

Violence against Children in Schools and Families in Durrës, Elbasan and Berat Districts

END PROJECT EVALUATION

Final Report



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All opinions expressed in this report, and any mistakes, remain the responsibility of the authors and do not necessarily reflect the views of Save the Children, NEF, the Evaluation Challenge Fund or the sponsoring Foundations.

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Cover picture: Students of Hamit Mullisi school in Elbasan in an outdoor activity entitled “Learn and play and implement our rights” – February 2011

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Table of contents

Acronyms	6
Key-terms and definitions	7
Executive summary	8
Introduction	11
Profile of the Project evaluated	11
The Project Evaluation	13
Evaluation criteria and key-questions	13
Methodology	16
Work plan and task distribution	18
Limitations	19
Main findings	20
Relevance of the Project in light of local needs and priorities	20
Project logic	22
Achievement of objectives, outcomes and impact	24
<i>Violence in school</i>	24
<i>Violence at home</i>	32
<i>Violence among peers</i>	39
Key factors and Project's components that determined or constrained its success	40
Cost-efficiency	43
Sustainability and scaling up	44
<i>Sustainability of the intervention</i>	44
<i>Scaling-up the Project results</i>	47
<i>Transferability</i>	48
Child participation	49
Non-discrimination	50
Protection of children involved in the Project	50
Lessons learnt	51
Conclusions and recommendations	51
Project logic and design process	51
Outstanding forms of violence against children in the targeted locations	52
Sustainability, scaling up and transferability of the intervention	53
Compliance with child rights principles	54
Annex I – Bibliography	55
Annex II – List of respondents	57
Surveys participants	57
Key-respondents interviewed during focus groups and interviews	57
Annex III – Questionnaires used for the surveys	58
Questionnaire for children	58
Questionnaire for parents	59
Questionnaire for teachers	60

Table of charts

Graph 1. Teachers answers to the statement: ‘One cannot discipline the child, if the child is not scared’.	25
Graph 2. Percentage comparison over the years in Durrës, Elbasan and Berat for the physical displayed violent behavior – pulling ear.	27
Graph 3. Percentage comparison over the years in Durrës, Elbasan and Berat for the physical displayed violent behavior – pulling hair	28
Graph 4. Percentage comparison over the years in Durrës, Elbasan and Berat for the physical displayed violent behavior – hitting	28
Graph 5. Teachers’ beliefs over the years related to the statement: ‘Whoever hits the child, does it for his/her best’.	29
Graph 6. Teachers’ beliefs over the years related to the statement: ‘Beating makes you a decent person’.	29
Graph 7. Percentage comparison over the years in Durrës, Elbasan and Berat for the psychological displayed violent behavior – shouting	30
Graph 8. Percentage comparison over the years in Durrës, Elbasan and Berat for the psychological displayed violent behavior – threatening	30
Graph 9. Percentage comparison over the years in Durrës, Elbasan and Berat for the psychological displayed violent behavior – insulting/calling names	31
Graph 10. Percentage in parents’ responses to the statement: ‘Corporal punishment against children should be totally banned’ (Data from May 2012)	32
Graph 11. Parents’ beliefs over the years related to the statement: ‘Those who hit the child want only the child’s best’.	33
Graph 12. Parents’ beliefs over the years related to the statement: ‘If the child is not scared then, one can’t educate him/her’.	33

Acronyms

CRSA	Child Rights Situation Analysis
CWD	Children with disabilities
I.E.	International Evaluator
MoES	Ministry of Education and Science
N.E.	National Evaluator
OECD/DAC	Organization for Economic Co-operation and Development/Development Co-operation Directorate
SC	Save the Children

Key terms and definitions

For the purpose of this Evaluation, the following definitions are adopted. For easier reading, definitions of criteria applied to the Evaluation have been included in the section on ‘Evaluation criteria and Key-Questions’ below.

A **child** is every human being below the age of 18 years.

Child protection refers to measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children¹.

Violence against children is intended as ‘the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity’².

Abuse of a child means ‘a deliberate act of ill treatment that can harm or is likely to cause harm to a child’s safety, well-being, dignity and development. Abuse includes all forms of physical, sexual, psychological or emotional ill treatment’³.

Outputs are ‘the goods or services delivered by the project’⁴.

Outcomes are ‘the changes in behavior, benefits and learning that happen as a result of the project’⁵.

Impact is ‘the broader or longer-term change that happens as a result of an intervention or interventions’⁶.

Evaluation is ‘a retrospective review of one or more aspects of a project, examining its design, implementation and/or the results it delivered’⁷.

¹ Save the Children and Child Protection, 2006

² Definition used by the WHO in the World Report on Violence and Health (2002), upheld by SC in “Save the Children and Child Protection, 2006”

³ Save the Children and Child Protection, 2006

⁴ OAK Foundation, *Simplifying the language of Project Design Monitoring & Evaluation (DM&E)*, June 2010

⁵ OAK Foundation, *Simplifying the language of Project Design Monitoring & Evaluation (DM&E)*, June 2010

⁶ OAK Foundation, *Simplifying the language of Project Design Monitoring & Evaluation (DM&E)*, June 2010

⁷ OAK Foundation, *Simplifying the language of Project Design Monitoring & Evaluation (DM&E)*, June 2010

Executive summary

The Project ‘Violence against Children in Schools and Families in Durrës, Elbasan and Berat Districts’ was implemented by Save the Children (‘SC’) in Albania between January 2009 and June 2012. The Project’s goal was ‘to achieve significant reduction of adult-to-children violence in the targeted schools and kindergartens’⁸.

An end of Project evaluation was planned and undertaken after the completion of the activities, funded by the ‘Children & Violence Evaluation Challenge Fund’⁹. The main objective of the Evaluation was ‘to discover whether SC Project seeking to reduce physical and psychological violence against children in school (including pre-school) and family settings in four schools and [three]¹⁰ kindergartens has produced the intended outcomes’¹¹. The Evaluation has been carried out by two external consultants, working under the coordination and management of SC, between May and July 2012, for an estimated total of 30 working days.

The Organization for Economic Co-operation and Development/Development Co-operation Directorate (‘OECD/DAC’) evaluation criteria¹² have been applied. These are: relevance, effectiveness, efficiency, impact and sustainability. In order to suit the Evaluation objectives and context, emphasis has been placed on some criteria, while other ones have been applied to a more limited extent. In compliance with a child rights-based approach, the OECD/DAC evaluation criteria have been integrated with child-centered and rights-based criteria.

The Evaluation methodology¹³ comprised both quantitative and qualitative analysis of data collected through focus groups, individual interviews and surveys with children, teachers and parents involved in the Project, as well as with SC Staff and other stakeholders. A desk-review of Project documents and other relevant resources has been carried out.

One of the limitations of the Evaluation exercise is that children from kindergartens were not consulted in the process. Other limitations include: lack of sufficient time to allow for effective coordination across the different evaluation phases; and lack of a control-group with which to compare the scores from the surveys.

Among the main findings, the Evaluation uncovered that, albeit a comprehensive Child Rights Situation Analysis did not inform the Project identification, this phase seems to have been sufficiently based in a thorough understanding of the problems of violence against children in Albania, supported by a certain level of consultation with key-stakeholders and prospective beneficiaries at local level.

The Project design greatly benefited from the experience and expertise of SC working in the education and child protection sectors worldwide and in Albania. By choosing to target locations where SC had already been working for a number of years, the Organization greatly exploited its comparative advantage.

⁸ Violence in schools – Save the Children in Albania, Project Plan and Budget

⁹ www.evaluationchallenge.org

¹⁰ The text in the Evaluation Proposal refers to two kindergartens, but in fact three were targeted.

¹¹ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

¹² OECD DAC Network on Development Evaluation, *Evaluating Development Co-operation. Summary of key norms and standards. Second Edition*, 2010.

¹³ The evaluation methodology was largely taken from the Evaluation Proposal submitted to, and approved by, the Children & Violence Evaluation Challenge Fund (Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012)

Impact monitoring was regularly addressed by the Project. In particular, the key-tools to monitor progress achieved during implementation were child-centered and participatory, involving also teachers and parents. However, qualitative data collected through in-depth interviews and focus groups with beneficiaries were used primarily to design structured questionnaires to be used in the framework of surveys with samples of the target groups. While this approach has been very useful, qualitative data collection and analysis could have been used to also understand in greater depth children, parents and teachers' views and the reasons beneath their statements.

The Project showed remarkably positive achievements and impact in preventing violence against children in school settings, thus largely achieving its main aim. However, while a major decrease in the use of physical violence against children by teachers and school personnel has been observed, violence against children in the form of psychological violence by teachers in the schools and kindergartens targeted by the Project has not decreased significantly, and sometimes it has even increased.

To some extent, the Project seems to have reduced the use of violence against children in the family. Regretfully, both physical and psychological violence against children is still practiced by their parents. This emerged as the main gap in terms of Project's achievements. Moreover, parents showed little awareness about the Project itself and its activities.

Although this was not a specific objective of the Project, its activities seem to have had a positive influence concerning the use of violence and the relations among peers. However, violence among peers in the kindergartens and especially in the schools targeted by the Project is still an issue that needs to be addressed.

The level of sustainability of the intervention undertaken and of the results achieved significantly differs across the Project locations. In Durrës and Elbasan, where the Project lasted three years, both children and teachers expressed confidence that – albeit with some limitations – they will be able to continue carrying out the Project's core-activities after SC ends its support. Conversely in Berat, where the Project has been implemented only for one year, the need for further support and continuation of the activities was very evident. This timeframe is considered definitely too short to allow for sustainability and lasting changes.

The sustainability of the Project interventions in the targeted locations, as well as the possibility of scaling up the successful model(s) identified during the piloting in Durrës, Elbasan and Berat, greatly depend on legal and policy support, as well as resources, to be provided by the national institutions responsible for the education sector in Albania. SC has been consistently pursuing a number of advocacy efforts in order to achieve these aims.

The Project design strongly reflected a child-rights based approach. Child participation was central in the Project implementation and children were actively involved also in the monitoring and evaluation phases. The mechanisms put in place to track violent incidents occurring at school were considered great tools in fostering the protection of children concerned. Furthermore, children were actively involved in activities aimed at combating discrimination and they clearly absorbed some of the key-practices to be applied in order to involve the most marginalized children in their schools.

Worries appeared in relation to the big responsibility given to children in charge of handling the 'box of opinions and concerns', as they were apparently in charge of analyzing and referring (among others) cases of violence and abuse. In terms of protecting children involved in the Project, not enough accent has apparently been placed on the concrete implementation of policies and practices to safeguard them.

One of the lessons learnt throughout the Project is that working with children's parents and communities to raise their awareness requires constant, labor-intensive efforts. This does not only apply

to the topic of violence against children, but more generally to issues concerning children's rights that require a cultural shift.

It is recommended to provide further training in order to enable teachers to handle the classroom without using different forms of psychological violence against their students.

It is strongly recommended to engage in further work with parents in the framework of this and any future similar intervention. Parents should be involved more systematically in activities aimed to raise their awareness on the negative impact of violence against children and to equip them with tools to use positive discipline at home. Attempts should be made to engage the most progressive parents as active campaigners to ban violence against children in all settings.

In order to maximize impact, it is recommended that addressing peer-to-peer violence is added a structural element of the Project model.

It is recommended that SC continues implementing the Project in Berat to its full extent. Any further similar Project should envisage a duration of at least three years, with a gradual period for phasing-out and external support afterwards. In Durrës and Elbasan, it is recommended to gradually phase out support and grant external supervision to the work of teachers and children.

As the adoption of legal and policy measures is vital to ensure the sustainability and scaling-up of the Project, it is recommended that SC systematically pursues advocacy towards the relevant institutions, in order to have such measures promptly adopted and implemented.

It is recommended that SC, in designing and implementing similar interventions, consider more carefully the aspects related to protecting children who are actively involved in dealing with complex issues (such as violence and abuse) as part of the Project, and strengthens the mechanisms to safeguard children towards Staff, consultants and other stakeholders working for the Project.

Introduction

SC in Albania implemented the Project ‘Violence against Children in Schools and Families in Durrës, Elbasan and Berat Districts’. In Durrës and Elbasan Districts, the Project started in January 2009 and ended in June 2012, whereas in Berat District, the Project started in January 2011 and ended in December 2011. Therefore, the Project lasted a total of 3 years and 6 months.

The Project was funded by IKEA¹⁴ and Bulgari¹⁵. An end of Project evaluation was planned to be undertaken after the completion of the activities¹⁶. SC filled in a proposal to the ‘Children & Violence Evaluation Challenge Fund’ to carry out the Project evaluation as part of the above-Fund’s grants. The Proposal was positively reviewed and the grant has been awarded to SC in order to carry out the Evaluation¹⁷.

The main objective of this Evaluation is ‘to discover whether SC Project seeking to reduce physical and psychological violence against children in school (including pre-school) and family settings in four schools and three kindergartens has produced the intended outcomes’¹⁸.

The Evaluation has been carried out by two external consultants, working under the coordination and management of SC, between May and July 2012, for an estimated total of 30 working days (15 per consultant – see ‘Work plan and task distribution’ below). Each consultant slightly exceeded (of about 10%) the amount of working days estimated on a pro-bono basis.

Profile of the project evaluated

The protection of children from violence is one of the key organizational objectives for SC in Albania¹⁹. Based on the results of two large-scale reports²⁰, violence against children is widespread in the country, in different forms. Some of these, namely the use of physical and psychological violence to discipline children, are justified by parents, teachers and children themselves²¹.

Although schools should play an important role in fostering the protection of children from violence and abuse, frequently teachers resort to violent behaviors as a way to improve children’s performance and to discipline them²².

In particular, teachers do not have specific training and capacity to handle the teaching process without using any forms of violence²³. This is coupled with the lack of procedures to formally file complaints and to report violent behaviors or incidents occurring in schools. Moreover, children are generally reluctant to report incidents of violence, because they are afraid of possible retaliations by teachers, because they do not have clear procedures to enact, and because generally when few incidents are reported, the reaction from the authorities in charge is weak²⁴.

¹⁴ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

¹⁵ SC2

¹⁶ Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

¹⁷ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

¹⁸ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

¹⁹ Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

²⁰ Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006; Save the Children, Albania Programme, *Violence against Children in Schools*, 2007

²¹ Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

²² Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

²³ SC1

²⁴ Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

SC has been working in Albania in the education, child protection and child rights governance sectors for many years. Based on the situation briefly depicted above and on its extensive experience in the country – as well as worldwide²⁵ – the Organization decided to undertake a Project aimed to reduce violence against children focusing on the school settings.

In choosing the locations where to start piloting its intervention, SC decided to prioritize the areas where the Organization had previous experience implementing projects in the education or child protection sectors (see below). It also decided to focus on areas particularly affected by socio-economic problems, namely areas characterized by high flows of internal migrants facing integration problems, and/or by the presence of ethnic minorities usually discriminated against (such as Roma and Egyptian minorities)²⁶.

The Project's goal was 'to achieve significant reduction of adult-to-children violence in the targeted schools and kindergartens'²⁷.

The specific objectives contributing to the attainment of the above-goal in Durrës and Elbasan were:

- '2700 children (from 3-15 years old) will experience reduced use of physical and psychological violence as a disciplinary method in their schools;
- Parents actively participate in actions to reduce school violence and reduce violent communication and relationships with children;
- 25 REA inspectors/training specialists have introduced safe reporting procedures and methods for tracking violent incidents and take appropriate actions;
- Influence institutional change using lessons learned in pilot areas to advocate for the elimination of violent disciplinary methods in schools, in close cooperation with other organizations working in this field'²⁸.

Similar specific objectives have been set for Berat, where the Project aimed to:

- Reducing the use of violence in two schools, one kindergarten and related students' families²⁹;
- Strengthening Institutions' capacity on child protection from violence;
- Reducing the use of violence within the community of Berat³⁰.

The Project was implemented in the following schools and kindergartens:

- 'Thimi Tani' School, Berat;
- 'Shyqyri Lakra' School, Berat;
- 'Donika Kastrioti' Kindergarten, Berat
- 'Neim Babameto' School, Durrës;
- 'Parafabrikat' Kindergarten, Durrës;
- 'Hamit Mullisi' School, Elbasan;
- 'Ali Arapi' Kindergarten, Elbasan.

The Project was implemented by SC. Key-stakeholders involved in the Project include: children attending the targeted schools and kindergartens; teachers and school personnel of the targeted schools and kindergartens; parents and families of children involved; Regional Education Authorities ('REAs')

²⁵ <http://www.savethechildren.net/what-we-do/>

²⁶ SC1; Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010; Violence in schools – Save the Children in Albania, Project Plan and Budget

²⁷ Violence in schools – Save the Children in Albania, Project Plan and Budget

²⁸ Violence in schools – Save the Children in Albania, Project Plan and Budget

²⁹ Targeting about 950 children and their families (Inputs by SC, July 2012)

³⁰ Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

responsible for Berat, Durrës and Elbasan, respectively; the Municipality of Berat; Child Protection Units (“CPUs”) in Berat, Durrës and Elbasan; and the National Inspectorate of Pre-University Education (see below).

The main Project strategy was to ‘actively involve children, families and all community members in the efforts to reduce the use of violence in schools and at home’³¹. Further details on the Project logic as captured by the Evaluation are provided below (see ‘Main findings’).

The main Project components envisaged³²:

- Safe reporting procedures and methods for tracking violent incidents and taking appropriate actions. These were aimed to allow children to report violence against them in a safe way. They included an ‘incident tracking form and system’, a ‘draft-manual on steps to take if you have a complaint about a teacher’ and the introduction of a ‘box of concerns/opinions’, to be administered by children themselves;
- A ‘violence prevention programme’ to be introduced in school optional curricula, providing children of grades 4th to 9th with resource books on topics related to children’s rights, violence against children, gender equality and non-discrimination, and active participation. A ‘conflict resolution programme’ was envisaged in addition to the above resources, in order to teach students from 5th to 9th grade skills such as empathy, emotion management, problem solving and self-regulation;
- A programme on ‘social and emotional aspects of learning’ was planned for students from 1st to 4th grade, focusing on understanding and managing feelings and providing with social skills;
- A ‘teacher capacity building programme’ was intended to focus on the use of positive discipline, and on the prevention of violence and disciplining problems in the classroom;
- ‘School rules’ to be established with the consent of teachers, children and parents as a system of warnings in small steps in cases when rules are broken, and of symbolic/emotional rewards for the positive behaviors;
- A training programme for parents on positive parenting and the use of positive discipline.

The overall budget estimated for the Project was of 275.000 Euros. At the end of its implementation, the overall expenditures amounted to 288.000 Euros³³.

The Project Evaluation

Evaluation criteria and key-questions

As provided in the Evaluation Proposal³⁴, the OECD/DAC evaluation criteria³⁵ have been applied: this is a set of complementary criteria that – along with relevant cross-cutting themes – are to be considered in combination, in order to ensure that the Evaluation covers all areas of the intervention considered.

In order to suit the Evaluation objectives and context, emphasis has been placed on some criteria, while other ones have been applied to a more limited extent. In particular, the Evaluation findings has been limited in terms of impact, as it was too early in order to identify the lasting changes produced in the lives of children and other beneficiaries targeted by the Project. Further, the Evaluation did not

³¹ Save the Children, Project Plan. Reducing Violence for Children in Berat, December 2010

³² Violence against Children in Schools Key Project Components

³³ Inputs by SC, July 2012

³⁴ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

³⁵ OECD DAC Network on Development Evaluation, *Evaluating Development Co-operation. Summary of key norms and standards. Second Edition*, 2010.

encompass a detailed, sophisticated cost analysis, in line with the scale of the Evaluation exercise, but also due to the lack of specific economics or accounting background of the consultants.

In compliance with a child rights-based approach, the OECD/DAC evaluation criteria have been integrated with child-centered and rights-based criteria. Further, in line with the Children & Violence Evaluation Challenge Fund's Call for Proposals 2011³⁶, the transferability of elements of the Project interventions have been assessed, in order to identify practices that could be replicated in other contexts or sectors.

The resulting set of criteria below have been applied in order to review the extent to which SC and its partners were able to attain the Project's objectives, to achieve the expected outcomes and to implement its activities.

Starting from the Evaluation Proposal, a set of key-questions has been identified. These were intended to be applied in order to compare findings against the main Evaluation criteria and to guide the focus groups and the individual interviews to respondents, as well as the desk-review of Project documents.

Relevance

The Evaluation aimed to assess the extent to which the Project was in line with the needs and priorities of the local context. It also looked at whether it promoted local ownership and supported the capacities of the individuals and groups affected. Specific information about the planning process and its coherence with a child rights-based approach have been elicited. The Project logic and expected result chain has been assessed and described.

Key-questions:

Was a clear child rights situation analysis carried out systematically and analytically with the participation of key-stakeholders to ensure a firm basis for Project design? Is there a coherence of the overall design of the action with the identified problems? Did it reflect the target population's priority needs and their assets? Did the Project's approach use SC's comparative advantage? Were the goal and aims clearly identified and defined to provide vision and direction to the Project design? Were objectives 'SMART'? Were they formulated in a way that allows the Organization to track if the Project is being successful? Was there a clear logic and coherence among goal, objectives, activities and expected outcomes? Was the work plan realistic? Were key-stakeholders involved in designing the Project objectives? Was the Project design in line with SC's vision, strategy and approaches?

Effectiveness

The Evaluation measured the extent to which the Project achieved its objectives. The timeliness of activities completion and outputs production has also been assessed.

Key-questions:

To what extent were the stated objectives achieved? What were the main (external and internal) factors influencing the achievement or non-achievement of the objectives? Have activities been carried out according to the plan? Have outputs been produced according to the plan? Were the objectives achieved because of this or other interventions?

Efficiency

The Evaluation assessed outputs – qualitative and quantitative – in relation to inputs. It assessed whether the most efficient approach has been used.

Key-questions:

³⁶ Children & Violence Evaluation Challenge Fund, Call for Proposals 2011

How economically have resources/inputs (staff, money, expertise, time, partners etc.) been converted into results? Have the Project results been achieved at a reasonable cost? Was the Project budget appropriate? Too high or low? Were budget re-locations (if any) strategic to the enhancement of the Project's efficiency? How do costs affect the sustainability of the Project? Was the implementation strategy accurately reflected in the budget?

Impact

This criterion refers to the positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. According to a rights-based approach, the Evaluation aimed to assess changes in the lives of children affected by the Project, as well as their families and other beneficiaries. As impact refers to the broader or long-term changes that occur as a result of one or more interventions, it is not very relevant for evaluations carried out when an intervention has just ended/is ending. Therefore, this Evaluation focused primarily on measuring outcomes. To the extent possible, however, it strived to highlight impact and to suggest approaches and methods to more comprehensively assess impact at a later stage.

Key-questions:

To what extent has the Project affected children's behavior concerning the use of violence as a way to solve conflicts? To what extent has this Project affected the rate and quality of children's reporting cases of violence? To what extent has the Project affected parents' behavior concerning the use of violence in disciplining their children? To what extent has the Project affected teachers' behavior concerning the use of violence in teaching and disciplining and the interaction with students?

Sustainability

The Evaluation assessed whether the benefits of the Project are likely to continue after donor funding has been withdrawn, and how.

Key-questions:

Are the practices brought about by the Project likely to continue after the Project-specific funding is over? What are the measures linked to policies on child protection and education intended to address the problem in the long-term? Have the different stakeholders taken ownership of the Project concept and approach? What are the main factors influencing the achievement or non-achievement of sustainability for this Project?

Compliance with children's rights

The Evaluation assessed whether the principles of children's rights and a rights-based approach have been used to plan, implement, monitor and evaluate the Project. In particular, the attainment of the following rights have been assessed:

- Participation
- Protection
- Non-discrimination

Key-questions:

Were the most marginalized and socially excluded children reached by the Project? Were they identified by the situation analysis? Were children affected by the Project safe? Did children participate in the situation analysis, and in the design, implementation, monitoring and evaluation of the Project? What was the level of their participation in each of these phases (not involved; received information; provided input; were co-responsible for planning and action)?

More broadly, the level and kind of involvement of all key-stakeholders in the Project has been assessed. The Evaluation elicited information on the extent to which different stakeholders have been involved in the decision-making process. In particular, it assessed what were the changes that partners

and stakeholders were expecting from this project, and whether they had a shared understanding of what ‘success’ would look like.

Transferability

The Evaluation aimed to identify successful elements of practices implemented in the framework of the Project that could be transferred and implemented in another similar situation. Lessons learnt (e.g. contributions to the general knowledge that could be applied also to a different context or sector) have been presented in the report, as well as a review of the processes put in place for SC and its partners (and other stakeholders) to reflect on the information gathered as part of the Project and to share knowledge.

Key-questions:

How did SC and its partners regularly reflect on data collected? Did they prioritize learning in their work? How? How are lessons learnt being/going to be disseminated within and beyond the Project? What are the key lessons learnt of this Project?

Methodology

The Evaluation methodology³⁷ comprised both **quantitative** and **qualitative** analysis, which were carried out through focus groups, individual interviews, surveys and desk-research.

The Evaluation encompassed a systematic **desk-review** of Project documents and other materials that were deemed relevant (e.g. background studies on the problem of violence against children in the country, child protection strategies and policy documents etc.). The desk-review identified both quantitative and qualitative data that contributed to the Evaluation analysis. It also included a cost-and-benefit analysis of the Project. This elicited information on whether the outcomes are worth the cost of the Project.

One component of the field-research was a mimicking to some degree one group pre-test – post-test design. A longitudinal analysis, which can provide controls for a variety of variables and can establish causality with a large degree of certainty, could not be used, because data was not collected, stored and managed with this purpose in mind. The operation for this design was as follows:

- A baseline survey, focus groups, and interviews mapping out targeted children, parents and teachers perceptions on violence against children takes the form of a pretest. Then intervention in the form of activities is given. Finally a second observation of target groups in the form of survey, focus groups and interviews is recorded. Observations have been recorded during the Project intervention as well. This frequency of data collection may allow to notice any trends have been formed.
- In order to ensure that any changes detected may be due to changes in participants’ behavior and not due to differences in how the survey, focus groups and interviews were administered, it was paramount to ensure that the post-test conditions were as similar to the mode used in pretest. Even minor changes to the wording of a question or to the response alternatives would have limited the ability to make any meaningful comparisons between the pretest and the post-test.
- Data from the baseline research were compared with data from annual and final evaluations.

With the methodology illustrated above, the Evaluation set out to conduct three **surveys**: one with children, one with parents, and one with teachers. In order to ensure comparability with data collected

³⁷ The evaluation methodology was largely taken from the Evaluation Proposal submitted to, and approved by, the Children & Violence Evaluation Challenge Fund (Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012)

during the baseline and annual assessments, the survey questionnaires used throughout the Project were applied (see Appendix III). Moreover, the sampling procedures applied remained the same. In particular:

- Due to small number of teachers in targeted schools and pre-schools, it was aimed that all teachers were included in the sample. Previous assessments have been able to survey over 80 and close to 100 percent of targeted teachers.
- Children population on which the analysis was aimed to be conducted was of 3,500. In order to ensure that all schools and pre-schools are represented, sampling was intended to be a mix of clustered and stratified sampling procedures; or cluster within cluster sampling:
 - Each school and pre-school represents a cluster. For each school, a roster of all students was obtained associated with descriptive statistics indicating gender and age.
 - A stratified sample by gender and age were selected from the student roster. This means that the sample was intended to have the same percentage of girls and boys that school in general has and to encompass the same age groups in percentage. In this case, student roster was the sampling frame and the students were the unit of analysis.
 - As there were reasons to believe that boys and girls are randomly distributed across different “classes”, which are stable school units, each school was divided in sub-clusters (classes). Then, the number of classes determined by the evaluators was randomly selected from the list of all classes. In this case, the class rosters were the sampling frame, and the students were the unit of analysis.
- The number of parents/families is 3,500. Parents of children who were selected for the survey were also surveyed as a preference. In addition to ensuring randomness of the sample, that was to allow a comparison of perceptions of pairs: child-parent about the impact of this project on the reduction of violence against children and perception about different disciplining methods.
- A random selection procedure suggested that for a population of 3,500 individuals, a representative sample of 513 individuals would ensure a confidence level of 95% and a confidence interval of 4. In order to increase the confidence level to 99%, the sample should approach 802 individuals. For cluster/stratified or cluster within cluster sampling procedures calculation are dependent on the cluster size, and characteristics of the population of each cluster. To satisfy the main criterion of representation, the number of individuals surveyed for cluster/stratified or cluster within cluster sampling was higher than for simple random selection.

Data analysis was conducted with the support of the Statistical Package for Social Sciences (“SPSS”).

One group pretest-post-test design that is feasible can identify change, but cannot point out to the causes of this change. In order to elicit qualitative information, the Evaluation design included **in-depth interviews** and **focus groups** with Project beneficiaries, with the aim to complement the data generated by the surveys (above).

Selection of individuals to be interviewed either individually or as part of a focus group were selected according to procedures used in the past in order to allow for comparisons between prior interviewees’ perceptions and behavior and the current ones:

- Groups from which individual or group interviewees were selected are: children, parents, teachers, Regional Education Authority (“REA”) inspectors, Child Protection Unit (“CPU”) specialists, and SC staff.
- Some questions have been added to the previously used tools, in order to identify whether there have been other events that may accounted for their behavioral change toward violence against children.

The **field-research** was carried out in Berat, Durrës, Elbasan and Tirana from 15 to 25 May 2012. Surveys to teachers, parents and children, as well as focus groups and interviews, were carried out in all the schools and kindergartens involved in the Project.

Surveys were completed by 338 children, 308 parents and 81 teachers, representing, respectively, 14%, 12,8% and 49% of the respective populations. Detailed figures on surveys respondents are enclosed in Annex II (below).

As suggested by SC³⁸, a total of 13 focus groups were conducted: 3 with children, 5 with teachers and school personnel, and 5 with parents. In addition, individual interviews with representatives of each beneficiaries' group were carried out as it follows: 15 with teachers, 2 with children, 5 with parents and 1 with REAs. Semi-structured questionnaires and unstructured interviews have been used.

Due to the relatively manageable amount of data expected, no qualitative research software has been used in order to process the qualitative data collected through focus groups and interviews.

Data deriving from the responses to the surveys, from individual interviews and focus groups, and from the review of Project documents, are presented and analyzed jointly in this report. Additional resources were consulted by the authors, in order to shape the report and its findings. A full list of documents consulted is enclosed in Annex I – Bibliography.

Work plan and task distribution

The Evaluation was carried out between May and July 2012, for a total of 30 working days (15 per consultant), in line with SC's requirements. Each consultant slightly exceeded (of about 10%) the amount of working days estimated on a pro-bono basis.

The work was performed by two external consultants, as identified in the Evaluation Proposal:

- Maria Antonia Di Maio – International Evaluator
- Migena Buka – National Evaluator³⁹.

The International Evaluator ('I.E.') was mainly responsible for refining the Evaluation methodology, analyzing qualitative data and drafting the Evaluation report. The National Evaluator ('N.E.') was mainly responsible for designing the field-research tools, conducting the field research and for the analysis of quantitative data. The Evaluators worked under the coordination of Save the Children in Albania, namely Besnik Kadesha, Program Quality Specialist, former Coordinator of the Project evaluated, who was in charge of managing both Evaluators and the overall Evaluation.

In particular, the following tasks were allocated to each Evaluator, according to the timeline below:

Task	Working days	
	I.E.	N.E.
1. Review all Project documents	3	2
2. Drafting the semi-structured questionnaires and other tools		1
2. Finalize the Evaluation design and provide inputs to the semi-structured questionnaires and other tools	1	
3. Interview SC Staff and participate in 2-3 interviews and/or focus groups	4	
3. Carrying out surveys, conducting interviews, having focus groups with students, teachers and parents		6
5. Data analysis (qualitative)	2	

³⁸ Conversation with Besnik Kadesha, 9 May 2012

³⁹ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

6. Data analysis (quantitative)		2
7. Draft the Evaluation report	3	
8. Inputs to Evaluation report		4
9. Finalize the Evaluation report	1	
10. Present draft-report to SC	1	

As part of the Evaluation Proposal submitted to the Children & Violence Evaluation Challenge Fund (above), the Evaluation objectives, criteria, key-questions and methodology were drafted. At the outset of the Evaluation exercise, the Evaluators were requested to finalize the evaluation methodology and related aspects. Therefore, while largely adhering to the methodology proposed, based on which the grant was awarded, some aspects have been refined in order to better suit the Project specificities, as well as the Evaluation objectives and context. An Inception report was therefore submitted to SC on 14th May 2012.

Limitations

As with most complex projects and studies, there are limitations that should be recognized. An overall limitation concerned the Evaluation timeline and management structure. The period of time in which the Evaluation was set to be accomplished did not allow for a full coordination between the two Evaluators, especially during the planning and field-work phases. In particular, this affected the degree of consistency between the Evaluation criteria and key-questions (above) and the questions asked to participants during focus groups and interviews.

SC must be commended for the overall role of coordination and management of the Evaluation exercise, as well as for the support provided to both Evaluators throughout the different phases. One limitation stemming from the Evaluation design was that, since both Evaluators were directly responding to SC, they had limited opportunities to work as a team and to plan and coordinate each other's work in details.

The amount of time dedicated to the focus groups was sometimes too short. Often, it did not allow for a comprehensive introduction of the Evaluation nature and purpose. In particular, the Evaluators could not explain and reiterate in due manner their independent role. This could have created some bias in the respondents' answers. However, the fact that the Evaluators were never accompanied by SC Staff throughout the field-work, contributed to convey that they worked independently on this assignment.

According to the Evaluation design and management, children from kindergartens were not included among respondents in the Evaluation process. While it is likely that in the given timeframe it would have been difficult to design and implement adequate methods and tools to involve very young children, their voice is missed throughout the Evaluation results.

A problem concerning the Evaluation design, particularly regarding surveys, was that there was no control group with which to compare scores. Scores were compared within the same group, thus weakening the internal validity of the design. There was no way of judging whether the process of pre-testing actually influenced the results because there was no baseline measurement against groups that remained completely untreated.

To remedy to some degree, the possibility of choosing an ex-post control group has been considered. The control group should have been selected from schools or kindergartens in any region in Albania where the population is similar to the one in which SC's project has been implemented in terms of ethnicity, wealth, education attainment of children, education attainment of parents, unemployment rate and school conditions, but in which there have been no SC or other organizations and agencies implementing any projects on violence against children. This remedy would have been very expensive and time consuming because in the absence of available data, it would have required an extensive

project of data collection and situation analysis. Therefore, it was decided not to choose any ex-post control group.

To increase the likelihood of ascertaining whether change has occurred due to the SC's interventions, the Evaluation aimed to identify other events that have occurred or projects that have been implemented by SC or other agencies that may have increased or decreased the likelihood of violence against children. Through a qualitative analysis, the Evaluation tried to identify whether these events or projects have in fact affected the occurrence of violence against children.

Main findings

Relevance of the Project in light of local needs and priorities

The Project 'Violence against Children in Schools and Families in Durrës, Elbasan and Berat Districts' appears to be in line with the strategy and approaches adopted by Save the Children at the international level. At a global level, the Organization considers the promotion of violence-free schools as a key-step to fulfill children's rights to education and to protection. In particular, it promotes – among other interventions – the creation of child-friendly reporting mechanisms, training for teachers and parents, the inclusion of violence-related topics in school curricula, and the active involvement of children in working to prevent and reduce violence affecting them⁴⁰.

In Albania, reports by UNICEF (2006)⁴¹ and Save the Children (2007)⁴² found that violence against children is widespread in schools, families and child care institutions⁴³. Perpetrators include parents, grandparents, teachers and other children⁴⁴.

A Child Rights Situation Analysis ('CRSA') was carried out by SC in the country in 2009, after the Project had already been designed. Therefore, the Project was not firmly grounded into a comprehensive analysis of the situation of children and their rights, and this is regarded as a weakness by the Evaluators and by SC⁴⁵.

However, the evidence provided by the studies mentioned above, as well as the experience gained by SC in the regions where the Project has been implemented and in the education sector in Albania, seem to have provided a solid basis for the Project identification.

The approach adopted by SC to reduce violence against children through this Project appears to be consistent with the existing problem and its main causes. Based on research available at the time of the Project design, in Albania 'the overwhelming majority of adults maintain that physical and psychological violence has positive effects on a child's education'⁴⁶, and this idea has been somehow absorbed by children themselves⁴⁷. Therefore, the Project's approach to raise awareness among teachers, children and adults on the rights of children to grow up and study in a safe environment and on the benefits that this situation brings to children, their families, the school teachers and the entire

⁴⁰ Save the Children, *July Newsletter Launched by The Child Protection Initiative and the Education Global Initiative*, p.5

⁴¹ Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006

⁴² Save the Children, Albania Programme, *Violence against Children in Schools*, 2007

⁴³ SC1; Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006, p.8

⁴⁴ Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006, p.10.

⁴⁵ SC1

⁴⁶ Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006, p.7

⁴⁷ Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006, p.7

community, aims to address one of the core issues of the problem: that ‘the Albanian society (including children) generally accepts violent disciplining of children’⁴⁸.

Local stakeholders were involved to some extent in the Project identification and design phases. SC consulted with the Ministry of Education and Science (‘MoES’) at the central level, as well as with the ‘REAs’ responsible for the geographical areas where the Organization had decided to focus its intervention. Staff from schools and kindergartens targeted by the Project were consulted as well. However, it appears that consultations with these individuals were mainly aimed at collecting statistical and other information and data, rather than at discussing whether a similar intervention would in their view be needed and how should it be designed⁴⁹.

Children from the schools and kindergartens targeted, as well as their parents and communities, were not consulted at the outset of the Project, in order to assess whether it was relevant to implement the intervention there.

However, virtually all actors interviewed as part of the present Evaluation consider that preventing and addressing violence against children was rightly regarded as a priority and that the Project was very appropriate and relevant⁵⁰. ‘Our school has been too lucky for having been involved in this program [...] Our school had serious problems relating to violence [and] people and the whole Staff were looking forward to embrace this Project’⁵¹. ‘The Project was highly desirable. There have been different forms of violence between teachers and pupils, among pupils and also between parents and teachers. Therefore, this Project was very important’⁵². ‘We like this Project, it motivates us, it helps us with new knowledge and information’⁵³.

SC has a long-standing experience of work in the education and child protection sectors worldwide and in Albania. Moreover, some of the Staff members involved in the Project had previous experience working with the national institutions responsible for education in the country⁵⁴.

SC decided to target geographical areas where the Organization had already been working prior to this intervention. In Elbasan and Durrës, SC had created the Children’s Governments and implemented projects and activities in the framework of its ‘Quality Education Programme’. In Berat, SC has been working in 2003-2006 with children with disabilities (‘CWDs’) and started to set up a Child Protection Unit at approximately the same time when this Project started. In all three cities, SC has been implementing projects in kindergartens to promote ‘Early Childhood Development’⁵⁵.

Therefore, the Project was designed and implemented in the above-three locations in order to take advantage of the Organization’s knowledge of the specific local context and to build up on, and create synergies with its other previous and ongoing interventions.

From available studies in Albania⁵⁶, it results that children experience a higher and more severe level of physical and psychological violence at home as compared to the school setting. SC is aware that in order to address the problem in an effective and holistic manner, ‘it is logical that a project seeking to

⁴⁸ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

⁴⁹ SC1; I TEACHER S DU

⁵⁰ Detailed reference to focus groups discussions and individual interviews supporting the above-statement is also provided further below in this report.

⁵¹ FG TEACHERS S EL

⁵² FG TEACHERS S DU

⁵³ I SCHOOL DIRECTOR EL

⁵⁴ SC1

⁵⁵ SC1; SC2

⁵⁶ Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006, p.8

reduce violence against children will have to tackle violence in all three contexts and to target children, parents and teachers⁵⁷.

However, the components of the Project aimed to address parents directly appear to be under-developed compared to the real needs. This is considered a weak point of the Project design and is reflected also in the Evaluation findings concerning the effectiveness of the intervention in reducing violence experienced by children at home (below).

Project logic

The Project set out four specific objectives contributing to the overall goal ‘to achieve significant reduction of adult-to-children violence in the targeted schools and kindergartens’⁵⁸.

The first objective states that ‘2700 children (from 3-15 years old) will experience reduced use of physical and psychological violence as a disciplinary method in their schools’. It explicitly focuses on outcomes in the lives of children and quantifies an overall number of beneficiaries to be reached. The objective is generally clear, except that it does not explain what it is meant by ‘reduced use’ of violence and the maximum extent to which such violence could still be present for the Project to have been successful.

The second objective concerns parents, aiming that they ‘actively participate in actions to reduce school violence and reduce violent communication and relationships with children’. This objective is generally clear, although it does not focus on the ultimate change in behavior in relation to the use of violence against children that is expected from parents.

The third objective aims to achieve that ‘25 REA inspectors/training specialists have introduced safe reporting procedures and methods for tracking violent incidents and take appropriate actions’. This objective is very concrete in describing the expected output and outcome in relation to teachers.

The fourth objective aims to ‘influence institutional change using lessons learned in pilot areas to advocate for the elimination of violent disciplinary methods in schools, in close cooperation with other organizations working in this field’. While the intended advocacy approach is rather understandable, the objective could have been better formulated in that it could have clearly stated what is the ultimate change expected as a result of advocacy and scaling-up efforts (for example: ‘Violent incidents-tracking procedures are formally adopted by the MoES as a result of the advocacy work undertaken by SC in order to promote the systems piloted as part of the Project’).

The general impression is that the outcomes and impact that the Project intended to achieve are broader and more comprehensive than what is captured in the specific objectives stated in Project documents.

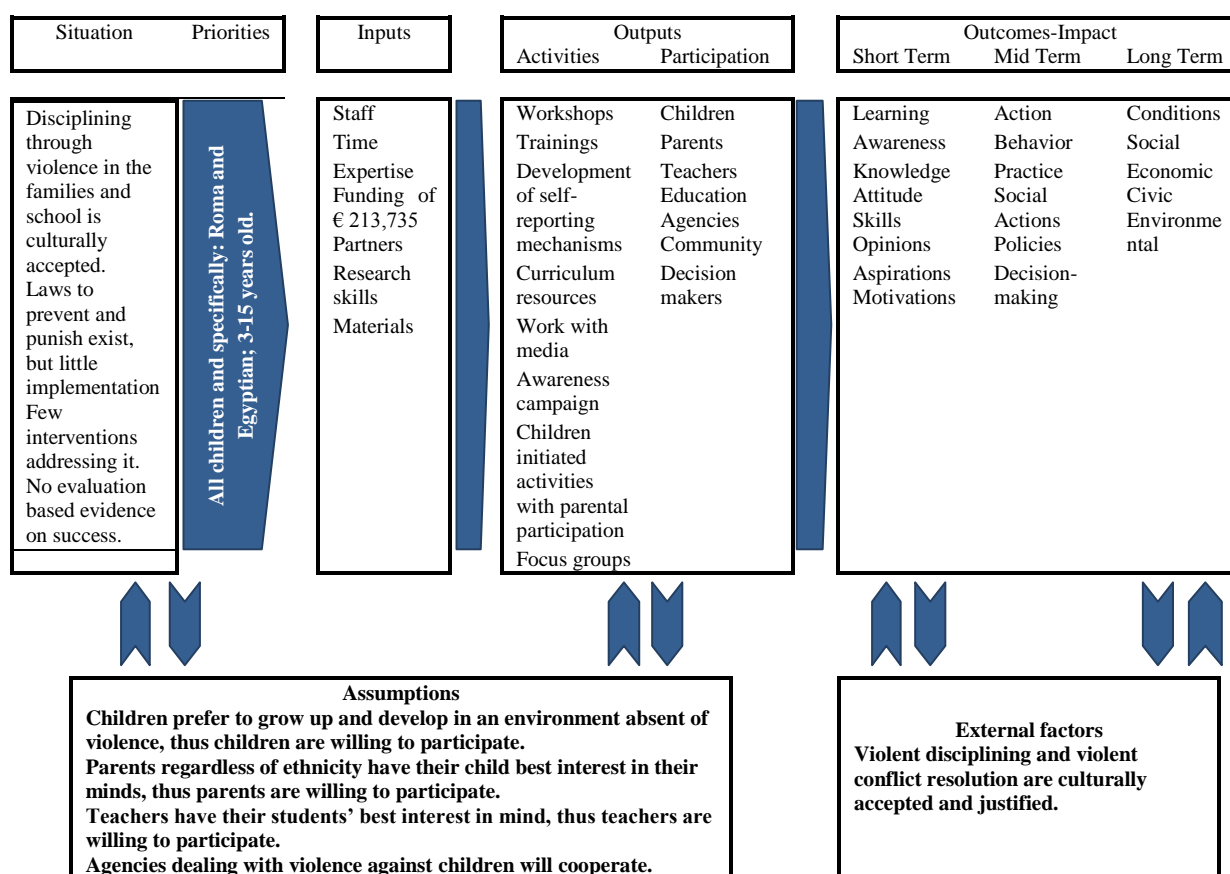
Since the Project was initiated in Durrës and Elbasan, and later replicated in Berat, specific objectives for this latter location were formulated separately. The existence of different Project documents for, respectively, the first two locations and the third location, made it to some extent difficult to acquire a comprehensive, overall understanding of the logic of the Project as a whole. Moreover, an overall Project log-frame is missing, whereas the one concerning the intervention in Berat is very detailed and articulated.

⁵⁷ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

⁵⁸ Violence in schools – Save the Children in Albania, Project Plan and Budget

Although not presented in a comprehensive way for the entire intervention, the Project's theory of change, intended as the linkages among activities, outcomes and goal, was rather understandable from the available documents. Based on the literature review of these documents, as well as on interviews with SC Staff, the visual representation of the key strategies and outcomes that were designed in order to contribute to achieving the Project's goal have been constructed retrospectively as part of the Evaluation, in order to explain the Project's logic. The table below reproduces in details the logical model of the Project.

“REDUCING VIOLENCE AGAINST CHILDREN” LOGICAL MODEL⁵⁹



However, in general the Project is well documented and – despite the inconsistencies outlined here above – the set of documents shared with the Evaluators provides with articulated information on its logic and implementation.

The Project was very systematic about monitoring impact. It envisaged the creation of a baseline and the implementation of annual surveys, aimed to collect data in order to compare progress achieved against the baseline. These tools for impact monitoring embedded a fully participatory approach, in that they envisaged regular consultations with children, teachers and parents. The surveys reports are generally clear and well-structured, except for some slight inaccuracies.

An exception to the overall good quality of surveys conducted as part of the Project is represented by the baseline assessments carried out in 2008. According to SC themselves, the way these were designed ‘was too complicated, many questions, complex ones, that created confusion especially in children’⁶⁰. Despite the very good vision and intention to create a baseline at the outset of the Project, the relatively

⁵⁹ Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012

⁶⁰ SC2

poor quality of the initial assessment constrained the possibility to assess progress against baseline to its widest potential.

In the framework of the Project's impact monitoring system, both quantitative and qualitative data were sought and combined. However, in-depth interviews and focus groups with beneficiaries were used primarily to design structured questionnaires to be used in the framework of surveys with samples of the target groups. While this approach has been very useful, qualitative data collection and analysis could have been used to also understand in greater depth children, parents and teachers' views and the reasons beneath their statements (expressed in their answers to questionnaires).

In general, the use of quantitative analysis of data collected through structured questionnaires seems to have partially limited the understanding of the issues concerning violence against children. Indeed, in the few cases in which quotes from respondents have been included in the survey reports, these were powerful and conveyed precious information.

Achievement of objectives, outcomes and impact

Violence in school

Violence against children in school settings is the main area in which the Project showed remarkably positive achievements and impact. Children themselves, teachers, and to some extent also parents, consistently stated that they observed significant improvements in terms of decrease or elimination of violence against children and in the relationship between children and teachers.

According to several teachers, 'if we carefully observe the surveys during the three-year period when we have worked with Save the Children, the violence at school has significantly decreased'⁶¹. 'The Project had quite a positive impact'⁶². This opinion is shared by children: 'Violence is reduced since Save the Children is present'⁶³. Some children stated that as a result of their involvement in the Project, 'both teachers and pupils know that violence does not bring any good'⁶⁴. They see 'high results' not only in the level of school performance attained by children, 'but also in their attitude and behavior'⁶⁵. Indeed, as a result of the Project, 'there is a change in teachers and pupils' behavior'⁶⁶.

This result is attributed to changes in both teachers' and children's awareness of the existence and consequences of different forms of violence used against children, and consequently behavior.

As a result of the Project, children generally showed a high level of awareness concerning violence in its different forms and the right that all children share to live and grow up in a protective environment, free from violence. Albeit some of them stated that perhaps parents could have some more entitlement than teachers⁶⁷, generally children stated that 'violence is not good to be practiced, because we can even understand through communication'⁶⁸. 'Children can't be beaten; they look like a flower that needs to bloom'⁶⁹. Some children also show a good level of awareness about the different potential perpetrators of violence against them and their peers⁷⁰. 'Things have changed for better. Supported by Save the

⁶¹ I TEACHER S DU

⁶² FG TEACHERS S DU

⁶³ FG CHILDREN S DU

⁶⁴ I CHIL D S EL

⁶⁵ I CHIL D S EL

⁶⁶ I CHIL D S EL

⁶⁷ CHILDREN'S GOVERNMENT FG EL

⁶⁸ CHILDREN'S GOVERNMENT FG EL

⁶⁹ CHILDREN'S GOVERNMENT FG EL

⁷⁰ CHILDREN'S GOVERNMENT FG BE

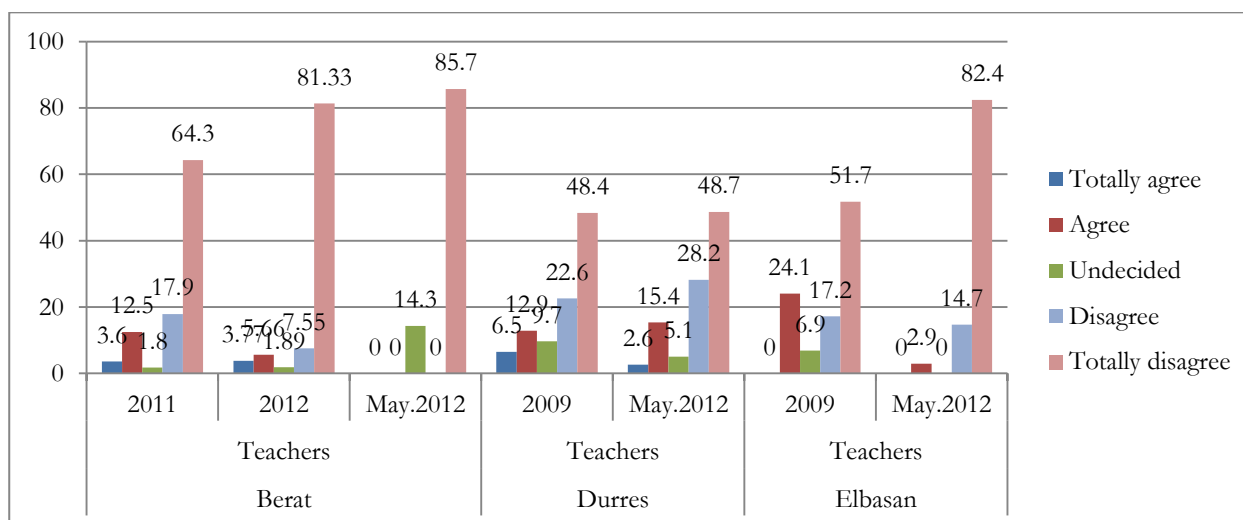
Children we have learnt about violence, types of violence, how important it is not to use violence at school and at home, we learnt about our own rights'⁷¹.

According to some teachers, after the Project, children 'know that they have their rights and they fight for them'⁷². 'Children are more aware and know how to react to potential violence against them. They know what is violence, how to be protected from it'⁷³. In some teachers' opinion, also children in kindergartens now 'understand very well what violence means'⁷⁴.

Children have also learnt how to express themselves freely: 'Let us take a simple example. If at a certain point a pupil could not express himself because of fear, presently he is given the opportunity not only to express himself but also to give an idea how to solve the problem. Hence, from being an isolated child he may currently resolve the problem'⁷⁵.

Teachers' awareness and understanding concerning the use of violence against children in schools has significantly increased and their behavior has improved.

Based on the result of the surveys carried out throughout the Project implementation, the majority of teachers do not uphold beliefs and values that support violence against children. There are very few of them who stated that they support some type of violent punishment against children, but this group is very limited and has further decreased over the years until the current Evaluation, while the number of those who totally disagree has increased. This situation is clearly reflected in the graph below, where teachers were asked to express their views (in terms of agreement or disagreement) with the statement that 'One cannot discipline the child, if the child is not scared'⁷⁶.



Graph 1. Teachers' answers to the statement: 'One cannot discipline the child, if the child is not scared'.

Some teachers stated that they now are 'more able to manage [their] behavior and children's behavior'⁷⁷. 'Now we are clearer, closer to children'⁷⁸. 'We have become aware that we may better convince a child

⁷¹ FG CHILDREN S DU

⁷² FG TEACHERS S BE

⁷³ FG TEACHERS S DU

⁷⁴ I TEACHER K DU

⁷⁵ I TEACHER S D

⁷⁶ See Appendix III – Questionnaires used for the surveys

⁷⁷ I TEACHER K EL 1

⁷⁸ I TEACHER S EL 1

with words than with the tone of our voice'⁷⁹. In some teachers' views, the project has made them 'change their behavior and the attitude they should have towards violence and its use at school'⁸⁰.

'The communication between us and the children has become easier. They are able to understand us better and they have clearer ideas [...] They work with passion and willingness and ask for more'⁸¹. 'The relations between pupils and teachers have become more harmonized. The pupils may express their opinions more freely'⁸².

This positive effect on teachers' attitude is also highlighted by children, in terms of mutual relationships: 'Before teachers showed authority, but after the trainings they treat you as a friend'⁸³.

Teachers are confident that this change in attitude and behavior will last. 'Some elements [...] become part of your growth and culture' and there is no reason to lose them'⁸⁴. Teachers think that they are 'more able to manage [their own] behavior and children's behavior' as a result of the Project'⁸⁵. The same in their view applies to children'⁸⁶. 'The impact has been very positive. I see it on other teachers, who have changed their behavior and the attitude they should have towards violence and its use at school. Before they used to say that students need to be slapped to do their assignments better, the same idea that parents have, but in our school nowadays there are no more teachers that think like that, that children can be disciplined through physical and psychological violence'⁸⁷.

Although experimental versus control locations have not been established by the Project as a tool to monitor impact (see above), some teachers have compared the situation in the schools targeted with that in other schools where the Project was not implemented: 'I have been working as a teacher in another school, and telling the truth, I have noticed a big change when I came here'⁸⁸. While the school looks poorly refurbished, 'here, teachers are more devoted to children'. Despite the fact that 'our school is a bit far away from the city center, the community is not the same as the schools of the center, even the interest about school is not the same'⁸⁹.

Although to a significantly more limited extent, the above changes were noted also by parents. 'My son is a little naughty. He has always been like that. Before Save the Children presented the Project here he was still uncommitted. Once Save the Children introduced the Project, he became more devoted. He has changed even in the way he communicates with his teachers and I am contented'⁹⁰.

Teachers are saying that the Project is entirely responsible for the positive changes on the attitude and behavior of teachers and children'⁹¹. They recall other projects focusing on children's rights, which were certainly appreciated, however they tend to attribute achievements in the decrease of violence against children to Save the Children's intervention'⁹².

⁷⁹ FG TEACHERS K DU

⁸⁰ I TEACHER S EL 1

⁸¹ FG TEACHERS S DU

⁸² FG TEACHERS S DU

⁸³ FG CG BE

⁸⁴ FG TEACHERS S EL

⁸⁵ I TEACHER K EL 2

⁸⁶ FG TEACHERS S EL

⁸⁷ I TEACHER S EL 1

⁸⁸ FG TEACHERS S EL

⁸⁹ I SCHOOL DIRECTOR EL

⁹⁰ FG P S BE

⁹¹ FG TEACHERS S EL

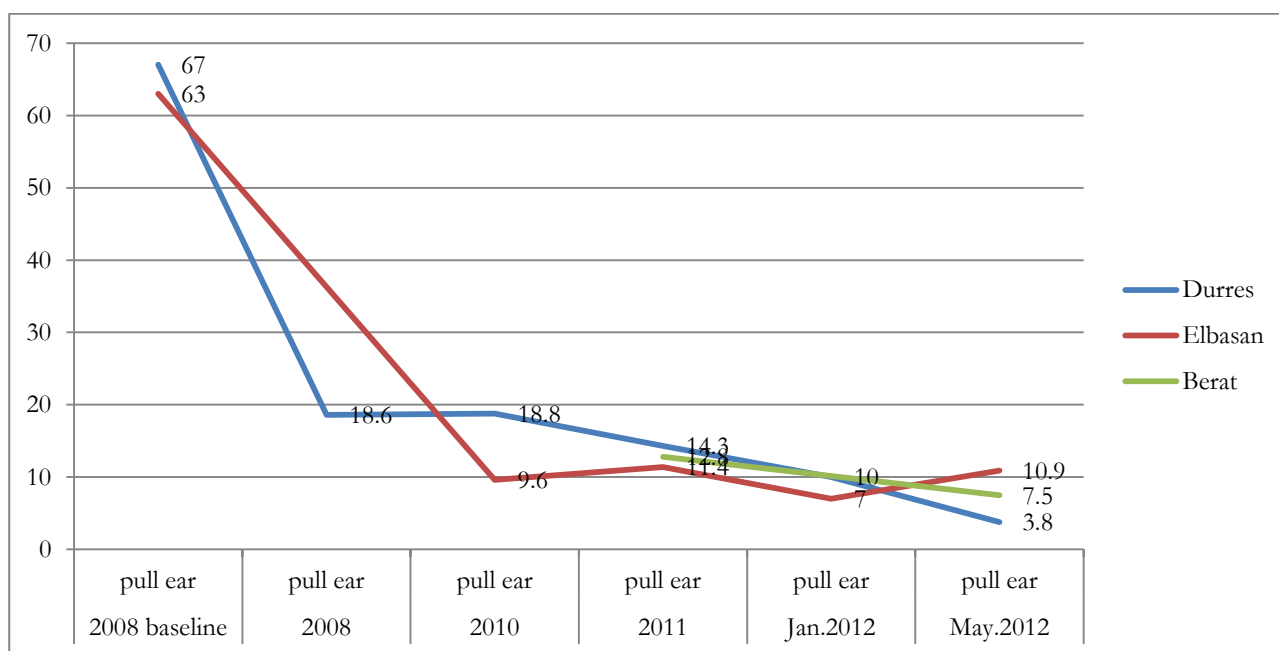
⁹² FG TEACHERS S BE

An unintended positive effect of the Project is that teachers are applying the new education methods to their own children as well⁹³.

Among the Project interventions, there was the plan to create and foster the links between school and kindergarten personnel with the CPUs⁹⁴, especially in Berat, where the creation of such a unit was supported by SC⁹⁵. CPUs were intended to cooperate with school institutions both in terms of referral of cases of violence against children therein detected, as well as in terms of preventing violence at community level. However, teachers did not seem to be much aware of the existence of CPUs. They would not know whom to refer cases of violence against children occurring in the family if they detected any⁹⁶. When asked what would his school do if a child comes with signs of violence repeatedly, a kindergarten manager stated that ‘there must be organizations for the protection of children’s rights but we are not familiar with them. We do not know how they operate’⁹⁷.

While a significant decrease in the use of violence against children by teachers and school personnel has generally been observed, the results of the Project in terms of reducing violence against children in school settings are different concerning the use of physical and psychological violence by teachers and school personnel. While the use of physical violence has decreased in virtually all targeted schools and kindergartens, psychological violence still exists.

Physical violence against children practiced by teachers and school personnel has generally decreased in all targeted schools and kindergartens over the period of the Project implementation. Based on the questionnaires filled in by children in the three cities involved, this trend concerned all forms of physical violence and the decrease observed has been significant in almost all cases.



Graph 2. Percentage comparison over the years in Durrës, Elbasan and Berat for the physical displayed violent behavior – pulling ear.

Based on children’s answers to the question on whether they experience ‘pulling ear’ by teachers, it can be seen there has been a decline of such a practice over the years. The answers provided by children

⁹³ FG TEACHERS S EL

⁹⁴ These are local child protection structures fostered by SC and other NGOs in Albania. They are now formally envisaged by the child protection legal framework.

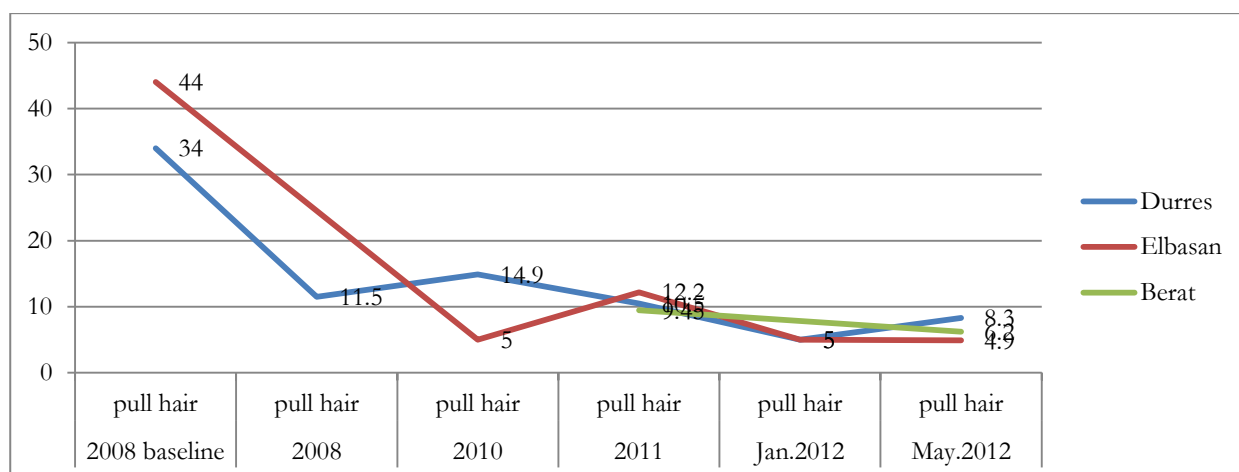
⁹⁵ SC2

⁹⁶ FG TEACHERS S BE; FG TEACHERS K DU; I TEACHER K DU.

⁹⁷ I TEACHER K DU

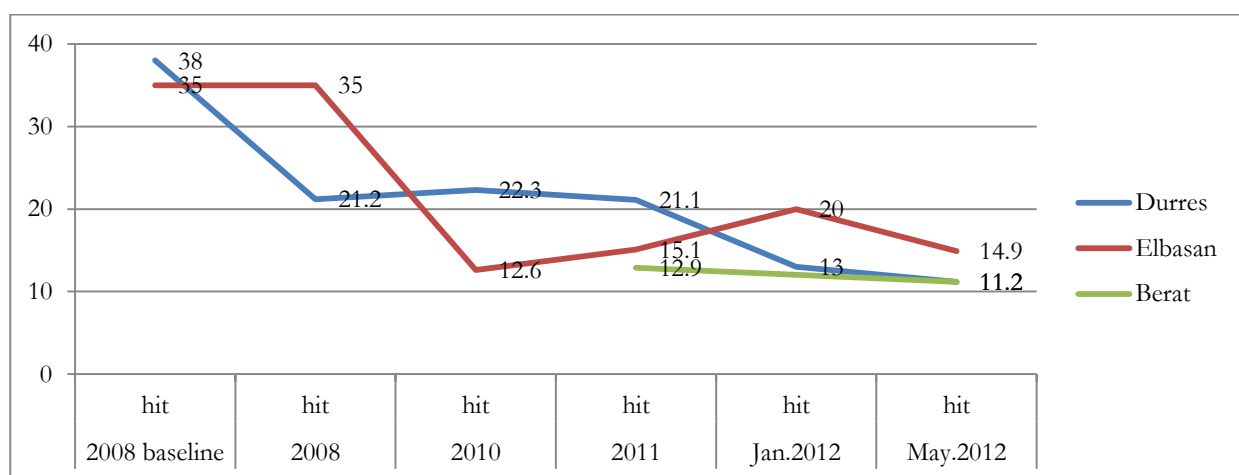
over the period of implementation show that there has been a sharp decline in the use of this form of physical punishment in Durrës, while in Elbasan there was an initial rapid decline and later a stabilization around the same values. In Berat, this behavior has decreased over the one year of Project intervention as well (Graph 2)⁹⁸.

According to the answers provided by children, the reduced use of physical violence in all schools and kindergartens targeted by the Project is even more evident concerning the practice of ‘pulling hair’ of children by their teachers, as showed in the graph below (Graph 3). However, differently from the first graph, in this graph the descending trend line is obvious in all the three cities. The trend suggests that this type of violent behavior against the pupils has not been displayed as much.



Graph 3. Percentage comparison over the years in Durrës, Elbasan and Berat for the physical displayed violent behavior – pulling hair

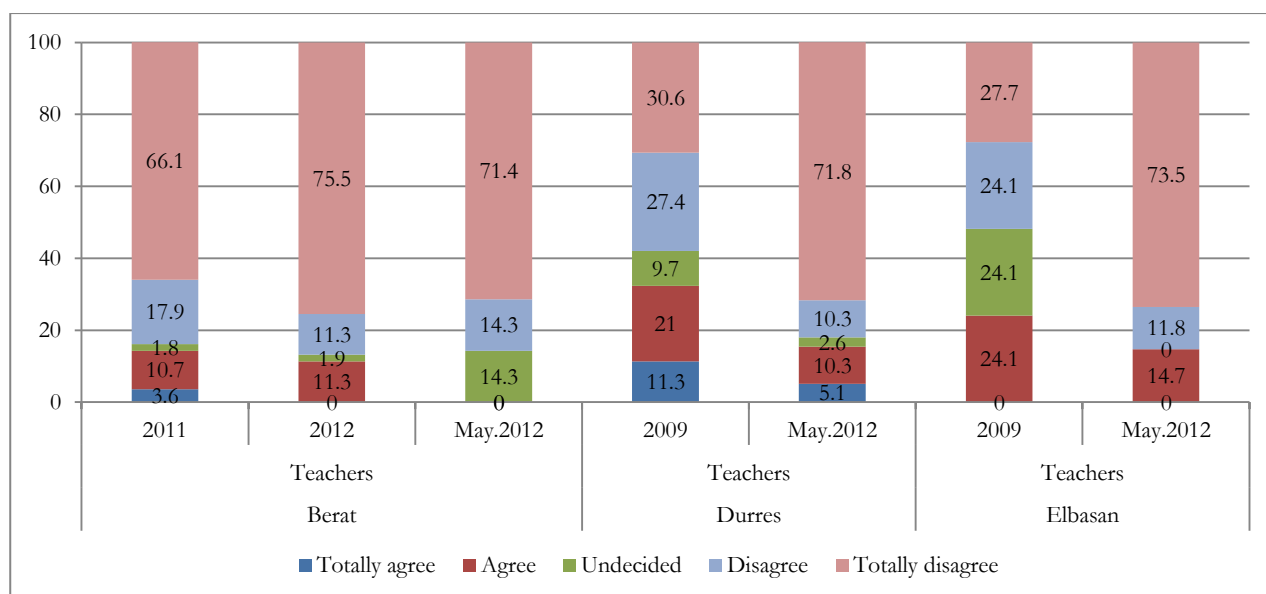
The practice of ‘hitting’ children in school has significantly declined as well. A steadier decline is observed in Durrës as compared to Elbasan, where the decline is very noticeable compared to the surprisingly high number of such cases displayed in the previous measurements. A decrease in the use of this violent practice is observed also in Berat, over the year of Project interventions.



Graph 4. Percentage comparison over the years in Durrës, Elbasan and Berat for the physical displayed violent behavior – hitting

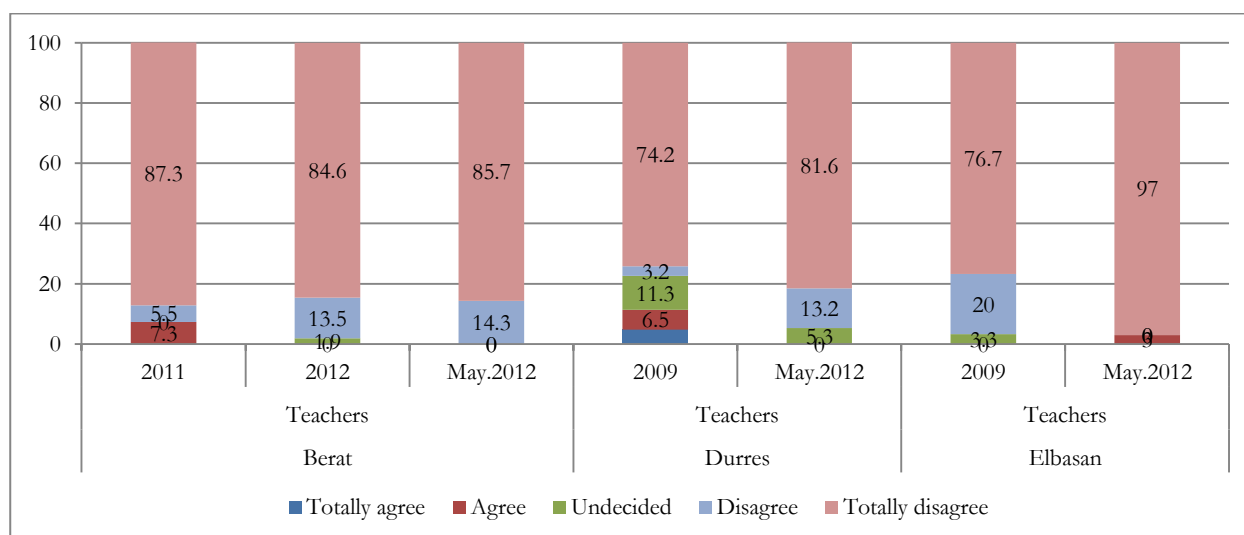
⁹⁸ It has to be noted that the initial level of physical violence against children in schools recorded in Berat is significantly lower than the level recorded in Durrës and Elbasan. This observation applies to all forms of physical violence monitored. A possible explanation of the above-difference is that, the day before the baseline survey was carried out with children, teachers (as they themselves admitted) asked students to respond to the questionnaire in a positive way (Save the Children, *Use of Corporal and Psychological Violence against Children at School and at Home*, February 2011, p.19)

This is mirrored by teachers' answers to statements commonly used to support corporal punishment against children, such as: 'Whoever hits the child, does it for his/her best', and 'Beating makes you a decent person'. As shown in the two following graphs, the majority of teachers strongly disagree with the above-statements and this group has grown during the Project implementation.



Graph 5. Teachers' beliefs over the years related to the statement: 'Whoever hits the child, does it for his/her best'.

The above graph shows the teachers' beliefs about the statement 'Whoever hits the child, does it for his/her best'. Disagreeing with this statement, means not justifying violence against children. The graph shows that the percentage of teachers not supporting this statement has increased. This increase is particularly evident for Elbasan and Durrës. The three-year intervention has resulted in almost $\frac{3}{4}$ of the teachers in all the cities strongly oppose such justifications that favor violence against children.

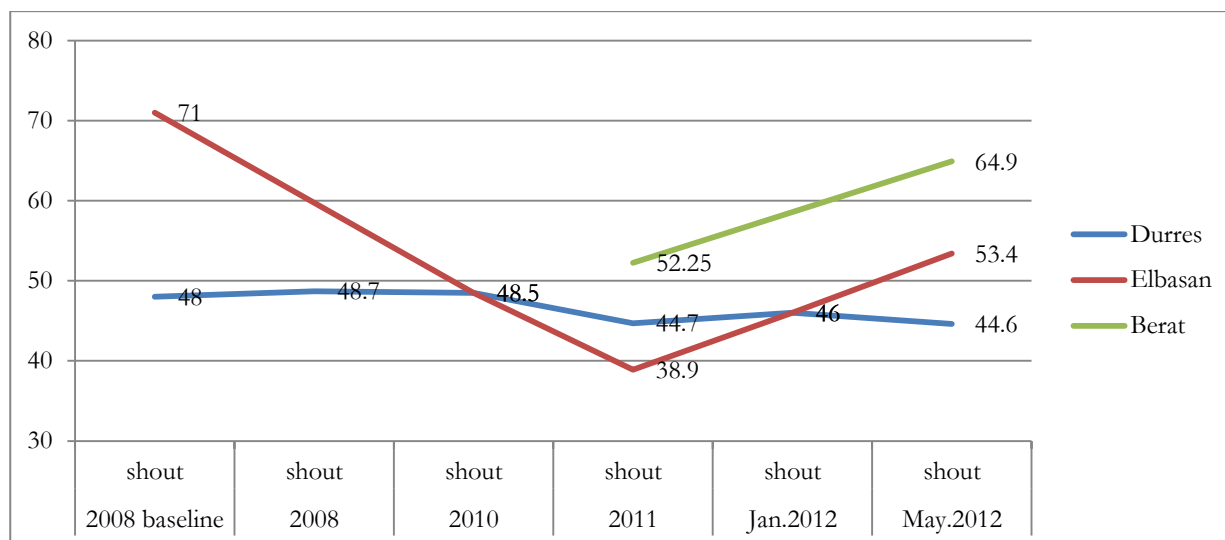


Graph 6. Teachers' beliefs over the years related to the statement: 'Beating makes you a decent person'.

'Beating makes you a decent person' is another Albanian expression used to justify the corporal punishment of children. Similarly to the previous graph (Graph 5), the percentage of the teachers disagreeing with this statement has increased over the years. Striking is the percentage of teachers in Elbasan where 97% of the teachers strongly disagree to beating a child.

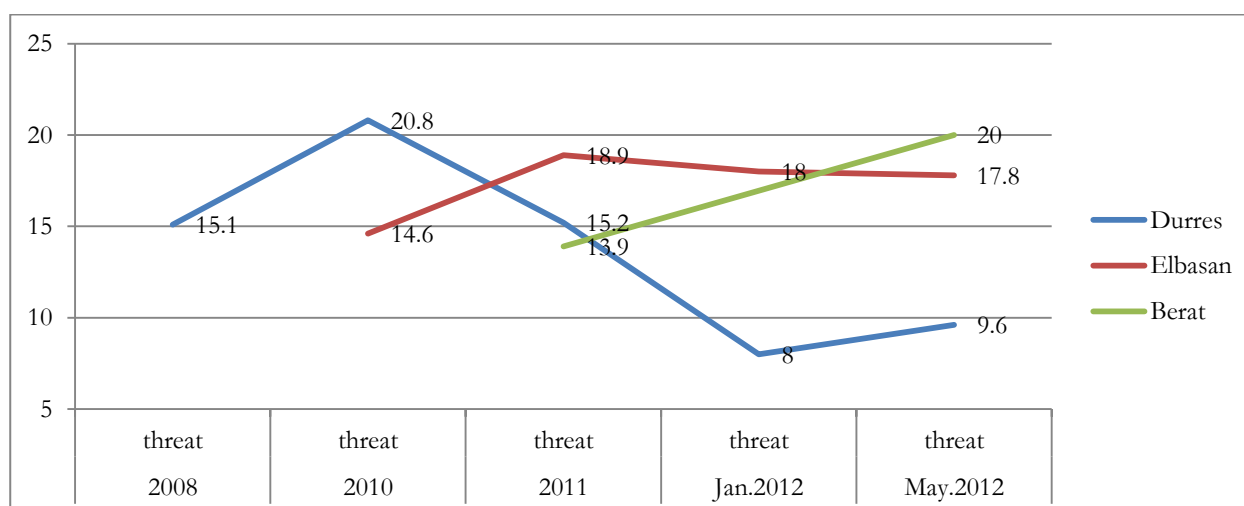
Violence against children in the form of psychological violence by teachers still exists in the schools and kindergartens targeted by the Project. Based on children and teachers' opinions, the level of psychological violence against children at school by teachers has not decreased significantly, and sometimes it has even increased.

This is reflected in the graphs below, based on the answers provided by children through surveys at different stages of the Project implementation. In the Questionnaire submitted to children⁹⁹, psychological violence is divided into three main types: 'shouting', 'threatening' and 'insulting/calling names'. Their assessment of the level of psychological violence is generally consistent across these three types identified.



Graph 7. Percentage comparison over the years in Durrës, Elbasan and Berat for the psychological displayed violent behavior – shouting

In the graph above, it can be observed that the frequency of 'shouting' by teachers in schools has remained almost stable for Durrës over the years, whereas there is a slight increase for both Elbasan and Berat (Graph 7).

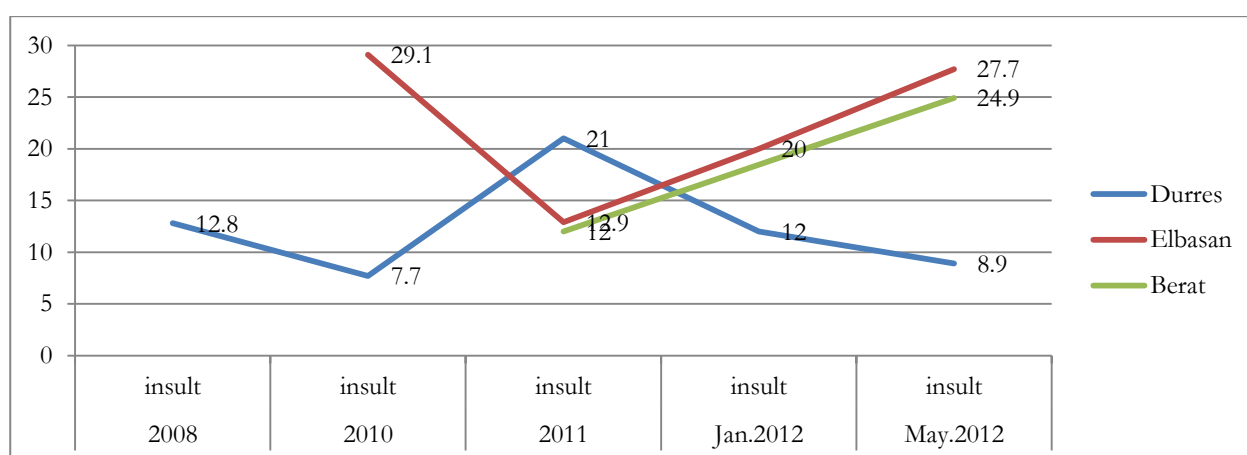


Graph 8. Percentage comparison over the years in Durrës, Elbasan and Berat for the psychological displayed violent behavior – threatening

⁹⁹ See Appendix III – Questionnaires used for the surveys

The above-graph shows the percentages of ‘threatening’ by teachers against children. Across the Project, this type of psychological violence has always showed a low frequency, also if compared to the other forms of psychological violence identified (above). According to the answers provided by children, there has not been a significant change overall. However, it can be noticed that while in Durrës the use of threatening is declining, in Elbasan it has remained almost the same and in Berat there has been an increase over the one year of Project implementation.

The following graph (Graph 9) displays the data related to teachers’ practice of ‘calling names/insulting’ students at school. It shows almost the same pattern as in graph 8 (above). Actually, there is a steady decline of this practice in Durrës, while in Elbasan the percentages are almost unchanged, and in Berat there was an increase over one year.



Graph 9. Percentage comparison over the years in Durrës, Elbasan and Berat for the psychological displayed violent behavior – insulting/calling names

Although teachers seem to be generally aware that shouting can have a negative impact on children¹⁰⁰, and that psychological violence ‘is serious’, they confess that they still use it¹⁰¹. ‘Indeed, physical violence is reduced but not high pitched tones of voice, which is a form of psychological violence [...] Often we call them names as we are human beings, in flesh and blood’¹⁰².

This is confirmed also by children¹⁰³. ‘Physical violence is being reduced but there is still present the psychological one, teachers shouting at us’¹⁰⁴, and ‘sometimes even students abuse the teacher psychologically [...] for example when they threaten the teacher “we will see. I am going to make it possible that you are fired”’¹⁰⁵.

Some teachers suggest that psychological violence occurs more frequently against children who come from rural areas or belong to ethnic minorities. According to them, these children’s parents often do not manage to follow them closely and as a consequence they are less ‘obedient’ to rules. Thus teachers resort to raising their voice and insulting these children more frequently¹⁰⁶.

According to other teachers, psychological violence in schools is more often used with adolescents, who have ‘more problems’ than younger children¹⁰⁷. Overcrowding of classes is another reasons why

¹⁰⁰ I TEACHER K EL

¹⁰¹ FG TEACHERS K BE; FG TEACHERS S BE.

¹⁰² FG TEACHERS S DU

¹⁰³ FG CG BE

¹⁰⁴ FG CHILDREN S DU

¹⁰⁵ FG CG BE

¹⁰⁶ FG TEACHERS S EL

¹⁰⁷ FG TEACHERS S EL

teachers sometimes resort to using psychological violence against children¹⁰⁸. ‘Sometimes we are very busy and we yell at them’¹⁰⁹.

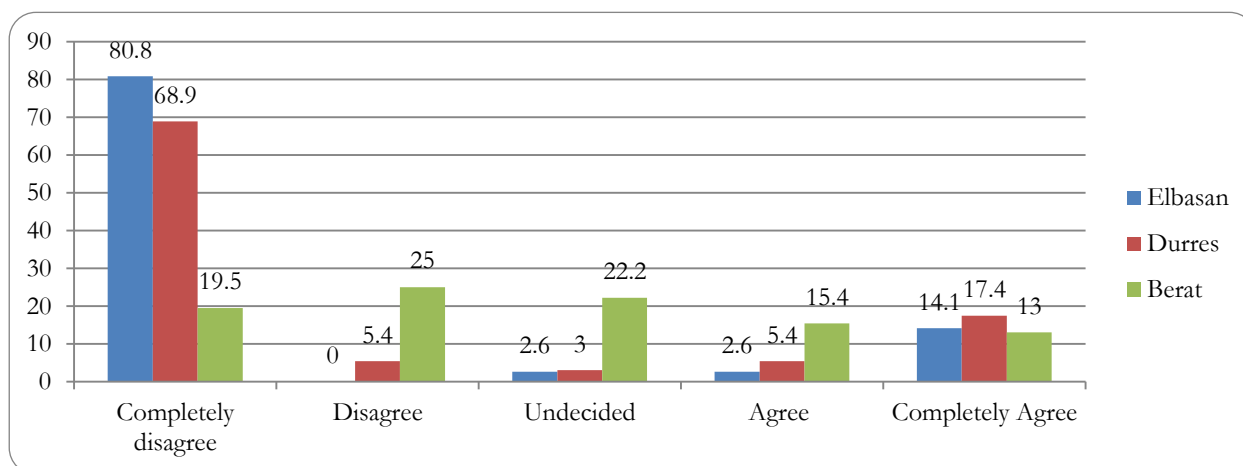
Moreover, as it was mentioned above, reportedly one of the negative effect of the Project is that some children use their increased awareness to behave in a confrontational way with their teachers: ‘Students know their rights and behave arrogantly. They should be more polite, because the way they speak makes the teacher angry’¹¹⁰.

Some teachers suggest that they need further training in order to be able to handle the classroom without using different forms of psychological violence against their students¹¹¹. In particular, they expressed the need of specialized training on how to deal with CWDs. Working with these children without being properly trained, especially when their parents are also unprepared and use shouting and beating practices, poses a serious challenge to teachers¹¹². In these circumstances, ‘it is difficult working with a child with mental disabilities’¹¹³, particularly children affected by autism¹¹⁴.

Violence at home

Based on the surveys carried out throughout the Project implementation, the majority of parents does not expressly uphold beliefs and values that support violence against children. Although this proportion is higher than the one observed among teachers, there are few parents who stated that they support some type of violent punishment against children, and this group has also decreased over the years until the current Evaluation.

This is reflected in the answers provided by parents concerning the statement according to which ‘Corporal punishment against children should be totally banned’ (see graph here below).



Graph 10. Percentage in parents’ responses to the statement: ‘Corporal punishment against children should be totally banned’ (Data from May 2012)

Generally, the percentage of parents who would not support violence against children has significantly increased during the Project implementation. This is also reflect in the very limited support that parents expressed to other statements justifying violence against children, as it is shown in the graphs below.

¹⁰⁸ FG TEACHERS S DU

¹⁰⁹ FG TEACHERS K BE

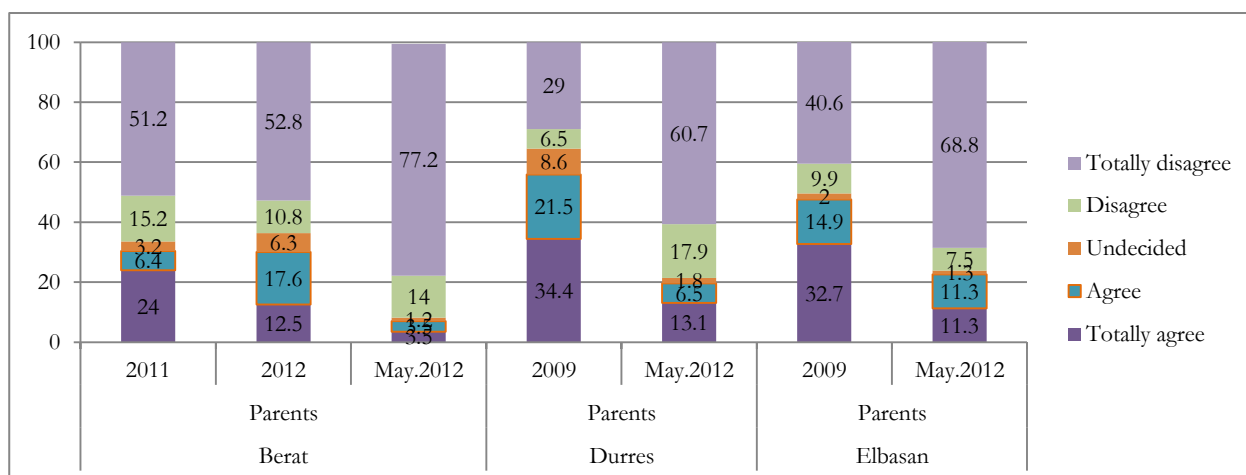
¹¹⁰ FG CG BE

¹¹¹ FG TEACHERS S DU

¹¹² I TEACHER K EL 1

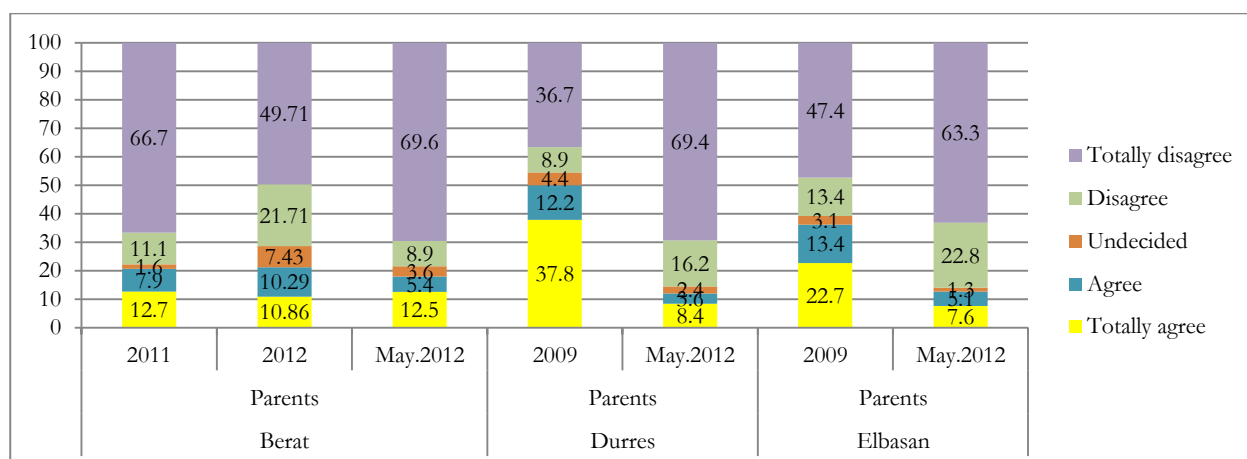
¹¹³ FG TEACHERS K BE

¹¹⁴ FG TEACHERS K DU



Graph 11. Parents' beliefs over the years related to the statement: 'Those who hit the child want only the child's best'.

Agreeing with this statement means that parents justify the violence against children. The support to this statement has shown a decrease over the years, still remaining on levels that call for interventions.



Graph 12. Parents' beliefs over the years related to the statement: 'If the child is not scared then, one can't educate him/her'.

Agreeing with this statement means to support violence against children. If compared to the survey conducted in 2009¹¹⁵, at that time parents were more inclined to uphold this statement (especially in Durres). In the last measurements, more parents are refusing this belief.

To some extent, the Project seems to have reduced the use of violence against children by their parents. A teacher stated that parents of her students 'are not the same', they are 'not criticizing us for not beating their children'¹¹⁶. Another teacher stated that cases of violence against children at home are more rare now and belong rather to the period prior to the Project¹¹⁷. Allegedly, this happened both as a result of activities directly involving parents, as well as an indirect outcome of the increased awareness of children and the improved relationship between them and their teachers, whose approach towards violence – namely physical violence – has definitely changed during the Project (see above).

However, violence against children in the family still exists. Both physical and psychological violence against children targeted by the Project is still practiced by their parents. While as part of the Evaluation

¹¹⁵ Save the Children, *Parents' beliefs about corporal punishment of children*, April 2009

¹¹⁶ FG TEACHERS S EL

¹¹⁷ FG TEACHERS S EL

children were not asked through surveys about the frequency and types of violence that they experience at home, this is shown by opinions expressed by their teachers and by parents themselves.

Teachers think that several parents are using physical punishment against their children at home¹¹⁸. According to some teachers, 'we are not in that phase when there is absolutely no violence between children and parents. There are no parents who never use physical violence on their children'¹¹⁹. This comes also as a direct outcome of the child's school performance: when the child is involved in an 'unpleasant situation', if the teacher calls the parents, when they go back home with the child, they 'violate him in a barbaric way'¹²⁰. This is often coupled with the fact that some parents are not showing enough interest about how their children are performing and behave at school: 'Parents come here only when their children are offended or violated, not to meet me and ask me about how their children are doing'¹²¹.

When asked whether the Project activities involving parents have had an impact on them, some teachers stated that these achieved mixed results: 'Yes and no. We have managed to reduce violence, but not to eliminate it'¹²². 'There are parents who apply persuasion techniques. They communicate with their children and are more open. However, other parents admit the fact that there is no big deal if they have beaten their children'¹²³.

During focus groups and interviews conducted as part of the Evaluation, some children confirmed that they are at times subjected to violence by their parents. When asked why did their mothers beat them, some of them provided several examples: 'Sometimes related to learning achievements at school, being late i.e. set a time to come and I be late' and also 'being late at school and in some other cases when I hit my younger brother as I was angry'¹²⁴. Some children said that they noticed cases of other children who experience violence at home, and the negative way in which this reflects also on their behavior at school: 'We have seen that students who come from violent families show this in class through stress, screams, arrogant behavior'¹²⁵.

During focus groups and individual interviews conducted as part of the Evaluation, most parents shared the view that it would be ideal not to beat children. However, they generally equally state that 'sometimes, it is needed'¹²⁶. 'I know, from the spiritual side, it is not good to beat [a child], but practically, it should be done'¹²⁷. 'I know that it's better not to beat them, but sometimes they just need it'¹²⁸. This circumstance probably explains why in principle, based on the result of the surveys, parents showed a low level of support towards the use of violence against children (see above).

Indeed, when consulted, several parents are quite open and admit that sometimes they resort to violence in order to discipline their children. 'It is useless to deny but all of us have given a slap at times'¹²⁹.

They provide several explanations concerning the reasons why they resort to physical and/or psychological violence with their children. Some of these reasons are shared by teachers, who also

¹¹⁸ FG TEACHERS K BE

¹¹⁹ I SCHOOL DIRECTOR EL

¹²⁰ FG TEACHERS S EL

¹²¹ I TEACHER S EL 3

¹²² FG TEACHERS K VBE

¹²³ FG TEACHERS K DU

¹²⁴ FG CHILDREN S DU

¹²⁵ FG CG BE

¹²⁶ I PARENT S EL 1

¹²⁷ I PARENT S EL 1

¹²⁸ I PARENT S EL 1

¹²⁹ FG PARENTS K DU

expressed their point of view about the reasons why children are subjected to violence at home throughout the Evaluation.

Generally, both parents and teachers agree and demonstrate that using violence against children is a cultural issue. 'This is the Albanian mentality... there are lots of such parents'¹³⁰. This is also recognized by parents themselves: 'I have reported with pleasure an extraordinary work done by the school teachers but the environmental factor is also influential. We come from a rural society. It is a matter that takes time'¹³¹. 'We are a rural society from different cultural backgrounds and inadequately informed...'¹³². Some parents still support the traditional belief that beating is a positive form of education: 'Even if she had beaten him, it is not a big deal. We were beaten when we were little and did not become bad persons. Nowadays, you do not beat them and they become even worse'¹³³.

According to both parents and teachers, violence against children in the family also results from socio-economic problems. 'They come from very poor families. What do you expect from them? They suffer from economic situation. There have been children that didn't have a school bag'¹³⁴. 'In this area, all people are newcomers from other districts. As they work all day long illegally and without insurance, they are far from their families. When they are invited to come to the kindergarten, they do not show up. When you tell them what their children have done, they say "beat him" as they have got used to such a mentality and cultural background'¹³⁵. Generally, it is a shared view that a high level of unemployment causes stress in the family, which creates tensions¹³⁶ and that 'domestic violence is rather caused by poverty'¹³⁷. 'The main problems are the social issues which our school can never resolve but we are obliged to [...] be as cooperative as possible'¹³⁸.

During individual or group discussions conducted as part of the Evaluation, many parents expressed the view that 'fear' is an essential element in educating a child. 'I think that fear should be present. Without it, it is useless. If you live a child alone, he destroys everything. You can talk to him, but at last he will do whatever he wants'¹³⁹. 'Children should have a kind of fear inside them'¹⁴⁰. 'I am not saying to beat him, but sometimes a slap is necessary, I think they should know fear'¹⁴¹. 'They are aware of the fear. If they repeat it they know they will be beaten again'¹⁴². 'A little force or violence is needed as too much freedom is useless. Children should feel fear. Actually we are in a democratic system but fear is needed. We have been pupils, but we were afraid of the teacher'¹⁴³.

Some teachers think that it is more difficult to cooperate with parents who have a low level of education, and also with those who are younger¹⁴⁴. Some other teachers instead think that younger generations of parents have been brought up with less violence and therefore they use it less with their own children¹⁴⁵.

¹³⁰ FG TEACHERS K DU

¹³¹ FG P S DU

¹³² FG P S DU

¹³³ FG P S DU

¹³⁴ FG TEACHERS K BE

¹³⁵ I TEACHER K DU

¹³⁶ I TEACHER K EL 1

¹³⁷ I TEACHER K DU

¹³⁸ I TEACHER S DU

¹³⁹ I PARENT S EL 1

¹⁴⁰ I PARENT S EL 1

¹⁴¹ FG P S BE

¹⁴² FG PARENTS K DU

¹⁴³ FG P S DU

¹⁴⁴ I TEACHER K EL 4; FG TEACHERS K BE

¹⁴⁵ FG TEACHERS K DU

Parents also stated that sometimes they feel compelled to use violence against their children, in order to protect them from some immediate danger¹⁴⁶. Other factors mentioned by parents include the age of the child, or his/her personality. According to some parents, younger children need more physical violence than older one, because it is more effective with them¹⁴⁷, whereas some parents say that ‘it depends on the children’s character. There are stubborn children who are told not to do something and they will do whatever they want’¹⁴⁸.

Parents expressed mixed opinions about the possible use of physical violence against children by teachers. Many parents think that teachers should not be blamed if sometimes they beat their child. The main reason is that, in their views, teachers do that with the intention to ‘make the child reason and reflect’¹⁴⁹. Moreover, ‘every teacher is at the same time a parent, too’¹⁵⁰.

In other words, parents believe that teachers would use violence against their child ‘if s[/]he deserved it...’¹⁵¹. ‘I tell [my child] that the teacher did the right thing because he deserved it’¹⁵². In their views, teachers can use physical punishment against a child ‘when [s/]he doesn’t learn, when [s/he] makes noise’¹⁵³. Some parents believe that teachers have sometimes no other options than beating students in order to manage the classroom: ‘The teacher may have a class of 30 pupils and she may get frustrated. If she beats a child that will not be harmful, she may slightly spank him... We have one or two children and suffer from a nervous breakdown. Imagine her with 30 pupils’¹⁵⁴. These parents believe that some limited violence is not going to be harmful for the child concerned: ‘It is not the end of the world if she slaps him. It’s not that he is going to die’¹⁵⁵. ‘In my opinion, if [the teacher] sometimes spansks him it is not a big deal’¹⁵⁶.

Teachers confirm that ‘some parents [...] say “We have brought him here, hit him as there is no problem”’¹⁵⁷. Some parents give teachers ‘explicit permission’ to beat their children if they do not study, or to keep them in the class after school hours as a way to punish them. ‘These parents are the ones who use violence in their families and they want us to do the same thing’¹⁵⁸. ‘They have told us “beat him as it does him good”. Namely, they still consider that children need violence’¹⁵⁹.

Conversely, few parents express disagreement with the possibility for teachers to use violence against their children. Some of them said that they would approach the teacher ‘and ask her what happened. He is my child and it hurts’¹⁶⁰. ‘I would not feel good if that happened. It would be better to speak to [my child] and inform me as a parent because beating would not solve anything’¹⁶¹. Sometimes, parents approached the school director when a teacher had beaten their child¹⁶². ‘Teachers should be like second parents, like friends and psychologists with the pupils and should not beat them. If she beats a child, the latter would feel embarrassed in front of his schoolmates. He would be distressed and upset.

¹⁴⁶ I PARENT S EL 1; FG P S BE

¹⁴⁷ I PARENT S EL 1

¹⁴⁸ FG PARENTS K DU

¹⁴⁹ I PARENT S EL 1

¹⁵⁰ I PARENT S EL 1

¹⁵¹ FG P S EL

¹⁵² FG P S EL

¹⁵³ FG P S EL

¹⁵⁴ FG P S DU

¹⁵⁵ FG P S BE

¹⁵⁶ FG P S DU

¹⁵⁷ I TEACHER K DU

¹⁵⁸ FG TEACHERS S EL

¹⁵⁹ FG TEACHERS S DU

¹⁶⁰ FG P S BE

¹⁶¹ FG P S DU

¹⁶² FG P S BE

It is not a good thing. The teacher should consult with the pupils as parents do because these children are a little sensitive¹⁶³.

Parents generally demonstrate very little awareness about psychological violence against children. They normally admit that teachers shout at them, as ‘children can’t be damaged because of shouting’¹⁶⁴. They do not regard shouting as a form of violence. Even if in principle they do, they would still admit that there are cases when either themselves, the teachers or other members of the family (for example the child’s grandparents) could and even should shout at him/her¹⁶⁵.

In conclusion, the situation concerning parents’ approach to using violence to discipline their children does not seem to have changed significantly as a result of the Project¹⁶⁶. This outcome is known to SC, who consider it appropriate to engage more substantially with parents in similar projects¹⁶⁷. It is mirrored also by the fact that parents involved in focus groups and interviews during the Evaluation showed little familiarity with SC’s Project: ‘I have heard about the prevention of violence but today it is the first time I fully understand it’¹⁶⁸. Several other parents answered in a similar way.

However, generally parents who were aware about the Project had a positive opinion about it¹⁶⁹. Some parents wished that their children and all students could be more involved in similar types of activities as the ones implemented by SC¹⁷⁰. Some of them stated that they observed some impact of the Project in that ‘children are kinder to each other’ and have a different behavior after being involved in the Project¹⁷¹. ‘They are no longer violent to each other when they communicate at home, with each other and with the teacher in the classroom’¹⁷². ‘I congratulate with you about the Project. It has been here for a year and students have learned about their rights. My child is in the sixth grade. He has been part of the Project and I am satisfied. My child has learned about his rights in school with teachers, parents and other children’¹⁷³. Generally, parents noted some changes in their children’s behavior, and noted that children were actively involved in several activities¹⁷⁴. However, they did not show a sufficient level of involvement in, and understanding of the Project.

During the Evaluation, as well as by analyzing the Project materials, several encouraging aspects concerning parents’ perception of violence against children were noted. These pointed to the great potential to further engage with them and to change their awareness and behavior in order to enhance children’s protection and well-being.

First of all, the participation of parents to the training sessions on positive parenting and positive disciplining (above) has increased over the implementation of the Project. In Durrës and Elbasan, their attendance increased from 118 parents in 2009 to 456 in 2010 and 533 in 2011, reaching 19% of the total population targeted. In Berat, a total of 432 parents attended the trainings in 2011, making for 47% of the total population targeted¹⁷⁵.

¹⁶³ FG P S DU

¹⁶⁴ I PARENT S EL 2

¹⁶⁵ I PARENT S EL 3

¹⁶⁶ See in particular: Save the Children, *Parents’ beliefs about corporal punishment of children*, April 2009

¹⁶⁷ SC1

¹⁶⁸ FG P S DU

¹⁶⁹ I PARENT S EL 3; I PARENT S EL 4

¹⁷⁰ FG P S EL

¹⁷¹ FG P S EL

¹⁷² FG P S DU

¹⁷³ FG P S BE

¹⁷⁴ FG P S BE

¹⁷⁵ Annual Report 2011; Logframe; Matrix of beneficiaries

Some parents recognize that using violence against children is a result of their weakness. Some of them said that sometimes they get ‘extremely furious’ and beat their children, but later they regret it¹⁷⁶. Similarly, sometimes parents admitted that they shout at their children ‘when you have no time to explain children why not to do something, and in this case you just shout “don’t do it, why did you do it”’¹⁷⁷. ‘[The child] is not always beaten but only when he makes you sick and tired’¹⁷⁸.

Some parents admit that through violence, they take it out on their children for the problems affecting their lives: ‘A normal parent, not so patient and with economic or social problems or working all day long is overburdened and at a certain point he directs his emotional outbursts to the child. Yet, we should be careful not to direct our anger to the child. Why do we act so? Because they are young and we cannot burst out our anger to adults’¹⁷⁹. This situation was echoed particularly by internal migrant families: ‘Currently we are in trouble with the children. We do not know where to work, we cannot leave them alone. We are not in our region, we have come to a larger area’¹⁸⁰.

While unfortunately children experience still violence at home, some parents admit that violence does not solve the problems that they might face in educating their children. Some of them explicitly recognize that ‘beating does not produce any solutions’¹⁸¹, but rather exacerbates conflicts. ‘If you beat [the child], he will behave even worse’¹⁸². ‘If [parents] beat them, children will not understand the mistake and will repeat it. What do you win then? Both parents and children will get angry’¹⁸³.

Parents seemed generally very open and willing to learn more on how to improve relations with their children. They showed a genuine interest in discussing among themselves and reassured the Evaluators that they did not consider this as a private issue¹⁸⁴. Asked about suggestions for possible future activities, some parents stated that ‘there should be more parents’ meetings’ and that ‘parents should be more involved’, ‘meet and discuss’¹⁸⁵. ‘Children, parents and teachers should work together and understand each other’¹⁸⁶. ‘It is effective and we learn a lot from it’. Parents said that they can ‘hear new ideas, get more informed’¹⁸⁷.

Few parents were explicitly against the use of violence as a way of disciplining children, practiced by anyone (themselves, teachers or any other individual). Some of these parents showed a good level of awareness about positive disciplining: ‘Instead of shouting, we should stimulate a child. For example “very good, excellent”, so to persuade him make the contrary of things he would do if you beat him. If he were stimulated, he would gain faith in himself, and by being self-confident, he would start to select what to do and what not to do’¹⁸⁸. In these cases, parents would not even slightly justify that a teacher used violence against their children¹⁸⁹.

Although this was not asked systematically throughout the Evaluation, an unintended negative outcome for children participating in the Project could be that the fact that they are aware of their right to be protected from any forms of violence, while parents are not, could create more tensions at home¹⁹⁰.

¹⁷⁶ I PARENT S EL 2

¹⁷⁷ I PARENT S EL 4

¹⁷⁸ FG PARENTS K DU

¹⁷⁹ FG PARENTS K DU

¹⁸⁰ FG P S DU

¹⁸¹ FG PARENTS K DU

¹⁸² FG PARENTS K DU

¹⁸³ FG PARENTS K DU

¹⁸⁴ FG PARENTS K DU; FG P S BE

¹⁸⁵ FG P S EL

¹⁸⁶ FG P S BE

¹⁸⁷ FG P S BE

¹⁸⁸ I PARENT S EL 4

¹⁸⁹ I PARENT S EL 4

¹⁹⁰ FG TEACHERS S BE

Parents could perceive the increased awareness of their children as a challenge or threat, and as a reaction they could be inclined to exercise a higher level of violence against them. As a parent stated, 'the child is between the culture requirement at school and the patriarchal education at home'¹⁹¹.

Violence among peers

Although this was not a specific objective of the Project, some of the activities seem to have had a positive influence concerning the use of violence and the relations among peers. Some children involved in the Project see positive changes in the atmosphere within their class, among classes and students: 'I have noticed a spirit of collaboration between classes, something I hadn't seen before. With the help of Save the Children, we are getting to know students of other classes'¹⁹². 'There have been cases when students of the ninth grade stopped using violence against students of the fourth or fifth grade'¹⁹³.

Also some teachers noted changes in students' behavior among themselves: 'Students are more friendly with each other, they respect each other'¹⁹⁴.

However, violence among peers in the kindergartens and especially in the schools targeted by the Project is still a problem¹⁹⁵. This is confirmed by both teachers and children. 'Bullies' fights is something present in every school. Senior students abuse junior students, weaker students'¹⁹⁶.

In teachers' opinions, this is partly a result of violence that some children experience at home¹⁹⁷: 'If physical violence is used, children become aggressive. They hit other children. A child that is usually beaten is going to beat others'¹⁹⁸.

In some teachers' views, violence among peers relates to socio-economic problems that children experience together with their families. According to them, 'there are many social and economic problems and all these bring about violence'¹⁹⁹. '[Children] have problems at home and they burst in the class'²⁰⁰.

According to some teachers, violence among peers is also caused by discrimination against certain groups of the population (for example ethnic minorities), which is reflected on children²⁰¹. Some teachers note that boys are more inclined to perpetrate both physical and psychological violence than girls²⁰².

Although this probably occurs very rarely, sometimes parents' attitude may encourage or at least not prevent their children from being violent: 'In one case the parent told the teacher that his child did the right thing in hitting a classmate in a fight. Parents sometimes support their children in such cases'²⁰³. In

¹⁹¹ FG P S DU

¹⁹² FG CG BE

¹⁹³ FG CG BE

¹⁹⁴ I TEACHER S EL 2

¹⁹⁵ FG TEACHERS S BE; FG CG EL

¹⁹⁶ FG CG BE

¹⁹⁷ FG TEACHERS S BE

¹⁹⁸ FG TEACHERS K BE

¹⁹⁹ FG TEACHERS K BE; similarly: FG TEACHERS S DU

²⁰⁰ FG TEACHERS S BE

²⁰¹ FG TEACHERS S BE

²⁰² FG TEACHERS S BE

²⁰³ FG P S BE

general, parents feel pressured and do not always know how to react in cases of violence between children involving their own child²⁰⁴.

Key factors and Project's components that determined or constrained its success

Among the factors that contributed to the Project's achievements, SC's expertise on preventing violence against children by eradicating physical and humiliating punishment and by promoting positive discipline methods appears to be of paramount importance. The Organization had a clear vision of what direction the Project had to take and presented themselves to stakeholders and beneficiaries as confident and expert on the topics.

Many of the participants to individual interviews and focus groups conducted in the framework of the Evaluation expressed admiration and trust in SC's capacity to bring together 'an external pool of experts'²⁰⁵ in order to tackle a complex issue such as violence against children in a professional way and with a high level of competence and expertise.

The Organization's previous knowledge of the local contexts where the Project was implemented constituted another major element of success. Indeed, SC had been working on both education and child protection issues across the targeted areas, thus gaining first-hand knowledge of issues affecting children and barriers preventing the full realization of these two fundamental rights.

All the actions undertaken as part of the Project are interrelated and the final outcomes and impact are generally a result of all its components. This opinion is shared by SC²⁰⁶ and by several Project beneficiaries: 'Everything which has been dealt with in this Project has been wonderful and at the same time necessary'²⁰⁷. 'All activities carried out at school with the support of Save the Children have been fantastic and were highly attended'²⁰⁸. While maintaining that, throughout the Evaluation exercise, teachers and children valued some of the Project activities in particular.

The system of warnings and rewards, promoted by the Project, is regarded as a useful way to prevent violence in the class²⁰⁹. Teachers highlight that the method of establishing rules jointly with children is positive, it makes 'children become initiators'²¹⁰. 'They drew the regulation themselves. If they break the rules, the punishment is given based on this regulation. In case of breaking discipline during the class, I point at the board and tell them they did it and they are going to execute it if they break discipline'²¹¹. 'I like the idea that the students made the regulation themselves and decided on the punishment in case of breaking it'²¹². Also children share the view that most of them now obey the rules, 'since these rules are put by children themselves'²¹³

Teachers generally valued the training that they received. Through this system, they realized that they 'were the first who should change, and then children'²¹⁴. '[Children] are the same, but we are the ones

²⁰⁴ FG P S BE

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²⁰⁷ FG TEACHERS S EL

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²⁰⁹ FG TEACHERS S EL

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²¹¹ I TEACHER S EL

²¹² I TEACHER S EL

²¹³ FG CG EL

²¹⁴ FG TEACHERS S EL

that change during activities, and as a result, children change as well'²¹⁵. 'The seminars conducted have been very effective'²¹⁶.

Teachers showed appreciation of having learned positive discipline methods: 'The trainings we have done have been very helpful, we have improved a lot in what we do and have implemented everything we have learned, for example the beautiful and interesting topics on positive discipline'²¹⁷. 'Smiles, applauses, which make the child feel that the more he succeeds, the more applause he will take'²¹⁸. The 'promotion of children's work through positive awards (stickers) equipped children with methodologies but at the same time it also maximized teachers' professionalism'²¹⁹. 'I think that education and good discipline is necessary and is part of our job'²²⁰. 'Thanks to those trainings, we can handle a situation when we are angry without using violence'²²¹. Some teachers in a kindergarten valued the 'hidhfv'²²² method²²³.

Some teachers valued very much the training provided to children and its complementary role to the training provided to teachers: 'I believe all this work was worth it, firstly for raising the awareness of the teaching Staff and of the kids as well'²²⁴. 'Children learn. They don't have other opportunities. They have limited opportunities about learning, being informed, being conscious about everything that happens around them. This is a big help which is given to us'²²⁵.

Some teachers believe that 'it is that feeling of competition which pushes the children to be in conflict with each other'²²⁶. In their views, 'Effective activities are those when the feeling of competition is removed'²²⁷.

In several teachers' opinions, summer camps initiated in the framework of the Project were very good for children. 'The summer camp is wonderful'²²⁸. Indeed, this was the only opportunity for amusement that they have in the whole year, and certainly the most enjoyed one. It provided children with the possibility to cooperate among themselves, and also with their teachers as they attended the initiative as well²²⁹. Generally, children attending the school targeted by the Project lack opportunities for recreational activities. 'School is the only place where they can have some fun'²³⁰. However, some teachers felt that the hot weather conditions and the lack of free drinks and meals created some difficulties to children attending summer camps²³¹.

Children themselves greatly valued the summer camp²³². 'Nearly all the pupils of the seventh and eight classes are asking whether there will be any summer camp this year, this makes pupils feel good'²³³.

²¹⁵ I SCHOOL DIRECTOR EL

²¹⁶ FG TEACHERS K DU; similarly: FG TEACHERS K BE

²¹⁷ I TEACHER S EL

²¹⁸ I TEACHER K EL

²¹⁹ I TEACHER K EL

²²⁰ I TEACHER S EL

²²¹ I TEACHER S EL

²²² This is a method used in Positive Discipline in the framework of the UNICEF's project "COMBI", responding to violence in Albania. In brief, once an incident has taken place in classroom, the teacher has to do the followings: Pause for a few seconds, Inquire what the problem is, Take the issue back to students; Invite for solutions and Act

²²³ I TEACHER K EL 1; I TEACHER K EL 2

²²⁴ FG TEACHERS S DU

²²⁵ I SCHOOL DIRECTOR EL

²²⁶ FG TEACHERS K DU

²²⁷ FG TEACHERS K DU

²²⁸ FG TEACHERS S DU

²²⁹ FG TEACHERS S EL

²³⁰ FG TEACHERS S BE

²³¹ FG TEACHERS S DU

²³² FG CG EL

²³³ I SCHOOL DIRECTOR EL

Some children mentioned summer camps among the Project activities that in their view should be continued, 'because in our neighborhood students can't afford to go on vacation with their families. So at least they have a place where to have some fun'²³⁴. In children's views, organizing recreational activities could also help prevent school dropout: 'There was a student of the fifth grade that didn't come to school. Then he came to the summer camp and turned back to school'²³⁵.

Some members of the school Staff also valued the support provided to Children's Government and their involvement in handling the box of concerns/opinions, 'which functions in an efficient way'²³⁶. They believe that it brought about significant positive changes: 'On the one hand children lacked initiative to express themselves. Also, they would not know where to express themselves. They might have been scared or have inadequate level of perception. During a one-year period children managed to share their dissatisfaction even directly because they were not scared any longer and were confident that we would solve those problems'²³⁷.

Children expressed even greater appreciation for the usefulness of the box of opinions and concerns: 'It is like a friend to us'²³⁸. They observed progress among their peers, even the most vulnerable ones: 'I have seen commitment even from the part of abused children. They have raised their voice [...] to their abusers, by putting letters in the "box of thoughts" because they were intimidated before. They didn't trust anyone and were afraid what they would say would be told the abusers. But their confidence hasn't been broken and the problem is solved'²³⁹. 'I think that the box of opinions is the sole place where students can freely express their views without fear. Sheets are dropped anonymously and students express their concerns and views related to teachers freely'²⁴⁰.

Children in charge of managing the box took their tasks very seriously and that increased the other children's confidence in this tool: 'At first students weren't pretty confident and wrote only few letters, but when they saw that the problems were being solved, we were having more and more letters. We opened a letter every week. We couldn't allow that an abused child be abused more. That's why we opened it every week'²⁴¹.

Conversely, in some cases, the box of opinions and concerns does not seem to be very used. This is the opinion of some parents whose children attend a kindergarten. They stated that 'there is no need to use it'²⁴². Some teacher expressed even discontent for the box of opinions and concerns, as 'students might write untrue and fabricated things'²⁴³, and believe that any complaint they have against a teacher should be rather dealt with as a specific case through the other existing channels²⁴⁴.

As a remark, some teachers stated that activities should have been more frequent. In their view, teachers would not have problems in finding time to participate²⁴⁵.

The Project's holistic approach to violence against children envisaged work with children themselves, their teachers and parents. However, the component of work with parents was not pursued with the

²³⁴ FG CG BE

²³⁵ FG CG BE

²³⁶ I SCHOOL DIRECTOR EL

²³⁷ I TEACHER S DU

²³⁸ FG CG BE

²³⁹ FG CG BE

²⁴⁰ FG CHILDREN S DU

²⁴¹ FG CG BE

²⁴² FG PARENTS K DU

²⁴³ I TEACHER S EL

²⁴⁴ I TEACHER S EL

²⁴⁵ I TEACHER K DU

same intensity as for the other ones, and this circumstance weakened the overall effectiveness of the Project (see also above, 'Violence at home').

Cost-efficiency

The estimated budget does not differ significantly from the total amount spend by the Project (+4,7%). Clearly, costs have been well estimated and planned realistically for the entire Project.

As more details are available for the budget concerning activities to be implemented in Berat, the considerations that follow in this paragraph are more closely related to this specific budget. However, similar considerations could be extended to the entire Project budget.

No big deviations from the estimated costs have been observed in Berat (some slight differences concern, for instance, an over-expenditure to cover meals for children, mostly compensated by saving in the expenses foreseen for awareness raising activities).

The Project seem to be generally cost-effective, in that no obviously cheaper ways to implement the activities required could be identified. Equally, based on interviews with beneficiaries, wastes have not been made and virtually all components implemented proved to be useful (see above, 'Key factors and Project's components that determined or constrained its success').

The costs allocated for the different Project components and functions appear to be overall balanced. For instance, the training activities that were very appreciated by teachers and children, were achieved with a relatively low cost for experts' fee (about 15% of the budget). Expenditures for training materials amount to above 25% of the Project budget. However, considering that several of these materials were books and manuals that will remain in the targeted schools beyond the Project, such amount does not seem to be excessive.

Similar considerations apply to costs for operations, coordination costs and incentives provided to teachers for their involvement in extra-curricular activities as part of the Project.

The absolute amount, as well as the incidence, of the above-mentioned costs, does not seem to jeopardize the sustainability of the Project. For this model to be replicated elsewhere, a reasonable amount of resources to be provided by the responsible institutions is needed and can be advocated for by SC.

The main concern affecting the Project's sustainability and scaling-up regards the expenditures to cover meals for children. As highlighted below ('Sustainability of the intervention'), in the view of teachers and parents from Berat, the material support provided to children in the form of regular meals was really valuable. Suddenly discontinuing this support caused discontent among them and even impacted on the school attendance of the poorest children.

While the goal of the Project was not to increase school attendance and to prevent dropout among targeted children, the importance of basic material support needed as part of the Project was probably not carefully considered and pondered, in terms of impact and phasing out, as clearly marked by the fact that the level of expenses for this item remained constant throughout all year, thus ending abruptly.

Sustainability and scaling up

Sustainability of the intervention

Whereas in all schools and kindergartens teachers, children and parents generally wished the Project could continue, the level of sustainability of the intervention undertaken and of the results achieved significantly differs across the Project locations.

In Durrës and Elbasan, where the Project was implemented for three years, teachers and children are confident that they will have enough capacity and resources to continue several of the activities they were involved in.

Teachers are aware that the training they received will not vanish and instead it will equip them to continue the work done in the framework of the Project in future: 'We are trained, we have become aware. We do not do the job only for Save the Children. We will undoubtedly continue to do our job. It helped us a lot in our job'²⁴⁶. They feel 'very informed' at the end of the Project²⁴⁷: 'We will go on with the trainings, of course'²⁴⁸.

Teachers are confident that the learning from the trainings will support them in the long term: 'Teachers have learnt many things from different trainings' and 'some elements [...] become part of your formation and culture'²⁴⁹. 'All the knowledge that we have taken, will be transmitted from one generation into another [...], because it is in our advantage'²⁵⁰.

The long-term effect of the training activities is further increased by the materials and literature provided, that teachers will continue to use²⁵¹. Another key-element ensuring sustainability is that training modules introduced by the Project have been included in the system of credits by the Albanian MoES: 'All these training modules now provide a certificate of participation and contribute to gaining credits. This is an incentive for [teachers] to attend'²⁵².

There are some activities that teachers do not think they will be able to carry out without any external support. For example, in Elbasan school Staff stated that they will not be able to organize summer camps, that children appreciated very much (see above). This is because both teachers and children need external support and motivation in planning and organizing this type of activities: 'To tell the truth, we also need a motivation'²⁵³. 'When there is support, everything looks better'²⁵⁴.

The need for further and continued external support and additional training was echoed and stressed by many teachers in Durrës and Elbasan. 'There is always a lot more to do. There are new methods that can help improvement, expansion'²⁵⁵. 'Almost all of us have little experience in this profession and everything we learn is an added value for us'²⁵⁶.

²⁴⁶ FG TEACHERS S DU

²⁴⁷ FG TEACHERS S EL

²⁴⁸ I TEACHER K EL

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²⁵¹ I TEACHER K EL 2

²⁵² SC1

²⁵³ I SCHOOL DIRECTOR EL

²⁵⁴ I SCHOOL DIRECTOR EL

²⁵⁵ I TEACHER S EL 1

²⁵⁶ FG TEACHERS K DU

In some teachers' opinion, 'everyone needs a guide' and the possibility to benefit from an external pool of experts as the one brought by the Project is considered 'a strong advantage'²⁵⁷. Therefore, in their view this external support should continue and be expanded²⁵⁸: 'The more training we do, the more comfortable we feel, and the more methods we have'²⁵⁹.

Some teachers stated that they need further support to manage the classroom and to make children aware of their duties, once they know their rights. 'What can a teacher do in four classes of 130 pupils with different cultural backgrounds and individual household problems? How would he handle such a situation? The child already knows how to claim his rights. He says he is right and that the teacher is not entitled to offend or shout at him'²⁶⁰.

Other teachers still feel that they need support in dealing with students with different social and geographical background²⁶¹. Preventing violence among children in schools with children from heterogeneous backgrounds is regarded as a key-challenge by SC as well. Difficulties in social integration and discrimination among families from different backgrounds negatively impact on the classroom environment²⁶².

One threat to sustainability and continuity identified by some of the teachers working in Elbasan is the staff turnover, especially in cases when teachers who have been trained retire²⁶³. In principle, the REAs responsible for the areas where the Project has been implemented should have been enabled to provide training to other teachers²⁶⁴. However, this does not come out of the interviews and focus groups with teachers, school and kindergarten directors, and even REAs themselves.

In the short term, students who participated in the Project have acquired awareness, so they will still be raising complaints²⁶⁵. Generally, children in Elbasan feel that they would be able to continue some of the activities even after SC ends its support. They stated that probably they will need some supervision, but feel confident that with the help of teachers and parents, they will be able to continue the work started in the framework of the Project²⁶⁶. Nevertheless, also children would be very glad to benefit from 'further cooperation with Save the Children in order to make violence disappear'²⁶⁷.

Teachers share the same views, and are confident that children will be able to continue organizing some of the activities that were initiated in the framework of the Project²⁶⁸. However, some teachers still wish the Project could continue, in order to ensure the same standard to new students²⁶⁹.

A key-element in ensuring sustainability of the Project will be the introduction of a system for reporting and resolving complaints against teachers and school personnel in a Handbook named 'Resolving Complaints in the School' that is being produced by SC and the National Inspectorate of Pre-University Education²⁷⁰. This measure is aimed to provide a legal backup to the procedures²⁷¹ currently applied to raise concerns and tracking violent incidents in the Project pilot-schools and kindergartens.

²⁵⁷ I SCHOOL DIRECTOR EL

²⁵⁸ FG TEACHERS S DU; I SCHOOL DIRECTOR EL

²⁵⁹ I TEACHER K EL 3

²⁶⁰ FG TEACHERS S DU

²⁶¹ I TEACHER S EL 2

²⁶² SC1

²⁶³ FG TEACHERS S EL; I SCHOOL DIRECTOR EL; I TEACHER K EL

²⁶⁴ SC1

²⁶⁵ SC1

²⁶⁶ CHILDREN'S GOVERNMENT FG EL; I CHILD S EL

²⁶⁷ CHILDREN'S GOVERNMENT FG EL

²⁶⁸ FG TEACHERS S; I TEACHER K EL 1

²⁶⁹ FG TEACHERS S EL

²⁷⁰ SC1

²⁷¹ I REA BE

The above-publication explicitly acknowledges the contribution provided by SC's Project in identifying existing legal and institutional gaps in addressing physical and psychological violence against children by teachers²⁷².

In Berat, where the Project has been implemented only for one year, the need for further support and continuation of the activities was a pressing request.

In teachers' views, 'the project was too short but in a way it has brought many changes'²⁷³. If I had been longer, it would have had a larger impact²⁷⁴. While teachers will continue to use the manual and other resources provided to them as part of the Project, training is still needed, in particular on class management and on how to prevent tensions in the classroom. While the basic information has been provided, teachers need more practical tools to prevent and avoid violence in schools²⁷⁵.

Teachers and parents in Berat also strongly highlighted the material support provided by the Project, and the negative impact of its closing on children. Reportedly, parents really valued the provision of a meal at the kindergarten, not only because children were provided with free food, but also because this allowed them to stick to a regular eating schedule, and they would eat more in a group, 'watching each other'²⁷⁶. This was reflected also in the messages of gratitude that parents filed in the 'box of opinions'²⁷⁷.

In some teachers' views, stopping food provision at the end of the Project (January 2012) had negative consequences on children's enrolment in the kindergarten: 'Half of the children in the kindergarten are in difficult conditions, their parents are unemployed. The food was very good and they were satisfied'²⁷⁸. 'We did our best. We also organized some meetings, but since January the number of children has decreased a lot. A lot of Egyptian children spend the day on the street and they don't come'²⁷⁹.

Teachers also stated that schools lack basic material conditions for children to exercise their activities, including those introduced by the Project, such as a playground, pencils, papers and books²⁸⁰. 'The teacher has helped sometimes, but she can't always buy thing with her money'²⁸¹.

Children in Berat were convinced that, while they could carry out some minimum level of activities on their own, they would need further support from SC in order to achieve the full potential of the interventions. Their request for further support was vivid and articulated. In their opinion, 'when Save the Children leaves, students and teachers will work, but the absence will be obvious'²⁸². Students 'can go on with our daily routine'²⁸³, but activities will not be frequent as throughout the Project, and it will be 'impossible' to organize some of them without support, such as shows and cooperation with schools in other cities²⁸⁴.

²⁷² Foreword of the handbook 'Resolving Complaints in the school', June 2012 (Inputs by SC, July 2012)

²⁷³ FG TEACHERS K BE

²⁷⁴ FG TEACHERS K BE

²⁷⁵ I REA BE

²⁷⁶ FG P S BE

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²⁷⁸ FG TEACHERS K BE

²⁷⁹ FG TEACHERS K BE

²⁸⁰ FG TEACHERS K BE

²⁸¹ FG TEACHERS K BE

²⁸² FG CG BE

²⁸³ FG CG BE

²⁸⁴ FG CG BE

According to these children, the continuation of the Project is needed in order to consolidate the good results achieved during the first year: ‘During these activities [children] have contributed with great ideas and were talented in movies, poems and pictures. If the Project continues, they will have more chances to show these talents’²⁸⁵.

While in Berat the work undertaken by the Project was more systematic and holistic, thanks to the experience previously gained by SC in the other two locations (Durrës and Elbasan), thus triggering a faster response, one year proved to be too short in order to achieve lasting and sustainable results. This opinion is shared by SC, who had to make this decision mainly to comply with changing donors’ priorities in the support provided to their Programme in Albania²⁸⁶.

The need to work further and more systematically with children’s parents was reiterated by different Project’s beneficiaries in virtually all schools and kindergartens targeted by the intervention in the three locations.

According to teachers, if they prevent violence in the classroom, but parents ‘use violence instead of communication’, the work done at school is wasted and ‘every effort is in vain’²⁸⁷. It is different outside school and inside it. This is a little difficult²⁸⁸ Parents need to be targeted by further interventions²⁸⁹. ‘Only this way there will be more impact’²⁹⁰ and working with teachers and children is only half of the job to be done²⁹¹. This is an area in which ‘there are shortcomings’²⁹².

Children share the view that ‘collaboration between teachers and parents’ should be fostered, ‘because this is very important’²⁹³. This is because ‘violence starts at home’²⁹⁴. As mentioned above, some parents also admit that they need further support: ‘We really need strong motivation in order to bring changes, because there is a huge need in our society not to use violence, in all its forms, physical, psychological etc.’²⁹⁵.

Scaling-up the Project results

In terms of scaling-up the Project, several measures have been put in place or are being pursued by SC.

First of all, the teachers’ capacity building programme has been included in the school credit system for the entire Albania, which represents an additional incentive for teachers to undertake the training (see above). REAs are being trained in order to build their capacity to train other teachers²⁹⁶. However, REAs do not seem to be ready to undertake this task yet, and need further support²⁹⁷.

SC is continuing to work in order to have formal complaint procedures introduced in the national legal framework²⁹⁸. These procedures would be likely discontinued even in the schools targeted by the Project if they are not embedded in the applicable legal framework and set of regulations²⁹⁹. The new

²⁸⁵ FG CG BE

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²⁸⁷ FG TEACHERS S EL

²⁸⁸ I TEACHER S EL

²⁸⁹ FG TEACHERS S EL; FG TEACHERS S BE

²⁹⁰ I TEACHER S EL

²⁹¹ I TEACHER S DU

²⁹² I TEACHER K DU

²⁹³ CHILDREN’S GOVERNMENT FG EL

²⁹⁴ FG CG BE

²⁹⁵ I P EL 4

²⁹⁶ SC1

²⁹⁷ I REA BE

²⁹⁸ SC1

²⁹⁹ I REA BE

law on education is expected to be approved by the Parliament in 2012. It will have to be implemented through bylaws. This is regarded by SC as an opportunity to have the incident tracking procedures included in the legal framework³⁰⁰ and this will therefore not only provide sustainability to this Project component, but also pave the way to expanding it all over the country.

Some teachers think that SC should cooperate with the MoES ‘to make it a national program’³⁰¹, which should be compulsory in the school curricula. This would also allow teachers to have more time to engage in these activities, whereas if they are not in the compulsory curriculum, teachers will have to prioritize other obligatory parts³⁰².

The Universities of Durrës and Elbasan have incorporated positive discipline and prevention of disciplining problems in their courses. This is in line with what teachers deem it appropriate, in order to ensure that their colleagues are trained on these topics systematically and prior to deployment: ‘I think that the entire program should be sent to universities, because everyone who is going to become a teacher should know all those things’³⁰³. This view is confirmed by the University of Durrës, which included the training programme in the literature provided to students of a Master course³⁰⁴.

Some teachers think that they would be able to support the scaling up of the Project by acting as co-trainers in other schools³⁰⁵. ‘These things are worth if they are expanded in other schools as well’³⁰⁶.

Children also feel that the Project is worth scaling up. Some children recommend to replicate the Project in ‘all schools of the city’³⁰⁷, because ‘our school is not the only one that needs them’³⁰⁸.

Transferability

SC was well aware that this Project should serve as a model for scaling up efforts aimed to prevent VAC³⁰⁹. Efforts undertaken to document its implementation and progress are remarkable³¹⁰.

Some elements of the Project have been already transferred to other locations or contexts. The University of Durrës and Elbasan have incorporated positive disciplining modules in their regular courses³¹¹ (above).

In Durrës, REAs have instructed 80 schools to use the incident tracking procedures set up as part of the Project³¹². This element is therefore also being scaled up.

What the Project did not seem to provide is structured opportunities to share and reflect on learning among SC and its partners. Lessons learnt are poorly captured in Project’s documents. This renders it more difficult to identify among the wide range of interventions specific elements – or combination of elements – which could form a model, as well as to frame the circumstances and settings in which such elements could work as effectively as in the location targeted during the Project piloting.

³⁰⁰ SC1

³⁰¹ FG TEACHERS S EL

³⁰² FG TEACHERS S EL

³⁰³ FG TEACHERS S EL

³⁰⁴ Inputs by SC, July 2012

³⁰⁵ FG TEACHERS S EL

³⁰⁶ I TEACHER S EL 1; Similarly: FG TEACHERS S DU

³⁰⁷ I CHILD S EL

³⁰⁸ FG CG BE

³⁰⁹ SC1

³¹⁰ See Annex I - Bibliography

³¹¹ SC1

³¹² SC1

It is hoped that the present Evaluation will contribute to this task.

Child Participation

Child participation is key to SC's approach to working with and for children and to promoting their rights. In consistency with this approach, children were actively and widely involved in the Project.

Children were involved in designing and implementing awareness raising campaigns about violence affecting them³¹³. Poster were prepared by us, children. Children were leaded by Children's Governments and together we organized this activity³¹⁴.

They were involved in activities engaging also teachers and parents: 'We have also published our books. Our first book is entitled "My first book" and the other book is "My friends"'. Children, teachers and parents participated. They were also part of the activities³¹⁵.

Some children referred to a 'strong commitment' from teachers and students and to a very high level of involvement of children in the Project activities³¹⁶. This was confirmed also by teachers: 'We have noted a great passion and desire of the children to work. The participation was widely extensive³¹⁷. 'What I liked about the trainings that we have done with Save the Children is students' participation³¹⁸.

Children also participated in monitoring the Project's impact. In particular, some of them were involved in the baseline assessments and in the following surveys. Moreover, the survey results were discussed with children, in order to validate their contents³¹⁹. This not only casted new light on the answers provided in the questionnaire, but it also meant that children were provided with feedback on the survey results and had the opportunity to comment on them³²⁰.

One concern related to the participation of children in the Project regards the responsibility taken by Children's Governments to handle the messages filled in the box of concerns and opinions by their peers. From the way these children describe their role, it appears that they were responsible for handling any type of issues and for deciding what kind of referral – if at all – should be given to each complaint: the 'Children's Government take every message one by one and discuss them in order to find a solution³²¹.

As already mentioned above, according to the Evaluation design, children from kindergartens were not included among respondents in the Evaluation process. While it is likely that in the given timeframe it would have been difficult to design and implement adequate methods and tools to involve very young children, this is regarded as a weakness in SC's efforts to uphold and promote child participation.

³¹³ FG CG EL

³¹⁴ FG CG EL

³¹⁵ FG CG EL

³¹⁶ I CHILD S EL

³¹⁷ FG TEACHERS S DU

³¹⁸ I TEACHER S EL

³¹⁹ SC2

³²⁰ Focus Group on 'Children's views of the output of project interventions and impact onto students, teachers and parents, 2011 (in 'shygyri Lakra' and 'Thimi Tani' schools)

³²¹ FG CG EL

Non-discrimination

Gender equality and non-discrimination were systematically included among topics on which children involved in the Project had the possibility to be trained³²².

Children were aware of the work that the Project encouraged them to do on non-discrimination issues³²³. Similarly, some teachers stated that they have been focusing on non-discrimination issues while working with children³²⁴.

Some children reported about some results that the Project achieved in promoting the inclusion of the most marginalized children: ‘The problematic students are integrated with good students and working together we are able to achieve many things. We decorated the school, put posters on the wall’³²⁵. Children seem to be proud of what they achieved in terms of fostering integration and non-discrimination. They are confident that by talking and convincing the most marginalized students that school should be regarded as an opportunity where they can also ‘have fun’, they become closer to the other students, empowered and are enabled to open up³²⁶. ‘We have made a movie and we realized that the students who thought that they couldn’t do anything else apart violence and noise, could do great things’³²⁷. ‘During these activities they have contributed with great ideas and were talented in movies, poems and pictures. If the Project continues, they will have more chances to show these talents’³²⁸.

According to some children, participation actively reinforced the protection of children at risk or victims of violence and abuse: ‘I have seen commitment even from the part of abused children. They have raised their voice [...] to their abusers, by putting letters in the “box of thoughts” because they were intimidated before. They didn’t trust anyone and were afraid what they would say would be told to the abusers. But their confidence hasn’t been broken and the problem is solved’³²⁹.

As mentioned above, difficulties in social integration and discrimination among and against some families in the cities targeted by the Project reflects on children and this increases tensions and violence among peers at school. The inclusion in the Project of topics concerning discrimination affecting children in different forms is considered key and this dimension represents an appropriate choice and could have been even expanded throughout its implementation.

Protection of children involved in the Project

Reportedly, the active participation of children in the Project promoted their protection as well (above). Generally, the measures envisaged as part of the Project, particularly the procedures set up to report violent incidents, were aimed to maximize children’s protection.

However, the adoption and implementation of appropriate policies and procedures to keep children safe throughout the Project interventions was not emphasized to its highest potential. SC Staff generally referred to annual workshops provided to all its partners on SC’s Child Safeguarding Policy. The Policy is attached to every contract, including those signed in the framework of this Project³³⁰.

³²² Violence against Children in Schools Key Project Components

³²³ FG CG EL

³²⁴ FG TEACHERS K BE

³²⁵ FG CG BE

³²⁶ FG CG BE

³²⁷ FG CG BE

³²⁸ FG CG BE

³²⁹ FG CG BE

³³⁰ SC1

It is felt that the emphasis on child safeguarding should have been stronger, given the sensitivity of the issue tackled and the risk factors affecting the situation of children involved in the Project.

Lessons learnt

Despite the limitations in providing for structured opportunities to share and reflect on learning mentioned above ('Transferability'), the Evaluation highlighted some lessons learnt, which contribute to general knowledge and are deemed to be relevant for planning and undertaking other interventions also in different sectors and/or places.

One of the lessons learnt throughout the Project is that working with children's parents and community to raise their awareness requires constant, labor-intensive efforts. This does not only apply to the topic of violence against children, but to issues concerning children's rights more generally. As emerged from the Evaluation, the cultural component is key in perpetuating different forms of violence and abuse against children. Tackling such aspect requires time and a strong commitment.

The need for a stronger baseline was highlighted throughout the Evaluation exercise. As mentioned above ('Project logic'), despite the systematic approach to impact monitoring adopted by the Project, the relatively poor quality of the initial assessment constrained the possibility to assess progress against baseline to its widest potential. This applies to any intervention and not only to the Project evaluated in this report.

Another aspect concerning impact monitoring that was learnt as part of the Project is the need to consult with beneficiaries, particularly with children, on the results of surveys conducted through questionnaires. As noted by SC, 'when children are asked to fill in survey questionnaires, especially for those who have never done so before, there is some uncertainty in regard to completing it. They would rather consider what adults would like to hear or what they believe are adult's views, instead of presenting their own views. In order to verify the reliability of information, the conduct of focus group discussions with randomly selected children from the same target groups, and following immediately after submitting their individual response, will help to verify the findings and see what are authentic children's views, as children feel more free to express themselves in groups'³³¹.

Conclusions and recommendations

Project logic and design process

Albeit a comprehensive Child Rights Situation Analysis did not inform the Project identification, this phase seems to have been sufficiently based in a thorough understanding of the problems of violence against children in Albania. The Project design greatly benefited from the experience and expertise of SC working in the education and child protection sectors worldwide and in Albania. By choosing to target locations where SC had already been working for a number of years, the Organization greatly exploited its comparative advantage.

Key-stakeholders were involved in the Project identification and design to a certain extent. This affected mainly the national and regional institutions working on education in Albania. Conversely, the involvement of school and kindergarten teachers and Staff was limited to collecting information on different aspects related to violence against children in the contexts they operate. More importantly,

³³¹ Save the Children in Albania, Annual Report 2011

children, their families and communities were not consulted in the identification and design phases, in order to ascertain whether the Project had to be implemented in the identified locations, and how.

R1³³². Although the gaps highlighted here above are well compensated by the general support to the Project initiative expressed by virtually all its beneficiaries consulted during the Evaluation, it is recommended that SC more systematically involves individuals belonging to the groups targeted by an intervention, primarily children, also in the identification and design phases.

Impact monitoring was regularly addressed by the Project. In particular, the key-tools to monitor progress achieved during implementation were child-centered and participatory, involving also teachers and parents.

In the framework of the Project's impact monitoring system, both quantitative and qualitative data were sought and combined. However, in-depth interviews and focus groups with beneficiaries were used primarily to design structured questionnaires to be used in the framework of surveys with samples of the target groups. While this approach has been very useful, qualitative data collection and analysis could have been used to also understand in greater depth children, parents and teachers' views and the reasons beneath their statements (expressed in their answers to questionnaires).

R2. It is recommended to use more extensively qualitative data collection and analysis as a tool to monitor the Project's impact, in order to allow for an in-depth understanding of the reasons behind statements provided by beneficiaries through surveys' structured questionnaires. This would in turn facilitate Project's reviews and the timely identification of changes to be made, if needed.

Outstanding forms of violence against children in the targeted locations

The Project showed remarkably positive achievements and impact in preventing violence against children in school settings, thus largely achieving its main aim. However, while a major decrease in the use of physical violence against children by teachers and school personnel has been observed, regrettably, violence against children in the form of psychological violence by teachers in the schools and kindergartens targeted by the Project has not decreased significantly, and sometimes it has even increased.

R3. As suggested by some teachers themselves, further training in order to enable them to handle the classroom without using different forms of psychological violence against their students is recommended. In particular, training should focus on: providing further concrete tools for applying positive discipline, even in overcrowded and difficult contexts; and working with CWDs, particularly those affected by mental disabilities.

To some extent, the Project seems to have reduced the use of violence against children in the family. However, both physical and psychological violence against children is still practiced by their parents. It can be concluded that the situation concerning parents' approach to using violence to discipline their children does not seem to have changed significantly as a result of the Project. Moreover, parents showed little awareness about the Project itself and its activities.

Encouragingly, despite their open admission that they use violence to discipline their children, parents sounded generally open and willing to learn more on how to improve and handle the relationship with their children. While very limited in number, some parents were totally against the use of corporal and

³³² Recommendations contained in this section are listed with 'R' and progressively numbered, in order to ease the reading process.

humiliating punishment against children in all settings and were able to clearly articulate their views on the matter.

R4. It is strongly recommended to engage in further work with parents in the framework of this and any future similar intervention. Parents should be involved more systematically in activities aimed to raise their awareness on the negative impact of violence against children and to equip them with tools to use positive discipline at home. They should be informed in greater depth about the Project, its aims and activities.

Attempts should be made to engage the most progressive parents as active campaigners to ban violence against children in all settings. Moreover, as socio-economic difficulties and integration barriers were mentioned consistently by several parents consulted in the framework of the Evaluation as one of the main factors triggering violence against children at home, SC should consider creating synergies with ongoing income-generating initiatives supporting the families of children targeted by its interventions.

Although this was not a specific objective of the Project, some of the activities seem to have had a positive influence concerning the use of violence and the relations among peers. However, violence among peers in the kindergartens and especially in the schools targeted by the Project is still a problem.

R5. It is recommended that addressing peer-to-peer violence become a structural element of the Project design. Activities aimed to prevent violence among children should become more prominent and systematic in similar types of intervention.

Sustainability, scaling up and transferability of the intervention

The level of sustainability of the intervention undertaken and of the results achieved significantly differs across the Project locations.

In Durrës and Elbasan, both children and teachers feel confident that – albeit with some limitations – they are able to continue carrying out the Project’s core-activities after SC ends its support. The only need that seems to remain outstanding in these two locations is for them to benefit from further external supervision.

R6. It is recommended to embed a more gradual phasing-out of the Project support in future interventions. If possible, SC should grant external supervision and support to the work of teachers and children in Durrës and Elbasan.

In Berat, where the Project has been implemented only for one year, the need for further support and continuation of the activities was very evident. While this location benefited from an enriched pilot-model thanks to the experience previously gained by SC in the other two locations, and therefore triggered a faster reaction, the duration of the intervention is considered definitely too short to allow for sustainability and lasting changes.

R7. It is recommended that SC continues implementing the Project in Berat to its full extent. Moreover, any further similar Project should envisage a duration of at least three years, with a gradual period for phasing-out and external support afterwards.

The sustainability of the Project interventions in the targeted locations, as well as the possibility of scaling up the successful model(s) identified during the piloting in Durrës, Elbasan and Berat, greatly depend on legal and policy support, as well as resources, to be provided by the national institutions responsible for the education sector in Albania.

SC has been pursuing a number of advocacy efforts, in particular in order to embed procedures for tracking violent incidents in the existing legal framework and to build the training programs delivered by the Project in the standard curricula for teachers and students.

R8. As the adoption of the above-measures is vital to ensure the sustainability and scaling-up of the Project, it is recommended that SC focuses with significant efforts on pursuing structured advocacy towards the relevant institutions, in order to have such measures promptly adopted and implemented. Appropriate time and resources should be devoted to advocacy work, that is to be considered as a crucial component of the Project's intervention and success.

The Project does not seem to have provided for structured opportunities to share and reflect on learning among SC and its partners. Lessons learnt are poorly captured in Project's documents. This renders it more difficult to identify among the wide range of interventions specific elements – or combination of elements – which could form a model, as well as to frame the circumstances and settings in which such elements could work as effectively as in the location targeted during the Project piloting.

R9. It is recommended to SC to strengthen the mechanisms and create more regularly opportunities for its Staff and partners to share and reflect on learning and document lessons learnt as part of the Project. It is hoped that the present Evaluation will contribute to this task.

Compliance with child rights principles

The Project design strongly reflected a child-rights based approach. Child participation was central in the Project implementation and children were actively involved also in the monitoring and evaluation phases. The mechanisms put in place to track violent incidents occurring at school were considered a great tool in fostering the protection of children concerned. Furthermore, children were actively involved in activities aimed at combating discrimination and they clearly absorbed some of the key-practices to involve the most marginalized children in their schools.

Concerns regarding the attainment of these fundamental rights throughout the Project relate, firstly, to the big responsibility given to children in charge of handling the 'box of opinions and concerns', who were apparently in charge of analyzing and referring (among others) cases of violence and abuse. Secondly, not enough accent has apparently been placed on the concrete implementation of policies and practices to safeguard children involved in the Project. Finally, despite the remarkable progress achieved, discrimination based on geographical and/or ethnic diversities seems to be still spread in the targeted schools, calling for further interventions to promote equality, respect and non-discrimination among children – and more broadly among their families and communities.

R10. It is recommended that SC, in designing and implementing similar interventions, consider more carefully the aspects related to protecting children who are actively involved in dealing with complex issues (such as violence and abuse) as part of the Project, and strengthens the mechanisms to safeguard children towards Staff, consultants and other stakeholders working for the Project. It is also recommended that the components to raise awareness on discrimination suffered by children in its various forms be strengthened and more prominently included among the activities planned.

Annex I – Bibliography

Documents provided by SC between 11th April and 20th June 2012:

- Annual Project Report ‘Reducing Violence for Children in Berat’. January-December 2011, January 31, 2012
- Appendix 2 – Objectives, Results Expected, Aggregated results and Results achieved 2008 (BE and ECD)
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- Expenses for Violence Project from 2009 to May 2012
- Focus group discussion with teachers, Neim Babameto School, 25 February 2009
- Focus Group on ‘Children’s views of the output of project interventions and impact onto students, teachers and parents, 2011 (in ‘shyqyri Lakra’ and ‘Thimi Tani’ schools)
- Full Evaluation Proposal by Save the Children to the Children & Violence Evaluation Challenge Fund, February 2012
- Human Development Centre/UNICEF, *Violence Against Children in Albania*, 2006
- Matrix of beneficiaries for Violence Project
- Meeting with the children of ‘Hamit Mullisi’ school. The reflections of students after the publication of the results of survey report with the students. Elbasan, 23 February 2010
- Meeting with the parents of the ‘Hamit Mullisi’ school and ‘Ali Arapi’ kindergarten, Elbasan, 19 February 2009
- Prof. Dr. Theodhori Karaj, Besnik Kadesha, *Students’ Views on Teacher-Student Interaction*, December 2010
- Project accomplishments 2009 and 2010 (first three quarters)
- Project Report January-December 2009
- Save the Children in Albania, Annual Report 2011
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- Save the Children, *The Safety of Students in Durrës and Elbasan Schools in regard to Violence*, February 2010
- Save the Children, *Use of Corporal and Psychological Violence against Children at School and at Home*, February 2011
- School ‘Neim Babameto’, Durrës, 26 February 2010 - Meeting with the children of the school: Reflections of the students after the publication of results of the survey report with the students of this school
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Other documents consulted by the authors:

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- Maria Antonia Di Maio, *Promoting the establishment of National Child Protection Systems in Ethiopia, Kenya, Northern and Southern Sudan, Rwanda and Tanzania. End of Project Evaluation*, Save the Children Sweden Eastern and Central Africa Regional Office, 2012
- OAK Foundation, *Simplifying the language of Project Design Monitoring & Evaluation (DM&E)*, June 2010
- OECD DAC Network on Development Evaluation, *Evaluating Development Co-operation. Summary of key norms and standards. Second Edition*, 2010
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- Save the Children, *Ending violence against children in and around school. Policy Brief* 2011
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- UNICEF NYQH Evaluation Office, *UNICEF Evaluation Report Standards*, September 2004

Annex II – List of respondents

Surveys participants

The children's sample was drawn in the cities of Durrës – 157 (46.6%), Elbasan – 101 (29.9%) and Berat – 80 (23.7%) for a total of 338 pupils. This sample represents 14% of the total population of children in these schools.

The parents' sample was drawn in the cities of Durrës – 171 (55.5%), Elbasan – 80 (26%) and Berat – 57 (18.5%) for a total of 308 parents. This sample represents 12.8% of the total population of parents in these schools.

The teachers' sample was drawn in the cities of Durrës – 40 (49.4%), Elbasan – 24 (29.6%) and Berat – 17 (21%) for a total of 81 teachers. This sample represents 49% of the total population of teachers in these cities.

Key-respondents interviewed during focus groups and interviews

- Refik Cela, Program Manager, Education, Save the Children in Albania, Individual Interview – SC1
- Besnik Kadesha, Program Quality Specialist, Save the Children in Albania (former Coordinator of the Project evaluated), Individual Interview – SC2
- Child, School, Elbasan, Individual Interview – I Child S EL
- Children (Children's Government), Berat, Focus Group – Children's Government FG BE
- Children (Children's Government), Elbasan, Focus Group – Children's Government FG EL
- Children, School, Durrës, Focus Group – FG Children S D
- Parent, School, Elbasan, Individual Interview – I Parent S EL 1
- Parent, School, Elbasan, Individual Interview – I Parent S EL 2
- Parent, School, Elbasan, Individual Interview – I Parent S EL 3
- Parents, Kindergarten, Durrës, Focus Group – FG Parents K DU
- Parents, School, Berat, Focus Group - FG Parents S BE
- Parents, School, Durrës, Focus Group - FG Parents S DU
- Regional Education Authority, Berat, Individual Interview – I REA BE
- School Director, Elbasan, Individual Interview – I School Director EL
- Teacher, Kindergarten, Durrës, Individual Interview - I Teacher K DU
- Teacher, Kindergarten, Elbasan, Individual Interview - I Teacher K EL 1
- Teacher, Kindergarten, Elbasan, Individual Interview - I Teacher K EL 2
- Teacher, Kindergarten, Elbasan, Individual Interview - I Teacher K EL 4
- Teacher, School, Durrës, Individual Interview – I Teacher S D
- Teacher, School, Elbasan, Individual Interview - I Teacher S EL 1
- Teacher, School, Elbasan, Individual Interview - I Teacher S EL 3
- Teachers, Kindergarten, Berat, Focus Group – FG Teachers K BE
- Teachers, Kindergarten, Durrës, Focus Group - FG Teachers K DU
- Teachers, School, Berat, Focus Group - FG Teachers S BE
- Teachers, School, Durrës, Focus Group – FG Teachers S DU
- Teachers, School, Elbasan, Focus Group - FG Teachers S EL

Annex III – Questionnaires used for the surveys

Questionnaire for children

Dear students,

Schools should be safe places for students to learn.

The purpose of this survey is to find out how safe you feel you are in your school and what is the level of the violence exercised onto the students.

Please, do not write your name on this questionnaire. We just want to know what students in general as a group think about these issues and not you personally.

This is how you mark your answers:

1. Please, fill in the following table by circling one of the numbers below that corresponds with the following ratings:

Never in 4
weeks

Once or twice in 4
weeks

Every week

Every Day

Do not know

1

2

3

4

5

2. This survey is to be administered by the school psychologist in partnership with Children's Government of your schools, who are going to process the data from the questionnaires.

Please, feel free to ask, should you have any unclear question.

Instrument to track the violence onto the students

Are you a boy or a girl?
(Circle one)

Boy

Girl

	Statements of the instrument	Never in 4 weeks	Once or twice in 4 weeks	Every week	Every Day	Do not know
1	In the past 4 weeks at school it has happened to me that the teacher(s) has/have pulled my ear.	1	2	3	4	5
2	In the past 4 weeks at school it has happened to me that the teacher(s) has/have pulled my hair (or sideburns).	1	2	3	4	5
3	In the past 4 weeks at school it has happened to me that the teacher(s) has/have smacked me.	1	2	3	4	5
4	In the past 4 weeks at school it has happened to me that the teacher(s) has/have shouted at me.	1	2	3	4	5
5	In the past 4 weeks at school it has happened to me that the teacher(s) has/have threatened me. (by means of threatening with negative mark, threatening by suspending you from the class, or doing other things that are dangerous to you and your health)	1	2	3	4	5
6	In the past 4 weeks at school it has happened to me that the teacher(s) has/have called names on me.	1	2	3	4	5

Questionnaire for parents

Dear Parents,

The following questionnaire serves to identify the opinions concerning children's disciplining. This questionnaire is being applied with teachers and parents in various districts of Albania. You have been chosen as one of the relevant persons to fill it in. Please, be honest in answering the questions. The information you will provide will remain completely confidential and will only be used for research reasons by Save the Children in Albania.

Thank you for your collaboration

Statements	Circle or check only one for each statement				
1. Whoever smacks you (the child), loves you (the child)	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
2. One cannot discipline a child, if the child is not scared	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
3. Should you not smack the child, s/he is disobedient (naughty).	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
4. If you talk to the child and s/he fails to listen to you, then you may smack him/her.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
5. A good child always listens to his/her parents	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
6. The child can be hit, but only very mildly	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
7. Little children do not obey/behave, that's why they may be smacked/spanked, but adults listen to when talking to them	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
8. Corporal punishment is a good way of disciplining	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
9. Corporal punishment can be used as the last resort to discipline children once everything else fails.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
10. Beating makes you a real man	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
11. A parent is allowed to smack his/her child, but the teacher is not	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
12. You can smack the boy in case he is disobedient, but not the girl as she is fragile and can be hurt.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)

13. Mothers are more justified than fathers when hitting the child	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
14. The teacher can be allowed to smack the student in few limited cases	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
15. The teacher may be allowed to smack the pupils at few specific cases.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
16. Both, shouting and smacking are harmful	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
17. Corporal punishment of children is completely harmful	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
18. Corporal punishment of children should be banned completely	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)

Questionnaire for teachers

Dear teachers,

The following questionnaire serves to identify the opinions concerning children's disciplining. This questionnaire is being applied with teachers and parents in various districts of Albania. You have been chosen as one of the relevant persons to fill it in.

Please, be honest in answering the questions. The information you will provide will remain completely confidential and will only be used for research reasons by Save the Children in Albania.

Thank you for your collaboration

Statements	Circle or check only one for each statement				
1. Whoever smacks you (the child), loves you (the child)	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
2. One cannot discipline a child, if the child is not scared	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
3. Should you not smack the child, s/he is disobedient (naughty).	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
4. If you talk to the child and s/he fails to listen to you, then you may smack him/her.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
5. A good child always listens to his/her parents	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)

6. The child can be hit, but only very mildly	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
7. Little children do not obey/behave, that's why they may be smacked/spanked, but adults listen to when talking to them	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
8. Corporal punishment is a good way of disciplining	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
9. Corporal punishment can be used as the last resort to discipline children once everything else fails.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
10. Beating makes you a real man	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
11. A parent is allowed to smack his/her child, but the teacher is not	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
12. You can smack the boy in case he is disobedient, but not the girl as she is fragile and can be hurt.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
13. Mothers are more justified than fathers when hitting the child	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
14. The teacher can be allowed to smack the student in few limited cases	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
15. The teacher may be allowed to smack the pupils at few specific cases.	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
16. Both, shouting and smacking are harmful	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
17. Corporal punishment of children is completely harmful	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)
18. Corporal punishment of children should be banned completely	Strongly Agree (5)	Partially Agree (4)	Neither agree nor disagree (3)	Partially Disagree (2)	Strongly Disagree (1)