



HOPE OF FAMILY ENDLINE EVALUATION REPORT



July, 2022

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ACRONYMS AND ABBREVIATIONS

FGD: Focus Group Discussion

HoF: Hope of Family

KII: Key Informants Interviewees

NGO: Non-Governmental organization

OECD/DAC: Organization for Economic Co-operation and Development

SACCO: Savings and Credit Cooperative Organization (SACCO).

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EXECUTIVE SUMMARY

In an effort to reduce extreme family poverty through strong and efficient children education, Hope of Family promotes parental involvement in their children's education while improving family livelihood. In that regard, since 2018, Hope of Family has enrolled 100 families to join its program with two years' timeline. This end-of-project evaluation survey was carried out in June 2022 in the area where the Hope of Family programme was implemented, that is, the district of Muhanga, in the administrative sectors of Shyogwe and in Kinini Cell. The survey aimed at evaluating the achievements made so far towards the set out goals of the programme, i.e providing wrap-around support to children from family beneficiaries, improving children's basic education performance by involving more their parents, supporting families' initiatives for their social economic welfare and promoting adult literacy and capacity building among the beneficiaries.

To achieve its objectives, quantitative and qualitative approaches were combined whereby a household survey [door to door interview] guided by a structured questionnaire with closed questions was applied on a sample of 173 respondents including parents and children beneficiaries. In this line, 2 FGDs which gathered 19 participants [12 females & 7 male] (between 8-12 participants each) were carried out (1 with Parents/ caregivers; 1 with children) and KIIs for deepening our understanding of the themes surveyed. On ground, enumerators were guided by HoF Field staff and all the data collection was done in June 2022. Men, women, and children were equitably imparted in the survey process.

This evaluation found out that the project has been effective and achieved its preset objectives as it is now evidenced that 79.7% of supported children have increased their school performance and 16% of the children who underwent talents detection program have developed and nurtured their talents. It was also found that 71.2% of parents/ caregivers under this programme have taken education initiatives in the interest of their children by visiting their fellow children at school, providing revision time of lessons to their children at home, assisting their children during lesson revision at home among other education initiatives. It was further pointed out that 100% of heads of families who benefited from adult literacy and capacity building programmes known to read and write.

Survey results demonstrate that 95.9% of programme beneficiaries (parents/ caregivers) raise money from livestock, all benefiting households (100%) have kitchen gardens in their homestead (Food availability), 96.9% of the programme beneficiaries have smart and clean toilets at home, 52.04% have smart and clean households (Family houses renovated), 100% of benefiting households properly practice hand washing, 98.1% instill a culture of saving in their community, 100% enjoy benefits from medical/ health insurance coverage and all households (100%) own communication tools like phones and radios for the good of their households. The project upraised the mindset on the gender equality and masculinity attitudes vis à vis children's education and accompaniment decreased. The project has been an opportunity between local authorities, HoF management and other stakeholders [Sector and District officials and CSOs] to close their fingers and tackle the issues pertaining with inefficient children's education and extreme family poverty. Their commitments will constitute bases for upcoming plans in that scope. Overall, the project performance towards its objectives assessed satisfactory, but Hope of Family and the strategic partners and stakeholders are recommended to seek sufficient funds for sufficiently effect on the magnitude of the aforementioned problem; it is specifically meant increasing

the coverage and attain as an amplified number of the right holders as possible.

UPDATED INDICATOR PERFORMANCE TRACKING TABLE

Project Indicator		Baseline Value	Target Value	Midline Value	Endline Value
Goal indicator					
1	The children's education and family wellbeing are improved	20%	90%	-	86.26%
Outcome indicator					
2	The parent involvement and socio economic status are improved	20%	90%	-	96.4%
Project output indicators					
Objective One :Provide wrap-around education support to children from vulnerable families					
1	Children increase school performance	46.1%	90%	49.2%	79.7%
2	Children develop and nurture their talents	0%	10%	10%	16%
Objective two: Improve children's basic education performance by involving more their parents					
3	Parent take education initiatives in interest of their children	20%	100%	-	71.2%
Objective three: Promote adult literacy and capacity building among the beneficiaries					
4	Heads of family who known to read and write	40%	100%	75%	100%
5	Parents who attended training about parental involvement in children's education and family livelihood	20%	100%	100%	100%
Objective four: Support families' initiatives for their socio-economic welfare					
6	Amount of money raised from livestock	40%	100%	100%	95.9%
7	Food availability	0%	100%	100%	100%
8	Family houses repair	20%	100%	20%	52.04%
9	Utilization of correct hand washing practice	0%	100%	100%	100%
10	Hope of Family beneficiaries attend weekly parental coaching classes	0%	100%	94%	98.1%
11	Medical Insurance coverage by family members	60%	100%	100%	100%
12	Hope of Family beneficiaries and community members attend the community library	0%	80%	100%	100%

ACKNOWLEDGMENT

This endline project evaluation was written by Mr. MPAYIMANA Fulgence, an independent Consultant and Managing Director (MD) of HOBUCO Ltd consulting company which was commissioned by Hope of Family to carry-out this assignment. The information and inputs herein presented were collected from the target right holders and stakeholders in the HoF programme implementation area. The financing was provided by Bylo Chacon Foundation and was very significant to the success of this evaluation. My heartfelt gratitude goes to HoF staff, the team of enumerators and guides on ground who contributed to this assignment accomplishment and particularly to the HoF management team represented by Madame UMUHOZA Madeleine who provided constructive inputs and comments to improve the report. Finally, my sincere thanks go to the right holders and various stakeholders who voluntarily provided valuable answers and their time during the data collection process.

CHAPTER ONE: INTRODUCTION

1.1. Background and Context

Hope of Family created in 2016 is goal oriented towards reducing extreme family poverty through strong and efficient children education. Hope of family (HoF) supports low-income families identified alongside with the local administration for the timeline of two years. HoF staff work tirelessly to encourage parents about the importance of school and why imperative for parents to maximize the aid opportunity in the interest of their successful children's education. The primary goal of hope of family is to promote parental involvement in their children's education while improving family livelihood. Hope of family beneficiaries are families who have children that are primary school students. The relationship between families support and children's performance at school must be established through appropriate follow-up at different levels. Families are supported to have access to basic necessities such as health insurance just for one year, more arable land, and livestock to improve their lives. Once their life conditions are improved, it will affect positively their children's performance at school.

Hope of family supports families to get more land that will be exploited for agriculture. It gives domestic animals to those selected low-income families and this helps them have access to manure. In order to concretely support their children at school after receiving this hope of family's support, new approach of parent involvement in their children's learning is developed and implemented: beneficiaries (parents) are guided in developing a concrete plan to encourage their students study well at school. Parents and school administration agree on the contract terms to sign in order to effectively support their children and raise their school performance.

Parents eventually pledge to regularly encourage their children realize the importance of school and how education is the cornerstone for sustainable development starting at grassroots level. There is a parental engagement sensitization and frequent visits to supported families. In order to optimize the impact between family support and students' grade, schools are regularly visited to hear from teachers and value beneficiaries' opinions. Advocacy mechanism that includes sharing success stories was developed in order to get project milestones materialized. Hope of family embraces the idea of ongoing parental training in order to allow them realize how parental support is always imperative to allow their students succeed at primary school.

In a nutshell, hope of family provides wrap-around support to children from family beneficiaries, improve children's basic education performance by involving more their parents, support families' initiatives for their social economic welfare and promote adult literacy and capacity building among the beneficiaries.

1.2. Evaluation purpose and objectives

1.2.1. Purpose of the evaluation

The purpose of the Endline Evaluation was to assess the current socio-economic status of target right holders (200 people comprised of 100 parents/ caregivers and 100 children), assessing the right holders' experiences and their perceptions on the programme effectiveness, challenges, lessons learned, and setting recommendations basing on the findings.

1.2.2. Objectives of the evaluation

- To examine the extent to which wrap around support (children education support) provided to 100 vulnerable children has contributed to their school performance
- To ascertain the role of family resilience actions in improving the livelihoods of supported families.
- Assess the extent to which right holders participate in Hope of Family's empowerment programs.
- Evaluate how family awareness and capacity development led to the socio- economic empowerment of beneficiaries
- Examine the socio- economic status of vulnerable families who were supported by Hope of Family Foundation
- Examine the extent to which programs promoting adult literacy and capacity building have aided in the advancement of beneficiaries' livelihoods.
- Determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability of the project.
- Provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both the project beneficiaries and donors.
- Identifying additional interventions that are required to accomplish program objectives.

CHAPTER TWO: EVALUATION METHODOLOGY

2.1. Evaluation Scope

This evaluation assessed the performance and results of the Hope of family programme that was implemented from August 2018 to July 2022. The evaluation based on the information provided in the project document, the project baseline and the HoF's management. The evaluation results were therefore compared to initial indicators [where available]. While designing the evaluation, we were guided by the project goal/objective indicators and by key evaluation questions as per the Terms of References.

2.2. Evaluation Approach

The evaluation was conducted from June 22 to June 30 2022; it was carried out in Muhanga district, Shyogwe Sector, Kinini Cell where the programme has been implemented. The data collection tools were developed from the preset project goal/objective indicators and from the key evaluation questions which were developed basing on the OECD evaluation criteria. Then. The consultant developed an overall evaluation matrix basically inspiring on the previous indicators and questions aligning with the project goals.

In order to respond to the evaluation purpose and objectives, respond to the evaluation question and meet the reporting expectations, the consultant married two essential approaches: quantitative and qualitative. By quantitative, a questionnaire with closed questions was designed and administered to a sample of 173 respondents (75 children and 98 parents. caregivers)—the direct beneficiaries of the HoF programme. The sample was depicted from a population of 200 people, direct beneficiaries. By qualitative, the KIIs and FGDs helped understanding in depth the overall trends of the project performance relating its effectiveness, efficiency, impact and its likeliness for sustainability.

2.3. Geographical or mapping units

Hope of family programme was implemented in Muhanga District, Shyogwe Sector, Kinini Cell, in the two villages of Nyakabungo and Kabungo. This guided as well the mapping of evaluation geographical units. Overall, 173 respondents were identified from the programme implementation area.

Table 1: Breakdown of respondents as per sector and cells of residence

Sector	Cell	Identified respondents	Number	
			Children	Parents/ Caregivers
Shyogwe	Kinini	Kabungo	70	92
		Nyakabingo	5	6
Total			75	98

2.4. Data Analysis

Interviewers collected household data through face-to-face interviews using tablet through Kobo Toolbox software. Quantitative data was collected using tablets (Kobo Toolbox), and immediately converted into SPSS format. The data manager designed a do-files for data cleaning and correction. Quantitative data were analysed using SPSS software.

The findings were presented in form of tables and graphs to ease understanding by different audiences. Descriptive analysis was conducted to show different factors associated with or influencing project outcomes. Graphs and tables were generated on the basis of the tabulation plan. With regard to qualitative data, the content analysis method was applied. It consisted of textual analysis by objectively and systematically identifying specified characteristics of information collected through interviews and FGDs. The analysis used the final evaluation standard format by explaining the relevance, efficiency, effectiveness, impact and sustainability.

2.5. O¹ECD/DAC Evaluation Method

The study team also used the OECD/DAC method for evaluating development assistance which focuses on relevance, efficiency, effectiveness, impact and sustainability of project. To evaluate these aspects, the evaluation team triangulated the results from beneficiary questionnaire and key informant interviews with data from secondary sources.

2.6. Data Credibility, Validity and Reliability

In order to ensure validity of the results, a mixed method approach was adopted. The endline survey data tool used similar terminologies and variables as those used in the baseline tool. Documentary proof on case studies was obtained wherever possible to support data on the changes brought by the project. The consultant ensured that he triangulated the findings with other project documents and reports that have been undertaken since the inception of the HoF programme. Data and information obtained

¹ Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability

from key informants were also used in cross-checking field data. Collection of evidence at the project level was obtained through photos and FGDs where possible. Finally, data was collected from all the eligible project beneficiaries and key informants interviews. So the results obtained are representative of the target population.

2.7. Ethical Considerations

Once the enumerator or the interviewer began the interview process, s/he had to inform the respondents or the interviewees about the evaluation guidance including the purpose of the evaluation and informing him or her that it was a voluntary procedure that no one had to be paid for having provided information. It was also reminded that the provided information was going to be considered highly confidential and anonymous in reporting. They were thereafter asked to consent verbally to participate or not to participate.

CHAPTER THREE. FINDINGS AND DISCUSSION

3.1. Socio-demographic characteristics of respondents

The section on general information presents the socio-demographic characteristics of respondents such as sex, age, and level of education in order to use them where necessary in the analysis of project indicators.

Table 2: Distribution of respondents by Sex and type of respondents

Sex	Children		Parents		
	Frequency (n=75)	Percentage (%)	Frequency (n=98)	Percentage (%)	Total (n=173)
Male	39	52	48	49	50.2%
Female	36	48	50	51	49.8%
Total	75	100.0	98	100.0	100.0

Source: Source: Results of the endline survey conducted in June 2022

Table 2 represents the distribution of the respondents by sex and type of respondents. The findings show that 52% of respondents among children are male whereas 48% are females. As far as respondents among parents are concerned, 51% are females whilst 49% of this type of respondents are males.

Table 3: Distribution of respondents by age and type of respondents

Age	Children Adolescent		Parents			
	Frequency (n=34)	Percentage (%)	Frequency (n=41)	Percentage (%)	Frequency (n=98)	Percentage (%)
8-13	34	45.3	0.00	0.00	0.00	0.00
14-18	0.00	0.00	35	46.7	0.00	0.00
19-24	0.00	0.00	6	8.0	0.0	0.0
25-39	0.00	0.00	0.0	0.00	11	11.3
40-49	0.00	0.00	0.0	0.00	26	26.5
50 -59	0.00	0.00	0.0	0.00	23	23.4
60+	0.00	0.00	0.0	0.00	38	38.8
Total	34	45.3	41	54.7	98	100.0

Source: Source: Results of the endline survey conducted in June 2022

Table 3 points out the distribution of respondents by age and type of respondents. The findings demonstrate that 45.3% of the respondents among children, are aged between 8 and 13 years.

Regarding respondents among adolescents, 46.7% are 14 to 18 years and 8% are between 19 and 24 years old. As far as respondents among parents are concerned, 38.8% are 60 years old and above; 23.4% are between 50 and 59 years old; 26.5% are 40 to 49 years old and finally, 11.3% of the respondents are between 25 and 39 years old.

Table 4: Distribution of respondents by level of education and type of respondents

Level of education	Children & Adolescents (n=75)	%	Parents (n=98)	%
None	0.0	0.0	61	62.3
Primary	53	70.6	27	27.5
Incomplete primary	0.00	0.00	7	7.2
Secondary	22	29.4	0.00	0.00
Incomplete Secondary	0.00	0.00	0.00	0.00
Professional	0.00	0.00	0.00	0.00
Community literacy	0.00	0.00	3	3.0
University	0.00	0.00	0.0	0.00
Total	75	100	98	100

Source: Source: Results of the endline survey conducted in June 2022

Table 4 comprises the distribution of respondents in accordance with their level of education and type of respondents. Among children who participated in the study, 70.6% attained primary education. 29.4% got secondary education. Concerning respondents who are parents, 62.3% have no formal education; 27.5% got primary education; 7.2% attended primary school but did not complete it whereas 3.0% went for community literacy.

3.2. Programme performance towards its set out goals and objectives

This section articulates the results of the evaluation vis-à-vis the preset objectives and outcomes. The discussions and consultant's affirmations are here backstopped by quantitative and qualitative findings. The discussions turned around 5 key evaluation criteria: the project relevance, effectiveness, efficiency, impact and sustainability.

3.2.1. Relevance

EQ1: Has the design of HoF programme been relevant to the needs, priorities, and circumstances of programme participants and the context in which they live?

Finding 1: The relevance of the HoF programme design and implementation strategies in Shyogwe Sector of Muhanga District was assessed good, and it is quite responding to the needs and interests of the target communities, the expected results and outcomes are closely aligned with and relevant to the Rwanda's commitments in terms of enhancing the demographic dividend through improved access to quality education and promoting resilience and enhancing graduation from poverty and extreme poverty.

On the design: The HoF programme overall objective was to “*to promote parental involvement in their children’s education while improving family livelihood.*” with a clear corresponding expected outcome, “The children’s education and family wellbeing are improved and the parent involvement and socio economic status are improved” Hope of Family was targeting 100 vulnerable families who reside in Shyogwe sector of Muhanga district, one of the eight districts comprising the Southern province of Rwanda.

It is our view that (1) the problem statement was significant and coherent; (2) the implementation strategies, approaches and model adopted to run HoF projects were all relevant; (3) the appointed staff were capable enough to implement and monitor the project at grassroots level which allowed to avoid potential inconsistencies and delays even during covid_19 pandemic period; (4) the project implementation was participatory and provided enough space for the right holders to contribute and own the process especially with income-generating projects, houses renovation, kitchen gardens establishment, and children’s education. Indeed, according to the evaluation results, 71.2% confirmed having contributed in improving children’s basic education performance, the children’s education and family wellbeing are improved at 86.26% while the parent involvement and socio economic status are improved at 96.4% compared the baseline status.

On the implementation approach: Hope of Family approach is mainly based on the community volunteering, partnerships & advocacy, thus, the organization does connect relevant families, relevant individuals and local administration officials. The latter supports all her beneficiaries who can neither write nor attend community literacy school to eventually support their children to perform better at school and take initiatives that improve their livelihoods. Hope of Family liaises with other local literacy organizations that include but are not limited to charitable organizations, faith-based organizations, Muhanga district to advocate community members. Hope of Family also supports young people from family beneficiaries to develop a wide range of skills to respond to the different challenges they encounter daily. HoF also provides wrap-around support to primary-school-aged children and youth from vulnerable families that are served.

“I cannot know the exact number of the jobs created but many people got jobs; for example, the kitchen gardens established, the houses renovated, pig sties built. Also, beneficiaries who are running income and generating activities through livestock rearing and running small businesses have gained and are still gaining money” (testified by a cell level Executive Secretary during Key Informant Interviews).

On project alignment:

Education and combating extreme poverty mark the heart of the NST_1 Strategy (2017-2024). The priority 1 of the NST1 enshrines the promotion of resilience and enhancing graduation from poverty and extreme poverty. Eradication of Poverty will require multiple interventions across different sectors that offer incomes, decent jobs and savings (covered under the Economic Transformation Pillar) as well as pro-poor and inclusive social protection (core and complementary) programmes that offer support and allow asset accumulation to promote resilience to shocks while reducing income inequality among Rwandans, which are entailed under the Social Transformation Pillar. Specifically, the NST1 targets eradication of extreme poverty by 2024².

Priority Area 4: Enhancing the demographic dividend through improved access to quality education. Strategic interventions to achieve this include, among others, (1) ensure access to pre-primary education so as to increase pre-primary net enrolment rate from 17.5% (2016) to 45% by 2024 and (2) increase effort to reduce dropout in primary, lower secondary and upper secondary from 5.6%, 6.3% and 3% in 2017 to 1.2%, 1.7% and 1% respectively by 2024³

HoF programme responds to the global commitments mainstreamed in SDGs especially the SDG 4, ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and SGD1, end poverty in all its forms everywhere.

3.2.2. Effectiveness

EQ2: What progress has been achieved so far against the expected results [outputs and outcomes]?

Achievements on planned overall objective and outcomes

Finding 2: The extent of the HoF programme overall objective achievement assessed very satisfactory as measured by the project indicators. This performance is considered as a tangible contribution to achievement of the Rwanda's NST-1 (Priority1, eradication of extreme poverty) and to that of the SDG 4 (inclusive and equitable quality education).

Finding 3: The implementation of HoF programme increased children's school performance for an overwhelming majority of (79.7%), and the latter increased parent involvement and socio economic status (96.4%).

The HoF programme implementation in Shyogwe Sector which mostly consisted in promoting parental involvement in their children's education while improving family livelihood tangibly contributed to improving children's basic education performance, promoting adult literacy and capacity building among the beneficiaries and supporting families' initiatives for their socio-economic welfare.

² Rwanda NST_1 (2017-2024).

³ Rwanda NST_1 (2017-2024).

3.2.2.1. Effectiveness of the provision of wrap-around education support to children from vulnerable families

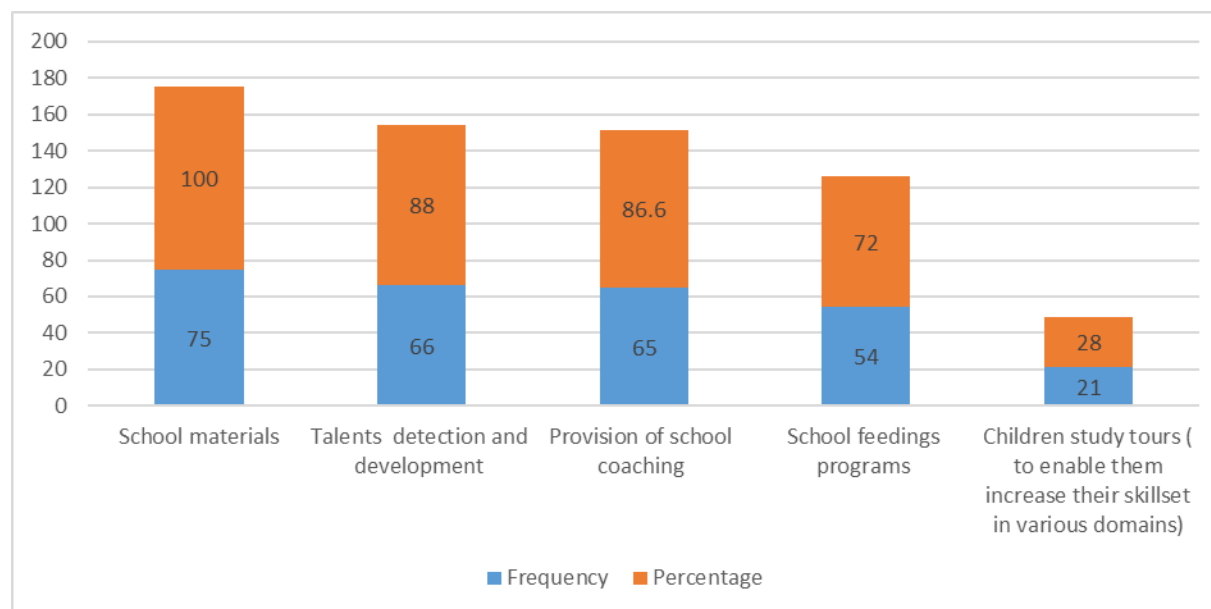


Figure 1: Hope of Family support to children from vulnerable families

Source: Endline Evaluation Survey, June 2022

Figure 1 points out the support provided by Hope of Family to children from vulnerable families. 100% of the respondents in the survey attested that they have received school materials; 88% of the respondents received support in terms of talents detection and development; 86.6% of the respondents confirm having received support in terms of school coaching; 72% of the respondents, expressed that they have received support in terms of school feeding programs whilst 28% of the respondents received assistance in terms of children's study tours (to enable them increase their skillset in various domains). Reports and academic researches showcase that education is a social instrument through which one can achieve his/her goals and shape his future. It has a high rank in humanity and it increases the efficiency and enhances the mental capability of an individual. This fact has been accentuated by teacher's representative in Mbare Primary school:

The broad stroke issues that can influence performance in school include socio-economic status, parenting, amount of time spent with children, quality and quantity of time spent away from primary caregivers, degree of physical and mental health, and effects of peer relationships. Other things that may influence success in school include motivational and well-trained teachers, parental expectation, private tutoring sessions, reading at age appropriate levels, and meeting of nutritional needs. Before Hope of Family support, many children from our primary school used to struggle finding requisite school materials which distinctly was affecting their schooling. Availability of enough and best quality of scholastic materials delivered to children in our school, introduction



of feeding programme and detecting of children's talents sparked their motivation and stimulated their educational commitments whereby many of those who get support have radically changed their behavior related to performance. They no longer report to school late and their school results have been upgraded.

The above facts are backstopped by the narratives from HoF programme reports,

“Children and teens under HoF care who are in primary school and come from vulnerable households receive wrap-around support, whereby the support was delivered to 108 children of primary level and 33 children of secondary level of studies by distributing school materials composed of (note books, pens, school bag, pair of shoes, bottle of water, school uniform and pads for girls) in order to ensure effective school performance while improving their education at primary and secondary level. .”

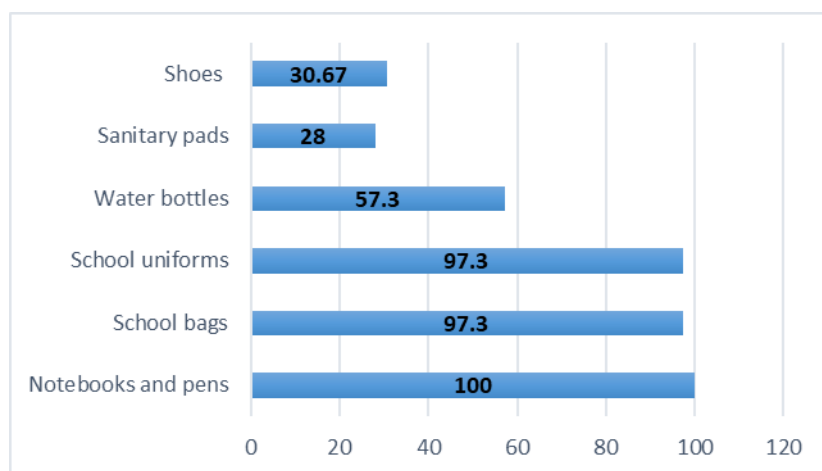


Figure 2: Types of school materials offered by hope of family to vulnerable children

Source: *Endline Evaluation Survey, June 2022*

Figure 2 describes types of school materials offered by hope of family to vulnerable children. 100% of the respondents attested that they have got notebooks and pens; 97.3% of the respondents declared that they received school bags; similarly, 97.3% revealed that they received school uniforms; 57.3% of the respondents mentioned that they were offered water bottles; 28% expressed that they received sanitary pads; 30.67% uttered that they were given shoes.

One participant in the FGD with parents/ Caregivers disclosed that *“Before the support of HoF. Parents were struggling a lot to find school materials to all children, imagine if you have 7 children who need to get enough materials and you do not have any paying job, now, HoF deliver all required school materials to supported children, thus, other children can also benefits from them. Supported children go to school confidently, manage to take all notes, cloth well and feel at ease among classmates.”*



School supplies/ materials impact the success of the student in ways that most people fail to recognize. In fact, many students are never truly prepared for the day because they come to class lacking supplies, thus leading to a difficult time learning. That said, school supplies play a very important role in education and how students grow and develop.

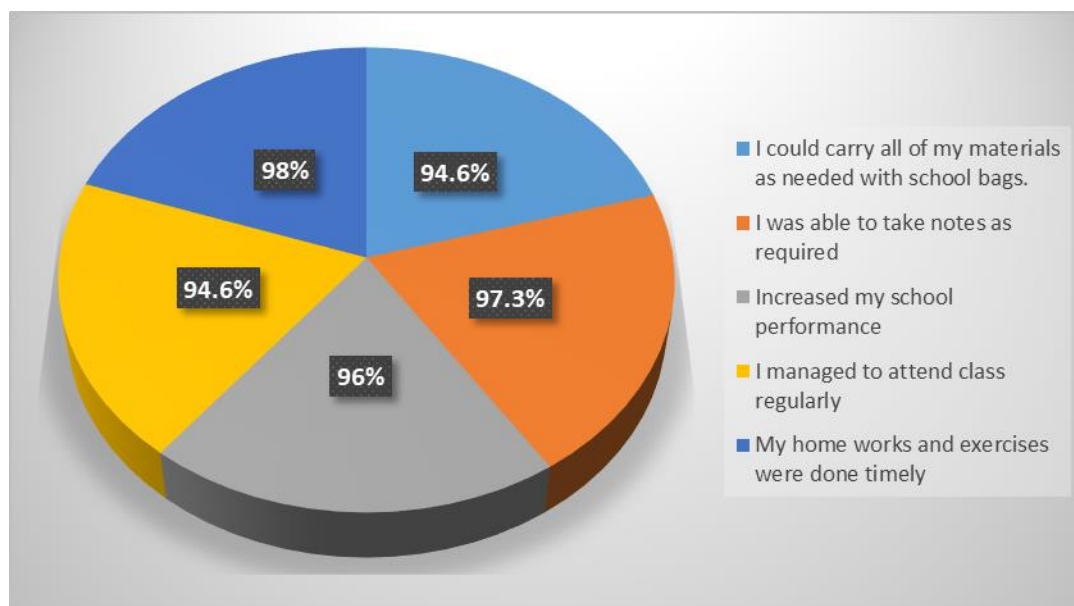


Figure 3: Contribution of school materials provided towards children school performance

Source: Endline Evaluation Survey, June 2022

Figure3 highlights the contribution of school materials provided towards children school performance. 98.6% of respondents attested that they could carry all of my materials as needed with school bags. 97.3% expressed that they have been able to take notes as required. 96% of the respondents stated that their school performance increased; 94.6 % mentioned that they managed to attend class regularly; similarly, 94.67% of the respondents uttered that they have done home works and exercises timely. Children academic performance emanates from various factors among which

parental involvement in children's academic affairs is a key aspect for the academic development. When it comes to children's education, there are some factors which must be considered such as parenting, communicating, supervision of learning at home, decision-making and collaborating with the schools and community. These factors contribute to the academic performance of the learners (Epstein, 2009). Parental involvement guarantees a good and conducive climate for social, intellectual and emotional development of a child as well as love, security, guidance and care that may contribute to good academic performance.

During KIIs, Sector Executive Secretary in Shyogwe evoked that *provision of school materials, feeding and clothing children are of paramount importance for parents and children but then, this is not enough, children require quality time from their fellow parents so that beyond the class notes, they can interact about social life and also get wisdom from parents around various issues. Many children become drug addicted while others get early pregnancies and or get involved into unhealthy deeds due to peer pressure and or mass media effects, that is why parents are extremely urged to cater for their children's life. Hope of Family has been doing a great job encouraging parents to pay visits of their children at school, I cannot claim that all parents manage to do so, but, there was change in terms of mindset and practices, now education is no longer the task of teachers only rather a shared duty.*

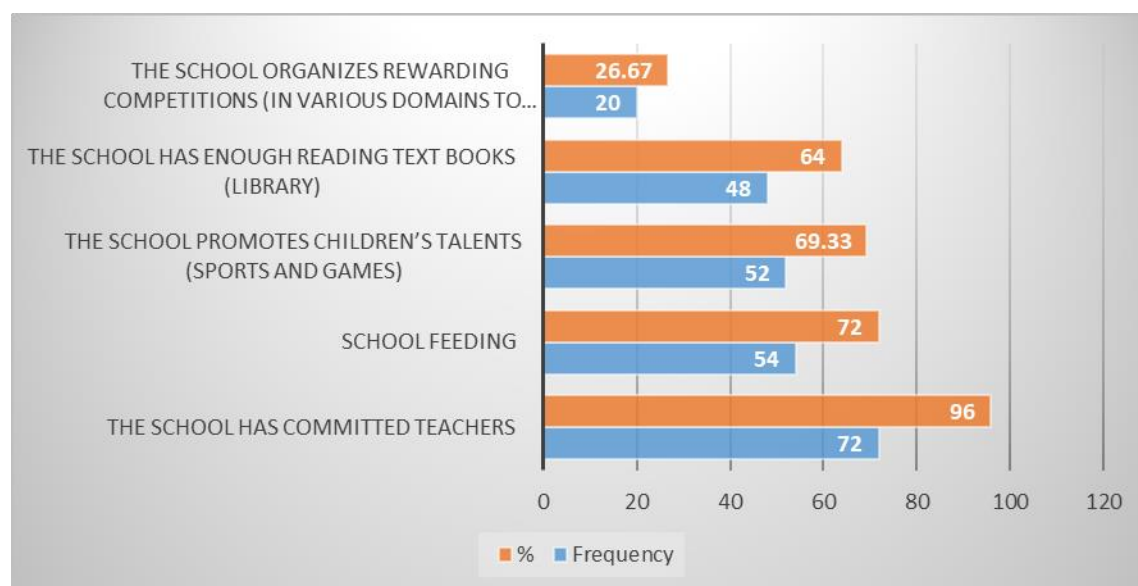


Figure 4: Factors which attract children in their school

Source: Endline Evaluation Survey, June 2022

Figure 4 refers to the factors that attract children in their schools. Ninety six percent (96%) of the respondents stated that they are attracted by a school that has committed teachers. 72% of the respondents are attracted by school feeding; 69.33% expressed that they are attracted by a school that promotes children's talents including sports and games. 64% of the respondents said that they are



attracted by a school that has enough reading text books; 26.67% of the respondents mentioned that they are attracted by a school that organizes rewarding competitions in various domains to mention courses, poems, sports and games, among others. These results correlate with the facts that young children learn best by experimenting with their environment through hands-on activities and play, which is why learning environment

are such a vital part of the school. Using learning environment to give children the hands-on experiences and play opportunities they need is important, but there are a variety of factors that influence which learning environment would work best for one's space, how one should set them up, and the materials that should be included in each. *The Hope of Family team is persuaded by HoF experience and relationships in the community that gifted children from low-income households are less likely to realize their full potential via talent development. We locate gifted kids and help them reach their full potential. This is accomplished through a variety of sports clubs, the arts, and numerous relationships with successful and very talented people.*

Table 5: Children talents that are nurtured by Hope of Family

Talent	Frequency	Percentage
Playing football	32	42.67
Traditional dancing	23	30.67
Drawing	14	18.67
Singing	6	8

Source: Results of the end line survey conducted in June 2022

Source: Endline Evaluation Survey, June 2022



To make students learning environment a bit more conducive, HoF collaborates with teachers promote/ nature children's talents while at a young age, this programme spurs the motivation of children thus endeavor to not miss classes. In addition, school feeding programme where HoF also supports is an ingredient to the programme and the more children attend the schools the better their performance will be. All of these programme interventions are done to lay the grounds for potential sustainability and scalability of the programme

interventions.

This student is TWAHIRWA Yves, aged 14 years old, (Secondary 1) and he is interested in and talented in drawing and painting (designing work). Table 6 below portrays children talents that are nurtured by Hope of Family. As far as children talents nurtured by Hope of Family are concerned, 42.67% of children play football; 30.67% of children perform traditional dancing; 18.67% participate in drawing; whereas 8% are interested in singing.

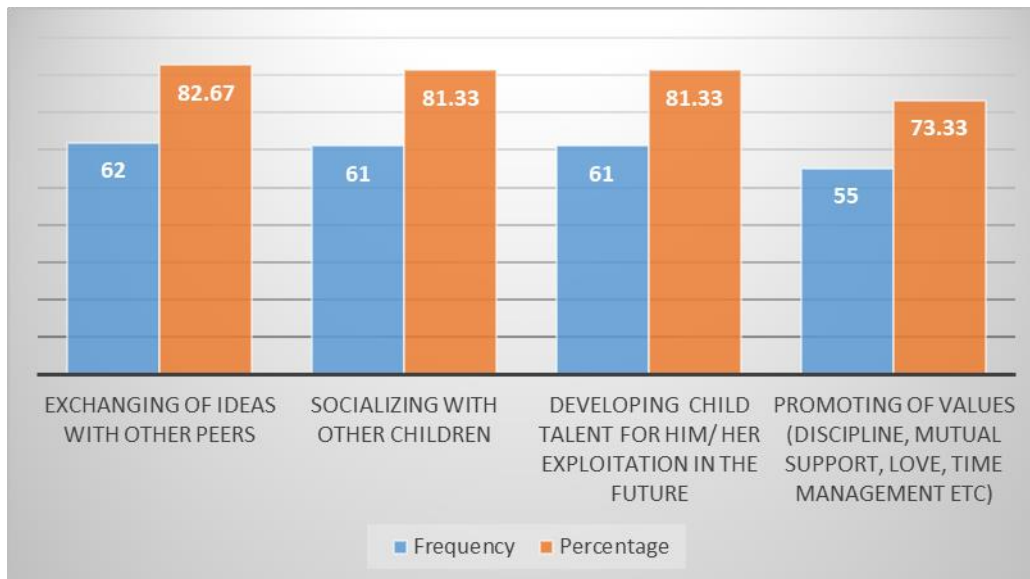


Figure 5: Stated advantages of attending talent development sessions by supported children

Source: *Endline Evaluation Survey, June 2022*

Figure 5 demonstrates stated advantages of attending talent development sessions by supported children. In this respect, 82.67% state that one of the advantages of attending talent development sessions is exchanging of ideas with other peers; 81.33% look at socializing with other children as an advantage of attending talent development session; equally, 81.33% of the respondents realize that an advantage of attending talent development session is developing child talent for him/ her exploitation in the future; lastly, 73.33% of the respondents understand that promoting of values (Discipline,

mutual support, love, time management etc) is an advantage of attending talent development sessions.

Table 6: Was the school materials package you received adequate in comparison to what the school required?

Value	Frequency	Percentage
Sufficient	58	77.33
Somehow sufficient	14	18.67
Insufficient	3	4

Source: Results of the end line survey conducted in June 2022

Table 6 establishes the comparison between school materials received from Hope of Family and materials required by the school. 77.33% of the respondents expressed that school materials received are sufficient compared to materials required by the school. 18.67% of the respondents stated that school materials received are somehow sufficient whilst 4% of the respondents pointed out that school materials received are insufficient compared to materials required by the school.

Table 7: Parents/caregivers' help for their children with studies

Assistance	Frequency	Percentage
Visiting her/ him at school	71	94.67
Provide items needed for schooling	71	94.67
Attending parents meetings at school	70	93.33
Reminding children to review their courses and do homeworks	68	90.67
Giving him/ her the time for courses revision	52	69.33
Doing homeworks	36	48
Explaining to him/ her courses	6	8

Source: Results of the end line survey conducted in June 2022

Table 7 demonstrates parents/caregivers' help for their children with studies. Ninety four point sixty seven (94.67%) of the respondents visit the child/children at school; equally, 94.67% of the

respondents, provide to their children items needed for schooling; 93.33% of the respondents attend parents meetings at school; 90.67% of the respondents help their children through reminding them to review their courses and do homeworks; 69.33% help children through giving them the time for courses revision; 48% of the respondents help children through doing homeworks whereas 8% of the respondents, help children through explaining them their courses.

Hope of Family encouraged parents from 100 families of beneficiaries to be involved in their children education for supporting children to increase their school performance. Parents agree to visit their children on the weekly basis, provide more after-school time for their revision, respond sooner to teacher's or any other school leader' invitation to discuss about the child's learning. Parents are the prime educators before starting school who also have a major influence on children's education in school life and beyond. In addition, a number of researchers have found positive relationships between parental involvement and student achievement through parent- teacher combined work which could also improve school attendance (Harris and Goodall, 2007).

During FGD with parents, *it was disclosed that challenge that inhibit parent engagement towards assisting their children with studies/ courses can include: work commitments, demands of other children, childcare difficulties and lack of time generally, parents perceiving themselves as unqualified to participate, a sense of disenfranchisement, language barriers, lack of common understanding between school staff and parents about what constitutes parent involvement, leading teachers to blame families and parents to feel unappreciated.*

Table 8: Extent to which coaching sessions contributed to children academic performance

Extent to which coaching was benefiting	Frequency	Percentage
Large extent	63	84
Smaller extent	1	1.33

Source: Results of the end line survey conducted in June 2022

Table 8 shows the extent to which coaching sessions contributed to children academic performance. The big majority of the respondents (84%) point out that coaching sessions contributed to children academic performance to large extent. 1.33% of the respondents express that coaching sessions contributed to children academic performance to small extent. Hope of Family staffs work tirelessly to encourage parent about the importance of school and why imperative for parents to maximize the aid opportunity in the interest of their successful children's education.

Measurement of the indicator:

The Percentage of Children who have increased their school performance is calculated by dividing the number of children who accessed HoF wrap-around education support to children from vulnerable families and contribution of school materials provided towards children school performance by the total number of surveyed respondents, multiplied by 100.

3.2.2.2. Effectiveness of involving more parents in their children's basic education performance

In Rwanda and overseas, the majority of parental engagement programs and strategies have been targeted at low-income communities where educational participation and achievement tend to be lower. As implication, parents decide to engage when they understand that collaboration is part of their role as parents, when they believe they can positively influence their child's education and when they perceive that the child and the school wish them to be involved (Hoover-Dempsey and Sandler, 2005).

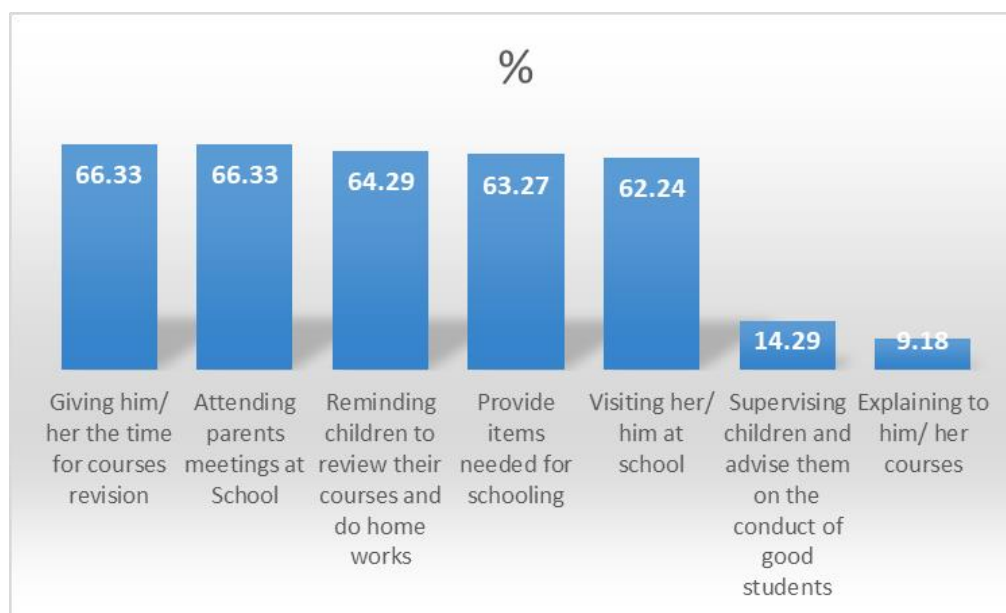


Figure 6: Ways by which parents support their children in their studies

Source: Results of the end line survey conducted in June 2022

Figure 5 refers to ways by which parents support their children in their studies. 66.33% of the respondents demonstrate that they support children through giving them the time for courses revision. Similarly, 66.33% support children through attending parents' meetings at School. 64.29% of the respondents remind children to review their courses and do home works; 63.27% of the respondents provide to the children items needed for schooling. 62.24% of the respondents visit children at school; 14.29% of the respondents supervise children and advise them on the conduct of good students; finally, 9.18% of respondents, explain to children their courses. The above findings of the endline survey collaborate with the financing from the FGD held with parents. Caregivers that indicated that *despite the barriers that parents from vulnerable families face, they try to be involved in their children's education though at moderate level. Challenges reported include but not limited to work commitments, demands of other children, childcare difficulties and lack of time generally, parents perceiving themselves as unqualified to participate, a sense of disenfranchisement, language barriers, lack of common understanding between school staff and*

parents about what constitutes parent involvement, leading teachers to blame families and parents to feel unappreciated.



This picture showcases Mr UWITJE Vianney at Mbare primary school, paying a visit to his child to monitor on how he performs in the class. Such actions increase motivation not only for children visited but also for teachers and it increases fellowship among them. During Key Informants interviews held with teachers' representative at Mbare highlighted that: *"Parental participation in children's education improve academic performance and educational attainment, as well as decrease behavioral issues and dropout risk for children at different stages of development.*

Reports from HoF portray that Hope of Family encourages parents from 100 families of beneficiaries to be involved in their children's education for supporting children to increase their school performance. *Parents agree to visit their children on weekly basis, provide more after-school time for their revision, respond sooner to teacher's or any other school leader' invitation to discuss about the child's learning and this bear fruits in terms of behavior change on the side of children, contribute to children academic performance as they concentrate more on their courses fearing to be reported to their parents who is already in contact with teachers. One of the FGD with caregivers/ parents disclosed.*

The above fact was also emphasized during KII with teacher's representatives at Mbare as she mentioned: *When parents come to school for visiting their children, it becomes also a good opportunity for us teachers to get to know who are the parents of the children, their perception on how we teach their children, behavior of children while at home, any challenges faced at family level which in some cases may negatively affect child performance among other facts, these visits made by parents reduce the negative feelings that some teachers have towards some parents whom they accuse of reaching the schools only when they were called for school meetings or when called to come after their children misbehave at school. in fact, when your child is being visited to tend to pay too much attention and a sort of follow up to him/ her compared to other children whom you do not know their parents and challenges they might be*

having in their lives which in some instance also affect their schooling, parents should bear in mind that visiting their children to school is of paramount importance as far their education, behavior and communication are concerned.”

Table 9: Frequency for children visits by their parents at school

Frequency	Frequency	Percentage
Once a quarter	47	47.96
Once a month	15	15.31
Once a week	3	3.06
Once every two weeks	3	3.06
None	2	2.04

Source: Results of the end line survey conducted in June 2022

Table 9 establishes frequency for children visits by their parents at school. 47.96% expressed that children are visited once a quarter, 15.31% of the respondents state that children are visited once a month, 3.06% of respondents uttered that children are visited once a week. Similarly, 3.06% of the respondents attest that children are visited once every 2 weeks. Surprisingly, 2.04% of the respondents reveal that parents never visit children. *“Many parents mistakenly believe that their children’s education is entirely in the hands of teachers. Yet, it should come as no surprise that there is a long list of benefits that come from taking an active role in child’s education. In fact, one of the biggest influences on a child’s success stems from how invested the parents are in his or her education. That is why Hope of Family encourages parents from 100 families of beneficiaries to be involved in their children education for supporting children to increase their school performance. Parents agree to visit their children on the weekly basis, provide more after-school time for their revision, respond sooner to teacher’s or any other school leader’ invitation to discuss about the child’s learning.”*HoF Executive Secretary.

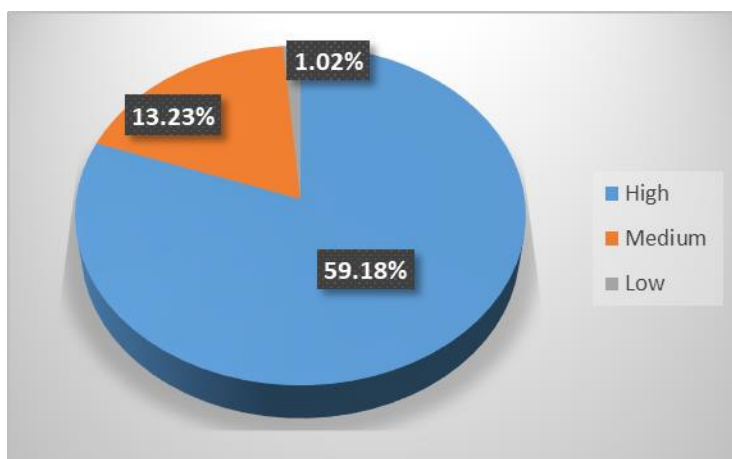


Figure 7: Parents' perception on the extent to which Hope of Family support contributed to the performance of supported children

Source: Results of the end line survey conducted in June 2022

Figure 6 points out parents' perception on the extent to which Hope of Family support contributed to the performance of supported children. 59.18% of the respondents declared that the support from Hope of Family contributed to the performance of children enrolled in the program to high extent. 13.23% of the respondents explained that the support contributed by Hope of Family led to the performance of children assisted to medium extent. On the other hand, 1.02% of the respondents, expressed that the support from Hope of Family contributed to children performance to low extent. In light of the above facts, Hope of Family provided wrap-around support to 113 children of primary level and 29 children of secondary level of studies by distributing school materials composed of (note books, pens, school bag, pair of shoes, bottle of water, school uniform and pads for ladies) in order to ensure effective school performance while improving their education at primary and secondary level.

Table 10: Parents' opinion on the key reasons for children's poor performance

Parent's opinion	Frequency	Percentage
Family poverty	79	80.61
Family conflicts	72	73.47
Lack of parents supervision and follow up	70	71.43
Lack of adequate school materials	64	65.31
Children health related problems	60	61.22
Long distance between the school and the child family	8	8.16

Source: Results of the end line survey conducted in June 2022

Table 11 establishes parents' opinion on key barriers to children's better performance. 80.61% of the respondents looked at family poverty as one of key barrier toward better performance of children. 73.47% of the respondents point out that family conflicts are one of key barriers to children's good performance. 71.43% of the respondents articulate that lack of parents' supervision and follow up is a key barrier to children's good performance. 65.31% of the respondents view lack of adequate school materials as one of key barriers toward better children's performance. 61.22% of the respondents think that children health related problems are one of key barriers to children's better performance. Finally, 8.16% of the respondents attest that long distance between the school and the child family constitutes a key barrier to children's good performance. *During Key Informants Interviewees, it was mentioned that there are many reasons for children to underperform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes.* It was pinpointed that extreme poverty of parents, lack of financial means to buy school materials, lack of basic needs, lack of enough food due to lack of cultivation land are also among the majour causes leading to children's poor academic performance. And this information was disclosed during Key Informants Interviewes:

“Some children complain that they do not come to school regularly due to lack of food and they are unable to attend class when they have not eaten. Some parents have low mindset and they are less motivated to be involved in their children's education. They think that education of their children is regarding the schools authorities and teachers only, and getting involved in their children education is not their role.” by the teacher's representative from Mbare Primary school.

Vis à vis this situation, Hope of family did a lot to provide children's families with enough food and other requisite items to ensure proper education. Hope of Family intervenes in those vulnerable families for their livelihoods and economic development. Hope of Family provides domestic animal, supports families to have kitchen gardens in order to have balanced diet and more importantly, provide financial support to head of families belong in saving and loans groups to start long term project that can be generated income and organization also repairs modestly families' houses in order to at least live in acceptable and standard accommodation. In addition, Hope of Family understands that literacy is the most indispensable tool to support children's education thus Hope of Family staff work tirelessly to encourage parents about the importance of school and why it is imperative for parents to maximize the aid opportunity in the interest of their successful children's education.

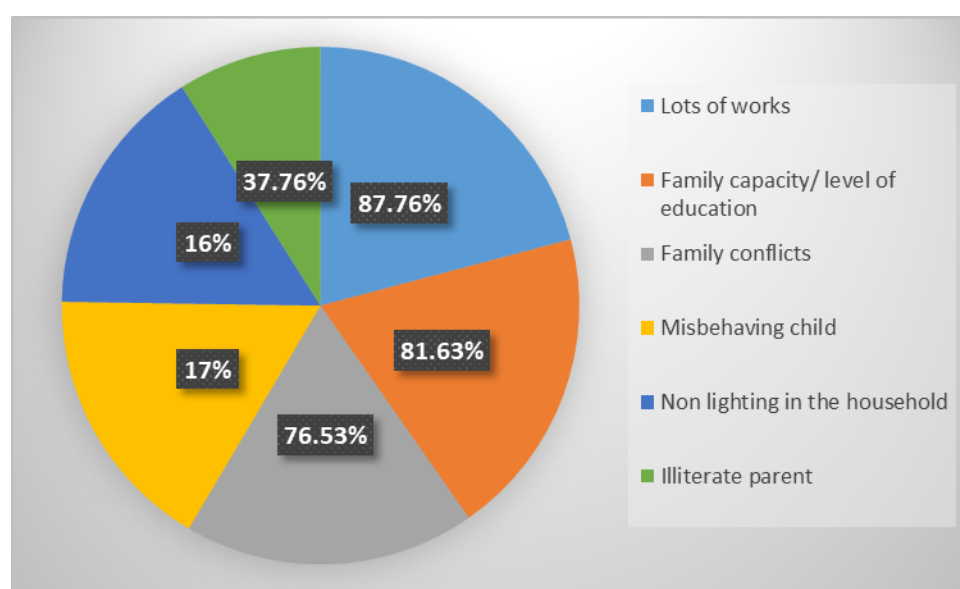


Figure 8: Parents' perception on factors hindering them from being more involved in their child education

Source: Results of the end line survey conducted in June 2022

Figure 7 sheds light into parents' perception on factors hindering them from being more involved in their child education. In this perspective, 87.76% look at lots of works as an important factor that hinders them from getting more involved in their children's education, 81.63% of the respondents express that family capacity/ level of education is a factor that hinders parents from getting involved in their children's education, 76.53% of the respondents consider family conflicts to be one of factors that hinder parents from getting involved in their children's education, 70.41% of the respondents point out to children's misbehaviors as a factor that hinders parents from getting more involved in their children's education, 66.33% of the respondents look at lack of lighting in the household as a factor that hinders parents from getting more involved in their children's education. Lastly, 37.76% of the respondents express that parents' illiteracy is a factor that hinders them from getting more involved in their children's education. In addition to the above stated factors, participants in the FGD mentioned so more:-

Limited literacy or fully literacy; lack of school materials from which parents can get ways to guide their children; parents do not give us time to concentrate on what we have studied at school asking us to do a lot of housework such as cleaning the room, taking care of our young brothers and sisters; parents do not help us to do homework or revise the lesson just because they are not able; failure to understand the language of instruction; lack of enough time; lack of motivation; poverty and lack of financial means, parents who are busy in activities to earn their daily life, among other factors.”HoF does her best to promote children’s education despite all the above issues.

3.2.2.3. Effectiveness of initiatives promoting adult literacy and capacity building among the beneficiaries



Low literacy levels have a profound impact on communities worldwide and dictate what a person can or can’t do in everyday life thus literacy is the foundation of a socially thriving society and a healthy economy. Hope of Family realizes that lacking vital literacy skills holds a person back at every stage of their life. As for adults, they won’t be able to support their own children’s learning. This intergenerational cycle makes social mobility and a fairer society more difficult. In this situation,

Hope of Family supports adult literacy at community level by encouraging adults who cannot read nor write to go for attending community literacy school.

The above group represents 466 community members who completed the training program on literacy and that they were handled certificates at the end of the programme as well as financial support to enable them start up income generating activities. Hope of Family empowers recipients to develop their skills and become adult learners. Beneficiaries invest around ninety six hours during the course of the two-year cohort. All areas of Hope of Family intervention are comprehensively covered by these training subjects, including education, livelihoods, dispute resolution, and income-generating initiatives, among others. Sessions are led by skilled facilitators, and the organization established quality standards for all professional training. Our training material is packed with real-world exercises to keep learners from becoming bored.

Additionally, HoF is aware that even parents who cannot read or write must attend trainings, so we take all of this into account while making preparations. Participants depart the training location with

a community assignment. To make sure that training has an influence on the remaining non-beneficiaries, they must do this highly practical task in their own neighborhood.

3.2.2.4. Effectiveness of support families' initiatives for their socio-economic welfare

Table 11: Contribution of HoF to raise/ lift up her beneficiaries' socio-economic well-being		
Value	Frequency	Percentage
Hope of Family provided us with hygiene and sanitation materials	98	100
Hope of Family supported us to constructed kitchen gardens for improving families' nutrition	98	100
Hope of Family gave us mobile phones and Radios	96	97.9
Hope of family constructed me the toilet	95	96.9
Hope of Family supplied me with a domestic animal as source of generating income	94	95.9
HoF supported with construction of my pig sty	92	93.8
Hope of Family provided us with Health insurance	78	79.5
HoF supported me with renovating/ rehabilitating my house	51	52.04
I participated in various capacity building sessions by HoF	32	32.6
HoF financed/ supported small and income generating projects	20	20.4

Source: Results of the end line survey conducted in June 2022

Table 11 describes the contribution of Hope of Family to raise/ lift up her beneficiaries' socio-economic well-being. 100% of the respondents attest that Hope of Family (HoF) provided them with hygiene and sanitation materials. Similarly, 100% of respondents confirm that Hope of Family supported them to construct kitchen gardens to improve families' nutrition. 97.9% of the respondents declared that Hope of Family gave them mobile phones and radios; 96.9% of the respondents mentioned that Hope of family constructed them the toilet. 95.9% of the respondents pointed out that Hope of Family supplied them with a domestic animal as source of generating income. 93.8% of the respondents attested that HoF supported with construction of their pig sties. 79.5% of the respondents revealed that Hope of Family provided them with Health insurance. 52.04% of the respondents stated that HoF supported them with renovating/ rehabilitating their houses. 32.6% of the respondents

highlight that they participated in various capacity building sessions by HoF. Lastly, 20.4% of the respondents uttered that HoF financed/ supported small and income generating projects.

For the above findings, HoF provided 100 radios and 100 cell phones to poor families for supporting them to have access to information and contacted school administration in order to monitor the children school performance and behavior at school, supports 25 families to renovate/ rehabilitate their families' houses for them to access to decent shelters, paid fees to secure health insurance to 7,469 individuals in Shyogwe sector over the last 3 years , provided 75 pigs and 25 goats to family beneficiaries in need to enhance the family income through livestock produce, constructed 126 kitchen gardens for vulnerable families to improving food security and nutrition status in family and



also Hope of Family supported 932 adults to learn how to read and write through community literacy programs. Thanks to all of these support, HoF beneficiaries attested to have changed their social and economic standing. Seed funds are disbursed to enable the functioning of the cooperatives. One group received Frw 1,275,000 and this amount of money was used to uplift the living conditions of the cooperative members.



Hope of Family is of the view that the engine of her beneficiaries is to support them and graduate after two years with an income-generating projects. Beneficiaries are put together in different cooperatives to run an income-generating project. The income-generating project idea comes from the bottom up, and Hope of Family provides pieces of training on how to run cooperatives. The organization offers additional funding to each cooperative. So far, Hope of Family has supported people's cooperatives that run hatchery, piggery projects, and small businesses, among others. All these activities are always carried out using participatory methods. *During KIIs, beneficiaries testified to have undergone change in their lives after they have ventured into these small and income generating activities especially piggery and hatchery projects.*

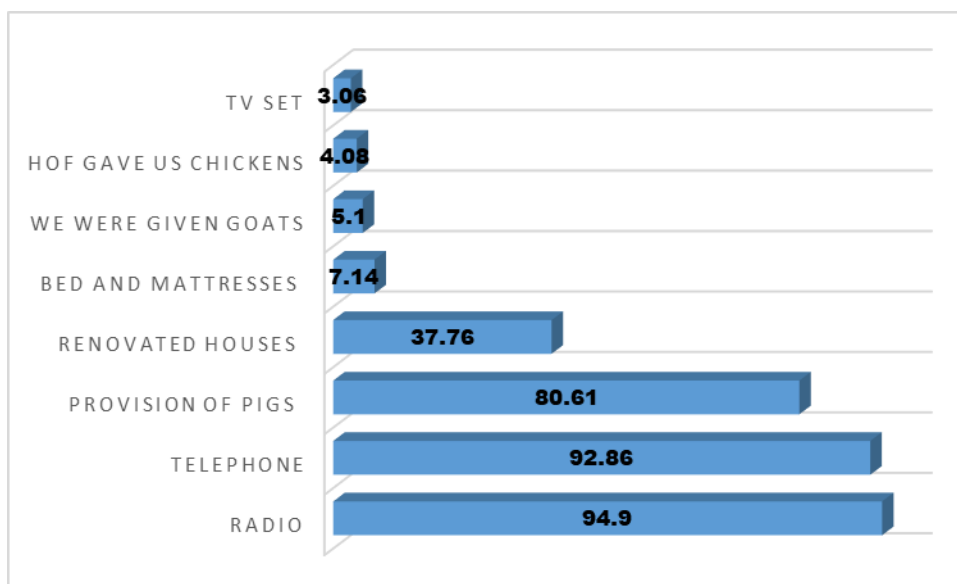


Figure 9: Assets and utilities acquired with the help of Hope of Family over the last three years

Source: Results of the end line survey conducted in June 2022

Figure 8 is concerned with assets and utilities acquired with the help of Hope of Family over the last three years. 94.9% of the respondents declared having acquired radios thanks to the help of Hope of Family. 92.86% of respondents acquired phones from the help of HoF. 80.61% of the respondents affirm that they were provided with pigs from Hope of Family. 37.76% of respondents declared that they renovated their houses thanks to HoF intervention. 7.14% of the respondents revealed that they purchased Bed and mattresses thanks to the help of Hope of Family. 5.1% of the respondents attest that they were given goats as a support from HoF. 4.08% of the respondents confirm that HoF supported them to get chickens. 3.06% of the respondents attested to have got TV set thanks to HoF interventions.



NIKUZE

EPHIPHANIE from Kabungo ville, Kinini Cell, aged 65, was living in an old house that was leaking and not paved. HoF renovated her house, now her conditions changed in a way that her children sleep well and can conformably revise their courses after class.

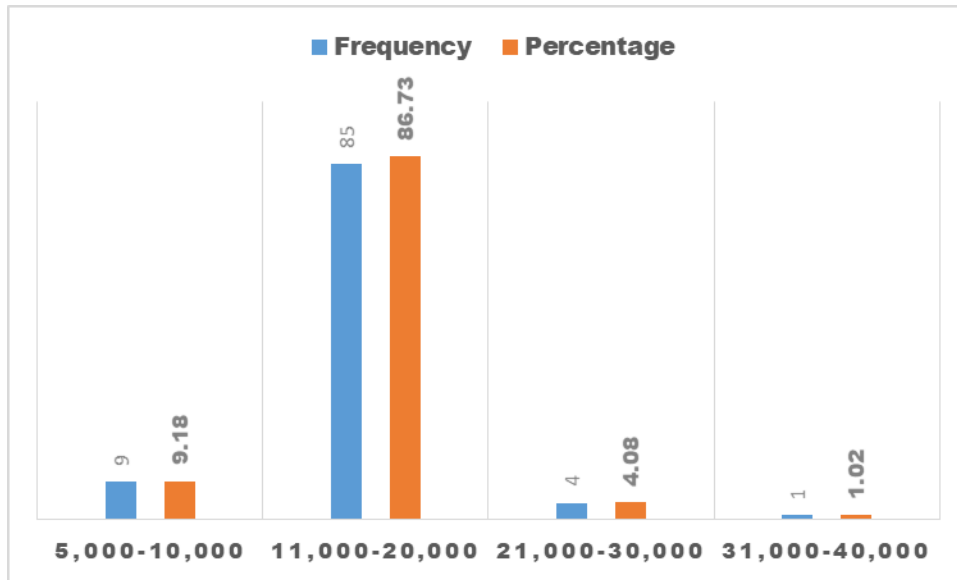


Figure 10: Monthly earnings for HOF benefiting households

Figure 9 presents monthly earnings for HOF benefiting households. 86.73% of the respondents pointed out that their monthly earnings vary between 11,000 and 20,000 francs. 9.18% of the respondents confirm that their monthly earnings vary between 5,000 and 10,000 francs. 4.08% of the respondents revealed that their monthly earnings vary between 21,000 and 30,000 francs. 1.02% of the respondents attest to get monthly earnings varying between 31,000 francs and 40,000 francs. Looking at the above findings, it is obvious that HoF beneficiaries have increased their monthly income compared to the situation before being supported whereby these people were leading deplorable living conditions. A bigger part of this monthly income comes from the small income activities that were supported through Hope of family.

Table 12: HoF beneficiaries' involvement in the horticulture activities

Type of vegetable cultivated	Frequency	Percentage
Dodo	90	91.84
Onion	68	69.39
Cassava leaves	30	30.61
Carrot	24	24.49
Cabbage	7	7.14
Pumpkin	3	3.06
Tomatoes	1	1.02

Source: Results of the end line survey conducted in June 2022

Table 13 points out the involvement of Hope of Family beneficiaries in the horticulture activities. 91.84% of the respondents declared that they are involved in the production of dodo, 69.39% of the respondents stated that they are involved in the production of onion, 30.61% of the respondents uttered that they are involved in the production of cassava leaves, 24.49% of the respondents are involved in carrot production; 7.14% of the respondents indicated that they are involved in the production of cabbage. 3.06% of the respondents mentioned that they are involved in the production of pumpkin. Lastly, 1.02% of the respondents pointed out that they are involved in the production of tomatoes. HoF has trained her beneficiaries to venture into horticulture through promoting kitchen gardens which are currently used to provide for the family food stuffs thus contributing the family welfare.

3.3. Efficiency

EQ: Were activities cost-effective?

The total project budget allocated was quite adequate. The financial costing during the project design was fair and expenditures during implementation were timely done, with a satisfactory burn rate of 100%. This evaluation's conclusion is that the costs incurred were reasonable to achieve the project results so far accomplished.

Budget execution and project implementation arrangements

HoF has effective budget execution procedures mainstreamed in its HR and Financial management Manual.

To execute a budget line, the following is the practice: (i) a project officer prepares a concept note to the activity and its budget [aligning with what is planned]; (ii) the PM verifies the relevance and accuracy and the document is submitted to Executive Secretary (iii) who also verifies the compliance; (iv) the request is then shared with the accountant (v) who also verifies the activity compliance to the predesigned budget [annual budget], prepares the payment voucher and a cheque to the bank; (vi) then the entire document is submitted to authorized signatories [at least 2 among the 3 signatories⁴]. From our observation, this process minimizes the risks in terms of funds management. Once the activity done the project coordinator produces an activity report [using a template] to be submitted to the line supervisor (the PM) for review then to the Executive secretary of HoF.

Cost effectiveness

Costs and planned activities have been examined. The total amount committed was Rwanda Francs (Rwf) and the totality has been spent upon full compliance. It is of the consultant's view that all activities have been realized with reasonable cost effectiveness and with no reallocations. The budget burn rate worth%.

3.4. Sustainability

EQ: To what extent is the likelihood of sustainability of the project achievements and impacts including socio-economic and environmental?

The project staff and participants strengthened their capacities to work on issues with which the programme has engaged. Beneficiaries are now conversant with saving culture as they were initiated on that throughout saving and credits groups that Hof supported to establish. The livestock that HoF has also delivered to supported families has started to generate income to the families and the more they are well catered for the better their conditions will keep on flourishing. In additional, HoF disbursed seed funding to formed cooperatives and the latter is being used in a manner that will keep on changing the life situation of the programme recipients. All of these gains by HoF programme recipients will be backstopped by the knowledge and skills acquired through HoF capacity strengthening programmes over the last 3 years.

Lessons learnt

- Regardless of how intelligent they are, children need their parents' support since they are their first educators. If they are then provided with the necessary school supplies, well fed and are exposed to a supportive learning environment, they will succeed/ perform well in their schooling,

⁴ The 3 authorized signatories: 2 Board members; plus ES of TA.

- Nurturing children when they are young will show them the path to a better future by helping them to uncover their skills.
- Sensitization of parents in order to understand their role of being involved in their children's education has contributed to children's school performance over time
- Community people may move from a lower economic category to an upper one with assistance, training, and support to develop small businesses that generate money; this process is fueled by livestock, money saving culture, and basic education.
- Pig produces within a very short period of time and therefore the project of pig rearing helped project participants to make money briefly after project inception.
- Community members who learnt about reading and writing have now embarked on new income generating activities and became financial literate, some of them currently benefit from banking services like getting loans for their bankable projects
- Nurturing children when they are young will show them the path to a better future by helping them to uncover their skills.
- The programme implementation initiated the formation of saving groups. This increased the participation of beneficiaries in the project activities because they served as channels of communications between direct beneficiaries and to benefit from other collective actions. Saving groups played an important role in the creation of strong relationships among beneficiaries and their relatives.

Conclusions and recommendations on impact optimization

Conclusion

- Over the last three years, HoF programme has registered a number of achievements amongst the beneficiaries and the results include but not limited to increased children's school performance for an overwhelming majority of (79.7%), and the latter increased parent involvement and socio economic status are improved (96.4%).
- HoF established a commanding and compelling collaboration with local authorities, thus ensuring their involvement to the project sustainability when it will have phased out in the community
- The HoF programme overall objective achievement assessed very satisfactory as measured by the project indicators. This performance is considered as a tangible contribution to achievement of the Rwanda's NST-1 (Priority1, eradication of extreme poverty) and to that of the SDG 4 (inclusive and equitable quality education).
- The implementation approach that calls for community volunteers makes it simpler for HoF to monitor program activities and come up with corrective actions to ensure that the program is implemented smoothly.
- The program was quite effective since it assisted many of the poorest families renovate their very old homes by providing assistance.

- The feeding program has gained high praise from both local authorities and the community at large since it helps pupils who previously missed school attend more regularly.

Recommendations

- Right holders (The 2018 cohort) argued that their graduation should occur in the net year in order for them to be able to compensate given the implications of the Covid-19 program.
- Local leadership proposed/ recommended that the VSLAs established or formed for youth be strengthened to the point where they are connected to the Umurenge SACCO with the intention that youth may get loans of up to 15 thousands Rwandans for their income generating activities- IGAs
- In order to ensure proper orientation and draw in a large number of students, it was suggested that the children's talents detection and nurturing program be channeled through schools by engaging more teachers who may assist in the identification process. It was, however, advised motivating them in order to sustain the program.
- It was revealed that Shyogwe Sector still has a significant number of people who are unable to read and write, thus HoF was requested to extend the number of individuals receiving assistance from community literacy program to keep supporting in the development process of the Shyogwe community
- Both local leaders and residents urged that HoF should expand the intervention in other cells of the Shyogwe sector taking into account the impacts of HoF programme/ support to right holders and the current needs in the community.
- Taking into account the effects/ results from the students' coaching (after-class coaching) programme, parents and the schools administration, petitioned HoF to extend this program to children in primary 4 and 5 for a smooth preparation for the National primary exam

ANNEXES



HOPE OF FAMILY FOUNDATION

IMPACT ASSESSMENT SURVEY (QUESTIONNAIRE FOR CHILDREN)

CONSENT

Hello! My name is We are conducting an Impact Assessment Survey with Hope of Family Foundation.

Hope of Family seeks to conduct an Impact Assessment to 100 family beneficiaries to find out at which extent program has achieved its objectives. The Impact Assessment will establish to what extent the project has achieved its intended outcomes (progress of the project outcomes against key performance indicators), key scalable learnings and innovation; and will provide recommendations to address any identified gaps and reinforce initiatives that demonstrate the potential for success of similar projects by Hope of Family donors and partners.

Specifically, the impact assessment will determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability of the project, providing information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both the project participants and donors.

Your real name will not be used at any point in the written report and your identity will be protected as this is an anonymous interview. Your participation in this assessment is voluntary.

You have the right to withdraw at any point of the assessment, for any reason. If you withdraw, information collected from you and records and reports based on information you have provided will be destroyed.

Do you agree with the terms of this agreement? _____
(Please write in YES or NO)

Your name _____

Your signature _____ the date _____

DETAILED QUESTIONNAIRE:

NO

QUESTIONS

ANSWERS

CODE

1. Respondent Identification:

Q1	Respondent Name:		
Q2	Sex	1. Male 2. Female	/ /
Q3	Age	/ /
Q4	Education Level for children	1= P3 2= P4 3= P5 4= P6 5= S1 6= S2 7= S3	/ /

2. Questions related to wrap around support provided to children from vulnerable families (Questions for students aged 4,5,6 S1,S2, S3)

Q5	Among the following support, which one did you get from Hope of family over the last 3 years?	1. School materials 2. Talents detection and development 3. Children study tours (to enable them increase their skillset in various domains) 4. Provision of school coaching 5. School feedings programs 6. Others (Specify)	/ _ / / _ / / _ / / _ /
Q6	Among the following school materials, which ones were you given by Hope of family over the last three years?	1. School bags 2. School uniforms 3. Notebooks and pens 4. Water bottles 5. Sanitary pads 6. Others (Specify)	/ _ / / _ / / _ / / _ /
Q7	In what ways has the provision of school materials contributed to your school performance in the last three years?	1. Increased my school performance 2. I was able to take notes as required 3. My home works and exercises were done timely 4. I could carry all of my materials as needed with	/ _ / / _ / / _ / / _ / / _ /

		<p>school bags.</p> <p>5. I managed to attend class regularly</p> <p>6. Others (Specify)</p>	
Q8	Mention three factors which attract you in your school	<p>1. The school promotes children's talents (sports and games)</p> <p>2. The school has enough reading text books (Library)</p> <p>3. The school has committed teachers</p> <p>4. The school organizes rewarding competitions (in various domains to mention courses, poems, sports and games, etc)</p> <p>5. School feeding</p> <p>6. Others (Specify)</p>	<p>/ _ /</p> <p>/ _ /</p> <p>/ _ /</p> <p>/ _ /</p> <p>/ _ /</p> <p>/ _ /</p>
Q9	Do you have any talent?	<p>Yes</p> <p>No</p>	
Q10	If yes, which one?	<p>1) Playing football</p> <p>2) Drawing</p> <p>3) Traditional dancing</p> <p>4) Others- please specify</p>	
Q11	In what ways does Hope of Family play a role in nurturing your talents?	<p>1) Hope of Family does hire experts to coach us in different talents</p> <p>2) HoF provides us with various tools (sport equipment, study tours related to talents, educative films</p> <p>3) There are trips organized in different potential organizations or institutions</p> <p>4) There are coaching and remedial sessions to children</p> <p>5) Other (specify)</p>	
Q12	What are the advantages of attending talent development	<p>1) Socializing with other children</p> <p>2) Developing child talent for</p>	

	sessions, in your opinion?	him/ her exploitation in the future 3) Exchanging of ideas with other peers 4) Promoting of values (Discipline, mutual support, love, time management etc) 5) Other (specify)	
Q13	Was the school materials package you received adequate in comparison to what the school required?	1) Sufficient 2) Somehow sufficient 3) Insufficient	/___/ /___/ /___/
Q14	According to you, what do you think should be added to the support package by HoF/	/___/
Q15	Apart from HoF support, is there anyone else who assists/ supports you in your schooling?	Yes..... No	
Q16	If yes, who are they?	1) Parent 2) Caregiver 3) Family member 4) Neighbour 5) Other (specify)	
Q17	How does your parent/caregiver help you with your studies?	1) Doing homeworks 2) Reminding children to review their courses and do homeworks 3) Giving him/ her the time for courses revision 4) Provide items needed for schooling 5) Visiting her/ him at school 6) Attending parents meetings at school 7) Explaining to him/ her courses 8) Other (Specify)	
Q18	If you benefited from coaching sessions, to what extent have they contributed to your academic performance?	1. Large extent 2. Smaller extent 3. Lesser extent	/___/ /___/
Q19	If the coaching contributed to a low extent, what do you think are	

	the causing factors?		
Q20	Before getting the support by HoF, what challenges were you undergoing that inconvenienced/jeopardized your education?	<ol style="list-style-type: none"> 1. Overburdening children with housework/chores that hindered them from reviewing school notes 2. The absence of adequate lighting to enable children to perform their homework. 3. Children did not have enough school materials, which hampered their academic performance. 4. Most parents did not follow up on their children, and many of them were undisciplined in school, putting their children's education at risk. 5. Some families experienced constant family conflicts, which had a negative impact on their children's academic performance. 	

Thank you!

HOPE OF FAMILY FOUNDATION

UBUSHAKASHATSI BUGAMIJE KUREBA ICYO UMUSHINGA WAGEJEJE KUBAGENERWABIKORWA/ IMPINDUKA ZABAYE MU MIBEREHO Y'ABAGENERWABIKORWA ZISHINGIYE KU MUSHINGA

INYANDIKO YO KWEMERA KUGIRA URUHARE MU GUTANGA AMAKURU

Nitwa..... .Umuryango Hope of Family urimo gukora igikorwa cy'ikusanyamakuru rigamije gusuzuma impinduka ibikorwa byawo byagize mu mibereho y'abagenerwabikorwa bayo. By'umwihariko, iki gikorwa kigamije gusuzuma uko intego zari ziteganijwe kubwa progaramu y'ibikorwa by'uyu muryango zagezweho mu myaka itatu ishize, umusaruro byatanze, amasomo yigiwemo ndetse n'uburyo abagenerwabikorwa biteguye kuzakomeza gusigasira ibyagezweho n'umushinga nyuma yuko ibikorwa byawo bihumuza. Amakuru azakomoka muri iki gikorwa kandi azashingirwaho hanozwa neza gahunda y'ibikorwa by'imyaka iri mbere.

Nemeye ku bushake ntagahato ndetse nta n'ikiguzi ko amakuru/amafoto/ cg amashusho cyangwa urundi ruhare ntanga muri iki gikorwa byakifashishwa kubw'impamvu/intego zijyanye no Gutangaza no guteza imbere ibikorwa bya Hope of Family, mu bijyanye n'ubuvugizi, ibikorwa by'uburere, uburezi n'itangazamakuru bya Hope of Family

Amazina y'ubazwa:

Imyaka y'ubazwa:

Aho abarizwa (Akarere/Umurenge/Akagari/Umudugudu:

.....

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Umukono: Italiki:

IBIBAZO BIBAZWA:

NO	IKIBAZO	IGISUBIZO	CODE
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1. Respondent Identification:			
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Q1	Izina ry'ubazwa:		
Q2	Igitsina	1. Gabo 2. Gore	//
Q3	Imyaa	//
Q4	Amashuri	1 = umwaka wa 3 w'amashuri abanza 2 = umwaka wa 4 w'amashuri abanza 3 = umwaka wa 5 w'amashuri abanza 4 = umwaka wa 6 w'amashuri abanza 5 = Umwaka wa 1 w'amashuri yisumbuye 6 = Umwaka wa 2 w'amashuri yisumbuye 7 = Umwaka wa 3 w'amashuri yisumbuye	//

2. IBIBAZO BIJYANYE N'UBUFASHA BWO KWIGA

Q5	Mu bufasha bukurikira ni ubuhe wahawe mu myaka 3 ishize?	1) Ibikoresho by'ishuri 2) Gutahura no gukuza impano 3) Ingendo shuri 4) Gufashwa gusubira mu masomo 5) Gahunda zo kugaburira abana ku mashuri 6) Ibindi (Birondore)	/_/ /_/ /_/ /_/ /_/
Q6	Mu bikoresho bukurikira, ni ibihe waba warahawe na Hope of Family mu myaka itatu ishize	1) Igikapu cy'ishuri 2) Impuzankano 3) Amakayi n'amakaramu 4) Amacupa yo gutwaramo amazi 5) Ibikoresho by'isuku y'abakobwa 6) Ibindi (Birondore)	/_/ /_/ /_/ /_/ /_/
Q7	Ni mu buhe buryo gushyikirizwa/ guhabwa ibikoresho by'ishuri byagize uruhare mu kuzamura ikigero cy'imitsindire yawe mu myaka itatu itambutse/ ishize?	1) Nongereye amanota 2) Nabashije kubona uko mfata notes zose kandi buri gihe 3) Imikoro y'ishuri ndetse n'imyotozo nabashije kujya mbikorwa buri gihe 4) Igikapu nahawe cyamfashije kubona uko ntwara ibikoresho	/_/ /_/ /_/ /_/ /_/

		by'ishuri byose buri gihe 5) Kubona ibikoresho byatumye nitabira ishuri buri gihe, ntongera gusiba ishuri cg kwirukanwa 6) Ibindi (Birondore)	
Q8	Tanga nibura ibintu bitatu muri ibi bikurikira bigira uruhare mu kugukundisha kwitabira ishuri aho wiga	1) Ku ishuri baduha umwanya n'uburyo bwo kwidagadura tukanakina bihagije 2) Ku ishuri mbasha kubona ibitabo byo gusoma 3) Ishuri rifite abarezi/ abarimu beza batwitaho 4) Ku ishuri haba amarushanwa atandukanye bityo uyatsinze agahembwa 5) Gahunda yo kugaburira abana 6) School feeding 7) Ibindi (Birondore)	/_/_/ /_/_/ /_/_/ /_/_/ /_/_/ /_/_/
Q9	Haba hari impano runaka wiyumvamo ko ufite?	Yego Oya	
Q10	Niba ihari ni iyihe?	1) Gukina umupira w'amaguru 2) Gushushanya 3) Imbyino za kinyarwanda 4) Izindi mpano (Zirondore)	
Q11	Kubwawe usanga ari mu buhe buryo Hope of Family igufasha guteza imbere no gukuza impano ikurimo cg ikurimo?	1) Hope of Family idushakira abantu b'inzobere bakaduhugura bakanadukurikirana ngo bazamure impano zacu 2) Hope of Family idufasha mu buryo butandukanye burimo kuduha imyambaro ya siporo, kudukoresha ingendoshuri, kutwereka filimi zitwigisha, n'ibindi... 3) Ubundi buryo busobanure	
Q12	Kubwawe usanga ari ibihe byiza byo kwitabira no kugira uruhare muri gahunda zo	1) Kubana neza n'urundi rungano 2) Gutegurira umwana kuzakoresha impano ye akayibyaza umusaruro mu gihe kizaza 3) Kubona umwanya mwiza wo	

	kurera impano/ guteza imbere impano wifitemo?	<p>kungurana ibitekerezo nk'urungano hatajemo ibindi byiciro by'abakuru</p> <p>4) Guteza imbere indangagaciro zirimo umuco, ikinyabupfura, ubwubahane,urukundo, gucunganeza igihe n;ibindi</p> <p>5) Ibindi (Sobanura)</p>	
Q13	Mbese kubwawe usanga ibikoresho by'ishuri wahawe na Hope of Family byari bihagije ugereranije n'ibyo ishuri risaba?	<p>1) Birahagagije</p> <p>2) Birahagije mu rugero</p> <p>3) Ntabwo bihagije</p>	<p>/___/</p> <p>/___/</p> <p>/___/</p>
Q14	Ese mu ikoresho HoF itanga ubona hakongerwamo iki?	/___/
Q15	Uretse HoF haba hari undi muryango nterankunda cg abantu runaka bagufasha/ bagutera inkunga mu myigire yawe	Yego..... Oya	
Q16	Niba bahari ni bande?	<p>1) ParentUmubyeyi</p> <p>2) Undera</p> <p>3) Umuntu wo mu muryago</p> <p>4) Umuturanyi</p> <p>5) Undi (Sobanura)</p>	
Q17	Ni gute umubyeyi wawe cg ukurera agusha mu myigire yawe?	<p>1) Gukora imikoro yo mu rugo</p> <p>2) Kunyibutsa no kunshishikariza gusubiramo amasomo no kwiga nshyizeho umwete muri rusange</p> <p>3) Ampa umwanya akansobanurira amasomo ntumva neza</p> <p>4) Ampa ibikoresho nkenerwa bijyanye n'ishuri</p> <p>5) Aransura ku ishuri</p> <p>6) Yitabira inama z'ababyeyi</p> <p>7) Ansobanurira amasomo ntumva neza</p> <p>8) Ubundi bufasha (Busobanure)</p>	
Q18	Niba warafashijwe muri	<p>1) Kurwego rwo hejuru</p> <p>2) Ku rwego ruciriritse</p>	<p>/___/</p> <p>/___/</p>

	gahunda zijyanye no gusubiramo amasomo nyuma y'ishuri (Coaching) usanga izi gahunda zaragufashije kuzamura urwego rw'imitsindire yawe ku kihe kigero/ kuruhe rwego?	3) Ku rwego rwo hasi	
Q19	Niba gahunda zo gufashwa gusubira mu masomo nyuma y'ishuri zitarabashije kukugeza kumugaruro ushimishije, usanga byaba byaratewe n'izihe mpamvu?	
Q20	Mbere yuko HoF iza mu muryango wanyu, ni izihe mbogamizi wahuraga nazo zabangamiraga imyigire/ imitsindire yawe?	1) Gukoreshwa imirimo myinshi mu rugo bityo simbashe kubona umwanya wo gusubira mu masomo yanyje 2) Kutabona urumuri ngo mbashe gusubira mu masomo yanyje 3) Kutagira/ kutabona ibikoreshe by'ishuri bihagije . 4) Kudasurwa ku ishuri cg ngo ababyeyi bitabire inama z'ababyeyi 5) Amakimbarane yo mu muryango ashingiye ahanini kubibazo by'ubukene n'amikoro adahagije. 6) Indi mbogamizi (Yivuge)	

Murakoze!



HOPE OF FAMILY FOUNDATION

IMPACT ASSESSMENT SURVEY (QUESTIONNAIRE FOR PARENTS)

CONSENT

Hello! My name is We are conducting an Impact Assessment Survey with Hope of Family Foundation.

Hope of Family seeks to conduct an Impact Assessment to 100 family beneficiaries to find out at which extent program has achieved its objectives. The Impact Assessment will establish to what extent the project has achieved its intended outcomes (progress of the project outcomes against key performance indicators), key scalable learnings and innovation; and will provide recommendations to address any identified gaps and reinforce initiatives that demonstrate the potential for success of similar projects by Hope of Family donors and partners.

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Do you agree with the terms of this agreement? _____
(Please write in YES or NO)

Your name _____

Your signature _____ the date _____

Number of Questionnaire...../___/___/___/___/

District...../___/

Sector:/___/

Cell...../___/

Village...../___/

DETAILED QUESTIONNAIRE:

NO	QUESTIONS	ANSWERS	CODE
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Respondent Identification:

Q1	Respondent Name:		
Q2	Sex	1. Male 2. Female	/_/_
Q3	Age	/_/_
Q4	Marital status (Parents/ Caregivers)	1.Single 2.Married 3.Divorced 4.Widow 5. Separated	/_/_
Q5	Education Level of Parents/ Caregivers(if any)	1) No formal education 2) Completed community literacy	/_/_

		3) Incomplete primary 4) Primary 5) Incomplete secondary 6) Secondary and above 7) Professional training	
Q6	What is occupation	1) Farming 2) Small business 3) Casual labour 4) Employment 5) Non employment	
Q7	Number of people living in this household (not including parents)	Male Female	/___/ /___/
Q8	What is your social- economic category (Ubudehe)?	1= category 1 2= category 2 3= category 3 4= category 4	/___/ /___/ /___/ /___/
Improve children's basic education performance by involving more their parents			
Q9	In what ways do you support your child in her/ his studies?	1. Doing homeworks 2. Reminding children to review their courses and do homeworks 3. Giving him/ her the time for courses revision 4. Provide items needed for schooling 5. Visiting her/ him at school 6. Attending parents meetings at School 7. Explaining to him/ her courses 8. Supervising children and advise them on the conduct of good students 10. Other (Specify)	
Q10	Do you make follow up on your children's attendance and advise them on good academic performance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	/___/

Q11	If yes, how frequently?	Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/>	
Q12	At what frequency do you visit your child at school?	1. Once a week 2. once every two weeks 3. Once a month 4. Once a quarter 5. Once a semester	/__/ /__/ /__/
Q13	To what extent has Hope of Family support contributed to the performance of your child	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>	/__/
Q14	What, in your opinion, are the key barriers to children's poor performance?	<ul style="list-style-type: none"> ▪ Lack of adequate school materials ▪ Family poverty ▪ Family conflicts ▪ Children health related problems ▪ Lack of parents supervision and follow up ▪ Long distance between the school and the child family ▪ Other (Specify) 	/__/ /__/ /__/ /__/ /__/ /__/
Q15	According to you as a parents or caregiver, what do you think are the hindering factors for being more involved in your child education?	<ul style="list-style-type: none"> ▪ Lots of works ▪ Family conflicts ▪ Family capacity ▪ Non lighting ▪ Misbehaving child ▪ Illiterate parent ▪ Etc 	
Promote adult literacy and capacity building among the beneficiaries (Community members)			
Q16	How did Hope of Family help you learn to read and write?	1. HoF does community mobilization/ HoF ikora mobilization ngoabaturage bagane amasomero ariho 2. HoF sensitizes citizens to get involved into VSLA/ Kubashishikariza kwibumbira amatsinda ya VSLA	/__/ /__/ /__/ /__/ /__/ /__/

	Items/assets/properties, what do you currently possess?	<ul style="list-style-type: none"> - A plot of land; - A house; - A business house block; - A livestock (big) (cow); - A small livestock (e.g. pig; goat; sheep; chicken; etc); - A TV set; - An information set (e.g. radio receiver; telephone); - A well-equipped bed; - Others (specify) 	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Q19	Which of the following assets, Utilities, was acquired with the help of Hope of Family over the last three years?	[Tick the relevant answer] b. a renovated house c. Improved income; d. Acquired big livestock; e. Acquired a small livestock (Pigs, chicken) f. Acquired a radio and Mobile telephone g. Purchased a mattress/ bed h. Connected electricity in my house. i. Others (Specify)	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Q20	What of the following knowledge/skills did you gain with the help of Hope of Family?	[Tick the relevant answer] a. Formation of association; (e.g. VSLA); b) Reading and writing skills c. Income Generating Activities (IGAs); d. Government policies and laws; e. Kitchen garden establishment	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Q21	What among the following factors have contributed to improving your socio-economic living Conditions after the HoF	Tick the relevant factor a. The capacity building of Hope of Family b. The direct support of Hope of	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	interventions?	Family c. The direct support for Adults who completed literacy program d. Others....			/___/ /___/ /___/ /___/ /___/					
Q22	How do you value your current socioeconomic living conditions in comparison to the time before Hope of Family's assistance?	<table border="1"> <tr> <td>Better</td> <td>Same</td> <td>Worse</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Better	Same	Worse					/___/ /___/
Better	Same	Worse								
Q23	If so, how much do you earn per month from those activities? Muri rusange umuryango wanyu winjiza Frw angahe ku kwezi	1. 5,000-10,000 2. 11,000-20,000 3. 21,000-30,000 4. 31,000-40,000 5. > 50,000			/___/					
Q24	Are you involved in any horticulture production activity?	1. Yes 2. No			/___/ /___/					
Q25	If Yes, precise types	Vegetables: Dodo Onion Cabbage Eggplant Cassava leaves Pumpkin Carrot Tomatoes Fruits: Avocado, Mango, Pineapple, Passion fruit.			/___/					



HOPE OF FAMILY FOUNDATION

UBUSHAKASHATSI BUGAMIJE KUREBA ICYO UMUSHINGA WAGEJEJE
KUBAGENERWABIKORWA/ IMPINDUKA ZABAYE MU MIBEREHO
Y'ABAGENERWABIKORWA ZISHINGIYE KU MUSHINGA

INYANDIKO YO KWEMERA KUGIRA URUHARE MU GUTANGA AMAKURU

Nitwa..... .Umuryango Hope of Family urimo gukora igikorwa cy'ikusanyamakuru rigamije gusuzuma impinduka ibikorwa byawo byagize mu mibereho y'abagenerwabikorwa bayo. By'umwihariko, iki gikorwa kigamije gusuzuma uko intego zari ziteganijwe kubwa programu y'ibikorwa by'uyu muryango zagezweho mu myaka itatu ishize, umusaruro byatanze, amasomo yigiwemo ndetse n'uburyo abagenerwabikorwa biteguye kuzakomeza gusigasira ibyagezweho n'umushinga nyuma yuko ibikorwa byawo bihumuza. Amakuru azakomoka muri iki gikorwa kandi azashingirwaho hanozwa neza gahunda y'ibikorwa by'imyaka iri mbere.

Nemeye ku bushake ntagahato ndetse nta n'ikiguzi ko amakuru/amafoto/ cg amashusho cyangwa urundi ruhare ntanga muri iki gikorwa byakifashishwa kubw'impamvu/intego zijyanye no Gutangaza no guteza imbere ibikorwa bya Hope of Family, mu bijyanye n'ubuvugizi, ibikorwa by'uburere, uburezi n'itangazamakuru bya Hope of Family

Amazina y'ubazwa:

Imyaka y'ubazwa:

Aho abarizwa (Akarere/Umurenge/Akagari/Umudugudu:

.....
.....

Umukono: Italiki:

Nomero y'urupapuro...../___/___/___/___/

Akarere/___/

Umurenge:/___/

Akagari /___/

Umudugudu..... /___ /

IBIBAZO BIBAZWA:

NO IKIBAZO IGISUBIZO CODE

Respondent Identification:

Q1	Izina ry'ubazwa:		
Q2	Igitsina	1. Gabo 2. Gore	/_/_
Q3	Imyaka	/_/_

Q4	Irangamimerere	1.Ingaragu 2.Ndubatse 3.Natandukanye n’uwo twashakanye 4. Ndi umupfakazi	//
Q5	Amashuri	8) Ntayo 9) Nize gusoma no kwandika 10) Ntabwo nasoje amashuri abanza/ nacikirije amashuri abanza 11) Nasoje amashuri abanza 12) Nacikirije mashuri yisumbuye 13) Nize amashuri yisumbuye ndanayarenza 14) Nize umwuga	//
Q6	Ukora uwuhe murimo?	6) Ubuhinnzi 7) Ubushabitsi/ uburuzi buto 8) Nyakabyizi 9) Akazi k’umushahara 10) Ntacyo nkora	
Q7	Umubare w’abantu baba mu rugo (Hatabariwemo ababyeyi)	Ab’igitisna gabo Ab’igitsina gore	/___/ /___/
Q8	What is your social- economic categoryUbarizwa mu kihe cyiciro cy’ubudehe?	1= Icyiciro cya 1 2= Icyiciro cya 2 3= Icyiciro cya 3 4= Icyiciro cya 4	/___/ /___/ /___/ /___/
URUHARE RW’ABABYEYI MU MYIGIRE Y’ABANA BABO			
Q9	Ni muhe buryo ufasha umwana wawe mu myigire ye?	1) Kumufasha gukora umukoro wo mu rugo 2) Kumwibutsa no kunshishikariza gusubiramo amasomo no kwiga nshyizeho umwete muri rusange 3) Kumuha umwanya wo gusubira mu masomo ye 4) Kumuha ibikoresho nkenerwa bijyanye n’ishuri 5) Kumusura ku ishuri	

		6) Nitabira inama z’ababyeyi 7) Mfasha umwana musobanurira amasomo atumva neza 8) Ubundi bufasha (Busobanure)	
Q10	Mbese ujya ukurikirana uko umwana wawe yiga/ yitabira gahunda z’ishuri kandi umugira inama ijyanye n’uburyo yakora ngo atsinde neza?	Yego <input type="checkbox"/> Oya <input type="checkbox"/>	/__/_/
Q11	Niba ari yego ubikora kangahe?	Burigihe <input type="checkbox"/> Rimwe na rimwe <input type="checkbox"/> Nta narimwe <input type="checkbox"/>	
Q12	Mbese usura umwana wawe ku ishuro kangahe?	6. Buri cyumweru 7. Inshuro imwe mu byumweru bibiri 8. Inshuro imwe mu kwezi 9. Inshuro imwe mu kwezi 10. Inshuro imwe mu mezi atandatu	/__/_/ /__/_/ /__/_/
Q13	Kubwawe ubona ari kuruhe rwego inkunga ya HoF yagize uruhare mumitsindire y’umwana wawe?	Uruhare rwo hejuru <input type="checkbox"/> Uuruhare ruciriritse <input type="checkbox"/> Uruhare ruto cyane <input type="checkbox"/>	/__/_/
Q14	Kubwawe ubona ari izihe mbogamizi zituma abana batsindwa?	<ul style="list-style-type: none"> ▪ Kutabona ibikoresho by’ishuri bikenerwa ▪ Ubukene bwo mu muryango ▪ Amakimbirane mu muryango ▪ Ibibazo bishingiye ku buzima bw’umwana ubwe ▪ Kudakurikiranwa n’ababyeyi be cg abamurera ▪ Intera ndende cyane hagati y’ishuri n’aho umwana atuye ▪ Indi mpamvu (Sobanura 	/__/_/ /__/_/ /__/_/ /__/_/ /__/_/
Q15	Nk’umubyeyi usanga utekereza ko ari izihe mbogamizi zikunda kubuza ababyeyi kwita ngo	<ul style="list-style-type: none"> ▪ Kugira imirimo myinshi/ akazi kenshi ▪ Amakimbirane mu miryango ▪ Ubumenyi budahagije 	

	gukurikirana uburere n'uburezi bw'abana babo?	bw'abagize umuryango <ul style="list-style-type: none"> ▪ Kuba urugo rudafite uburyo bwo kumurika/ nta mashanyarazi ahari ▪ Imyitwarire idahwitse y'umwana ▪ Ababyeyi batazi gusoma no kwandika ▪ Indi mbogamizi (yivuge) 	
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Kwiga gusoma no kwandika

Q16	Ni mubuhe buryo HoF yagufashije kwiga gusoma no kwandika	1) HoF ikora ubukangurambaga mu baturage ngo bagane amasomero ariho mu murenge no mu kagari 2) HoF ishishikariza abaturage kwibumbira amatsinda yo kwizigama no kugurizanya 3) HoF ifasha imiryango ifite ubushakwe bwo kwiga gusoma no kwandika ibaha ibikoresho n'ubundi bubasha butandukanye 4) HoF itera inkunga imishinga mito y;abantu basoje amasomo yo kwandika no gusoma ngo bakore imishinga iciriritse ibateza imbere bo n'imiryango yabo 5) Ubundi buryo (sobanura)	/___/ /___/ /___/ /___/ /___/ /___/ /___/ /___/
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Ubufasha buhabwa imiryango

Q17	Ni ubuhe bufasha waba warahawe na HoF bugamije kugufasha kuzamura imirebere yawe ndetse n'iy'umuryango muri rusange	[Toranya ibisubozo byose bishoboka] 1) HoF yanteye inkunga nkora umushinga mut uciriritse ubyara inyungu 2) HoF yampaye itungo rigufi ngo ndryiteho rimbere umusemburo w'iterambere ry'umuryango wanjye	/___/ /___/ /___/ /___/ /___/ /___/
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		<p>3) Hope yampaye ibikoresho by'isuku /__/</p> <p>4) Hope yamfashije kwishyura Frw y'ubwisungane mu kwivuza /__/</p> <p>5) Hope yampaye telephone hamwe na radiyo ngo mbashe kumenya gahunda za leta n'andi makuru atandukanye /__/</p> <p>6) Hope yamfashije inyubakira ubwiherero, n'akarima k'igikoni /__/</p> <p>7) Hope yamfashije kuvugurura inzu yo kubamo /__/</p> <p>8) Hope yamfashije kubaka ikiraro cy'ingurube /__/</p> <p>9) HoF yampuguye mu buryo butandukanye /__/</p>	
Q18	Muri ibi bikurikira ni ibihe utunze ubu?	<p>[Toranya igisubizo gikwiye]</p> <p>- Ikibanza/ umurima /__/</p> <p>- Inzu; /__/</p> <p>- Inzu y'ubucuruzi; /__/</p> <p>- Itungo ryo korora (inka) /__/</p> <p>- A small livestock (e.g. ingurube; ihene; intama; inkoko; etc); /__/</p> <p>- Televisiyo; /__/</p> <p>- Radio, na telephone; /__/</p> <p>- Igitanda na matela; /__/</p> <p>- Ibindi (sobanura)</p>	
Q19	Muri ibi bikurikira ni ibihe utunze ubikesha ko wabuhawe na HoF?	<p>[Toranya igisubizo gikwiye]</p> <p>Ikibanza/ umurima /__/</p> <p>- Inzu; /__/</p> <p>- Inzu y'ubucuruzi; /__/</p> <p>- Itungo ryo korora (inka) /__/</p> <p>- A small livestock (e.g. ingurube; ihene; intama; inkoko; etc); /__/</p> <p>- Televisiyo; /__/</p> <p>- Radio, na telephone; /__/</p>	

		- Igitanda na matela; - Ibindi (sobanura)			
Q20	Mu bumenyi bukurikira ni ubuhe wabonye ubikesha HoF	[Toranya igisubizo gikwiye] a. Ubumenyi bujyanye n'imikorere y'amatsinda yo kubitsa no kugurizanya;; b) ubumenyi bujyanye no gusoma no kwandika c. Uko bakora umushinga muto ubyara inyungu d. Gahunda za Leta e. Uko bakora/ bategura akarima k'igikoni			/___/ /___/ /___/ /___/ /___/ /___/
Q21	Imibereho y'umuryango wawe ihagaze gute ubu ugereraniye nuko wari umeze mbere yo gukorana na HoF	Byiza	Nta mpinduka	Byasubiye inyuma/ Bibi	/___/ /___/
Q23	Muri rusange umuryango wanyu winjiza Frw angahe ku kwezi?	1. 5,000-10,000 2. 11,000-20,000 3. 21,000-30,000 4. 31,000-40,000 5. > 50,000			/___/
Q24	Waba ukora imirimo y'ubuhinzi bw'imboga n'imbuto?	1) Yego 2) Oya			/___/ /___/
Q25	Niba ari yego, sonanura/ vuga ubuhinzi bw'imboga cg imbuto waba ukora muri ubu bukurikira	Imboga: Dodo ubutunguru amashu intoryi isombe Umwungu karoti inyanya Imbuto: Avoka, Mango, Inanasi, Ikinyomoro			/___/

INTERVIEW GUIDE FOR HOF EXECUTIVE DIRECTOR

- 1) What changes has HoF project implementation had so far (positive/negative and direct/indirect)? **Impact**
- 2) How have these changes contributed towards a) poverty reduction; b) Job creation and; c) Income generation among the community members where HoF operates? **(Impact)**
- 3) To what extent is the financial support provided by the donor relevant to the critical needs of the target beneficiaries?
- 4) Has the partnership strategy pursued for the project been appropriate and effective? **(Effectiveness)**
- 5) What are the challenges to LCF implementation so far and how are they being addressed? **(Efficiency)**

- 6) To what extent have HoF programme expected results been achieved in general?
(**Effectiveness**)
- 7) To what extent is it likely that project benefits will continue beyond the project lifespan?
What evidence is there to indicate that the benefits of the project will be sustained for project participants without HoF support in the longer term, and if so, how? (**Sustainability**)
- 8) What worked well to promote sustainability of the project results, what did not and why?
(**Sustainability**)
- 9) To what extent did the projects successfully adapt to constraints and challenges occurring during the implementation of the project (in particular, adapting implementation due to COVID-19 protocols) (**Efficiency**)
- 10) What lessons learnt and good practices can be replicated in the future programming and projects (**lessons learnt**)

Thank you

QUALITATIVE DATA COLLECTION TOOL

Shyogwe Sector Executive Secretary	How do you value Hope of Family's efforts to improve the socio-economic conditions of vulnerable households in the Shyogwe Sector?
	Do you find Hope of Family's approach to improving children's academic performance through helping to sensitize parents on the importance of parental involvement in successful education
	What suggestions do you have for HoF to keep improving her efforts to boost children's education at EP Mbare?
	How do you value Hope of Family's efforts to improve the socio-economic conditions of vulnerable households in the Shyogwe Sector?
Cell ES	Do you find Hope of Family's approach to improving children's academic performance through helping to sensitize parents on the importance of parental involvement in successful education
	What suggestions do you have for HoF to keep improving her efforts to boost children's education at EP Mbare?

Head teacher at Mbare Primary School	
	How do you perceive the role of HoF vis à vis enhancing children's education in your school?
	What are the educational challenges that face the teaching and learning processes in Shyogwe Sector primary schools?/ at Mbare Primary school?
	What suggestions do you have for HoF to keep improving her efforts to boost children's education at your School?
	What, in your opinion, are the most likely factors that may contribute to poor academic performance in your school? Coaching babahwa muri weekend by HoF, Talents detection-clubs
	Do you consider HoF's assistance/ support to be beneficial to the education of supported children and the welfare of their families? If so, how; if not, what can be done better?

Focus Group Discussions (FGDs) - With children (P4-S3)

- 1) What support do you get from Hof and how is contributing to your education? Explain?
- 2) How is your family situation now that you've benefited from HoF interventions?
- 3) What effects did parental involvement in their children's education have?
- 4) What is the correlation between assisting vulnerable families and the education of their children?
- 5) What would you suggest to HoF for future programming?
- 6) What lessons learnt and good practices can be replicated in the future programming and projects.
- 7) What challenges were encountered and how could they be avoided in future programming?

Focus Group Discussions (FGDs) - With children parents, caregivers & Community members who followed adult literacy programme

- 1) What support did HoF provide to vulnerable families for their socio-economic welfare?
- 2) To what extent has that assistance aided their children's education and academic performance?
- 3) In which ways family awareness and capacity development by HoF led to the socio-economic empowerment of beneficiaries in the last 3 years?

- 4) To what extent has wraparound support (educational support for children) provided to 100 vulnerable children aided/ contributed to their academic performance?
- 5) Has the project had impacts on the community and women more broadly beyond project participants?
- 6) How do you plan to sustain the program's accomplishments after the project has ended in your community?
- 7) In what ways participating in community literacy programs has contributed towards boosting your socio- economic conditions at your household level?
- 8) According to you, what lessons learnt and good practices can be replicated in the future programming and projects by HoF?
- 9) What lessons learnt and good practices can be replicated in the future programming and projects.
- 10) What challenges were encountered and how could they be avoided in future programming?