

An inclusive, quality education for marginalised children in Esmeraldas, Ecuador

Year two, six-month interim report: July to December 2010

Project Overview

Save the Children is committed to increasing children's access to, and completion of, inclusive quality education in a safe environment. We believe all children have the right to education and, to achieve this right, we focus in particular on children affected by conflicts and/or disasters, ethnic minority children and the poorest 10% of children.

In July 2009, with the support of the Latin American Children's Trust (LACT), Save the Children began work on a project to help improve the future of marginalised children living in the northern Ecuadorian province of Esmeraldas. This report details the achievements and challenges faced during the first half of year two of the project's implementation.

Further to discussions with LACT in August 2010, we decided to focus our work in year two towards increasing access to, and improving the quality of, the Basic Accelerated Learning Cycle (BAC) programme. These changes are reflected in the amendments to the objectives and activities below and will be reviewed again at the end of year two.

Our **project goal** is to ensure that local communities, schools within three municipalities and the provincial level government will be more capable of offering an inclusive, quality education to marginalised children and which promotes and values their local culture and traditional heritage.

Our **objectives** are to:

- **Access** - 1,000 children, aged 15-22 years and who are currently out of education, enrol in the Basic Accelerated Cycle (BAC) programme, allowing them to continue their studies in secondary school.
- **Quality** - 1,000 children enjoy an improved quality of education, through the BAC programme, including opportunities to participate in educational activities focusing on understanding their heritage.
- **Cultural identity** - 30,000 people, including at least 12,000 children and adolescents, participate in or receive information through our campaigning work on the right of all children to enjoy an education which recognises, respects and values the cultural values of Afro-descendant communities.

Country Context

Since being returned to office in 2009, Rafael Correa's government has overseen the development of a new law on education that remains under discussion within the National Assembly. It is being considered in the wider context of demands tabled by civil society and opposition organisations

for the removal of key government figures including local mayors and advisors, and the President himself. Should sufficient public signatures be gathered, government representatives can be removed under the Constitution of 2008; in the case of the President, 1.8 million such signatures are necessary to secure removal from office. The National Electoral Council manages and monitors this process and, to date has ratified the removal of the mayor of Tiwintza, a canton in the Amazon region. There is the potential therefore for localised political upheaval to hinder our progress on promoting child rights with governments in the target regions of this project if our points of contact are removed from office.

Economic growth has been slower than anticipated throughout 2010 and therefore the Government has continued its policy of investment in social programmes to help alleviate the impact of the economic crisis in some of the poorest parts of the country. The Government's support in these areas is of particular importance as violence and insecurity continue to rise in the coastal and border regions.

Internal conflict in Colombia is having an increased impact in Ecuador, specifically along the Northern Border. Esmeraldas province is one the three affected provinces. The army and local police have uncovered more illegal activities (drugs and arms trafficking, armed groups, guerrilla bases) and, as a result, have increased their surveillance activities. Some of the project beneficiaries and/or their families have been involved in illegal activities or threatened by Colombian armed groups, which has reduced or prevented their participation in the project. A high level of insecurity in some areas (parishes) of the cantons has also meant that we were unable to develop activities in these areas.

Executive Summary

During this reporting period, we focused on increasing access to quality education through the Basic Accelerated Cycle (BAC) for children aged between 13 and 18 and who have dropped out of school. Of the seven BAC courses which started in the first year of the project, six are still running and will be completed by 396 children in February 2011. Unfortunately, we had to close one BAC course as there were not enough students to run the course. 34% of students dropped out of the programme as a whole. We will coordinate with local authorities, local partners and members of the education network (see below for more information on this) to promote the second cycle of the BAC programme starting in March 2011.

We are improving the quality of education for children by providing training for teachers on BAC methodology as well as follow up support in areas such as preparing for evaluations, and training school authorities on how to run the BAC programme. The programme is also supported by three local governments: San Lorenzo, Eloy Alfaro and Rioverde, who provide funding towards materials, training and programme implementation to improve the quality of education delivered. To support our work on providing children with an education that incorporates and respects their culture, we have established six cultural groups (one per BAC) which are researching Afro-Ecuadorian history and traditions. These groups will share their findings with the three project communities, raising awareness and appreciation of their culture.

We created a committed local education network to run the BAC programme. Each actor has well defined roles and responsibilities. The Provincial Education Directorate certifies the BAC programme and supports its development. The local education institutions incorporate the BAC programme as a regular course within the services they offer students each year. Plan Ecuador

defines social policies for the Northern border region, co-finances the programme and coordinates inter-institutional activities. The local governments provide political support, co-finance the programme and support its development. Desarrollo y Autogestión coordinates the implementation of the BAC programme as does the Instituto Benjamín Carrión, who also develop advocacy actions.

Despite the commitment of Plan Ecuador to co-finance this project, it took ten months for us to receive the agreed funding. This delayed our ability to conduct sufficient student follow-up which, we believe is one of the reasons that contributed to students dropping out of the BAC course. It also meant that teacher payments were delayed. Plan Ecuador has now rectified this issue and we have received their contribution towards the BAC programme. In addition, our application to the European Commission (EC) was approved for a project aimed at promoting a culture of peace based on promoting children's and women's rights and strengthening the capacity of local authorities to ensure these rights are upheld in the San Lorenzo canton. This project will also provide some co-funding to support the BAC programme.

Key Achievements

- 396 children have continued their education through six BAC courses in three cantons of Esmeraldas: San Lorenzo, Rioverde and Eloy Alfaro. They have benefited from an increased quality of teaching in the centres. 40 BAC students expressed their enthusiasm for the BAC programme and for continuing their studies during recent interviews.
- Three mayors (one per canton) and 30 local counselors (10 per canton) were involved in local activities to promote community participation in the BAC programme. Activities included: coordination meetings, technical assistance for supporting the enrolment of children in primary and secondary schools, and promotion of the law requiring children to complete ten years of basic education.
- Four education supervisors, 60 local officials, one provincial education authority and six parish presidents were involved in promoting children's right to education, by including education as a priority in cantonal plans and working to ensure its implementation. Activities included: local meetings, establishing/strengthening local and national networks to create mechanisms for improving the quality of education and analysis of the new law on Basic Education and its implications for local governments (including meetings with the National Assembly and representatives from the Ministry of Education).
- 30 BAC teachers continued to receive training on child friendly teaching methodologies which are inclusive and participatory as well as on maths, language, and natural and social sciences. We worked with five fewer teachers than reported in year one; some dropped out due to personal circumstances and the others as a result of us having to close one of the BAC courses.
- We established six cultural groups, involving 68 BAC students and led by six teachers. The students are carrying out research on Afro-Ecuadorian history, music and dance (Marimba). The six teachers incorporated a cultural focus into subjects such as English and IT, thereby helping to promote Afro-Ecuadorian culture.
- Six teachers and 16 students from the cultural groups, were nominated by the Ministry of Culture as 'local culture monitors', responsible for promoting Afro-Ecuadorian culture within their communities and representing their culture in activities organised by the Ministry of Culture.

- 68 students and six teachers participated in a workshop in Borbón, Eloy Alfaro with Papá Roncón, one of the most important figures of Afro-Ecuadorian culture. 28 of the 68 students, and the six teachers participated in three cultural training sessions run by experts on theatre, dance/contemporary ballet, video, photography and music.
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Our activities this period

I: Practical action at a local level

- **Support 1,000 out of school children to access education, providing the Basic Accelerated Cycle (BAC) programme to children where required.** In year one, we opened seven BAC centres with a total of 600 students registering their interest. Of these, 561 formally registered. During the first BAC cycle, 142 children dropped out and 23 children failed the first and second quarter evaluations. This resulted in us having to close one of the seven BAC centres as we no longer had the minimum number of students required to run the course. We hope to re-open this centre in the next BAC cycle so that children who originally enrolled can still complete the programme.

Some of the main reasons for dropping out of the BAC course include the demands of a job/domestic work, the distance or lack of transportation to the BAC centres and a low level of interest in attending classes. Other challenges include teenage pregnancy and death threats towards children or their families. As mentioned above, we believe that delays in providing follow up visits to students, due to the late receipt of the funding from Plan Ecuador, may also have impacted on the number of drop outs.

To prevent the drop out rate from increasing we intensified the number of follow up visits to students, parents and families, and continued to promote the importance of education within our target communities. 396 children (out of 561 children who enrolled in year one) are still participating in the BAC programme (which runs from March to February). Current BAC students have expressed their enthusiasm for finishing the BAC course and continuing their studies: *“It is very important for me because I learn how to use mathematics and because I will be able to complete high school.”* In our next report, we will detail how many BAC students have completed the first cycle and gone on to enrol in mainstream secondary school.

- **Support and strengthen the capacity of BAC centres in 19 schools to provide inclusive education for children who are currently excluded from school, observe and encourage respect for children’s rights and incorporate local culture into their curriculum.** By offering the BAC programme as a regular course, school authorities are demonstrating their commitment to provide educational opportunities for children who are outside of the school system. We have provided training to teachers on BAC methodology and to school authorities on how to run the BAC programme effectively. Participation in the BAC programme means students are included as integral members of the school, giving them access to sports activities, recreational activities and visits to local tourist attractions. Similarly, BAC teachers belong to the school teachers’ team and can access any training or recreational activities organised by the school. Our work on promoting children’s rights and local culture with teachers and students has contributed towards creating an environment of respect and non-violence within the BAC programme.

- **Develop culturally appropriate textbooks for children on Afro-Ecuadorian culture.** This activity could not be completed due to the delayed payment from Plan Ecuador. We will continue this activity in the next BAC cycle which starts in March 2011.
- **Develop teaching guides focused on education planning and children's rights – to be used in BAC teacher's training.** At the beginning of the BAC programme (March 2010), we reproduced teaching guides created by our partner, Desarrollo y Autogestion. These guides have been developed specifically for teachers and students doing the BAC programme. The guides and their accompanying worksheets are based around weekly teaching modules which cover mathematics, language, social sciences, natural sciences, IT and English. Before the beginning of each thematic module, we organised three teacher training sessions on how to use the material and how to support the students to use theirs. Following this training we continued to provide support to teachers on an individual basis as and when it was required.
- **Hold training events and provide 'on-the-job' support and advice for 100 teachers from 19 schools and 20 officials from the local governments, three municipalities and institutions (Ministry of Education, the National Protection System, Municipal Education Departments and local institutions) in: understanding children's rights; implementing inclusive, quality education; adopting more child friendly practices; and promoting and respecting traditional cultures.** During this period, we continued training 30 BAC teachers. There are five teachers less than reported in year one due to a combination of personal circumstances and because we had to close one of the BAC centres. The training covered defining teaching/learning methodologies for each thematic module (maths, language, natural sciences, social sciences, IT and English) and quarterly evaluations. We provided on-the-job support and advice such as student follow-up, teacher and student interaction and the application of BAC teaching methodologies. We also provided refresher training on how to use child friendly, inclusive and participatory teaching methods. We are planning another training session for teachers on the evaluation of the current BAC programme. We have also prepared training sessions for 60 local and national government officials and participated in several education network meetings with the Ministry of Education and the '*Contrato Social por la Educación*' (a civil society education movement) to advocate for a child rights focus to be incorporated into the new law on Basic Education.
- **Facilitate two exchanges between BAC students or youth/cultural groups from different project areas and other cantons, where Save the Children and its partners work, to share their cultural traditions and values, their experience of the BAC, and initiatives on children's participation.** The two exchanges will take place at the end of March 2011 and March 2012. We are currently planning the first exchange which 30 children (five per BAC course) will participate in. They will be selected according to their performance and enthusiasm during the BAC school year. The exchange will consist of a three-day workshop with BAC students in Quito during which students will be able to participate in cultural activities (such as visiting museums) and exchange experiences from their daily life with other BAC students. We will produce a video on the exchange visit.
- **Create and strengthen spaces for cultural expression through traditional games and art, encouraging theatre, video, photography and music.** We have set up six cultural groups, one per BAC and a total of 68 students and six teachers, who meet once a week. The cultural groups provide a space for cultural expression and learning about Afro-Ecuadorian traditions. The students have also researched Afro-Ecuadorian history and, based

on this, have created poetry, music, dance, including the use of the marimba (a percussion instrument). 28 of these students had the opportunity to attend a workshop with one of the most important figures in Afro-Ecuadorian culture, Papá Roncón, who has spent his life 'keeping the marimba alive'. The students very much enjoyed this workshop.

All 68 students and six teachers participated in three cultural training sessions, facilitated by experts on theatre, dance/contemporary ballet, video, photography and music. We established a partnership with the programme "*Casas de la Negritud*" (House of Black Peoples), run by the Ministry of Culture. *Casas de la Negritud* provides assistance on training, planning, development and financing of the groups' activities. The teachers and 16 of the students were nominated by the Ministry of Culture as 'local cultural monitors', responsible for promoting the Afro-Ecuadorian culture within their communities and for representing their communities in activities organised by the Ministry of Culture.

2: Mobilising communities

- **Carry out campaigning and awareness raising work, including promoting the BAC, across the three municipalities using different forms of media: local and regional radio, newsletters and TV, photography, cinema, theatre – reaching 30,000 people.** As reported in year one of the project, we carried out three local campaigns in each of our target cantons, reaching an estimated 5,000 families, in order to promote the BAC programme and encourage the reintegration of children into the education system. Further awareness raising campaigns on children's right to education will be carried out during the second half of year two to promote the new BAC programme, beginning March 2011. We will approach community leaders, parents associations and schools in every canton to publicise the start of the new BAC cycle.
- **Implement awareness-raising with, and mobilisation of, 30 communities (1,000 parents). Increase understanding of and ability to advocate for: the right to quality education for all children and the recovery and strengthening of local identity and culture.** We conducted six awareness-raising workshops, one per BAC, which were attended by the 396 BAC students and their parents (from a total of 20 communities). The main focus of the workshops was to encourage children to attend the BAC courses, prevent students from dropping out and increase their understanding of the importance of, and their right to, a quality education. During the workshops, each student developed a life plan, which their families have committed to support. These activities were very valuable as children and parents worked together and also appreciated the importance of education. In the next six months, we will develop further awareness-raising activities to promote the start of new BAC cycle and encourage children to register and their families to support them.
- **Support and train 24 local youth/cultural groups (six per BAC) to identify and promote their culture, as well as advocate for children's right to an inclusive and culturally relevant education.** As outlined above, we set up six cultural groups, one per BAC course. This involves a total of 68 students and six teachers, who are cultural promoters within each group and provide guidance to them. From these groups, 28 students were selected to monitor the groups' activities and participate in training developed within the programme run by "*Casas de la Negritud*". Students are also learning about their culture from teachers and from each other.

The creation of these groups involved selecting six promoters (the teachers) and a group of students to help monitor and participate in specific activities. These teams (composed of teachers, students and the project coordinator) are responsible for developing an action plan that includes promoting the cultural groups within the BAC courses, supporting the groups to define a topic/activity they would like to work on, and helping them to develop a project of cultural relevance. There will be a presentation of all projects the students have developed to the communities in each canton in February 2011.

- **Support children in designing, producing and disseminating three types of promotional material raising awareness of, and advocating for, children's right to quality education in an inclusive, relevant and participatory environment.** The six BAC cultural group performances will raise awareness of children's right to quality education. At the end of the next BAC cycle (February 2011), we will organise community cultural festivals which children, parents and other community members will be able to participate in. During the exchange visit between BAC students in March 2011, we will also produce a short documentary video on their experiences.
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3: Directly influencing government at municipal and provincial level

- **Advocate for three municipal governments and Esmeraldas Provincial government to allocate sufficient funds from their budgets towards directly improving 19 schools, through the BAC centres, providing materials, teacher training and technical assistance.** In year one, our partners, Instituto Benjamin Carrion and Desarrollo y Autogestión, signed cooperation agreements with the three local governments: San Lorenzo, Eloy Alfaro and Rioverde. Each local government committed to contributing £7,857 to the first cycle of the BAC programme to provide technical assistance, support the implementation of the BAC programme and provide materials for the six current BAC courses. These funds are managed by our partner Desarrollo y Autogestión. To date, 50% of the funds have been transferred and we are expecting the final transfer shortly. We will negotiate further agreements for the next cycle of the BAC programme.
- **Advocate for three municipal governments to support 19 schools, through the BAC centres, in implementing improved teaching practices, which recognise and respect traditional local cultures and offer appropriate support to children from marginalised backgrounds.** As outlined above, each of the cantonal Governments have signed agreements pledging to promote a more culturally inclusive education. The provincial education authorities have committed to increasing the capacity of the cantonal governments to deliver inclusive, culturally relevant education. They are also supporting the BAC programme through funding, by defining local policies and through monitoring activities in the education sector within their cantons. In year one, we established three management committees, one per canton, that are responsible for assessing education needs, analysing why children are currently excluded from education, coordinating the BAC courses and planning their roll out. These committees played an important role in promoting education within the cantons, particularly at the beginning of the BAC cycle. During the year we have been in regular contact with the different committee members (such as local government education advisers and representatives from the National Teachers Association) to ensure that the BAC programme is being well coordinated and managed.

- **Advocate at provincial and national levels to the Ministry of Education for the practical application of existing equal opportunities and human rights laws and policies and to incorporate new strategies and pass new laws to combat the exclusion of marginalised children.** We have created an education network to coordinate the BAC programme, with representatives from local government, Plan Ecuador, Telefónica and our local partners, Desarrollo y Autogestión and Instituto Benjamín Carrión. Each actor has a role to play including programme development, technical support, political influence and co-financing. We worked with the Technical Secretariat of Plan Ecuador to secure their commitment to support the BAC courses with financial resources for the current cycle. However, it took 10 months for us to receive the agreed funds. This resulted in late payment of teachers and a number of activities being pushed back. We will continue to strengthen our relationship to promote education and social public policies for the Northern border region and are planning three education policy training sessions in February/March 2011, aimed at reinforcing the capacity of 60 local government officials (20 per canton).

At the national level, we promoted and strengthened an education network with representatives from civil society to analyse a new law on Basic Education. This network was established in 2000 and is led by a civil society education movement called '*Contrato Social por la Educacion en el Ecuador*'. We have advocated for a child rights focus and for civil society participation in mechanisms for planning and monitoring the implementation of local/national education policies. Due to our experience on education, Save the Children was also invited to participate in meetings with the Ministry of Education aimed at improving technical and administrative processes in Esmeraldas province.

How your support has improved children's lives

We have seen changes in the attitude of community members, who now increasingly recognise the importance of education. This is within a context where boys are often expected to go to work on farms while girls remain at home to take care of their siblings, help with the housekeeping and have children themselves. Awareness-raising campaigns to promote the BAC programme and workshops/meetings with the parents of BAC students have helped to develop an understanding of the importance and positive impact of education.

Teachers' attitudes towards BAC students are also changing. The training has enabled teachers to introduce new teaching styles and approaches which are more child-friendly. This has improved the learning environment both for the BAC students and the mainstream students of the six schools where the BAC teachers also work. Within the three cantons violent behaviour is common. However, both BAC and mainstream school teachers are now aware that the mistreatment of children is unacceptable and are changing their behaviour in response to this.

Involvement in the six cultural groups has increased students' interest in and knowledge of Afro-Ecuadorian traditions: dance, music, poetry and Marimba. Incorporating the students' cultural heritage into schools is helping to make their education more inclusive, relevant and an alternative to drug use and gambling.

Challenges and key learning

The ten month delay in receiving funds from Plan Ecuador resulted in payments to teachers being late and reduced the amount of follow up visits we were able to make to children who had expressed an interest in enrolling in the BAC programme. With more follow up visits we may have been able to reduce the number of children who dropped out of the programme. We plan the activities for each year according to the funds we are expecting to receive and delayed payments do negatively impact on our delivery of the project. We will continue to strengthen our relationship with Plan Ecuador representatives to help minimise instances of late payment.

Community violence and a lack of security are widespread in Esmeraldas, largely due to the illegal trafficking of arms, fuel and drugs into conflict-affected areas of Colombia. To secure our personnel, we are developing a security plan that will be finalised by the end of year two. We will include our target communities, local partners and local Government to ensure the plan is as relevant as possible. With the support of an Emergency Advisor, we will also develop a training workshop for all the project staff and partners (around 20 people).

It is still to be decided whether the second BAC cycle will be developed in the same six schools or in new schools. This decision depends on the commitment of the local government and school authorities, and the level of demand for the BAC programme from the children. If the second BAC cycle is run in the same schools as the first cycle, this will not impact on the number of children who access the BAC programme or the number of cultural groups we run during the project. However, it would reduce the number of children indirectly benefiting from the project as we will be working in fewer schools. As the next cycle is still under discussion we will report on the result of these discussions in the year two annual report.

Financial Report

Total expenditure for this reporting period is: **£15,474** which is 29% of the LACT budget for year two. The under-spend in activities at a local level, mobilising the community and monitoring and evaluation is due to the timing of the BAC cycle which begins half way through the project year (in March 2011). This means that funding spent at the beginning of this BAC cycle (in March 2010) supported some of the activities that occurred in this reporting period, such as enrolling children in the BAC programme and providing educational materials for schools. Remaining funds will be spent during the next BAC cycle beginning in March 2011.

In the next six months, we will roll out the second BAC cycle through support from LACT, co-funding from two recently approved projects by the European Commission and Save the Children funds. However, we are still seeking more funds and are negotiating with the three local governments and Plan Ecuador, as we did for this cycle, to fully develop the second BAC programme. Please see the table below for more information on co-financing.

Activities	Planned expenditure July 2010 to June 2011	Actual expenditure July 2010 to December 2010	Notes
Practical action at a local level			

Provide educational support to enrol 1000 children to the education system	8,889	0	These funds will be used in the next BAC cycle (March 2011).
Provide educational materials at 19 schools for 1000 children	1,391	0	These funds will be used in the next BAC cycle.
Train and support 100 teachers and 20 officials in teaching methods and practices	2,500	0	These funds will be used in the next BAC cycle.
Train 20 officials in public policy, inclusive education and children's rights	1,304	2,789	There is an over-spend on this line as we have initiated trainings with 60 local and national government officials. We have also participated in several education networks/meetings with the Ministry of Education and the 'Contrato Social por la Educación' (civil society education movement) to advocate for a child rights focus to be incorporated into the new law on basic education.
Produce and disseminate guides for 100 teachers	2,200	0	Teaching guides were reproduced in March 2010. Funds will be used in the next BAC cycle.
Facilitate two exchanges between BAC students/youth cultural groups from different project areas and other cantons, where Save the Children and its partners work, to share their cultural traditions and values, BAC experience, and children participation initiatives.	1,763	649	One exchange will take place in March 2011 and the other in March 2012.
Subtotal	18,047	3,438	
Mobilising communities			
Campaigning and awareness raising work across the 3 municipalities using various forms of media: local and regional radio, newsletters and TV, photography, cinema, theatre	500	0	Campaigning activities are planned for the next BAC cycle.
Support children and adolescents in designing, producing and disseminating 3 types of promotional material raising awareness of and advocating for children's right to quality education, in a participatory and safe environment.	2,222	0	Cultural presentations are planned for February 2011.
Support and training of 24 local youth/ cultural groups made up of children and youth and that reclaim and disseminate their culture, identity and children rights.	2,959	1,327	
Subtotal	5,681	1,327	

Monitoring and evaluation			
Gather information, organise photo archive and prepare documentation	370	6	We will spend on this budget line in the next six months.
Carry out monitoring visits	2,500	104	We did not undertake direct monitoring visits this period, but increased Save the Children staff time dedicated to the development and follow up of activities.
Baseline study in three municipalities	0	0	
Intermediate and final evaluation	2,500	0	The evaluation will take place at the end of year two / beginning of year three.
Subtotal	5,370	110	
Delivery			
Project Coordinator salary (100%)	15,000	6,408	
Contribution towards Education Adviser salary: (remit includes teacher training, awareness raising)	2,073	1,037	
Travel and subsistence costs (including fuel and maintenance)	1,112	267	
Subtotal	18,185	7,712	
Support			
Partner office running costs (phone, internet, rent)	1,764	852	
Save the Children local office running costs in Esmeraldas	570	889	Budget over-spent to: 1) improve the security of our local office and 2) included a year one under-spend due to our landlord delaying rent charges from May and June 2010. We will use funding from the EC projects to cover office running costs for the rest of the year.
Subtotal	2,334	1,741	
Save the Children's organisational capability (8%)	3,704	1,146	
Total	53,321	15,474	

Co-financing

The following table shows co-financing secured for years two and three of the project.

Donor	Amount	Information
Cantonal authorities: Rioverde, Eloy Alfaro and San Lorenzo (50% already transferred to partner)	23,571 (£7,857 each)	Office, staff, mobilisation and BACs dissemination. First BAC cycle, ending February 2011.
Plan Ecuador (directly executed)	£139,286	Support to roll out of the BAC first cycle, ending February, 2011.
Desarrollo y Autogestion (partner contribution)	£40,489	Contribution towards BAC implementation, first cycle, and ending February, 2011.
Human Rights Project (European Commission)	£13,587	Contribution towards second BAC cycle implementation, starting in March 2011. To be spent during 2011.
Participation Project (European Commission)	£15,000	Contribution towards increasing children's participation and cultural development activities for the second BAC cycle, starting in March 2011. To be spent during 2011.
Save the Children	£10,000	Contribution towards BAC children accountability activities. Starting in the fourth semester and to be spent during 2011.
Total	£241,933	

Thank you to the Latin American Children's Trust for your generous support of this project.

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