



# Child Centred Feedback – Report

## Together we learn

For: Kindu Klub  
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Children's Voices in Action is the operating name for The Seaver  
Foundation reg. UK Charity Commission: 1157104



# SUMMARY FINDINGS & RECOMMENDATIONS

NB: For more detailed, this document should be considered alongside the draft proposal documents submitted in the planning phases of the collaboration.

## CONCLUSIONS

Kindu Klub is mostly achieving its aims by removing the practical barriers to education and development for children. Children value the learning resources such as computers and libraries, the facilities, the educational classes, and the food. The club fills a very practical gap in the children's lives that they themselves note is due to material poverty. The positive staff and peer relationships, encourage children to feel positive about their future, motivated and optimistic to break this cycle of poverty. They aim to do this by achieving their goals in education, professional work and family lives. Kindu Klub plays an important part of this in enhancing education. Children feel personally, and independently responsible for achieving these things, but are not yet clear on the realistic routes to do this. It should be noted that there is a small proportion of children, who carry this personal burden to achieve without any support network and against potential disapproval from home. As a place where all children feel comfortable, and view adults positively, Kindu Klub may be uniquely placed to address this emotional support gap.

## RECOMMENDATIONS

Kindu Klub should maintain the bases of its existing structure, focussing on a place where children can access education and resource alongside their peers.

It is recommended, that Kindu Klub continues to invest in the facilities and educational provision for children, recognising the value this provides. In particular IT and literacy resources are worthy of investment, removing barriers and supporting children with information and access for their futures.

It is recommended that in order to achieve all of its objectives most effectively, Kindu Klub commits to supporting children to negotiate emotional burdens and the tangible routes to achieving their dreams. This may be via the route of training existing staff in, or bringing new team members on board to, act in a guidance counsellor and personal support role for students.

It may also benefit from coordinating more closely with sponsorship coordinators in order to address the individual nature of children's needs in relation to finance and health.

**Children's Voices in Action welcomes requests for support for small grants in achieving these things.**

# EVALUATION REVIEW

## SUMMARY OF METHODS

\*This document is designed to be read in conjunction with the toolkit outline which gives all background understanding to the work

The evaluation was carried out during April 2023. Together We Learns projects were successfully evaluated by staff from Meketa, a similar organisation operating locally.

Training was held during March, with practical demonstrations of the tools and a large focus on the rationale of children's rights and ethics. This was important due to the context of rights in Ethiopia, only being recently allowed to be publicly discussed and implemented.

All staff were engaged, participated fully and awarded certification for their learning and participation in activities promoting children's rights.

A telephone interview debrief, with an objective external partner (Enable-Ed), was held with all staff. Staff reported themselves and children feeling comfortable and happy to participate in the evaluations. Children were generally confident using the methods, and they worked well regardless of their background, especially the older ones. There were occasional challenges for both staff and children that were worked through effectively. This included explaining concepts such as community, or using methods focussed on emotions, which are less commonly discussed culturally.

In particular it was reported that children at Kindu Klub felt empowered by the activities and optimistic that changes could occur as a result of them. The evaluators at Kindu Klub reported that doing the work helped them to understand the children better, build relations, and offer new insights especially in to aspirations.

Staff suggested working with children in groups prior to individual activities to generate understanding and comfort with the tools in the future. Children's Voices in Action would support this suggestion, with an additional option that children are involved in the design of the tools, as co-creators.

## BENEFICIARIES

24 children and young people participated in the evaluation over two days. This constitutes at least 50% of the weekly attendees to Kindu Klub. Participants included 15 females, and 9 males aged 10 - 21 years old, with an average age of 14 years. This sample was therefore generally representative. Children are all participants in Together We Learn's sponsorship programme, establishing them as living below the poverty line, and in receipt of financial support for families for children to stay in education.



# ANALYSIS OF SUCCESS ON PROGRAMME OBJECTIVES

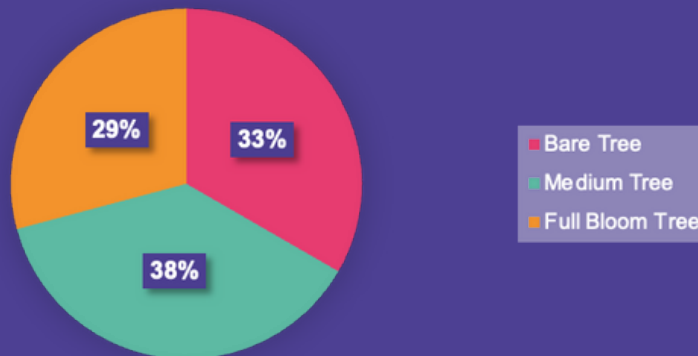
## 1

### OBJECTIVE ONE: 'BREAK THE CYCLE OF POVERTY'

#### TREES OF LIFE

Whilst children attending Kindu Klub almost certainly live below the international 'poverty line' (World Bank 2023), step one of assessing whether Kindu Klub is achieving this objective, was to assess whether the children identified themselves as in 'a cycle of poverty.' Children were asked to assess which tree they identified their community with, one which was bare and lacking what it needed to thrive, one with sufficient resource to grow somewhat, or one with everything it needed to be in full blossom.

#### Trees of Life: Which tree represents your community?



- Children's responses were almost evenly split between the three categories. Children choosing the medium tree tended to offer a balanced explanation such as:
- Those choosing the bare tree, did not typically identify their 'lacking' as a unique challenge, with one child saying:

“I came from a small community and our involvement is limited, but we live a reasonable life. That is why I chose the medium tree.”

“I grew up like any other Ethiopian.”

- Older children were more likely to see their community as lacking.



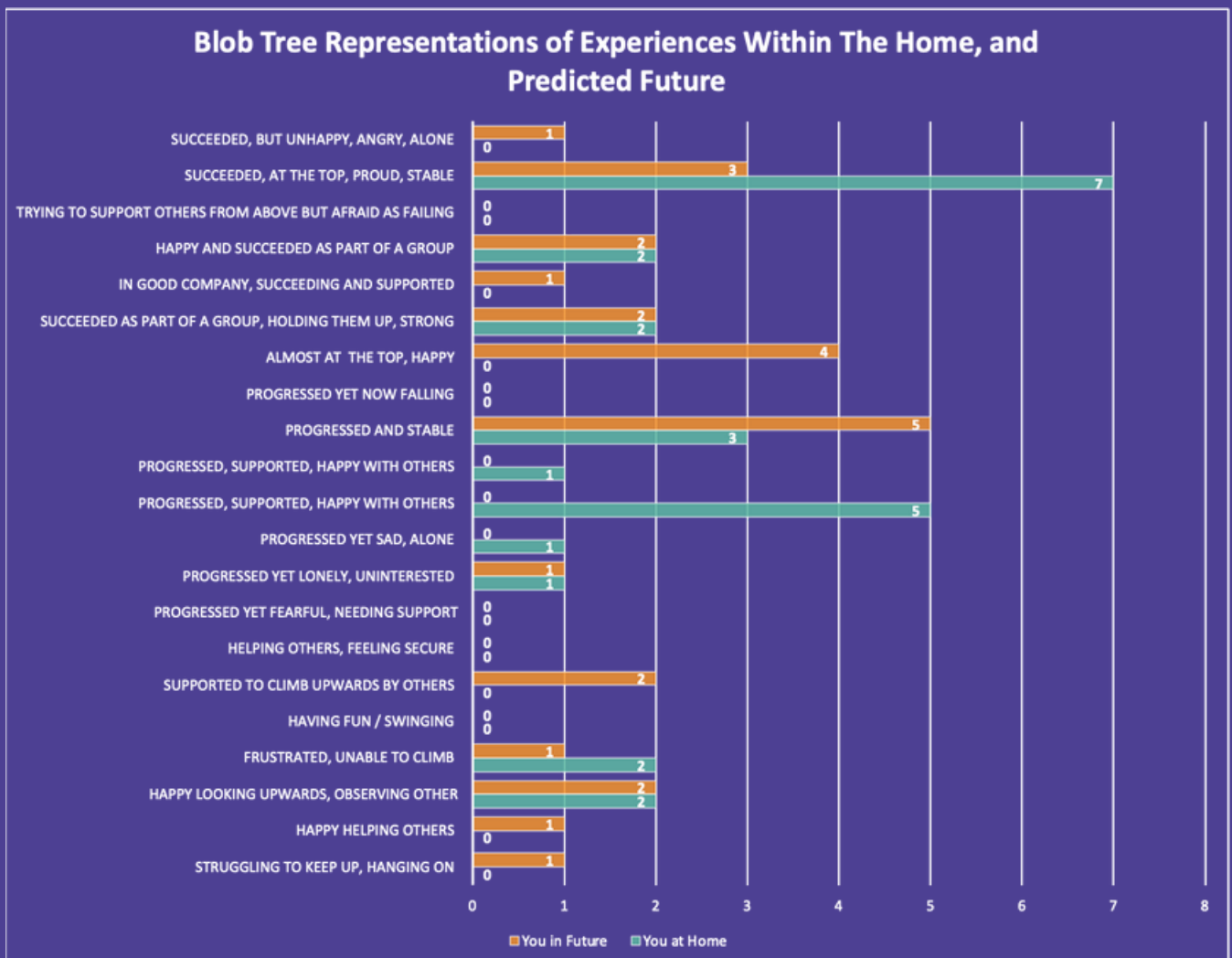
## BLOB TREE

Children and young people used the blob tree, a visual image using body language, position and facial expressions, to depict their own and others experiences in different scenarios.

- Whilst the majority of children chose positive representations of themselves in the home, 4 children chose frustrated and lonely indicators. 3/4 of these children also chose a lacking representation of their community, and one explained this as:

“My family is poor, we don't get what we need.”

- All of these children chose a representation that was positive, supported and 'looking up' to the future. This is an indication there remains a desire to, and belief that they can, break the cycle of poverty.



- For the remaining 20 children who chose positive representations of themselves in the home, there was a general consensus that they were progressing, stable and supported by others.



## DREAM LEAVES

Children added leaves to a tree to represent their ambitions. They could choose from 14 pre-set options as well as add their own.

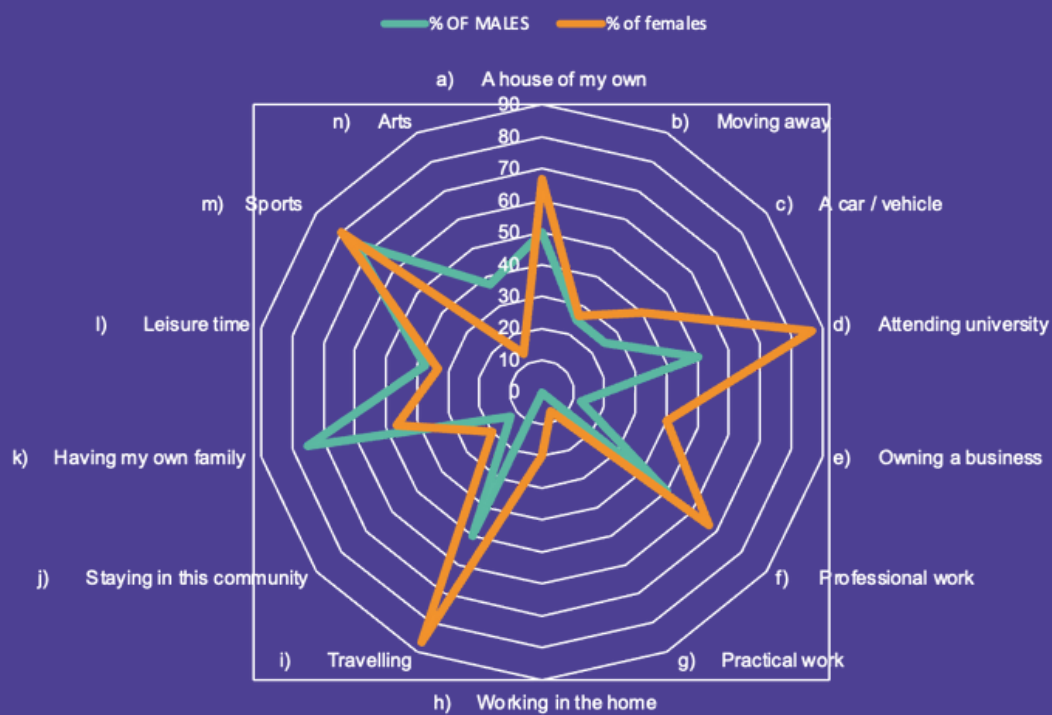
- The results are a strong indicator that children and young people wish to change the current cycle that they are living in. The majority of children's parents and/or carers have not attended university, travelled outside of Ethiopia or made any careers in sports. However, almost all children have ambitions in these areas.
- This is shortly followed by ambitions to own a house, and work in a professional, qualified field, again indicating a desire for a future 'different' to their elder generations, as well as a need for education to achieve the ambitions.
- Working in the home, staying in the community and undertaking practical work in the future, all common in the adults in the community, were unpopular choices equally with both males and females.





- Males tended to have slightly more niche ambitions, choosing fewer, more targeted options. Educated options were slightly less popular. Similar to females, very few or no males had ambitions to work in the family home, or do practical work, but disproportionately more males had an ambition to have their own family.

### Dream Leaves: Differences in % of Males & Females with Each Ambition



*NB: The imbalance in the sample means that one or two male outliers could influence the whole group reflections more so than in females*



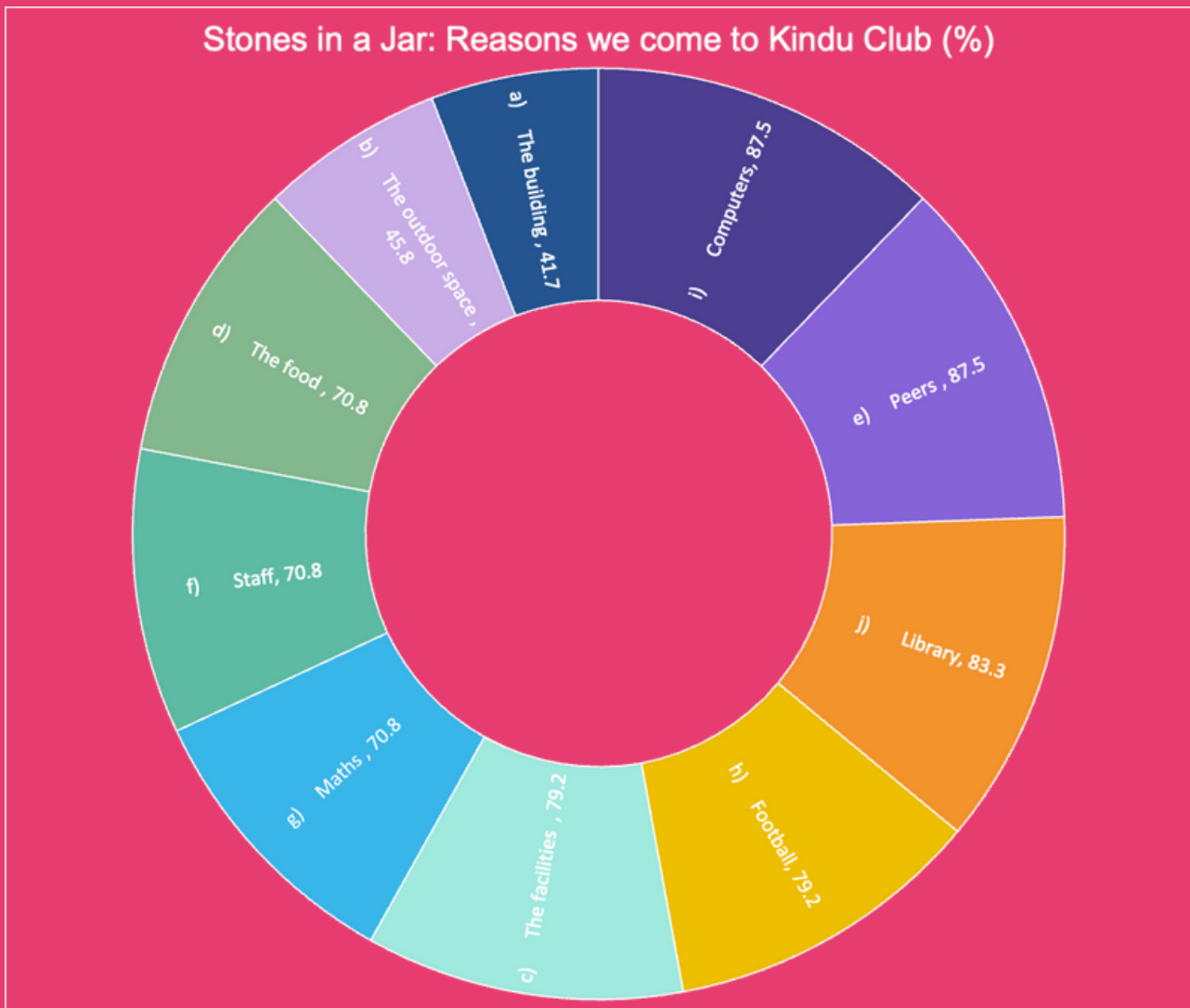
## 2

## OBJECTIVE TWO: 'ENABLE CHILDREN TO LEARN'

The preceding factor as to whether Kindu Klub can enable children to learn, is to establish a desire for learning. This was evident in the dream leaves activity as noted above, only one young person answering did not have ambitions requiring further education.

### STONES IN A JAR

Children placed stones in a jar to indicate the reasons they came to Kindu Klub.







## BLOB TREE

- With evidence that a positive experience in the learning environment, is crucial to learning itself, the blob tree assessed children's experiences, and compared these with the public provision, to understand the uniqueness with which enabling learning was achieved at Kindu Klub.
- Whilst the majority of children reported positive experiences at both school and Kindu Klub, children were much more likely to place themselves nearer the top off the tree at Kindu Klub. This indicates a sense of achievement in learning already, rather than the 'working towards this' attitude depicted at public school.
- More than 1 in 4 children depicted teachers at school negatively, whilst no children experienced staff from Kindu Klub in any negative way. These positive educator relationships are also proven to be fundamental in enabling learning.

Children's Representations of Themselves at School vs. Kindu Klub (number of children selecting)



 = Most common answers responding to 'Which one best represents you at **Kindu Klub**?'

 = Most common answers responding to 'Which one best represents you at **School**?'



## 3

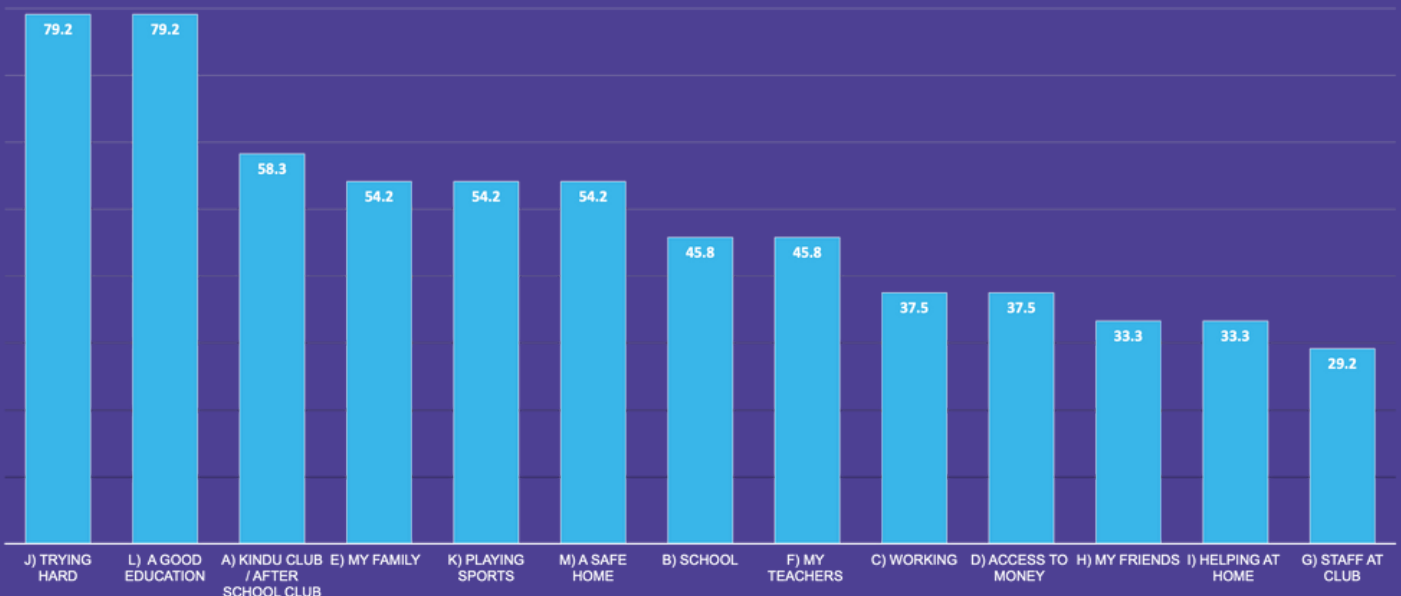
## OBJECTIVE THREE: 'ENABLE CHILDREN TO ACCESS OPPORTUNITIES'

*In order to provide some objectivity to the term 'opportunities', the initial understanding of the opportunities children wish to access, has been established via the Dream Leaves activity, and analysis above. For the purpose of understanding whether children are able to access opportunities therefore, we will consider those that over 50% of children selected as 'dreams,' which ensures all children have at least one of their dreams captured. Opportunities therefore constitute, attending university, playing sports, travelling, working professionally, owning homes and having families of their own.*

### LADDER CLIMB

*Children were able to indicate what they felt enabled them to achieve their dreams via placing the rungs on a ladder, with a pre-set selection of 13 items, and the option to add their own.*

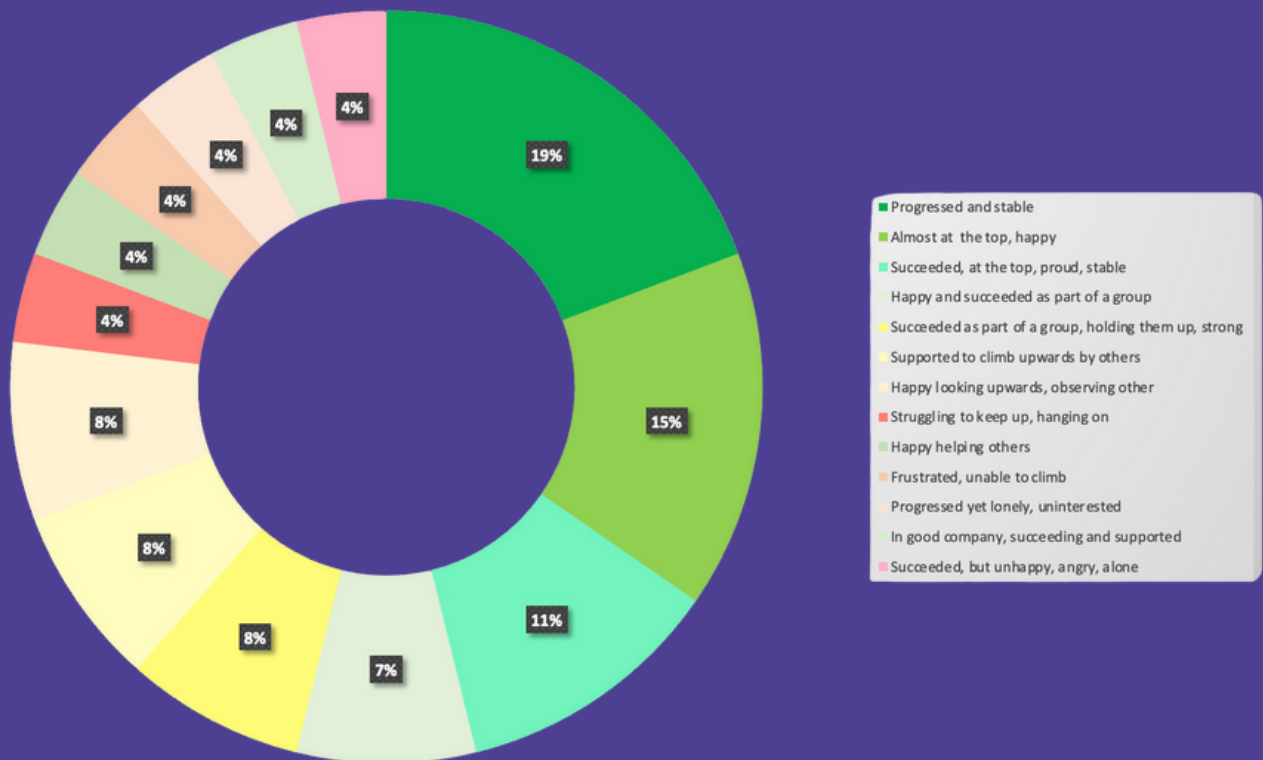
#### Ladder: What will help you achieve your dreams? (%)





- Children considered that the most important factors for achieving their goals, were trying hard, and a good education. It therefore follows that if Kindu Klub can support these two elements, it will be supporting opportunities.
- Education is clearly noted as being supported by Kindu Club provision during Stones in a Jar activities where educational elements of club were always chosen as a reason to attend by more than 70% of children.
- Children place the onus for opportunity, heavily on themselves and their effort levels, acknowledging barriers but not reliant upon others to create change for them.
- Kindu Klub was the third most popular choice as to what will help children to achieve their dreams with almost 3/5 children choosing it. 13% more children chose this as a supporting factor than school, and Kindu Klub was slightly above family and home. It was also 20% more popular in its choice than working or access to money, indicating that Kindu Klub offers something uniquely supportive to children, beyond resource or what public education can provide.

## Blob Tree Indications of Perceived Future Self





- Children generally feel optimistic about the future with over 80% choosing a positive representation of themselves. This applies to all of those who are not feeling positive with the present.
- Most commonly children felt they would be progressed and stable, having reached where they hope to be. Again children were most likely to consider themselves to have got there independently, rather than showing themselves being lifted up or achieving alongside others.
- This, coupled with children's dreams to achieve in education, professionally and in a family life, show that the majority do feel opportunity is open to them, and within their own power to take.
- It is most likely that Kindu Klub is supporting this view of the future self, through removing barriers.
- Attention should be given to those children highlighting family disapproval, or worries about family health as inhibitors and feeling concerned about their future. It should be noted that all of these children, did feel positively about their experiences in Kindu Klub, but not necessarily at home, therefore meaning this may be a uniquely safe and reliable environment to provide this support.

## 4

## OBJECTIVE FOUR: 'IMPROVE THE QUALITY OF TEACHING'

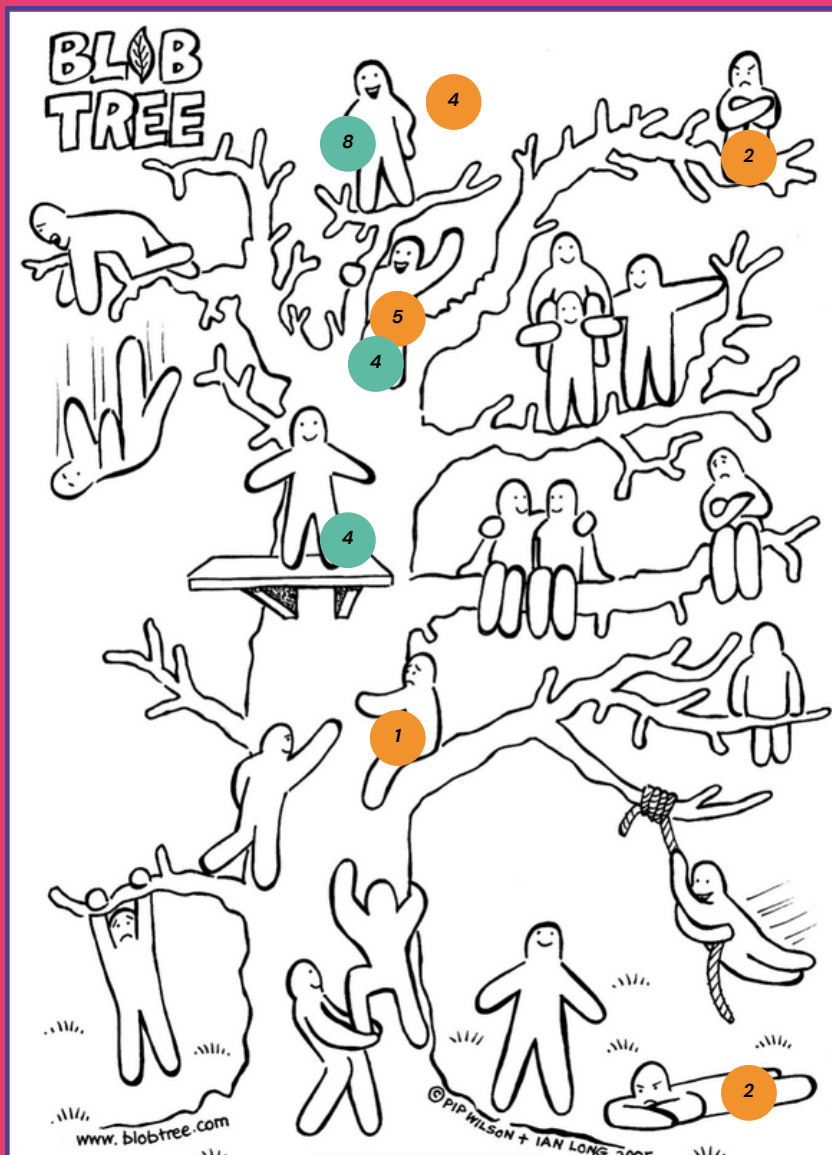
*In order to understand this objective, it was agreed that 'improving' was to mean comparatively to public education teaching. Children expressed their views of school teachers, and Kindu Klub staff via their inclusion or exclusion of them in the ladder climb, their representations on the Blob Tree, and whether teachers were a reason they attended Kindu Klub using Stones in a Jar.*

- In this activity, most children considered staff at Kindu Klub, as less relevant than teachers within school, or family networks at just under 30% of children selecting them as a factor to help them achieve their dreams.
- This appears to relate to children's relationship with Kindu Klub, being primarily resource and peer orientated and their intention to be self-sufficient. This is commonly seen in children from low socio-economic backgrounds, due to the lack of reliability in guardians in early life.
- Peers are seen as a large reason why they attend, but again, not generally influential in supporting them to achieve their dreams. Predominantly children put this upon themselves, however children appear split between those who acknowledge the families supportive role, and those who feel their families disapproval at their ambition.



- Therefore, whilst children are not dependent upon staff to help them achieve their dreams, they do have a very positive image of the staff at Kindu Klub and consider them to be independent, high achievers and generally happier more positive figures than teachers in school.
- There was uniquely some negative images of teachers at school, particularly referencing their nature towards how they treated children, frustrated and angry. This was in contrast to the indications about staff at Kindu Klub.
- 100% of children rated staff at Kindu Klub positively, and 70% chose them as a reason to attend Kindu Klub. This indicates children have positive emotional relationships without dependence. This is an important factor in encouraging children to attend and to feel comfortable to learn.

### Children's Representations of Teachers at School vs. Teachers at Kindu Klub (number of children selecting)



= Most common answers responding to 'Which one best represents your teachers at **Kindu Klub**?'



= Most common answers responding to 'Which one best represents your teachers at **School**?'



## 5

## OBJECTIVE THREE: OVERCOME BARRIERS TO SCHOOL ATTENDANCE'

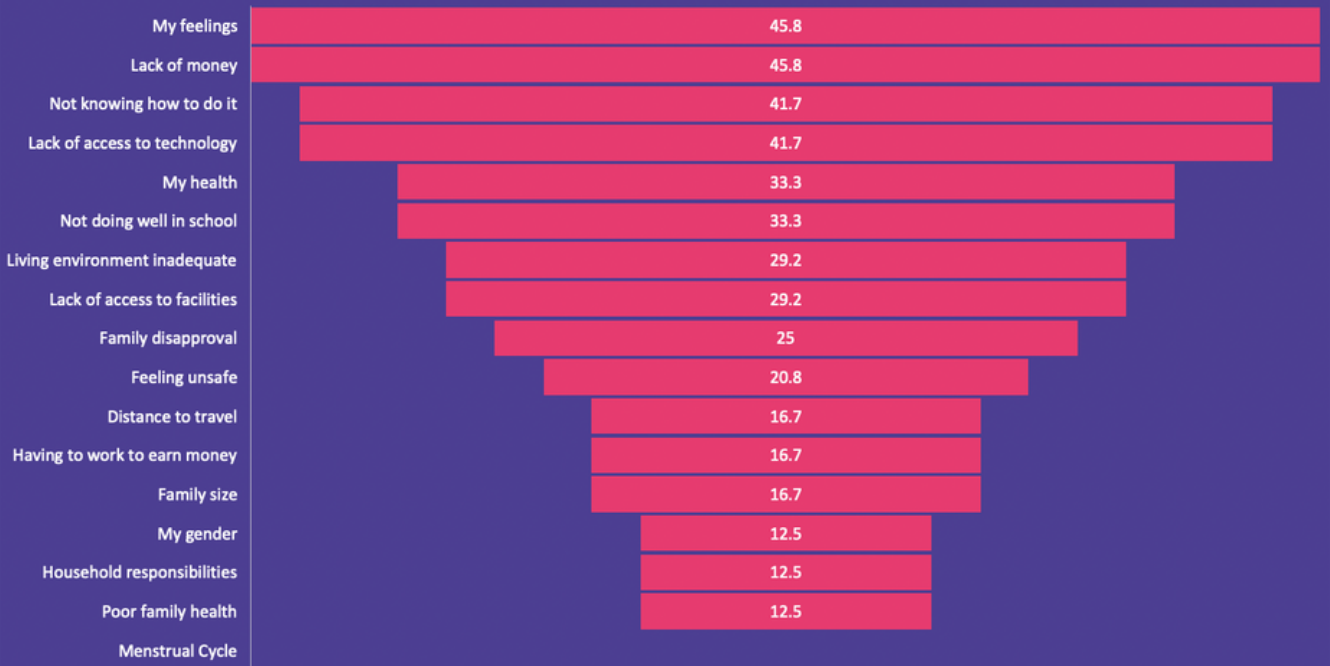
### STORM CLOUD

*Children showed what they consider the barriers to accessing education and subsequent opportunities to be via the Storm Cloud activity.*

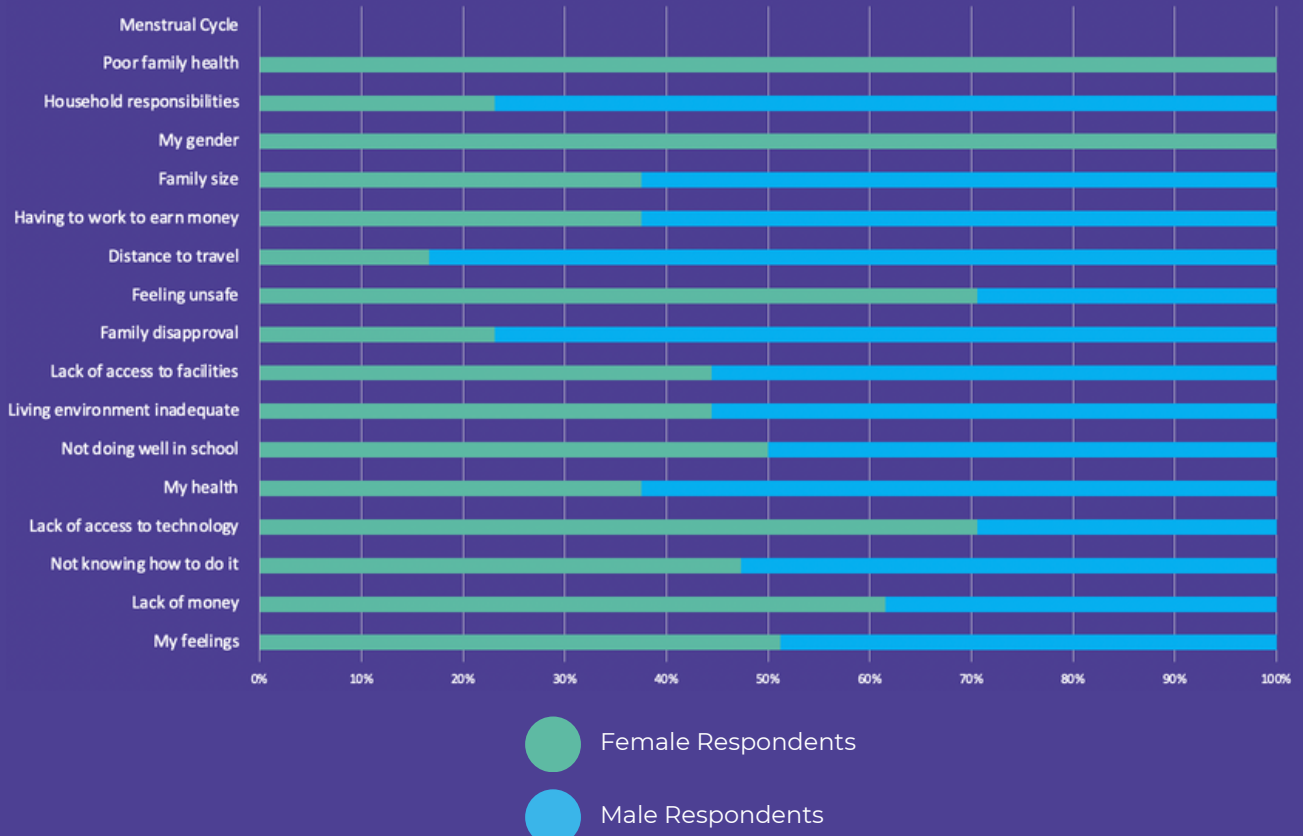
- Children chose an average of 4 barriers, with a large variance, ranging from one girl stating she 'wished to be a midwife and with the right attitude nothing could stop her,' up to others who chose 9 barriers and especially highlighted family disapproval as a large inhibitor.
- Children chose 'lack of access to technology' and 'lack of money' to be the most common barriers they experienced.
- In relation to lack of money, and health (also chosen by 35% of participants), it is worth noting that children tend to be introduced to Kindu Klub via Together we Learn's sponsorship programme, which provides financial and health assistance to the family of children in school. Some children overtly mentioned their sponsors, health and financial assistance as part of their reasons for coming. Operating with similar staff and under the same organisation, parts of this are inextricable from Kindu Klub in responding to children's needs.
- During 'Stones in a Jar' children chose access to the computer facilities as the most popular reason they attend Kindu Klub, alongside spending time with peers. This indicates strongly that Kindu Klub is supporting children to overcome this barrier.
- 'My feelings' and 'not knowing how to do it' were the second most common perceived barriers, with at least one of each being chosen by 2/3 of children. Kindu Klub does not currently aim to address either of these barriers directly, and indicates some need to provide guidance counselling or similar for children and young people, alongside meeting their material needs.



### Storm Cloud: Children's Perceived Barriers (%)



### Perceived Barriers: Female vs. Male % of Total Respondents





- There were some small differences in the perceived barriers of females and males. Of note is that no females perceived the menstrual cycle as a barrier, however, gender as a perceived barrier was exclusively selected by 3 females.
- In greater numbers, at almost 50%, girls indicated that they experienced at least one gender related barrier relating to household chores, family disapproval and feeling unsafe, indicating they understood the details and specificity of their obstacles, in more depth than simply 'gender.'
- Females also felt more commonly felt restricted by their health and lack of access.
- Males tended to acknowledge a heavier burden coming from within the household. Following the distance to travel to school, family size, family disapproval and household responsibilities were disproportionately selected by males.
- This, in older secondary school males, is consistent with recent evidence that males begin to struggle more at this age.
- Given the individual nature of burdens, and the recurring themes of health and finance, it is recommended sponsorship coordinators consider this report alongside Kindu Klub teams.

## 6

## OBJECTIVE SIX: 'IMPROVE THE QUALITIES OF FACILITIES'

*In order to understand this objective, it was agreed that 'improving' was to mean comparatively to school and home facilities. Children expressed their views of Kindu Klub facilities, and those others accessible to them, via their their representations on the Storm Cloud Barriers, and inclusion in Stones in a Jar.*

- The most common facility children felt restricted them was the lack of access to ICT equipment. It is very clear that Kindu Klub meets this need for them as this was also the most popular reason children chose to attend.
- Similarly, the library was a very important reason children attend Kindu Klub and the third most popular choice. Many public school provisions still lack access to ICT and library provisions, or are serving 100's of children and therefore have limited accessibility.
- Alongside their peers, facilities and class availability made up the large bulk of reasons children were attending Kindu Klub, including maths, the sports facilities and food provisions.
- The unique accessible offer of these things, which children generally indicate they feel restricted from due to their inadequate living environments, and lack of access to resource at home, make up the very practical need Kindu Klub is meeting for children.





# SUMMARY FINDINGS

- Children and young people of Kindu Klub have varying perceptions of their homes and communities. Those who consider themselves 'poor' do not find this exceptional, and many acknowledge challenges whilst considering themselves to have sufficient to be 'still standing.'
- Regardless of their perceptions of poverty, children have a desire to break the cycles that they are currently living in with very different ambitions from those past-times and experiences typical of their parents and community. Education from Kindu Klub is an important part of this ambition.
- Attending University and taking part in sports are the most popular ambitions, closely followed by a desire to travel and own a house of their own. Females in particular, are ambitious educationally and professionally.
- Whilst children recognise a need for education, beyond this they do not yet understand the tangible path to achieving their dreams and this is considered a barrier to them. Lack of family support was noted by multiple children, although it is divided between those who feel supported and inhibited by their families. Peer support at Kindu Klub is felt.
- Children perceive that they have many barriers to achieving these ambitions, primarily through financial constraints and a lack of access to technology. They consider the Kindu Clubs provision of computers, a key reason they attend, and a big support for overcoming this. It is also inextricably linked to sponsorship support they also receive through Together We Learn.
- In terms of barriers, males more commonly carry the burden of household expectations and providing, whilst females struggle more with health and specific gender related issues (although these are still a small number proportionately).
- Children place great importance on their internal, subjective experiences. They consider their own attitude to be crucial in determining their future, but also one of the highest risk factors to not achieving. They feel more confident in their abilities at Kindu Klub than at school.
- Children are very self-sufficient, and do not generally see others as factors in their success, but as positive influences in their lives nonetheless.
- This is also true for staff at Kindu Klub, who are not depended on, but children view as successful, positive people and the majority consider as a reason to attend. Kindu Klub staff have a considerably more positive emotional representation than of teachers at school.
- Despite this, children are generally very optimistic about the future, and envision themselves achieving.
- With the right feedback to students and staff, this evaluation will be an educational and empowering tool for all stakeholders of Kindu Club.