorecard processes been successful in targeting the intended audience (school management committees (SMC) and Community Teachers Association (CTA)? (ER3.1 & ER3.2).
7. Describe your CSO's relationship with Search and CCYA?
8. What has changed in your community as a result of the project intervention?
9. Do you think that the project is relevant to you and your community? Why? Why not?

Looking Forward

10. How do you think we will sustain all the gains made as a result of this project?
11. What can be done, by yourself and with our support, to ensure that the training you have received creates long-lasting impact?

12. Apart from what we have discussed; are there any other concrete suggestions to improve delivery of the project and service delivery in your community?
13. Before we close is there anything you consider important to this project that we have not discussed?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR SMCs & CTAs REPRESENTATIVE

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes**. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start

1. Considering your engagement with this project; what is your assessment of the project so far? (What has worked, what has not worked, challenges and opportunities)
2. Was the Score Card trainings received beneficial to your role? If the training is beneficial how has it enhanced your interaction with service providers? What have you learned that was most useful in your role?
3. Was the choice of the “Community Score Card” methodology adapted to your situation?

Looking Forward

4. How do you think we will sustain all the gains made as a result of the training you received?
5. What can be done, by yourself and with our support, to ensure that the training you have received creates long-lasting impact?
6. Apart from what we have discussed; are there any other concrete suggestions to improve service delivery in your community, especially for the education sector?
7. Before we close is there anything you consider important to this project that we have not discussed?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR CCYA ANIMATORS

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes**. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start

1. We are over a year in the implementation of this project, of which you have been a key participant, give us your general impression about the project (What has worked, what has not worked, challenges and opportunities).
2. Explain your role in the project. How has your role impacted the delivery of project activities?
 - a. How have you been able to mobilise CSOs and other stakeholders?
3. In your opinion, are there any changes in the community brought about as a result of the activities of the project? Please elaborate? ER1.1
4. Has there been any noticeable initiatives from the CSOs or project stakeholders as a result of project activities? Describe them?
JK
5. What new skills have you acquired as a result of being part of the implementation team of this project? What was the most useful thing you have learned and how will it be useful to you?
6. Have the “on-air” Town Hall Meetings or Policy Dialogue addressed relevant conflict or accountability challenges and brought together the intended stakeholders for discussion? Please provide examples or cases in which the on air meetings have made an impact. ER2.2.
7. How would you describe your coordination and working relationship with CCYA, Search and CSOs in the implementation of the project?

Looking Forward

1. How do you think we will sustain all the gains made as a result of the training you received?
2. What can be done, by yourself and with our support, to ensure that the training you have received and skills you have gained creates long-lasting impact?
3. Apart from what we have discussed; are there any other concrete suggestions to improve service delivery in your community?
4. Before we close is there anything you consider important to this project that we have not discussed?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR DBOCs REPRESENTATIVE

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes**. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start

1. Considering your engagement with this project; what is your assessment of the project so far? (What has worked, what has not worked, challenges and opportunities)
2. Was the training received beneficial to your role? If yes, please explain how. What was the most useful thing you have learned and how have you used it?
3. Are there any initiatives DBOC have taken as a result of the project intervention? Describe what you have done.
4. Has there been any actions taken by DBOC in your community following this training? If so, please describe in detail.
5. How would you describe the mobilization process and your interaction with CCYA and Search?

Looking Forward

6. How do you think we will sustain all the gains made as a result of the training you received?
7. What can be done, by yourself and with our support, to ensure that the training you have received creates long-lasting impact?
8. Apart from what we have discussed; are there any other concrete suggestions to improve service delivery in your community especially for the education sector generally?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR COMMUNITY RADIO STATION MANAGERS

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes**. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start

1. Considering your engagement with this project; what is your assessment of the project so far? (What has worked, what has not worked, challenges and opportunities).
2. Was the training received beneficial to your role (Common Ground Journalism)? If yes, please explain how.
3. How has this training influenced your work? Can you give an example of something specific which has changed in the way you do your work?
4. Can you give us an estimate of your listening audience?
5. Have the *Atunda Ayenda* and magazine *Uman 4 Uman* reached the intended audience? Ho did you measure that? Do you have a broadcast schedule? How many languages have these broadcasts been aired?
 - a. Has the content of the soap opera *Atunda Ayenda* and magazine *Uman 4 Uman* address gender and governance issues in your community?

Looking Forward

6. How do you think we will sustain all the gains made as a result of the training you received?
7. What can be done, by yourself and with our support, to ensure that the training you have received creates long-lasting impact?
8. Apart from what we have discussed; are there any other concrete suggestions to improve service delivery in your community especially for the education sector generally?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR STAKEHOLDERS SELECTED BY CSOs

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: **United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes**. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start

1. May we ask you to introduce yourself?
2. Are you aware of this project and have you ever participated in any of the project activities? Can you explain the activities you have participated in this project?
3. Considering your engagement with this project; what is your assessment of the project so far?
4. Have you noticed any changes in your community as a result of the implementation of the project activities? Explain.
5. Has this project in any way facilitated your interaction with citizens, CSOs or any other stakeholders? Explain.
6. To what extent has your interaction with project CSOs and community stakeholders influenced your decision making around public service delivery?

Looking Forward

1. How do you think we will sustain all the gains made as a result of the training you received?
2. What can be done, by yourself and with our support, to ensure that the training you have received creates long-lasting impact?
3. Apart from what we have discussed; are there any other concrete suggestions to improve service delivery in your community especially for the education sector generally?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR EU DELEGATION IN SL

PROJECT MANAGER; GOVERNANCE & CIVIL SOCIETY

Key Informant:.....

District:..... **Region:**.....

Enumerator:..... **Note Taker:**.....

Hello! My name is _____. We are conducting a midterm project evaluation for the project: United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes. This interview will not take more than 30 mins of your time. We are encouraging you to kindly responding to a set of question we have designed to assess the impact of the project across the country.

I realize you are busy and I appreciate your time. I would like to assure you that the discussion will be anonymous, and your name will not be mentioned anywhere in the report. If there are any questions or discussions that you do not feel comfortable to response to, you free to do so.

Please feel free to ask any question related to this exercise before we start

Considering your engagement with this project; what is your assessment of the project so far?

1. We are over a year in the implementation of this project, of which you are the donor, give us your general impression about the project (What has worked, what has not worked, challenges and opportunities).
2. How would you describe your coordination and working relationship with Search and CCYA?
3. Can you give me an example of a success in the program's implementation?
4. Can you give me an example of a particular struggle in the program implementation?
5. Apart from what we have discussed; are there any other concrete suggestions to the implementation of the project?
6. Before we close is there anything you consider important to this project that we have not discussed?

United for Greater Governance and Participation: Empowering Rural Communities to Strengthen Local Governance and Accountability Processes

Mid Term Evaluation

KEY INFORMANT INTERVIEW GUIDE FOR PROJECT & MANAGEMENT STAFF (SEARCH & CCYA)

(Questions to be addressed as appropriate)

Key Informant:.....

Organisation:..... **Designation:**.....

Enumerator:..... **Note Taker:**.....

- **ER.1.1: Marginalized groups in rural communities have an increased knowledge of their civic rights and responsibilities relative to local governance.**
 - What system have you put in place to ensure training contents meet the needs of the local communities? (Programme Manager, CCYA Executive Director)
 - Have engagement plans that are actionable been developed, were targeted groups involved in their development? (Programme Manager, CCYA Executive Director)
 - Has the soap opera *Atunda Ayenda* and magazine *Uman 4 Uman* aired in all targeted radio or areas? Do you think these programmes are reaching the intended audience? How would you measure that? (Media Coordinator)
 - Has the content of the soap opera *Atunda Ayenda* and magazine *Uman 4 Uman* addressed the project’s priority themes such as the management of public development funds, the delivery of public education, health or sanitation services, voters’ rights as well as the role that key local stakeholders and citizens can play in decision-making and accountability processes at the local level? (Media Coordinator)

- **ER.1.2: Citizens in rural communities have an increased understanding of local democratic processes and the role that they can play in the governance of these processes.**
 - Has the SMS and Facebook campaign addressed key topics of civic rights, local governance and voters’ rights, the options for citizens to engage in the monitoring of elections or the monitoring of service delivery? (Media Coordinator)
 - Has the SMS and Facebook campaign increased the knowledge of local democratic processes, and favoring positive attitudes towards playing an active role in governance processes at the local and national level? How do you measure this? (Media Coordinator)
 - Has the choice of platform and media, as well as management software, proven effective in distributing the messages to the targeted audience and allowed for analysis through feedback and data collection? (Media Coordinator)

- **ER.2.1: Targeted stakeholders have a better understanding of local governance processes and non-violent advocacy.**
 - What mechanisms have you put in place in order to target the intended audience? (women and youth’s CSO, journalists, District Budget Oversight Committees)? (Programme Manager, CCYA Executive Director)

- How did you ensure the content of the trainings materials (for women and youth’s CSO, journalists, District Budget Oversight Committees) were adapted to the needs of the local communities? (Programme Manager, CCYA Executive Director)

- **ER.2.2: Platforms for key stakeholders and citizens to dialogue around accountability and inclusive participation are created**
 - Do you think the radio partners have the capacity to produce and broadcast quality “on-air” Town Hall Meetings? (Media Coordinator)
 - Have the “on-air” Town Hall Meetings addressed conflict or accountability challenge identified via the advocacy trainings and brought together the intend stakeholders for discussion? (Programme Manager, CCYA Executive Director).

- **ER.3.1: Local stakeholders have increased capacities in the monitoring of education service delivery.**
 - Was the content of the training of trainers on Score Card appropriate for your needs? Are you now confident of conducting score card trainings for CSOs? (Programme Manager, CCYA Executive Director).
 - In your opinion was the choice of the “Community Score Card” methodology relevant to the local situation? (Programme Manager, CCYA Executive Director).

- **ER.3.2: Local stakeholders lead collaborative advocacy activities and monitoring of education service delivery.**
 - How were the (DBOC, Score Card, Common Ground Journalism) trainings content designed? Were partners involved in the development of the training content? (Programme Manager, CCYA Executive Director).
 - Do you now feel capable enough to conduct trainings for CSOs including non-violent and P2P trainings? (Programme Manager, CCYA Executive Director).

Finance Manager:

- Describe your role in this project?
- How do you disburse funds for this project?
- What are the methods used to account for the funds disbursed to partners?
- What are your recommendations to enhance value for money?

TO ALL:

7. Can you give me an example of a success in the program’s implementation?
8. Can you give me an example of a particular struggle in the program implementation?

Annex 3: Analysis Matrix

	<p>ER.1.1: Marginalised groups in rural communities have an increased knowledge of their civic rights and responsibilities relative to local governance.</p>	<p>ER.1.2: Citizens in rural communities have an increased understanding of local democratic processes and the role that they can play in the governance of these processes.</p>	<p>ER.2.1: Targeted stakeholders have a better understanding of local governance processes and non-violent advocacy.</p>	<p>ER.2.2: Platforms for key stakeholders and citizens to dialogue around accountability and inclusive participation are created</p>	<p>ER.3.1: Local stakeholders have increased capacities in the monitoring of education service delivery.</p>	<p>ER.3.2: Local stakeholders lead collaborative advocacy activities and monitoring of education service delivery.</p>
<p>Appropriateness of Implementation Methodology</p> <ul style="list-style-type: none"> • Is the implementation meaningfully inclusive of project stakeholders and beneficiaries (CSOs, DBOCs, SMCs, Women and Youths)? • Is the approach to activity implementation the best choice, or another approach could have been better? • Does the approach to project activity implementation promote local capacity and ownership? • How would you describe the partnership between Search and CCYA - is it working? Is it promoting effective programme implementation and management? • Are the coordination mechanism between Search, CCYA and local stakeholders? Are they functional and do 						

<p>they promote proper implementation of the project?</p>						
<p>Impact of the Action</p> <ul style="list-style-type: none"> • How many project beneficiaries have been reached thus far - is the number within the project target? • Do beneficiaries think there has been a change in public service delivery by local duty bearers? • Are local CSOs and citizens now capable of engaging their duty bearers independently and effectively? • Has women and youth involvement in local decision-making processes improved/enhanced as a result of this project? • Has citizens knowledge/information on governance issues improved as a result of the project's civic education and media programming? 						
<p>Effectiveness</p> <ul style="list-style-type: none"> • Are the activities still relevant to the project implementation context? • Is the project on the right path to achieve project objectives considering what has been done so far? • Have project activities been implemented as planned? Are there delays and why? 						

<ul style="list-style-type: none"> • How would you describe the allocation and utilization of project resources -is there value for money? 						
<p>Looking Forward - Improving how we Work/ Sustainability</p> <ul style="list-style-type: none"> • What would you recommend to improve on the impact and effectiveness of the project? • Is the current approach fit for purpose, or do we need a change of strategy? • How can the achievement of this project be sustained and leveraged upon? What support mechanism will allow to sustain the progress made so far? 						