

Appendix 17: Endline Evaluation Observation Checklist – ECCRAS Project

Rating scale:

- 1 = Not observed / Very poor
- 2 = Partially observed / Poor
- 3 = Observed to some extent / Fair
- 4 = Observed / Good
- 5 = Fully observed / Excellent

OUTPUT 1: Climate-Resilient Farming & Community Adaptation

Indicator / Focus Area	Observation Method	Rating (1–5)	Notes / Comments	Follow-up Actions
Establishment of demonstration farms and tree nurseries	Site walkthrough			
Functionality of water harvesting systems and food forests	Site walkthrough			
Evidence of crop planning and joint marketing	Document review / Interview			
Adoption of climate-resilient practices by farmers	Observation / FGD			
Participation levels in trainings and follow-up	Attendance records / FGD			
Farmer knowledge of climate risks and adaptation	FGD / Interviews			
Group cohesion and decision-making processes	Observation / FGD			
Participation in agroecology networks / knowledge exchange	Document review / Interview			

OUTPUT 2: Agroecology in Schools & Vocational Centres

Indicator / Focus Area	Observation Method	Rating (1–5)	Notes / Comments	Follow-up Actions
Formation and functioning of agroecology clubs	Observation / Document review			
Students' hands-on engagement in gardens	Observation			
Teachers' and parents' participation	FGD / Interview			
Establishment of kitchen gardens, compost piles, food forests	Site walkthrough			
Maintenance of gardens and water systems	Observation			
Integration of agroecology learning in school curriculum	Interview / Document review			
Follow-up activities by clubs	Observation / Interview			

OUTPUT 3: Peacebuilding & Human Rights

Indicator / Focus Area	Observation Method	Rating (1–5)	Notes / Comments	Follow-up Actions
Formation and active functioning of peace committees	Observation / Document review			
Participation of women and girls in leadership	Observation / FGD			
Community awareness of land and water rights	FGD / Interview			
Conflict resolution practices in community	Observation / Interview			
Training coverage: TFT, leadership, gender rights	Document review / Observation			
Follow-up activities by peace committees	Observation / Interview			
Inclusivity and representation in committees	Observation / Interview			

OUTPUT 4: Clean Cooking & Alternative Energy

Indicator / Focus Area	Observation Method	Rating (1–5)	Notes / Comments	Follow-up Actions
Formation of beneficiary groups	Document review / Interview			
Functionality and usage of clean cookstoves	Household observation			
Knowledge of risks of wood fuel vs clean energy	FGD / Interview			
Participation in cookstove/briquette production	Observation			
Sustainability of production & maintenance practices	Observation / Interview			
Networking and collaboration for clean energy	Document review / Interview			
Follow-up and continued use by beneficiary groups	Observation / FGD			

OUTPUT 5: Women & Girls Empowerment

Indicator / Focus Area	Observation Method	Rating (1–5)	Notes / Comments	Follow-up Actions
Participation in community mobilisation on rights	Observation / FGD			
Engagement in TFT workshops	Observation			
Engagement in ERI entrepreneurship workshops	Observation / Interview			
Utilization of seed fund for microenterprise	Interview / Observation			
Girls' school attendance and completion	Interview / Document review			

Household decision-making by single mothers	Observation / Interview			
Knowledge and exercise of rights (women/girls)	FGD / Interview			
Follow-up support, mentoring, and sustainability of practices	Observation / Interview			
Inclusiveness (reaching vulnerable groups)	Observation / FGD			

Cross-Cutting Observation Guidelines

- Observe **equity** in participation (gender, age, vulnerability).
- Note **replication or spillover effects** in the community.
- Document **challenges and constraints** affecting outcomes.
- Include **photographs or visual evidence** where ethically permitted.
- Record any **unanticipated positive or negative outcomes**.

Appendix 18: Semi-Structured Interview Guide: One Adolescent Girl Case Study

Project: Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

Interview Type: Individual In-depth Interview (Case Study)

Participant: Adolescent Girl from a participating household

Interviewer:

Date:

Location:

Duration: 45-60 minutes

Part 0: Introduction and Informed Consent

(Before starting, read aloud)

"Hello [Girl's Name], thank you so much for agreeing to speak with me today. My name is [Interviewer's Name], and I am working with the team from the ECCRAS project.

We are talking to you to learn about your experience with the ECCRAS project. We want to hear your story – the good parts and any challenges. This conversation is completely voluntary. You can choose not to answer any question, and you can stop the interview at any time without any problem.

With your permission, I would like to take notes so I don't forget what you say. Everything you share will be kept confidential, and your name will not be used in any public reports without your explicit permission.

The purpose of this talk is to understand how the project has impacted your life, your schooling, and your future dreams.

Do you have any questions for me before we begin?

Do you agree to participate in this interview?"

- Consent obtained verbally.

Part A: Baseline Situation (The "Before" Picture)

Objective: To understand her life, responsibilities, and aspirations before her involvement in the project.

1. Can you tell me a bit about your family and your life at home?
 - *Probe:* What are your main daily responsibilities or chores? (e.g., fetching water/firewood, helping on the farm, caring for siblings, cooking).
2. Thinking back to before the project started, how was your experience with school?
 - *Probe:* Were you able to attend school regularly? What were the biggest challenges to staying in school?
3. What were your hopes or dreams for your future back then? Did you feel like you could achieve them?
4. Who in your family usually made important decisions? (e.g., about money, about your education, about what to grow on the farm).
5. How did you and your family typically cook your meals? What was the main source of fuel? (*Probe for firewood/wood fuel use*).

Part B: Project Engagement (The "Intervention")

Objective: To map her specific interactions with the project components and her perception of them.

6. Can you tell me about the different project activities you have been involved in?
 - *Probe for:*
 - Agro-ecology Club at school? (RI.2.1, RI.2.2)
 - School kitchen garden/food forest activities? (RI.2.1, RI.2.3)

- Training for Transformation (TFT) workshops on rights, conflict, or leadership? (RI3.2, Activity 3.3, 5.2)
- Receiving reusable sanitary towels? (RI5.3)
- Learning about new cook stoves? (RI 4.2, RI 4.3)
- Any counselling sessions? (Activity 5.5)

7. Of all these activities, which one was the most meaningful or important for you? Why?

8. What was it like to participate in these activities? Was it easy or difficult to join? Did you feel welcome and comfortable?

9. Was there anything that almost stopped you from taking part? (e.g., chores, distance, family opinions).

Part C: Observed Changes and Outcomes (The "After" Picture)

Objective: To identify and explore the perceived changes in her knowledge, behavior, status, and well-being.

Education & Aspirations:

10. Has anything changed in your school life since being involved in the project?

- *Probe:* Has your attendance changed? Your performance? Your feelings about school?

11. How, if at all, have the reusable sanitary towels affected your life? (Probe specifically on school attendance and confidence).

12. Have your dreams for the future changed? What do you want to be when you are older? Do you feel more or less confident about getting there now?

Knowledge, Skills & Confidence (Agency):

13. What is the most important thing you have learned from this project? (Could be about farming, the environment, your rights, etc.).

14. Do you feel differently about yourself since participating? (Probe for changes in confidence, courage to speak up, sense of capability).

15. Do you feel you have a better understanding of your rights, especially as a girl? Can you give an example?

Household & Community Role:

16. Has your role in your family changed? For example, are you involved in different decisions now? (e.g., about the family farm, your education, household purchases).

17. Do you talk about what you've learned in the project with your family? If yes, what do you talk about and how do they respond?

18. Have you shared your new knowledge or skills with friends or others in the community?

Health & Environment:

19. Has there been any change in how your family cooks? (Probe for use of new cook stove, awareness of health risks from smoke).

20. Have you learned anything new about the environment or climate change? Have you started doing anything differently because of it?

Part D: Sustainability and Future Outlook

Objective: To gauge the longevity of changes and identify ongoing needs.

21. Which of the new things you have learned or started doing do you think you will continue doing? Why?

22. What are the biggest challenges you still face in your daily life?

23. What kind of support would help you the most right now to continue your education and achieve your goals?

24. Imagine your life five years from now. What does it look like?

Part E: Conclusion

25. Is there anything else you would like to share about your experience with the project that we haven't talked about?

26. Do you have any questions for me?

Thank you very much for your time and for sharing your story. Your insights are incredibly valuable to us.

Instructions for the Interviewer:

- Build Rapport: The interview should feel like a conversation. Be empathetic, patient, and respectful.
- Active Listening: Use verbal and non-verbal cues to show you are listening. Follow up on interesting points that are raised.
- Use Probes: The probes in parentheses are suggestions. Use follow-up questions like "Can you tell me more about that?", "Why do you say that?", or "Can you give me an example?" to get richer detail.
- Triangulation: After the interview, make a note of which specific project activities (e.g., "TFT Phase 2", "Agro-ecology Club at X School") she mentioned. Use this to cross-reference with project records and to guide your Key Informant Interview with the field officer.
- Direct Observation: If feasible and appropriate, ask if you can briefly see the school kitchen garden, a cook stove at her home, or any other tangible result of the project she mentioned.

Appendix 19: Semi-Structured Interview Guide: One Single /vulnerable mother and One Male Beneficiary Case Study

Project: Enhancing Climate Change Resilience and Adaption Among Smallholder Farmers (ECCRAS)

Interview Type: Individual In-depth Interview (Case Study)

Participant: Single Mother from a participating household

Interviewer:

Date:

Location:

Duration: 60-75 minutes

Part 0: Introduction and Informed Consent

(Before starting, read aloud)

"Hello [Participant's Name], thank you so much for making time to speak with me today. My name is [Interviewer's Name], and I am working with the team from the ECCRAS project.

We are speaking with you to learn in-depth about your experiences with the project. We want to hear your personal story – the successes and the challenges. This conversation is entirely voluntary. You can skip any question you don't wish to answer, and you can end the interview at any time without any negative consequences.

With your permission, I will take notes to remember your story accurately. Everything you share will be kept confidential, and your name will not be used in any public reports without your explicit permission.

The goal of our conversation is to understand how the project has impacted your life, your livelihood, and your family.

Do you have any questions for me before we begin?

Do you agree to participate in this interview?"

- Consent obtained verbally.

Part A: Baseline Situation (The "Before" Picture)

Objective: To understand her livelihood, economic security, decision-making power, and challenges before the project.

1. Can you describe what your daily life and the situation of your household was like before you joined the ECCRAS project?
 - *Probe:* Main sources of food and income? Stability of income throughout the year?
2. What were your biggest struggles in providing for your family? (e.g., food security, school fees, health costs).
3. How did you typically make decisions about household finances, farming, or your children's education? Was this mainly your responsibility, or did others have a say?
4. What was your role in the community? Were you part of any community groups? Did you feel you could speak up in community meetings?
5. How did you cook for your family, and what was the main source of cooking fuel? Were you aware of any health issues related to the way you cooked?

Part B: Project Engagement (The "Intervention")

Objective: To map her specific interactions with the project components and her perception of them.

6. Could you walk me through all the different ways you have been involved with the ECCRAS project?
 - *Probe for specific activities from the logframe:*
 - Climate-resilient farming training (Output 1: RI.1.1)

- Establishing a kitchen garden/food forest/irrigation (Output 1: RI.1.2, RI1.4)
- Entrepreneurial/ERI training (Output 5: RI5.2, Activity 5.3)
- Training for Transformation (TFT) workshops (Output 3/5: RI3.2, Activity 3.3, 5.2)
- Human rights/peace committee (Output 3: RI.3.1)
- Cook stove and briquette training and installation (Output 4: RI 4.3, RI 4.6)
- Receiving seed funds (Output 5: RI5.4, Activity 5.6)
- Counselling sessions (Activity 5.5)

7. Which of these activities or supports was the most valuable for you? Why?

8. What was the quality of the training and support you received? Was it relevant to your life?

9. What made it possible for you to participate? What were the biggest barriers you faced in participating?

Part C: Observed Changes and Outcomes (The "After" Picture)

Objective: To identify and explore the perceived changes in her economic status, capabilities, decision-making, and well-being.

Economic Resilience & Food Security:

10. How has your household's food situation changed since you started using the new farming practices? (Probe for diversity of crops, year-round availability).

11. Can you tell me about the business you started (or improved) with the project's support?

- *Probe:* What is it? How has it affected your income? (RI5.4)

12. How do you use the additional income? Has this reduced your financial stress?

Capacities, Agency, & Confidence:

13. What new skills do you feel you have gained? (e.g., farming, business, leadership).

14. How, if at all, has your confidence changed? Do you feel more able to handle life's challenges?

15. Has the project changed your understanding of your rights as a woman? (e.g., to land, water, to speak up). Can you give an example?

Decision-Making & Household Dynamics:

16. How have decisions within your household changed? (Probe for decisions on farming, spending money, your children's education, and use of your time). (RI3.3)

17. Has the distribution of chores between you and your children (especially daughters) changed? (Probe: Do daughters have more time for schoolwork?).

18. Do you feel you have more respect or a different standing within your family and the community?

Health, Environment, & Conflict:

19. Have you been involved in resolving any community conflicts over resources like land or water? (Output 3) If yes, how was that experience?

20. Are you using any practices on your farm that help conserve water or protect the environment?

Part D: Sustainability and Future Outlook

Objective: To gauge the longevity of changes and identify ongoing needs.

22. Looking ahead, which of the new practices or activities are you most confident you will continue? Why?
23. What are the biggest challenges that could make it hard to maintain these changes? (e.g., lack of capital, climate shocks, social norms).
24. What kind of support would be most helpful for you now to make your business and farm more resilient for the future?
25. What is your vision for your children's future, especially your daughters? How has this vision changed?

Part E: Conclusion

26. Is there anything important about your journey with this project that we haven't discussed?
27. Do you have any questions for me?

Thank you very much for your openness, your time, and for sharing your powerful story. Your experiences are crucial for helping us understand the project's impact.

Instructions for the Interviewer:

- Sensitive Approach: Acknowledge the vulnerable context. Use a supportive and non-judgmental tone. Be prepared to pause or skip sensitive questions about past struggles if it causes distress.
- Focus on Empowerment: Frame questions to draw out her agency and achievements. Use phrases like "How did you manage to...?" or "What did you do to overcome that?"
- Concrete Examples: Always ask for specific examples. Instead of "Did your income increase?", ask "What did you use the income from your first sale for?"
- Triangulation: Note down specific details (e.g., type of business, amount of seed fund, names of committees) to verify with project records and Key Informant Interviews with field officers.
- Direct Observation: If feasible and appropriate, ask to see her kitchen garden, farm, small business, or the installed cook stove. This provides rich, observable data to complement her narrative.