

EXTERNAL EVALUATION OF THE PROJECT

“AWARENESS EDUCATION COMPONENT OF SSSR PROGRAMME”

-Supported by UNDP-

FINAL REPORT

June 2007



TABLE OF CONTENT

EVALUATION REFERENCE

ACKNOWLEDGMENTS

ACRONYMS

EXECUTIVE SUMMARY

1. INTRODUCTION
 - 1.1 BACKGROUND OF THE PROJECT
 - 1.2 PURPOSE OF THE EVALUATION
 - 1.3 JOB ORGANIZATION AND METHODOLOGY OF EVALUATION
 - 1.4 EVALUATION ETHICS AND STAKEHOLDERS PARTICIPATION
 - 1.5 LIMITATIONS OF THE EVALUATION PROCESS
2. EVALUATION FINDINGS
 - 2.1 RELEVANCE/APPROPRIATENESS OF PROJECT DESIGN
 - 2.2 PROJECT EFFECTIVENESS/IMPACT
 - 2.3 STRENGTHENING THE IMPACT/ NEEDS FOR THE FUTURE
 - 2.4 COLLABORATION WITH GOVERNMENT STRUCTURES AND EXTERNAL RELATIONS
 - 2.4 PROJECT SUSTAINABILITY
 - 2.5 CONCLUSIONS
3. RECOMMENDATIONS
4. ANNEXES
 - 4.1 LIST OF PERSONS INTERVIEWED
 - 4.2 LIST OF DOCUMENTS REVIEWED
 - 4.3 EVALUATION TOOLS

Aknowlegements

Our first thanks go to the children, parents, teachers and police forces in all the districts, who participated in this evaluation and were very collaborative regardless of the very high temperatures. They helped us to understand their situation and get the information needed to evaluate the project.

Assesement team

Dr. Memo Boci, project coordinator, research leader

Irida Agolli, report writer

Fitnet Hasekiu, interviewer

Enkeleida Ngjelina, interviewer

Doriana Xhaxha, interviewer

Jonida Zenelaga, interviewer

Evaluation conducted by “Progres dhe Civilizim” Association

Report written from Irida Agolli

ACRONYMS

AE	AWARENESS EDUCATION
FG	FOCUS GROUPS
II	IN-DEPTH INTERVIEWS
MoES	MINISTRY OF EDUCATION AND SCIENCE
MS	MINI-SURVEY
PD	PROJECT DOCUMENTS
PPC	PROGRES DHE CIVILIZIM (Albanian NGO)
RED	REGIONAL EDUCATION DIRECTORY
SSSR	SUPPORT TO SECURITY SECTOR REFORM PROGRAMME
UNDP	UNITED NATIONS' DEVELOPMENT PROGRAMME
IEC	INFORMATION – EDUCATION – COMMUNICATION
SA	SCHOOL AWARENESS
CBP	COMMUNITY BASED POLICING

EXECUTIVE SUMMARY

Awareness Education Component of the UNDP's SSSR Programme has been implemented since 2004 and has reached about 140 schools in five operational areas of the programme (Tirana, Vlora, Kukes, Elbasan and Lezha). The main aims of this specific component have been:

- to increase the knowledge, raise awareness in order to prevent school age children from harms of weapons, drugs, illegal substances, road traffic, human trafficking, etc.
- to establish a close and collaborating partnership between the school and police

Based on the success of the project, Ministry of Education has expressed interest in utilizing lessons learned from this component and building it into a more sustainable school curriculum. Therefore this assessment is proposed to be conducted in order to evaluate needs; measure the success of the programme and draw any lessons learned which could be recommended to all relevant actors.

“Progres dhe Civilizim”, a national non-governmental organization, was contracted to conduct an external evaluation of the project in order to assess relevance and effectiveness and make recommendations for future escalation or modifications in order to achieve the desired impact. As set forth in the terms of reference advertised by UNDP, the contracting agency and the research team looked into:

- Relevance/appropriateness of the design of the project,
- Effectiveness – to what degree has the programme achieved the results and objectives;
- Sustainability – has the project generated sustainable changes in the behaviors and lives of young people, is the relationship between school, community and police, and built upon trust and collaboration.

Detailed analysis and major finding of this assessment are provided in Section 2, but in a general note, the project team observes that all the students reached by the project had good opportunities to take crucial and very comprehensive information about the danger of weapons, alcohol, smoking, human trafficking, violence, drugs provided by police inspectors and various experts - doctors, lawyers, social workers hired by NGOs. The information has been given in different creative ways, through activities such as sports matches, drawing/art competitions, prose and poetry creations, exhibitions, role plays, big concerts, but also through a series of IEC materials developed for this purpose.

This assessment proved that children, police and community have widely benefited by this programme: children are more aware about risks and they act more responsive in order to avoid risks; police forces enjoy the respect of community; parents state that by participating in the programme, children are becoming more mature and become skilled to face all the risks posed by Albanian reality.

Most of the parents and teachers that were contacted through focus groups, see the relevance of this project in the fact that it does help young people develop positive skills into avoiding risks, into a time, when the Albanian reality is exposing young teenagers in a wide range of risks, such as: violence, street delinquency, road accidents, drugs, alcohol, HIV, trafficking, etc. The answers of both parents and students were very convincing. Children find themselves in the topics and activities organized and parents are happy with the new skills that their children are developing.

“We should respect ourselves and our life” – that what we learned here, writes Xhaferr Kongoli, a student”

The programme does make children more active and mature in the society. And this is a very solid and credible information to make us conclude that the programme has achieved the initial objective: ***increase the knowledge, raise awareness in order to prevent school age children from harms of weapons, drugs, illegal substances, road traffic, human trafficking, etc.***

The assessment team also gave some recommendations which are presented in section 3, but in general, the assessment identified that SSSR project in collaboration with UNDP should advocate for further funding in order to continue and consolidate the programme in the existing areas and expand the model to new areas. The project goal is quite relevant and has shown to be effective in building a positive atmosphere in the community, but further work to consolidate this and move towards building skills is necessary if we really want to have fewer violations, less delinquency and more community support in fighting these issues. Programme continuation will ensure to build into existing collaboration with Ministry of Education in order to integrate the topics proposed by SSSR Programme into the national educational plans.

As a conclusion, the findings and recommendations presented in this report document both the need for additional funding for this programme and the need for the programme to strengthen the model, expand it to new areas and adapt to community needs.

1. INTRODUCTION

1.1 BACKGROUND OF THE PROJECT

UNDP, in close collaboration with the Government and in particular with the State Police, developed the Support to Security Sector Reform Programme (SSSR), as the next logical step towards the establishment of a secure environment in Albania, through the introduction of Community Based Policing activities at grass roots level in 5 pilot areas. The SSSR programme is built on the reputation created, as well as on the strong alliances with local structures established during the operation of the SALWC. The SSSR programme was officially approved at the beginning of May 2003.

One of the components of Community Based Policing is the creation of partnerships for a permanent collaboration between police and schools, which started with small arms and light weapons issues and aims to be extended further with the most pressing security issues such as: prevention of crime and violence, awareness on dangers of weapons, issues related to human trafficking and others as well.

This component known as Awareness Education component of the UNDP's SSSR Programme has started since 2004 and continues to be implemented successfully to date. Actually it has reached more than 140 schools not only from five operational areas of SSSR Programme, but also extended in Durrësi, Lushnjë, Fier, Krujë. The main aim of this component is to make children aware of danger of weapons, drugs, alcohol, human trafficking, traffic rules, and criminality and to create close collaboration between school and police. Direct beneficiaries are more than 120.000 students; indirectly have benefited all respective Police Commisariates, Schools Directories, Parents Communities and Community in general.

The main aims of this specific component have been:

- to increase the knowledge, raise awareness in order to prevent school age children from harms of weapons, drugs, illegal substances, road traffic, human trafficking, etc.
- to establish a close and collaborating partnership between the school and police.

Based on the success of the project, Ministry of Education has expressed interest in utilizing lessons learned from this component and building it into a more sustainable school curriculum. Therefore this assessment is proposed to be conducted in order to evaluate needs, measure the success of the programme and draw any lessons learned which could be recommended to all relevant actors.

1.2 PURPOSE OF THE ASSESSMENT

As set forth in the terms of reference advertised by UNDP, the contracting agency, the assessment team looked into:

- b. Relevance/appropriateness of the design of the project, addressing:
 - Relevance – usefulness and appropriateness of project methodology in addressing the target groups as set forth in the project plans,
 - Effectiveness – to what degree the programme has achieved the results and objectives; is there an appropriate baseline established; are realistic targets

established, to what extent they are achieved; what are secondary results achieved and is there any side positive or negative affect,

- Sustainability – has the project generated sustainable changes in the behaviors and lives of young people, is the relationship between school, community and police, and built upon trust and collaboration.

1.3 JOB ORGANIZATION AND METHODOLOGY OF EVALUATION

The research team members were PPC staff. The research team consisted of 5 people, one Project Coordinator/Principal Researcher, one researcher, two interviewers, and one report writer.

The team spent some preparatory days to collect and review the available project documents and meet with UNDP respective Programme Manager in order to establish main areas to explore and develop the evaluation protocol: sample, questionnaires and semi structured guides for the interviews and focus groups.

Once the main indicators and means of verifications were established (refer to table 1.1), the research team started the work.

Table 1.1: Indicators and Means of Verification

Indicators	MS	FG	II	PD
Relevance and appropriateness of AE programme theory for the Albanian context, Albanian school, Albanian community	x	xx	xx	x
Relevance and appropriateness of AE programme in terms of age of children	x	xx	xx	
Impact of the model in improving positive behaviors of young children and parents	xx	xx	x	x
Impact of the model in improving the relationship between school, community and police	xx	xx	xx	x
Level of satisfaction from the programme delivered (satisfaction of children, police, authorities, and parents will be measured here)	xx	xx	x	x
Quantitative information about the number of beneficiaries targeted by the project			xx	xx
Qualitative information on the degree of the change in the trust of children and community towards police	x	xx	xx	x
Qualitative and quantitative information on positive practices of school children towards weapons, drugs, alcohol, traffic and human trafficking		xx		xx
Qualitative information on the needs to new learning from children and community	x	xx	xx	
Quantitative and qualitative information on staffing cost and time spent by the organization in order to achieve the results. Analysis of implementation arrangements			x	xx
Analysis of lessons learned based on main findings	Research team will draft based on findings			

Legend:

MS = mini-survey; FG=focus groups; II = in-depth Interviews; PD = project documents

x= the information from this source will be gathered to a certain degree

xx = the information will be gathered mainly from this source

The research team undertook an integrated research methodology of mini-survey, focus groups, interviews, meetings with key informants and desk review.

Mini survey with key beneficiaries: teachers, students(children), school administrators, police officers, parents were surveyed in ever and each project site, meaning there were a total of 163 questionnaires filled in Tirana, Vlora, Kukes, Elbasan and Lezha. Three types of questionnaires were designed: (i) for teachers and school administrators; (ii) for parents and children; (iii) for police officials. The detailed questionnaires are provided in Annex 3 of this evaluation report.

Focus Groups: 5 focus groups with representatives of the above mentioned beneficiaries were organized in all 5 prefectures, so in total there were 25 focus-groups conducted in order to get more qualitative information in terms of satisfaction and appropriateness of the programme.

Informative meetings and in-depth interviews¹: with key informants such as Project Managers and staff of the implementing organization, other NGOs, Police Directories, Ministry of Interior, Educational Directories, Department of Curriculum in MoES, Institute for Standards and Teachers' Qualification.

Desk review of all project documents and relevant strategies. A list of materials consulted is included in Annex 2 of the report. The review and analysis of SSSR project related literature helped to create the first understanding related to validity of the projects' design, in particular with regard to the quality of their formulation vis-à-vis actual situation. Project reports were analyzed to gain a better understanding of the quantitative aspects of the project and also on project management capacities of the organization. Project documents helped to understand monitoring and evaluation mechanisms within the organization.

Evaluation area. The research team worked in the location where SSSR is implemented: Tirana, Vlora, Kukes, Elbasan and Lezha

City	Kukes	Vlora	Elbasan	Lezhe	Tirana	Total for MS
Teachers	7 (MS) 1(FG)	8(MS) 1(FG)	13(MS) 1(FG)	9(MS) 1(FG)	11(MS) 1(FG)	48 Teachers surveyed
Student(children)	9(MS) 1(FG)	8(MS) 1(FG)	11(MS) 1(FG)	9(MS) 1(FG)	13(MS) 1(FG)	47 students surveyed
Parents	5(MS) 1(FG)	5(MS) 1(FG)	5(MS) 1(FG)	5(MS) 1(FG)	5(MS) 1(FG)	25 parents surveyed
School administrators	4(MS) 1(FG)	3(MS) 1(FG)	4(MS) 1(FG)	3(MS) 1(FG)	5(MS) 1(FG)	19 school administrators
Police officers	3(MS) 1(FG)	4(MS) 1(FG)	6(MS) 1(FG)	3(MS) 1(FG)	5(MS) 1(FG)	22 police surveyed
Stakeholders/actors	2(II)	2(II)	4(II)	2(II)	3(II)	
Total	28 MS 5 FG 2 II	28 MS 5 FG 2 II	39 MS 5 FG 4 II	29 MS 5 FG 2 II	39 MS 5 FG 3 II	

¹ The interviews and focus groups were guided by a standard list of questions which helped to make a comparative analysis and get common conclusions from the 5 selected prefectures.

1.4 EVALUATION ETHICS AND STAKEHOLDERS PARTICIPATION

The research team ensured all the people that were interviewed, that the data would be used for the evaluation use only. The questionnaire was properly explained by the interviewers and all the children were surveyed, only when they were willing to do so. Persons who were interviewed as key informants for the evaluation were already informed prior to the interview that their names would be included in the evaluation report (Annex 1).

All the focus groups were semi-structured; therefore they were open to have free discussion and inputs from the participants. It also used some friendly techniques, such as drawing or telling personal stories in order to develop a friendly and trusty environment with the children. More participation in the protocol tools development was not possible, as it would increase the bias considering that the evaluation was to measure relevance and efficiency, including project management capacities.

2. EVALUATION FINDINGS

The information obtained by the team by processing of the mini-survey, during interviews with various stakeholders, through the observations during the field mission, the comparison with the design of the logical frameworks and the information gathered in focus groups have enabled the team to assess the projects' performance to date. The projects' performance has been assessed through four classical criteria, as below: the **relevance** (the usefulness of projects to address problems), **effectiveness** (degree of achievement of the projects' immediate objectives), **impact** (contribution of the projects towards their overall objectives), and **sustainability** (durability of results achieved once the projects end). Section 2 will present the findings vis – vis these indicators.

In a general note, the research team observes that all the students reached by the project had good opportunities to take crucial and very comprehensive information about the danger of weapons, alcohol, smoking, human trafficking, violence, drugs, etc., provided by police inspectors and various experts - doctors, lawyers, social workers hired by NGOs. The information has been given in different creative ways, through activities such as sports matches, drawing/art competitions, prose and poetry creations, exhibitions, role plays, big concerts, but also through a series of IEC materials developed for this purpose. From the project documents and discussions with the organizations that have implemented the project, some of the major activities that have attracted the attention of young people and have demonstrated to have major participation are:

- Student's Competitions – literature and drawing on project related topics; where through creative writing and painting, students were showing all the theoretical knowledge gained.
- Visits of school students in respective Police Commissariats and informal meetings and discussions with them;
- "Joint inspection missions"; when students and police together have demonstrated to citizens how to follow traffic rules;
- Visits in Vqarr and Shnkoll prisons;
- Improvement of school environment in Lezha and Lac regions;
- Workshop with participation of teachers, police inspectors and students are organized to exchange opinions on SA campaign and to provide feedback how the programme can be more helpful for all parties;
- Round tables and small participatory workshops where the knowledge is presented in interactive lectures' form;
- Chronicles, programmes and talk shows in local TVs

The research team has found out that the local government officials, Ministry of Education officials, teachers, NGOs and senior police officers have all expressed appreciation and unconditional support for this specific component. The most impressive accomplishment of the component is the sheer volume of participants, that has benefited from the project. In addition, there is a myriad of curricula that have been developed by individual NGOs. This exercise would considerably assist the UNDP SSSR as it looks to the period beyond its current funding. The teacher training work undertaken by two NGOs in Tirana highlights the potential for AE to respond to a very real need in Albania by consolidating the best aspects of its programme into a teacher training pack on security-related issues. To keep with the spirit of the UNDP SSSR objectives, this teacher training pack might be developed by lecturers from the Ministry of Interior, curriculum specialists from the Ministry of Education and by the participating NGOs. Such a pack would become an invaluable tool for community policing in Albania, both for the police and for elementary schools. One of the most successful 'entry points' for police organizations attempting to forge links with the community is through school-based projects.

2.1 PROJECT RELEVANCE AND APPROPRIATENESS

In order to assess project relevance and appropriateness, the evaluation team defined some key indicators which were measured through the mini-survey and the focus groups.

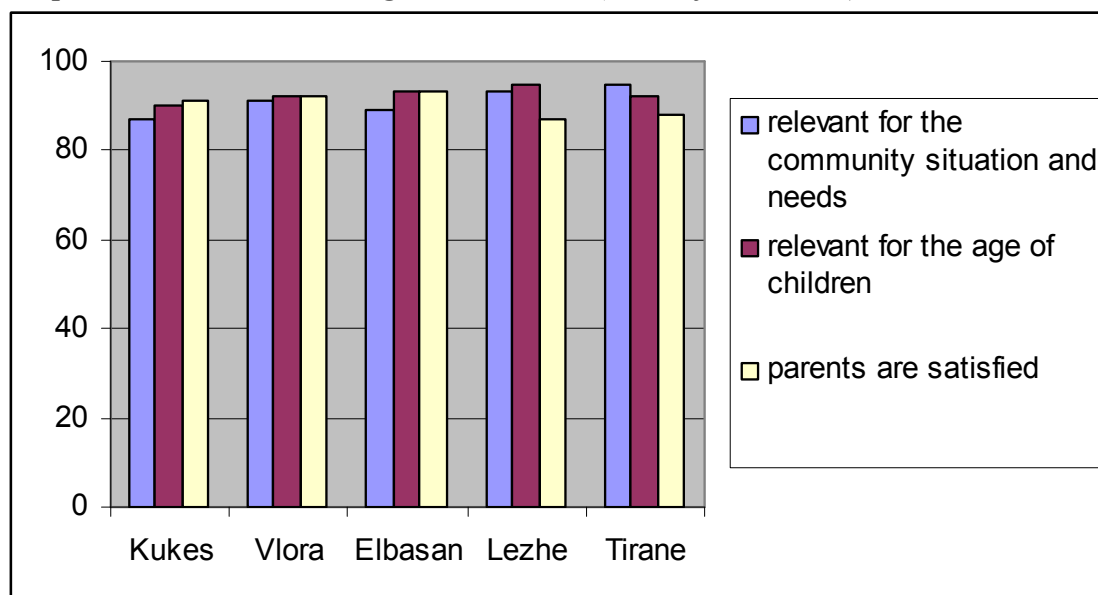
- Relevance and appropriateness of AE programme theory for the Albanian context, Albanian school and Albanian community.
- Relevance and appropriateness of AE programme in terms of age of children ².
- Level of satisfaction from the programme delivered (satisfaction of children, police, authorities, and parents will be measured here).

Questions about relevance and appropriateness of AE programme were integrated in the questionnaires for teachers and parents with direct questions. In analyzing the relevance we considered two issues; (i) satisfaction and positive perception of beneficiaries; (ii) promotion of positive skills vis-à-vis Albanian reality.

When asked whether the project meets the needs and demands of the children and youth of their community, 97 % of all teachers and school directors responded YES. In fact, in qualitative terms, there is a slight difference between more rural areas such as Kukës and Lezhë compared to more urban cities like Tirana and Vlora. When asked in the focus groups, teachers of Tirana and Vlora report that students had more interest in topics such as drugs, alcohol, or HIV and students in Kukës and Lezhë had more interest in weapons or human trafficking.

Additionally, the majority of teachers believe that the topics promoted by AE programme are very relevant for their specific community needs and also for the age and the need for information from students.

Graph 1: Relevance according to the teachers (value of Y axis is %)



² 47 children surveyed were among 13 – 16 years old with an average age of 14 years old

As shown in the table above, majority of teachers and school directors in all the surveyed districts agree that the topics covered by the programme are relevant for the community needs and for the age of children.

Answers from another question were used to triangulate with the findings shown in table 1. There was a separate question, which was used to reconfirm the findings shown in graph 1. 100 % of the teachers answered yes; not a single teacher answered “no” or “moderate”.

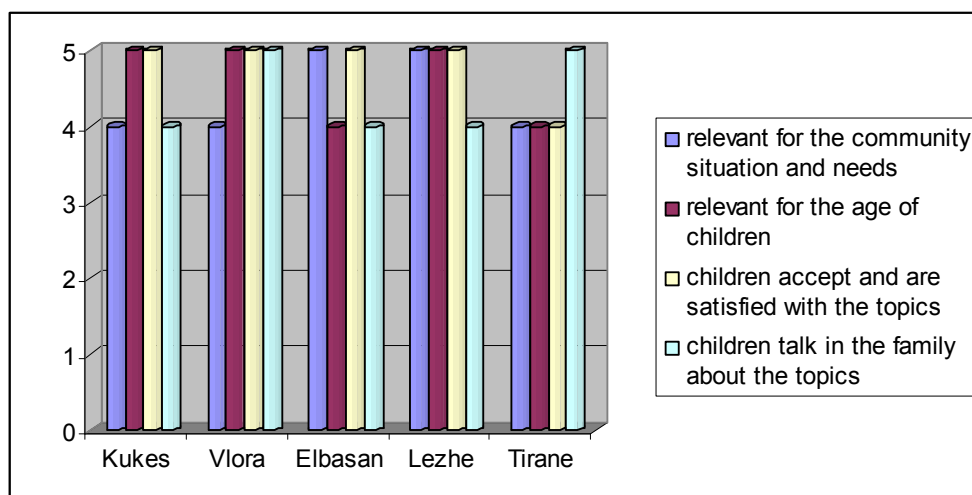
Table 2: Are you happy with the participation of children in the activities?

	No	Moderate	Yes
Kukes	0	0	all
Vlora	0	0	all
Lezha	0	0	all
Tirana	0	0	all
Elbasan	0	0	all

Teachers are also asked about their perceptions on parents’ satisfaction and the majority in all 5 prefectures does agree that parents are satisfied with these programmes. This question is used to see whether teachers and parents are working together for this programme and will be used to triangulate the data with information received from the parents.

Parents were also a very important source of information to assess the relevance/appropriateness of the project. Several direct and indirect questions were used to get their opinion on these indicators. Summary of responses are summarized in the tables and graphs above:

Graph 3: Parents assessing relevance

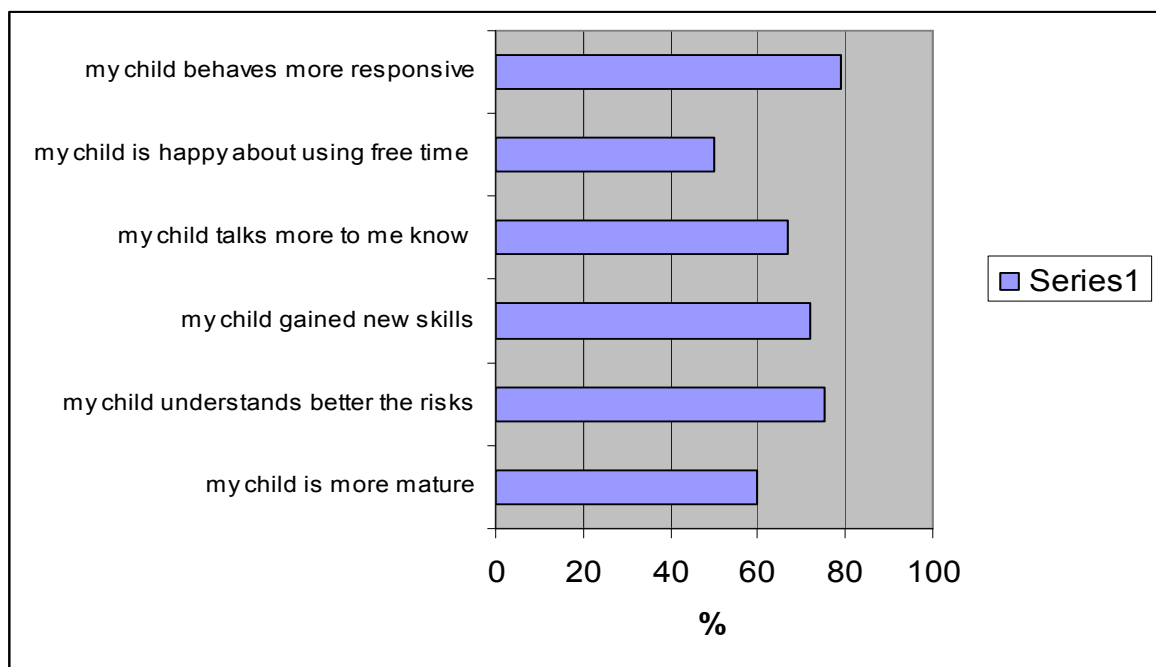


When asked what do they think that the children are benefiting from this programme, there is a variety of answers, but when analyzing the data, the evaluator found out that there were some common trends, such as:

- my child likes to participate in the workshops
- my child likes the school better
- my child is more mature
- my child understands better the risks
- my child gained new skills
- my child talks more to me know
- my child is happy about using free time
- my child behaves more responsive

The following graph gives some percentages of the most common answers:

Graph 4: What are children benefiting? ³



It is striking to see that almost 80 % deliberately think that their children behave more responsive after participating in the programme. This is a very important indicator confirming the relevance and appropriateness of such programme to build the skills of young people into behaving more responsively when facing the risky situations. At the end of the day, this is the major objective of AE component of the SSSR Programme. This opinion is supported by almost 75 % of parents that do accept that the children have gained new skills.

Most of the parents and teachers that were contacted through focus groups see the relevance of this project in the fact that it does help young people develop positive skills into avoiding risks, into a time, when the Albanian reality is exposing young teenagers in a wide range of risks, such as : violence, street delinquency, road accidents, drugs, alcohol, HIV, trafficking, etc. The asnwers of both parents and students were very convincing. Children find themselves in the topics and activities organized and parents are happy with the new skills that their childre are developing.

³ The question was an open one, therefore the parents deliberately gave those answers

« *These courses are helping my two children face the reality* »
has written Mirela, a laboratory technician from Elbasan

“We should respect ourselves and our life” – that what we learned here, writes Xhaferr Kongoli, a student”

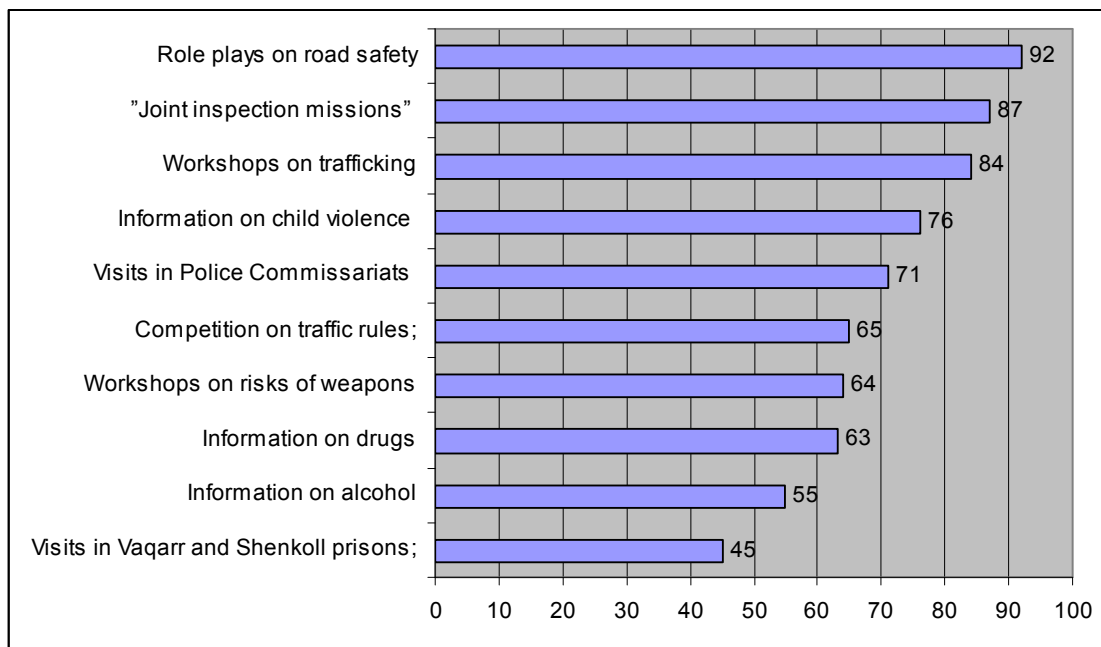
100 % of the children surveyed had participated in the programme activities and 100 % of them were satisfied with the topics and the types of activities where they participated. In terms of topics relevance and appropriateness, it seemed that children like more:

- *information and stories on human trafficking,*
- *information on child violence,*
- *role plays and joint activities with police on road traffic.*

I

The following graph shows a summary of all answers with the respective percentages.

Graph 5: What was more relevant for children? (value of “x” axis is %)⁴



From the focus groups and in-depth interviews, the research team concluded that the programme has been perceived as more relevant and necessary in Lezha, Kukes and Elbasan, as all teachers, police and parents were saying that there are no other similar programmes going on in those towns. Tirana and Vlora are more exposed to other projects, therefore for the first towns the programme was considered as a necessity.

It seems like educational authorities in all districts are very happy with the programme implementation. From in-depth interviews, they all agreed that this programme has made the school a more lively and attractive environment. Therefore the project according to them has also had a side effect on the school attendance and children participation. It has helped and strengthened the relationship between school and parents and children. In this context, educational directories see the project as **very relevant/appropriate for:**

⁴ The question was open, therefore the answers were given deliberately by children

- raising awareness among students and community about risks and how to avoid and face them,
- providing a very good and sound model in how to make school more helpful to children and community,
- motivating teachers and students in organizing extracurricular activities,

Police authorities consider the project as very relevant in their communities. They expressed their concern about the fact that they are seen as the “bad guys” only because they want to impose road safety rules and others. Police officials have declared that they see the difference with the course of the project in the way, how community perceives them and how community supports them now.

According to the focus groups, but also the information gathered from the mini-survey, the police think that at AE component has helped to achieve the following results:

- community shows positive attitudes towards police,
- children and adults seem to behave more responsibly in the road,
- number of minor delinquencies reported by the community itself has been increased⁵.

2.2 PROJECT EFFECTIVENESS AND IMPACT

The following were defined as key indicators to assess and make conclusions about project effectiveness and impact.

1. Impact of the model in improving positive behaviors of young children and parents,
2. Impact of the model in improving the relationship between school, community and police,
3. Quantitative information about the number of beneficiaries targeted by the project,
4. Qualitative information on the degree of the change in the trust of children and community towards police,
5. Qualitative and quantitative information on positive practices of school children towards weapons, drugs, alcohol, road traffic and human trafficking,
6. Quantitative and qualitative information on staffing, cost and time spent by the organization in order to achieve the results.

These indicators were measured mainly through mini-survey and focus groups. Anyway, in-depth interviews also helped to get an insight about the impact of the programme in the community vis-à-vis improved institutional relationship between community, school and police.

Promoting positive behaviors among students and building the relationship community – police

The 47 children surveyed were among 13 – 16 years old with an average age of 14 years old. Gender dimension was also looked into the sample as 49 % of the surveyed students were male and 51 % were females. This subsection will try to make analysis vis-à-vis indicators 1 and 5.

100 % of the police surveyed answered that they notice a change in the way how children behave in the streets and they have seen this behavior change through the course of the project. When asked what exactly they noticed as a positive change, they gave several answers from: behave more responsible in the street, children themselves report violations. The following table

⁵ For more detailed information here see section 2.2 Project effectiveness

gives detailed information on the effect that the programme had on children according to the police.

Table 6: What policemen think about change in children's behaviors?

Community members react positively when stopped by the police	60 % of the police surveyed
Children behave more responsible in the street	65 %
Children themselves report more on violations	63 %
Children contact police and ask for information	45 %

The police inspectors that were interviewed and participated in the focus groups consider community as another important beneficiary of the project. They believe that through educating and changing the behaviors of children, community has learnt a lot too. They support this with answers like:

- community members trust us more,
- community members react positively and accept when they have done a violation in the traffic,
- community members react more friendly,
- parents see us as partners in educating their children,
- schools see us as partners, as they invite us to be guest speakers in their meetings and activities,

Even though there is a small percentage of police (5 %) who thinks that the collaboration between the school and police is not strong enough, they can not give or explain the reason why. They just think the time was not enough to build a sustainable relationship.

Teachers and school administrators were a key source of information to see how the project achieved its objectives. Several direct and indirect questions were included in the mini-survey in order to assess the effectiveness of the programme and see how the major objectives were achieved. As mentioned before the two major objectives of AE programme were:

- increase the knowledge, raise awareness in order to prevent school age children from harms of weapons, drugs, illegal substances, road traffic, human trafficking, etc.
- establish a close and collaborating partnership between the school and police.

Following graphs and tables will give detailed information on what teachers and school administrators think about achieving these two objectives.

Table 7: What did children benefit from the programme?⁶

Statement	Yes	No	Not sure
Enrich their knowledge	65		2
Adopt positive behaviors	63	1	3
Build trust in community	60		7
Build trust in police	66		1

Further questions were developed to see what teachers and school administrators see as positive change in children's behavior. About 90 % of the teachers believe that children are satisfied and

⁶ 48 teachers and 19 school administrators were surveyed for a total of 67

are more motivated to go to school and participate in the activities. The following is a summary of the most common answers received:

- students seem more happy.
- we have less students' absenteeism.
- students have stronger communication skills.
- students report to have better communication with parents.
- students developed leadership skills as they request to lead some of the activities.

If we compare these findings with the opinions of the parents, we see that they all converge to one point. Here we will reuse the answers received by the parents that completed the questionnaires and presented in graph 4 in section 2.1. The graph was used to analyze the relevance of the programme, but here we will analyze from effectiveness perspective and see whether the programme was able to accomplish its objectives.

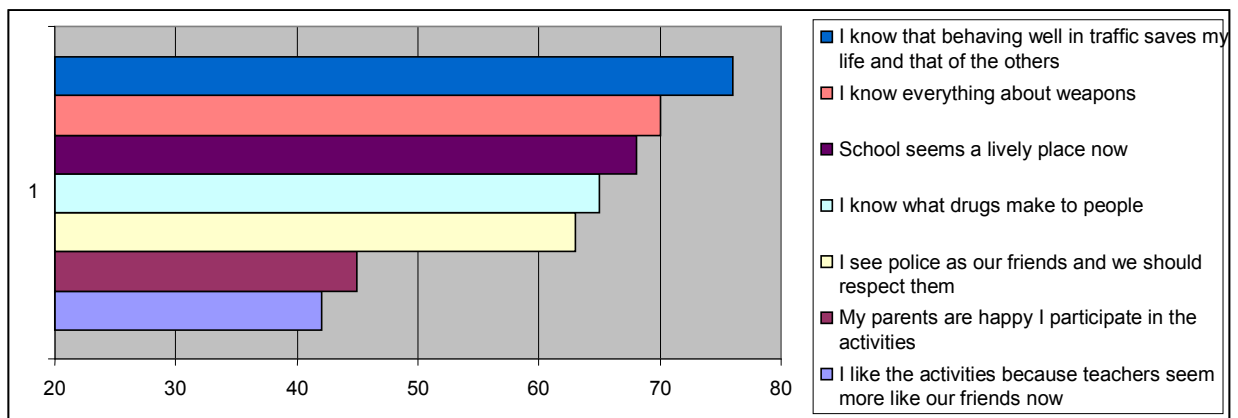
As the graph shows, the majority of parents think that:

- My child understands better the risk.
- My child is more mature.
- My child gained new skills.

Being mature and responsible means to have adopted the positive attitudes and psychosocial skills to undertake healthy and safe behaviors in order to prevent any harm or risks. It seems that all the adult beneficiaries of this project agree that children and students are more mature and responsible. The programme by making children aware, make them more active and mature members of the society. And this is a very solid and credible information to make us conclude that the programme has achieved the initial objective: ***increase the knowledge, raise awareness in order to prevent school age children from harms of weapons, drugs, illegal substances, road traffic, human trafficking, etc.***

But what do children themselves think?

Table 8: What do children think about this programme? (value of “x” axis in %)



Children were also asked about specific attitudes on towards weapons, drugs, alcohol, road traffic and human trafficking, but it was difficult to measure the level of practices, as it would require another type of methodology.

The following table shows a summary of attitudes of students towards these issues.

Table 9: Assessing children attitudes toward risky behaviors⁷

Statement	Agree	Don't agree	Not sure
Smoking is harmful	44	1	2
Seatbelt should be always kept on when driving	42	4	1
Drinking more than 3 alcohol glasses a week is harmful	40	6	1
You should not be in car when the driver has used alcohol or drugs	46	1	
Weapons are harmful when kept at home	46		1
You should report someone that is keeping weapons without permission	43		4
Condoms are the only way to protect you from HIV and STI	45		2
Human trafficking is illegal and should be reported	40		7

Cost vis-à-vis beneficiaries

From the desk review of SSSR related documents, the team was able to gather some quantitative data on the number of beneficiaries, the time and the financial resources spent to reach those beneficiaries.

Number of beneficiaries	Time	Budget spent (in Albanian Leke)
25 schools with a total of 20,000 children	November 2004 – January 2005	5,092,935
42 schools with a total of 25,000 children	March 2005 – June 2005	7,938,165
35 schools with a total of 28,000 students	November 2005 – February 2006	7,870,465

2.3 STRENGTHENING THE IMPACT/ NEEDS FOR THE FUTURE

Several questions in the mini-survey, but also discussions in the focus groups and in-depth interviews showed that police, teachers and parents were very much interested in continuing the project beyond the funding terms.

95 % of the parents surveyed want to continue the programme, as they see it as a very positive development in the life of their children. Teachers agree, and when asked how they want it to be continued in the future, they answer:

- activities should be systemic through the year.
- activities should be supported by technical and information materials.
- peer education techniques should be applied.

⁷ A total of 47 students were surveyed

Teachers also made recommendations on how to integrate this model into educational plans. The following table shows their suggestions:

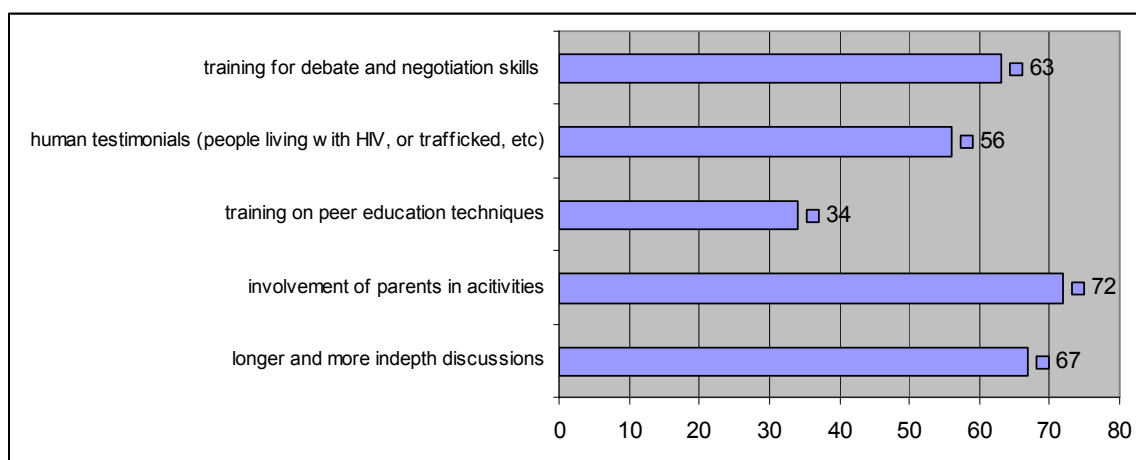
Table 10: How to integrate the topics into school curriculum?

Curricular	37 out of 67
Cross Curricular	17 out of 67
Extracurricular	13 out of 67

The need that the programme to be continued, was expressed during the interviews with state representatives from the Ministry of Education, Institute of Standards and Curricula and Education Departments. They confirmed the big impact that the chosen topics have to pupils attitudes insisting that the materials produced during the awareness activities to be part of national education system.

During the interviews was revealed Children also do want the programme to continue. When asked what their learning needs for the future are, they give concrete answers. A summary with the respective percentages is shown in the following graph.

Graph 11: Learning needs for the future (value of “x” axis in %)



2.4 COLLABORATION WITH GOVERNMENT STRUCTURES AND EXTERNAL RELATIONS

While the evaluation instruments helped the research team to assess the close relationship in the field between police, community, schools and children, it is important to see how this component and SSSR in general has maintained the relationship with government structures and with donors as well. This is seen as a very important factor to assess project management capacities.

By conducting the desk review, the research team concludes that SSSR programme itself has quite a well- developed advocacy strategy, which has also helped establish and expand the AE programme. From the reports, was noticed that the third Tripartite Project Review meeting was held on 10 November 2005 with participation of high level politicians and international diplomats in the country. The meeting reports evidence that the programme is well accepted by central and local authorities and has the full support of the communities where it is being implemented. There is a strong support of the Albanian State Police, not only for the implementation of the CBP but also for being in line with the State Police Strategy on Community Based Policing.

The assessment team was able to document the above conclusion through the focus groups and in-depth interviews. Directors of Police have strongly expressed that all the implementing partners and schools of AE component have established a very good collaboration with Police structures and also local authorities. They think that this has been crucial to the success of the programme and the initial coordination was strengthened throughout the entire programme.

The reports also show that during 2005, SSSR has maintained and built upon the existing relationships to further enhance and strengthen the relations with the Albanian Government by meeting with the Minister of Education. Mr. Genc Pollo, the Deputy Minister of Interior Mr. Gjergj Lezhja, the Minister of Interior Mr. Sokol Olldashi, informing the authorities about activities and accomplishments of SSSR.

These high level meetings that have helped to achieve political support have been echoed by intensive meetings at the grass-root level. The in-depth interviews with representatives of RED show clearly that the implementing partners of AE programme have been in continuous contact with Educational Authorities, informing them and also getting their contribution to the programme. This is crucial, especially for the continuation of the project which will aim to integrate the topics and methodology of AE programme in the national educational plans,

4. PROJECTS' SUSTAINABILITY

SSSR with its components and efforts has managed to bring CBP to the attention of all the parties involved. It has received appreciation from the central and local government representatives, the public and the police in providing closer ties between them. SSSR has proven with track record that it has been a very valuable actor in the CBP with high consideration from the Albanian counterparts and from the donor community. Its continuation will provide capacity building, rehabilitation and advice in new areas of intervention. It is very encouraging that in some places, such as Shkodra, neighbor quarters to the target quarters, have shown much interest in participating in the SSSR programme. This shows that the process is demand driven, which will surely enhance its sustainability.

The Awareness Education component, through the funding by the Irish Government continued through the first part of year 2007, by extending to schools in each prefecture of intervention, implementing this very important component not only in the existing municipalities, but working in other municipalities as well, reaching directly more than 120,000 children across Albania, as well as their parents and teachers. With their poems, essays on various issues concerning safety and security, concerts and shows, plays and drawings, relevant messages were delivered about the important role of the police, and the need for school-police cooperation.

3. RECOMMENDATIONS

- SSSR project in collaboration with UNDP should advocate for further funding in order to continue the project and consolidate it in the existing areas and expand the model to new areas. The project goal is quite relevant and has shown to be effective in building a positive atmosphere in the community, but further work to consolidate this and move towards building skills is necessary if we really want to have fewer violations, less delinquency and more community support in fighting these issues.
- Children are definitely a very good entry point for the family, as they tend to talk and discuss everything they learn, so SSSR project should keep the same approach: through education in school.
- Move from periodic activities to more systemic educational activities which should have a very careful and didactic planning if we really want to build positive skills. Raising awareness is very important and it helps to create the atmosphere, and activities to date have been very effective in doing that. Nevertheless, all the actors asked, felt that the activities should be more systemic and spread throughout the year, the topics proposed should have a logical link and should build gradually to developing student's skills and competencies for more responsible and safe practices.
- Project Coordinator of AE component in collaboration with school administrators should also look into modifying the model and the topics in view of different community needs. We have to make a clear distinction in planning in terms of urban, rural and peri-urban community needs. Additionally, AE staff in planning new interventions should also consider if there are parallel programmes or not, in order to focus more on neglected areas, rather than those that are over-exposed to developmental programmes. Apply the model to more problematic residential districts, where marginalized and minority communities might reside.
- Advocate with Ministry of Education and Department of Curriculum in order to make an analysis of the extracurricular policy and identify the gaps in terms of the topics proposed by SSSR Programme. Once the gaps are identified, develop an annual plan to be piloted for 2007 – 2008.
- Build on existing initiatives and youth networks such as Youth Parliament, Students' Government Body and others in order to create a permanent team of Young Peer Educators which might be used to plan, organize and lead several school and community based activities
- A joint board with participation of school – police – parents – students should be established in the prefectures where the project is being implemented or will be expanded. This board will help to better assess local needs and properly plan the topics to be addressed. The board might also take the responsibility to advocate with RED to integrate these topics into their plans.
- There is a need to conduct a children's opinion poll in order to measure nation wide what are the attitudes and practices towards weapons, drugs, alcohol, road traffic and human trafficking. The baseline will help to better assess the changes in children's behaviors and safe practices.

- Gender dimension should be mainstreamed in this programme. Gender negative norms and practices are very harmful and especially in the northern areas have concluded in severe domestic violence to extreme cases of family crime. Therefore this element is very important to add in the new funding plans. Police should be seen as a partner in addressing gender based violence and other similar issues.

8. ANNEXES

8.1 LIST OF PERSONS INTERVIEWED

Albert Dervishi,
Chief of Planning, Analyses and Strategic Studies,
Ministry of Interior

Hysni Burgaj,
Director of Kukes District Police

Shemsi Muca,
Specialist MoES

Erleta Mato
Director of Institute of Standards and Curricula

Violeta Kruja,
Chief of Human Resources,
Tirana Education Department

Ibsen Elezi,
Director of Kukes Education Department

Arben Nasufi
Chief of Order and Security Services Sector,
Tirana District Police,

Dritan Dorda
Tirana District Police,

Arben Metko
Chief of Vlora Police Commissariat,

Hume Elezi
For you Women and Children, Kukes

Martin Frroku
Peace Missionaries, Lezha

Thoma Leka
Human Rights Educators, Vlora

Alda Bicoku
Chief of Social Services Office, Elbasan Prefecture

Mynir Muca
Police Inspector
Tirana District Police,

8.2 LIST OF DOCUMENTS REVIEWED

- ***‘You Have Removed the Devil From Our Door’***
An Assessment of the UNDP Small Arms and Light Weapons Control (SALWC) project in Albania
- **An Evaluation of the UNDP’s Support to Security Sector Reform in the Republic of Albania**
By: Barry J. Ryan
University of Limerick
- **Public Perceptions of the Police in Albania – *Nationwide Surveys of Residents and Police***

Dennis Jay Kenney, Ph.D.
John Jay College
City University of New York
- **Public Awareness and Information Evaluation Report**
Adri Nurellari
August 2006
- **Quarterly Progress reports for 2005, 2006**
- **www.sssr.undp.org.al**

8.3 EVALUATION PROTOCOL⁸

MINI SURVEY

Mini survey with direct beneficiaries: 5 teachers, 5 school administrators, 3 police officers, 5 parents and 5 pupils in each project site. The interviews will be guided by a standard list of questions which will help analyze and compare information from 5 prefectures.

Three types of questionnaires are designed:

1. for teachers and school administrators.
2. for parents.
3. for police officials.
4. for pupils

⁸ As submitted to the donor at the beginning of this evaluation.

QUESTIONNAIRE NO-1

This questionnaire is for teachers and school administrators

Hello, my name is _____.

I am member of a group of experts that is carrying out an evaluation of Awareness Education Project implemented by *(name of organization)* in your region.

The objective of this evaluation is to assess the Awareness Education Program, the quality and appropriateness of the material and its delivery to the beneficiaries.

1. Name _____

3. What kind of activity/course/service have you organized/lead?

4. Are you happy with the participation of the children in your activity?
a) No b) moderate c) yes

5. If « **No** » or « **moderate** » what is the reason?

6. What did children benefit from the activity/service that you organized/lead ?

Enrich their knowledge

Built trust in community

Built trust in police

Adopt positive behaviors

7. What is your opinion about the topics of the programme:
 - a. Are they relevant for the situation and needs of your prefecture _____
 - b. Are they relevant for the age of children

 - c. Are parents satisfied and accept these topics?

 - d. Do children participate in the education séances?

8. Does the project meet the needs and demands of the children and youth of your community?

9. Do you have any suggestion/comment on the approach and activities?

Yes _____ No _____

10. If YES what do you think needs to be improved and how?

11. Do you think that the project should continue beyond the funding terms?

12. Do the activities/services have any impact in the social and cultural life of children and youth?

13. How would you integrate these topics in school?

Curricular _____
Cross curricular _____
Extracurricular _____

If you have any other comment/suggestion, please write it.

Thank You!

QUESTIONNAIRE 2

For Parents

Hello, my name is _____.
I am member of a group of experts that is carrying out an evaluation of Awareness Education Project implemented by *(name of organization)* in your region.
The objective of this evaluation is to asses the Awareness Education Program, the quality and appropriateness of the material and its delivery to the beneficiaries.

1. Name _____

2. Profession _____

3. In which activity have your children participated _____

4. Are you happy with the fact that your children spend the time in programme?

a) No b) Moderate c) Yes

If Yes, why?

If No , why?

5. What did your children benefit from the activities/services/courses organized by the programme?

6. Do you have any remark for the work and the behavior of instructors/teachers,

Yes _____ No _____

If Yes, why, _____

7. Do you have any remarks for the activities that were organized

8. Do you have any comment regarding topics discussed?

If yes, what would you suggest?

9. What is your opinion about the topics of the programme:

a. Are they relevant for the situation and needs of your prefecture

b. Are they relevant for the age of children

c. Are children satisfied and accept these topics?

d. Do children talk in the family about these topics?

10. Have your children behavior changed during this time?

5. Is there any other activity or topic that you think should be added

8. Any other suggestion _____

9. What would be your reaction if the project was closed?

Thank You!

QUESTIONNAIRE 3
For Police Officials

Hello, my name is _____.

I am member of a group of experts that is carrying out an evaluation of Awareness Education Project implemented by *(name of organization)* in your region.

The objective of this evaluation is to assess the Awareness Education Program, the quality and appropriateness of the material and its delivery to the beneficiaries.

1. What do you think the community is benefiting from the project?

2. What do you think the children are benefiting from the project?

3. What is your opinion about the collaboration between the school and police?

4. Has this relationship changed during the course of the project?

5. Has the behavior of children and young people changed?

5. Has the number of cases reported on delinquency and negative behaviors decreased?

6. Do you think the project should continue beyond the funding terms?

Yes _____ No _____

7. If Yes, what would be your suggestions regarding the sustainability?

Thank You!

QUESTIONNAIRE 3

For pupils

Hello, my name is _____.

I am member of a group of experts that is carrying out an evaluation of Awareness Education Project implemented by *(name of organization)* in your region.

The objective of this evaluation is to asses the Awareness Education Program, the quality and appropriateness of the material and its delivery to the beneficiaries.

School name _____

Age _____

Gender _____ F / M

8. Have you taken part in the activities done at your school in the project for the collaboration and awareness about police?

Yes _____ No _____

9. What do you think you profit from this project?

10. What topic/issues attracted you mostly?

11. What is you opinion about the collaboration of your schools and police ?

12. Did this collaboration among you and police inspectors changed after the activities during project?

A lot _____ somewhat _____ A few _____ Not at all _____

6. Can you tell us something new that you learnt during the proeject ?

7. Have you ever talked with a police inspector?

Yes _____ NO _____

If YES, which was the reason?

8. How can be more attractive the activities if they will be organized again in your school ?

9. Did you discussed before the topics that you discussed during the project in your school?

YES

NO

If YES, in which subject?

10. Do you think that this kind of activities to be organized in the future ?

YES____

NO____

11. What else do you what to be included in the activities?

Thank You!

FOCUS GROUPS AND INDEPTH INTERVIEWS

- **Focus Groups** with groups composed of the above mentioned beneficiaries but they will be only semi structured and will help to get more qualitative information in terms of satisfaction and appropriateness of the programme.
- **Informative meetings and in-depth interviews with key informants such as:** Project Managers and staff of the implementing organization, other NGOs, Police Directories, Ministry of Interior, Educational Directories, Department of Curriculum in MoES, Institute for Standards and Teachers' Qualification

Semi structured interviews and focus groups guides will be developed once the mini-survey will be processes, we the team would like to have a more qualitative analysis of the answers.