



Achieving Change for Children

Global Impact Report 2010

Achieving Change for Children – Global Impact Report, 2010

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(Summaries of selected programme evaluations - in separate document)

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Cover Photo: Niger: Eight month-old Adaou is checked for malnutrition by Save the Children volunteer Moussa Soueda in his home village of Zakarawa. Moussa establishes that Adaou will need to be checked over by the Save the Children staff at a feeding centre.

GLOBAL IMPACT REPORT 2010

1. Introduction

This report presents some of the main achievements and key learning from Save the Children UK's work in 2009 (April–Dec). It provides overviews of our national and global advocacy, and examples of our programme achievement in each core thematic area. The Appendix includes summaries of 15 selected evaluations.

Estimates of reach

This is the third year we have reported on estimates of the numbers of children reached by our programme activities. These are drawn from data our programmes have provided with their Country Annual Reports. After a successful pilot in 2008, all countries used the harmonised Save the Children Total Reach methodology. This provides data on children and adults, reached both directly and indirectly.

Estimates of reach tell us nothing about programme impact, but they do provide a sense of the scale of our operations. Three years' worth of data enables some year-on-year comparison¹ and reflective questioning where there have been significant or unexpected changes. But since our methodology and reporting cycles have changed to align with the other Save the Children members, we should use this data with caution.

Evaluations

Evaluation quality remains variable. We have included summaries of approximately a third of the evaluations received, with seven of our 12 designated fragile states represented to reflect our organisational prioritisation of these contexts. A focus in 2010 will be to improve the quality of evaluations and develop processes to support those evaluations that are most strategically aligned to organisational priority areas and/or dealing with particularly interesting or innovative approaches.

Annual Reports

This year's Country Annual Reports follow the harmonised Save the Children format for the first time. This gives us more and better-structured information than in previous years, including individual case studies to support communication and fundraising efforts. However, countries are reporting on annual plans they developed in our old Save the Children UK format, and there is a considerable disconnect between the results anticipated in the planning process and those actually reported on. We will not have the matching flow-through of formats from plans to reports until February next year, when we receive the 2010 Country Annual Reports.

Much work remains to improve our ability to report on programme and project outcomes, as opposed to project activities. The process needs to start at the project design stage, with identifying appropriate indicators, and to continue with improving monitoring and evaluation to adequately gather and report on project data.

Harmonising monitoring and evaluation approaches

We have begun the process of harmonising monitoring and evaluation across the Save the Children members. We are focusing on identifying common global indicators within our core thematic areas and agreeing on common terminology, processes and guidance.

¹ As part of the continuing efforts towards core process harmonisation within Save the Children, Save the Children UK moved to a calendar financial year from 1 January 2010.

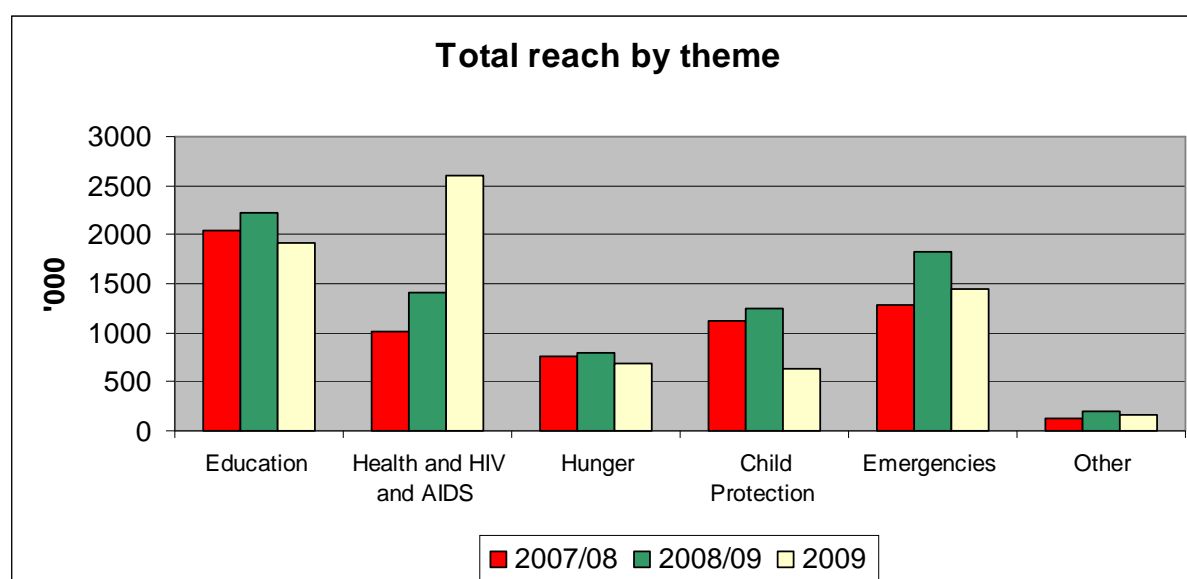
2. Achievements

2.1 Programme reach and spend

Estimating reach

This is the third year of returns estimating the number of children our programmes have reached directly.

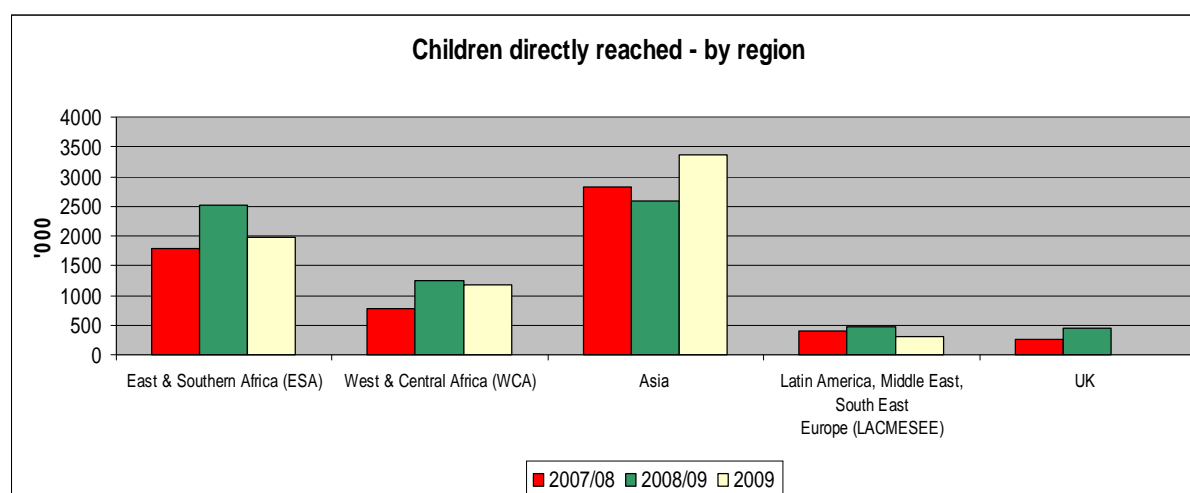
In 2009 we stopped working in North Sudan, handed over or phased out programmes in Mongolia, South-East Europe and Central Asia, and significantly restructured our UK programme.



We should view the reach figures for 2009 with some caution. Adopting the CPH Total Reach methodology has involved some re-categorisations from previous years and the shorter April–December financial year will have had some impact on numbers. Although meaningful year-on-year comparison from 2008/9 is extremely difficult, there was a significant increase in reach through our health programmes - mostly related to emergency response efforts (eg in DRC and Kenya) and post-emergency work such as in Myanmar and Vietnam. There was also a significant drop in the reach of our protection programmes, in part as a result of portfolio changes, grants ending, and a shift to a greater advocacy focus.

Theme ²	Total reached 07/08 (000s)	Total reached 08/09 (000s)	Total reached '09 (April–Dec) (000s)	Total spend 2009 (£000)
Education	2,046	2,231	1,912	32,763
Health/HIV	1,012	1,416	2,595	28,965
Hunger inc livelihoods	758	799	695	42,017
Child Protection	1,123	1,243	640	26,474
Emergencies	1,285	1,823	1,450	
Other	118	194	157	16,149
TOTAL	6,342	7,706	7,449	146,368

² Figures are those before any adjustments have been made for double-counting between themes.



The number of children our programmes reached in Asia has increased considerably, mainly through education work in Bangladesh and Sri Lanka, health work in Myanmar and emergency responses in Indonesia and Pakistan. Conversely, we reached fewer children in Latin America, Middle East and South East Europe (LACMESEE) mainly because of reductions in protection work in Colombia and emergency response in the occupied Palestinian territories, and also in the UK, as a result of programme restructuring.

With the Total Reach methodology, we are now also able to report estimates of the numbers of children our programmes reach indirectly (primarily through communication and awareness raising efforts), and also the number of adults we reach both directly and indirectly. But in many places, the systems for collecting this data are not yet fully developed and indirect reach figures in particular are insufficiently robust for external communication.

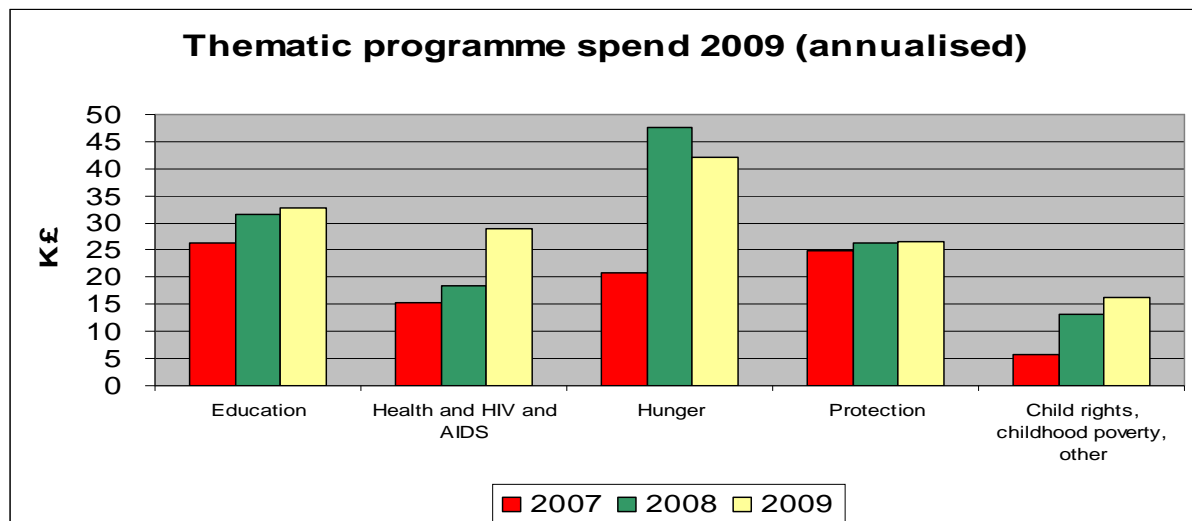
Theme	Children directly reached (000s)	Adults directly reached (000s)	Children indirectly reached (000s)	Adults indirectly reached (000s)
April – Dec '09	(000s)	(000s)	(000s)	(000s)
Education	1,912	395	3,372	2,472
Health/HIV	2,595	1,766	1,164	10,435
Hunger (incl Livelihoods)	695	805	729	1,866
Child Protection	640	202	4,487	4,574
Emergencies	1,450	1,133	789	1,174
Other (including CRG)	157	203	6,543	2,863
TOTAL	7,449	4,504	17,084	23,384

Region (figures adjusted to avoid double-counting) April – Dec '09	Children directly reached (000s)	Adults directly reached (000s)	Children indirectly reached (000s)	Adults Indirectly reached (000s)
East & Southern Africa	1,980	1,281	2,129	7,013
West & Central Africa	1,186	770	1,535	3,470
Asia	3,353	1,954	4,159	7,591
Latin America, Middle East, South East Europe (LACMESEE)	298	276	7,641	4,379
UK	2	0	907	0
TOTAL	6,818	4,081	16,370	22,452

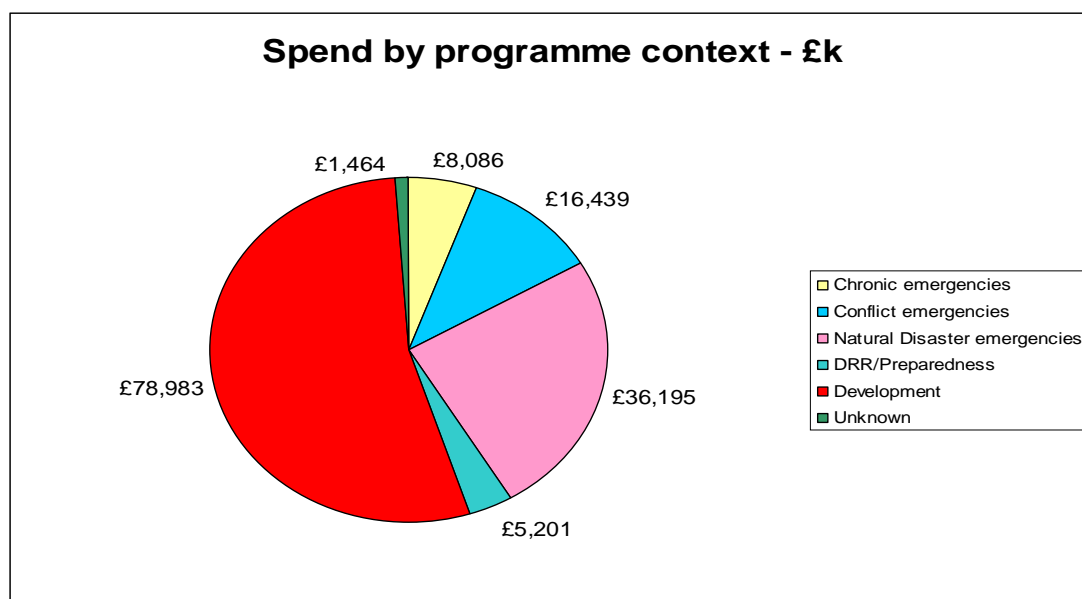
Programme spend

Overall spending in our main thematic programme areas increased by 6.9% to more than £146 million on an annualised basis. The greatest increase (72.4%) was in health, mainly related to emergency spend (in for example DRC and Kenya) and increases in post-emergency work such as Myanmar and Vietnam.

Theme	2007 £k	2008 £k	2009 £k
Education	£26,403	£31,641	£32,763
Health	£12,551	£15,442	£26,627
HIV and AIDS	£2,685	£2,979	£2,338
Hunger	£20,738	£47,506	£42,017
Protection	£24,903	£26,245	£26,474
Child rights	£933	£1,170	£2,357
Childhood poverty	£1,473	£4,214	£3,663
Spending in other areas	£3,301	£7,772	£10,129
Total	£92,987	£136,970	£146,368



A little over half (54%) of our programmatic spend was in development contexts.



2.2 EVERY ONE campaign

EVERY ONE goals

Our Save the Children-wide EVERY ONE campaign, which we launched globally on 5 October, has one clear objective: to help get the world on track to achieve MDG 4 by bringing about a substantial reduction in the preventable deaths of young children.

We published a Save the Children-wide report, *'The Next Revolution: giving every child the chance to survive'*. This sets out a seven-point plan of action, calling on donors, developing countries, international organisations and others to:

1. **Implement credible national plans** for reducing maternal, newborn and child mortality, which may mean strengthening existing plans significantly before implementing them effectively. Plans should focus on achieving universal coverage of proven interventions for saving children's lives, while strengthening systems and delivery mechanisms.
2. **Focus on newborn babies**, since children and their mothers are most vulnerable immediately after birth. We promote a 'continuum of care' – of support to women of reproductive age through birth to early childhood, and of providing care at home through to formal health facilities.
3. **Prioritise equity** to reduce gaps in the coverage of interventions for improving maternal newborn and child health, and also between the mortality rates of rich and poor. This involves removing barriers to care and tackling the underlying causes of high mortality.
4. **Mobilise additional resources** towards reaching agreed goals on maternal and child mortality, to more than double current spending levels. We recommend donors provide at least half of the extra funds needed – around US\$36–45 billion.
5. **Train and deploy more health workers**, setting targets in each country for expanding the number of trained and equipped health workers so they can meet the needs of the poorest and most marginalised communities.
6. **Tackle undernutrition** as a priority issue through proven nutrition interventions, such as exclusive breastfeeding and complementary feeding, and through social protection.
7. **Increase focus on children in emergencies**, providing life-saving assistance for children and their families in emergency, fragile and conflict situations and helping reduce future risks.

Archbishop Desmond Tutu, Dr Gro Harlem Bruntland, Ann Starrs of the Partnership for Maternal, Newborn and Child Health and journalist Rageh Omaar all endorsed *'The Next Revolution'*. Its messaging and advocacy calls have formed the foundation of the political and policy change pillar of the EVERY ONE campaign. It has helped raise our profile as an expert source on newborn and child survival and continues to influence debate in prominent circles.

We also published *'Hungry for Change'*, our flagship report on hunger and child survival. Building on our many years of advocacy and programme experience, this definitive report explains why we – and other organisations – must effectively tackle undernutrition in order to help children survive. *'Hungry for Change'* concentrates on a costed plan of action that NGOs, UN/multi-laterals and governments need to implement to reduce undernutrition. This sets the scene for our advocacy and interventions on hunger reduction until 2015.

We launched *'Hungry for Change'* in Brussels in November at the Standing Committee on Nutrition High level meeting with a subsequent launch in the UK Parliament. About 40 senior decision-makers attended our Brussels launch chaired by Lawrence Haddad (Institute of Development Studies) with speakers including Olivier de Schutter (UN Special Rapporteur on the Right to Food). Mike Foster MP, UK Under Secretary of State for International Development and Malcolm Bruce (Chair of the International Development Select Committee)

spoke along with David Mephram at the London launch which was hosted by the All Party Parliamentary Group on Agriculture and Rural Development.

Launch success

At the launch, we wanted our EVERY ONE messages to reach a million people. In fact, they reached more than 70 million people in 31 countries. More than half a million people signed up to support the campaign – well in excess of our target of 15,000 ‘handraisers’. President Ellen Johnson Sirleaf of Liberia supported the campaign in the international media, while in Nigeria the First Lady signed up to be the champion for the campaign. Nigeria’s federal Minister of Health was so impressed by Nigeria’s Day of the African Child celebrations that he asked our country team to write the speech he delivered at a media briefing in launching our campaign.

An internal evaluation concluded that overall the campaign had been successful. Four of the steering committee’s ambitious eight success criteria were met (numbers exposed to the campaign, handraisers, new corporate partnerships, and media coverage) while work on the others continues (launch in all NCS countries, existing corporate partnership sign-up, presidential/prime ministerial support, and branded fundraising). Key recommendations of the evaluation were to:

- **Secure human resource and investment**, with concrete commitments from Members and inclusion of EVERY ONE in strategic and operational plans
- **Ensure strong planning and project management**, including developing a global long-term timeline highlighting key dates, such as World Pneumonia Day
- **Build and maintain engagement and motivation**, mainly by senior staff championing the campaign and making sure it is discussed at meetings and other events
- **Maintain effective and integrated working and communication**, particularly through regular email news flashes from campaign countries
- **Continue to deliver high quality and appropriate deliverables**, allowing enough time and flexibility for local adaptation. We could also assess our materials by carrying out market research in some countries
- **Measure the success of EVERY ONE**, finalising indicators in each country, which the Steering Group should review regularly.

Other progress

- Following our coordinated lobbying of the G8 Sherpas (high level advisers), the G8 agreed the steps they will take to build momentum on a common set of policy priorities and interventions on maternal, newborn and child health. While there was UK Government leadership on this issue, there was concern that this would be limited to maternal and newborn health. We worked with Save the Children US and Italy to put pressure on the G8 Sherpas to include the child health element. This has provided space for Canada to make the 2010 G8 focused on maternal, newborn and child health.
- Our ‘Make your Mark’ initiative brought visibility to the child survival campaign, with more than 100,000 people at UK festivals – including numerous celebrities – ‘making their mark’ in support of the campaign. Celebrations for the Day of the African Child in 17 countries showed their support for the campaign and ‘made their mark’. Parliamentary activities linked to the Day of the African Child, a Westminster briefing, and party conference receptions allowed us to speak about the large number of people at home and abroad who supported our campaign and about our focus in the run up to the UN MDG Review Summit.

2.3 Health

Global advocacy

Our sustained advocacy for strengthening health systems, including calling for donors to harmonise aid towards national health systems, has contributed to major developments in donor and developing country environments. During 2009, the issues we have long advocated were at the top of the global health agenda. Our fight against health user fees has finally helped lead to a near-consensus on universal access to health services free at the point of delivery.

i. Strengthening health systems

The way that multilateral institutions and donor countries give aid to developing countries is vital to whether it can be used to support basic healthcare services. We contributed to the many discussions that led to the establishment of a Joint Platform for Health Systems Strengthening, through which the World Bank, the Global Fund to Fight AIDS, TB & Malaria and the Global Alliance for Vaccines and Immunisations all intend to coordinate their funding for national health plans.

This included a paper we co-authored in the Lancet, in which we called for the remit of the Global Fund to Fight AIDS, TB & Malaria to be expanded to include health systems, and for increased funding for maternal, newborn and child health. We also made a submission to the Taskforce on Innovative Financing for Health Systems, calling for donors to work together and integrate their funding with the International Health Partnership+. We have since taken part in many discussions on the form that the Joint Platform will take, calling for principles of transparency and country-ownership to be respected.

ii. Influencing through political structures

We attended the G8 Health Experts' Group Meeting in March. Then in May we took part in the G8 Civil Society meeting, which called for additional resources for maternal and child health, as well as for nutrition. Together with Save the Children Italy, we were critical in securing this commitment. Through these structures, we helped persuade world leaders to avoid a split between child and maternal health, and to include an explicit reference in their G8 Communiqué to building a global consensus on maternal, newborn and child health. The G8 Communiqué also supported the principle of healthcare free at the point of delivery "where countries choose".

Our advocacy influenced the Conservative Party Green Paper on Development, which David Cameron launched in July from our London office. The paper includes commitments on maternal and child health, safety nets and nutrition. Drawing on policy material we provided, it also highlights the importance of maternal and child health in assessing the effectiveness of health assistance.

iii. Removing user fees for health care

In 2009, the world reached a near consensus against user fees for healthcare. In September, Gordon Brown secured clear commitments from six developing countries to remove user fees, including Liberia and Sierra Leone where we have been campaigning for this. In October, after extensive lobbying on our part, UNICEF amended its position on user fees, announcing it would support countries wishing to remove fees for basic health services for children and pregnant women. Our many years of research and advocacy have been instrumental in prompting action on this issue. We are now expanding our work to look at domestic resources for health, so we can influence countries that are looking for alternatives to user fees.

Programme achievement & learning

Our health and HIV programmes in 24 countries directly reached almost 2.6 million children.

Sierra Leone

We lobbied the UK government and key people in Sierra Leone to secure a discussion on health at the Sierra Leone Donor Conference, which took place in London in November. At this critical meeting, the Government of Sierra Leone announced a free health care policy and key development partners committed to help implement it. Many members of the Sierra Leone government, as well as development partners and donors, commended us for the important role we played in this success. Participants also watched our videos documenting the policy steps necessary to implement free health care.

At a conference we organised with all major health actors in the UK, participants agreed that the best approaches for financing health systems at the domestic level are tax and social health insurance; the worst are user fees, private health insurance and community-based health insurance.

Within Sierra Leone, we supported Kofi Annan and Desmond Tutu in influential discussions with President Bai Karoma about user fees. In an EVERY ONE video developed by our Sierra Leone team, the president committed to removing health user fees from April 2010. The Sierra Leone government praised our role in the achievement, stating: "We'd like to applaud Save the Children for their commitment and for being a true partner, not doing it for the glory, but for giving Sierra Leone something they can use for its children." During 2009, Sierra Leone's health budget increased by 14% from 7.8 to 9% of the national budget.

In communities where we work:

- 30,285 children under five, and 9,485 pregnant women used health services
- 6,133 pregnant women attended three antenatal care visits (up from 34% in 2008 to 44% 2009)
- 4,364 child births were assisted by a skilled birth attendant (up from 17% in 2008 to 32%)
- 11,447 children under five were treated for malaria (about 14% of cases in the target population)
- 7,272 children under five slept under an insecticide treated nets.

Evaluation summaries

The following health programme summaries can be found in the Appendix:

- *Liberia: Increasing access to health care.* In line with new government strategies, this programme supports health services at county and community levels to improve and increase access to quality basic health care for vulnerable children and their families. The programme supported 12 clinics and improved health access for over 13,000 children. It has modelled a fee-free service for users and a community management approach to tackling acute malnutrition.
- *South Sudan: Recovery and reintegration of returnees.* We implemented this humanitarian support project in a very challenging environment with sporadic inter-tribal clan clashes and cholera, typhoid and meningitis outbreaks. Our aim was to provide support to vulnerable returnees and host communities characterised by high malnutrition rates, extreme vulnerability of returnees and host communities and the neglect of children's rights. We carried out activities to improve food security and livelihoods, nutrition, health and sanitation practices and disaster preparedness. Almost 3,000 households received fishing equipment, fishermen were trained in fish conservation resulting in both improved consumption and increased income through sales, latrines were constructed and community health workers trained.

2.4 Hunger Reduction

Global advocacy

i. Taking leadership on Nutrition

We know that good nutrition is a foundation for children's health, development and wellbeing, and that 35% of children's deaths are closely linked with undernutrition. Now, for the first time in decades, international policy-makers and institutions are also beginning to recognise the importance of investing in young children's nutrition.

In 2009, our ground-breaking work to bring the fight against undernutrition to the attention of politicians and institutions began to pay real dividends. We focused our efforts towards making sure the European Commission (EC) and DFID prioritise children's nutrition at a global level, to give the issue much greater attention than we could achieve on our own. Cementing a close working relationship with the EC, we strongly influenced their nutrition agenda – something that is taken increasingly seriously at a range of levels and across different departments. This year, our relations with DFID have also been stronger than ever, as the department began designing its first ever nutrition strategy. We were instrumental in organising advocacy events and contributing to other outputs during 2009. In helping to prioritise nutrition internationally, this work can potentially benefit millions of children.

- At our high-level seminar early in the year we brought the main international stakeholders in nutrition together for the first time to discuss international nutrition architecture. Participants included representatives from the Dutch, UK, French and Norwegian governments, the World Bank, EC, WHO, NGOs, and academia. As well as increasing our profile as a key player, the seminar led to an EC European Donors' Meeting on Nutrition in June. The EC invited us to attend this on an equal basis with donors, and also to help design the agenda and produce a paper on EC options for nutrition, which served as a basis for discussion.

Along with Institute of Development Studies (IDS) and the French Institute for Research and Development (IRD), we helped the EC host a high-level UN Standing Committee meeting on nutrition in Brussels in November. This centred on future approaches to tackle malnutrition, and ways in which nutrition stakeholders can organise and govern themselves. Our Director of Policy, David Mepham, was invited to speak at the meeting and was also part of a panel of speakers at the press conference.

- The EU invited us and UNICEF to contribute towards the nutrition component of a newly revised humanitarian food assistance strategy. When this is finalised in 2010, there will be a major focus on nutritional outcomes for children in ECHO-funded food assistance.
- Influenced by our lobbying, DFID asked us to help write the first draft of their nutrition strategy, and we seconded a Nutrition Adviser to assist with this. DFID further emphasised their regard for our approach and expertise by recruiting Anna Taylor, our Head of Hunger Reduction, as their first London-based Senior Nutrition Adviser. At the launch of their evidence paper on undernutrition in October, DFID praised us for raising the issue so effectively.

ii. Responding to the global food security crisis

In 2009, the food price crisis continued to have serious implications for poor families, resulting in more malnourished and hungry children. We have been at the forefront of advocacy efforts to achieve food and nutrition security for all.

- We were active in a number of key meetings. At the High Level Meeting on Food Security for All in Madrid, we helped ensure that nutrition was included both in the name and the

mandate of the Global Partnership on Agriculture, Food Security and Nutrition – an initiative led by the UK and French governments, which emanated directly from the food price crisis.

- Since the food price crisis, governments around the world have agreed there needs to be an inter-governmental body to oversee global food and nutrition security. Set up after the 1996 World Food Summit, the Committee on World Food Security (CFS) now has a new mandate, which should mean that rather than simply increasing the production of food, global action will also improve children's nutritional status. Together with MSF, Concern and ACF, we made sure the consultation group for reforming the CFS included a nutrition representative. We also helped obtain formal agreement that nutrition security is a vital partner to food security.
- We produced a range of letters and statements for the G8 and G20, commented on various drafts of the World Food Summit's Statement on Global Food Security and liaised with the UK Government to make sure that senior policy and decision makers heard our messages and included nutrition issues in key high-level policy documents. Our success in achieving change and raising our profile was partly due to being flexible and contributing to key international processes at the right time.

iii. New accountability initiative on eradicating hunger and malnutrition

We welcome new commitments from governments to tackle hunger and malnutrition, but we are still far from ensuring there is enough political and institutional focus on – and resources for – existing commitments. We have an exciting and unique role in making sure there are mechanisms to enforce accountability and highlight gaps. We are helping to develop a proposal for voluntary national Declarations of Commitment to eradicate Hunger and Malnutrition by 2025. We are centrally involved in a civil society coalition on this and drafted an Early Day Motion on it in the UK Parliament in September, which received around 90 signatures from UK MPs.

iv. Affordability of a nutritious diet

The link between poverty and malnutrition is entrenched and mutually reinforcing. So we champion better understanding of how families can afford the nutritious diet children need to grow, develop and reach their full potential. Since 2006, we have been working on a new approach to determine how expensive nutritious diets are for villagers in Asia and Africa. We now want to use this approach with other organisations to measure the affordability of nutritious food, and to establish policies and programmes to improve children's diets. We launched our *Cost of the Diet* method and guidelines at the UN World Food Programme in Rome in October 2009. WFP is already testing this in Zambia and will take part in our training exercises in 2010.

Programme achievement & learning

Our hunger programmes in 13 countries directly reached almost 700,000 children.

Evaluation summaries

The following hunger programme summaries can be found in the Appendix:

- *Ethiopia: Emergency nutrition response.* Legambo in Ethiopia's Amhara region is one of the areas most severely affected by the recurrent drought. Poor rainfall in 2007 and 2008 reduced crop and livestock productivity, a problem that was compounded by global rises in food prices and inflation. 84% of those treated through the supplementary feeding programme and 78% of those outpatient therapeutic programmes were cured of acute malnutrition, exceeding SPHERE standards. Linkage with other Save the Children programmes including seed provision and the rehabilitation of water points was instrumental in reinforcing education and messaging on health, hygiene and nutrition.

- *India: Strengthening food and livelihood security in Mizoram.* Every 48 years, a bamboo flowering phenomenon hits Mizoram. This affects food production dramatically, decreasing food availability and causing starvation. To strengthen food security and prevent affected communities resorting to harmful coping strategies, we provided food relief along with cash for work, seed distribution and over 1,700 cash transfers. The involvement of local communities was instrumental in delivering support to more than 3,000 households in six months. Strategic implementation of the activities ensured that achievements went beyond providing food security and livelihoods and included stimulating local markets and developing new skills. Working with a local partner and through the establishment of village relief committees was critical to overall success. The programme provides a model of working that has the potential to be replicated under the government's national rural employment guarantee scheme.
- *Kenya: Livelihoods support through cash transfers in post-election unrest.* Ethnic and political violence broke out after Kenya's disputed national elections in 2007. More than 1,200 people were killed and up to half a million were displaced. Working with five other NGOs, we supported the recovery and livelihoods of the worst affected displaced and host communities through cash transfers and voucher redemption schemes. In total the programme assisted 130,000 people – roughly 20% of the total displaced population. Careful targeting took particular account of women headed households and a two phase transfer process provided immediate relief whilst allowing the monitoring of utilisation before making more significant transfers for the longer term in the second phase. Considerable learning was generated on how to maximise the benefits of this kind of assistance. The programme also underscored the need for preliminary livelihoods, markets and risk analysis across different wealth groups in the assessment phase in order to inform programme design best suited to facilitate livelihoods recovery.

2.5 Education

Global advocacy

i. Increasing resources for education in conflict-affected fragile states

Education in emergencies and in countries affected by conflict remained our highest priorities in 2009. *Rewrite the Future* celebrated its third birthday on 12 September 2009 and there was much to celebrate: we have helped a million children to go to school and helped improve the quality of education for a further ten million. Save the Children UK programmes in Southern Sudan, DRC, Sri Lanka, Liberia, Somalia and South East Europe all contributed to this achievement. We are now working with country programmes to integrate Disaster Risk Reduction work into their education programmes.

In July, we presented '*Last in Line, Last in School 2009*' at the Dutch Ministry of Foreign Affairs, which analyses donor policy and practice on financing education in conflict-affected fragile states. We presented to an EC panel on '*Donor Engagement: Supporting Education in Fragile and Conflict-affected States*'. We also consulted directly with DFID on its education strategy. Education in conflict-affected countries is now high on donors' agendas, and aid to education in these countries has doubled since our campaign started. The DFID strategy, for example, points out that half of all children not in school live in conflict affected countries and states that around half of DFID bilateral aid for education should go to these countries. This clearly reflects our advocacy messages of recent years.

We also contributed:

- A chapter on creating a new education system in Southern Sudan for a new UNESCO-International Institute for Educational Planning (IIEP) publication, '*Opportunities for change: Education innovation and reform during and after conflict*'.
- Articles for the Enabling Education Network's August 2009 newsletter on: accelerated learning programmes for older children affected by conflict; early childhood care and development in Sri Lanka; and education in emergencies in Kyrgyzstan.

ii. Improving support for education being a central part of donor response to all emergencies.

We held a reception and photo exhibition at the Foreign Press Association to highlight the importance of education in emergencies – an event that was particularly well attended by our advocacy target DFID. We also attended the bi-annual meeting of the Inter-Agency Network for Education in Emergencies (INEE) Education and Fragility Working Group at the World Bank in Washington DC, so we could contribute to the final analysis and provide case studies on education in Cambodia, Liberia and Haiti.

iii. Reducing language problems in education

The extent to which schools use a familiar language is a key factor in determining whether or not the poorest and most excluded children stay in school. Children need opportunities to learn national or international languages, but teaching in major languages in the hope that children pick them up has led to large-scale failure and exclusion.

We have been focusing on language and education over the last two years, and have made great progress in developing technical materials, supporting country programmes and international advocacy. Language issues are reflected in the Save the Children Education Business Plan and other members are now taking up bilingual education projects.

Other progress this year includes:

- In Bangladesh, we arranged a conference under the aegis of UNDP on multilingual education for indigenous children in the Chittagong Hill Tracts. This secured agreement

for stronger indigenous management of education, and for the first time education agencies in the area will coordinate on a regional basis to promote teaching in the languages children speak at home. We also helped set up a national network to promote multilingual education.

- In Vietnam, the Ministry of Education and Training now recognises that Vietnamese is a second language for minority ethnic children, and that this a key issue to be addressed in education. This is a major step forward in policy terms, and is a direct result of our language advocacy campaign. A major World Bank education project also replicated key elements of our bilingual education model in Vietnam, reaching 1.5 million children in minority ethnic areas.
- We have secured £63k from CfBT Education Trust for research on language and education in Vietnam, India and Bangladesh. This will lead to policy and practice guidance for governments on how to move towards effective multilingual teaching.
- We persuaded the Global Campaign for Education in the UK to advocate for mother-tongue education and other education quality issues in its submissions to DFID's Education Strategy consultation.
- We published '*Steps Towards Learning: A guide to overcoming language barriers in children's education*', a guide that has been translated into several languages. As well as our own programmes, other NGOs and education officials are using this to plan and deliver education that uses children's first language initially and introduces other languages gradually.
- In '*Language and education: the missing link*', a report we co-published with CfBT Education Trust, our new analysis identified the countries most at risk of negative consequences if they fail to educate children in familiar languages. After launching the report at a seminar event at Oxford University, we promoted it internationally, to education ministers, donors and academics, including at the Education For All (EFA) Working Group meeting in Paris.
- We successfully lobbied the UNESCO EFA team in 2009, resulting in clear recognition of language as a major challenge in the 2010 EFA Global Monitoring Report.

iv. Improving the quality of education

Improving education quality is critical to increase access to education and enable more children to leave school with the right skills. In 2009, after consolidating our own position on quality, we influenced the position of donors and other Save the Children members on this issue.

We presented our paper '*Transforming Children's Lives through Innovation in Quality Education*', which was based on our research in Colombia, at the Oxford UKFIET Conference on Education and Development, a quality education conference for the Gulf region that was hosted by the Bahrain Economic Development Forum, and an experts' seminar hosted by UNESCO's UK Commission on education quality (which will be used by the Institute of Education as a basis for their international conference in 2010).

At the same influential Oxford UKFIET Conference, we shared the mid-term findings from our *Rewrite the Future* Global Evaluation. We also presented these at the African Regional Evaluation Conference – influencing UNICEF to incorporate our findings in their first evaluation publication on conflict-afflicted fragile states – and during the first consultative meeting for UNESCO's Global Monitoring Report for 2011 on education and conflict.

Programme achievement & learning

Our education programmes in 30 countries directly reached over 1.9 million children.

Evaluation summaries

The following education programme summaries can be found in the Appendix:

- *Bangladesh: Ethnic Communities and Poverty Pockets – a challenging frontier for quality primary education.* More than 60% of Bangladeshi children from ethnic minorities drop out of primary education, often because of language challenges, with only 28% of girls completing their primary education. Our programme has enabled children to learn to read and write in their mother tongue, and then make the switch to Bangla. We have also introduced more child-friendly teaching methods, and promoted opportunities for children's participation. Altogether these highly effective projects have brought major changes to the lives of nearly 10,000 children.
- *China: Yunnan Minority Basic Education Project.* The minority basic education project in China's Yunnan Province was established in 2000 to address the barriers that stopped children from the region's many ethnic minorities receiving a quality education. The programme has involved training nearly 7,000 teachers in new, more participatory teaching methods. Improved exam results for children in participating schools have created further demand for the programme. The work has now been replicated across 30 counties, benefiting more than 114,850 students.
- *Kosovo: Inclusive education in kindergartens and primary schools.* The Balkan conflict left much of Kosovo's infrastructure in ruins, with over 80% of the country's schools damaged or destroyed. But practices excluding disabled, special needs and ethnic minority children from mainstream education survived the conflict. Less than 10% of children with disabilities and special needs have access to school. By providing models of inclusive education that start from the early years, our programme has been working to re-build education as a single system promoting access for all.
- *Somalia / Somaliland: Working with communities to improve education.* Somalia's education system is barely functional. Schools are poorly managed and supervised, teaching quality is poor and enrolment rates are amongst the lowest in the world. In Hiran, we worked closely with communities to carry out 'Back to School' campaigns and improve school infrastructure, which has increased enrolment by a massive 75%. We also provided wide-ranging training and support to improve the quality of teaching, supervision and school management, and have significantly increased the number of women teachers who can now act as role models for female students.
- *Vietnam: Strengthening rights of ethnic minority children in gaining access to basic education.* Vietnam has a strong commitment to Education for All, and is achieving high rates (97%) of primary school enrolment. However, these rates are dramatically lower – as little as 41.5%³ – for children from ethnic minority communities. We piloted a multilingual education project to support children from ethnic minorities in schools. In two years they are already showing outstanding results with students in bilingual classes achieving higher rates of reading comprehension in Vietnamese than peers in normal classes (91% as compared to 70%).

³ Source: UNICEF Vietnam <http://www.unicef.org/vietnam/children.html>

2.6 Child Protection

Global advocacy

i. Setting standards on alternative care

In 2009 we set ourselves the goal of working with partners to make sure new international standards on the care of children without parental care were adopted. We achieved this in November, when the UN General Assembly formally welcomed the *Guidelines on the Alternative Care of Children* in a consensus decision on the 20th anniversary of the Convention on the Rights of the Child. These guidelines were developed over a three-year period by governments and NGOs – including Save the Children – following a recommendation from the UN Committee on the Rights of the Child. They incorporate clear guidance on preventing family separation, minimising institutional care, and developing positive, family-based care alternatives. We lobbied government missions in New York to explain the importance of the guidelines and urge their adoption.

Adoption of the guidelines is only the first step in making sure they are followed. We have since published two new reports to highlight the problems the guidelines seek to address. Together these set the scene for continuing advocacy and policy analysis within the framework of our Care breakthrough. The reports are:

- *'Keeping Children out of Harmful Institutions: Why we should be investing in family-based care'*. This looks at why many countries still choose institutional care as their first response, despite recognising the harm it can cause. The report received significant media coverage.
- *'The Risk of Harm to Young Children in Institutional Care'*, which was written for us by Professor Kevin Browne of Nottingham University and published with the Better Care Network. This gives an overview of the risks to young children's development from being placed in institutional care, and includes recent scientific evidence.

We also organised a high-level international conference on care issues along with UNICEF and the Better Care Network, with financial support from the Foreign & Commonwealth Office, UNICEF and our Child Protection Initiative. This took place at Wilton Park in Sussex shortly after the guidelines were adopted. More than 60 participants attended, including representatives from the World Bank, UNICEF, bilateral donors, academia, INGOs, and also young people with experience of care.

Addressing the issue *'The Neglected Agenda: Protecting Children Without Adequate Parental Care'*, the conference celebrated the adoption of the new guidelines and focused on how they could be implemented. With our report *'Keeping Children out of Harmful Institutions'* a major input, it identified a number of key challenges, including gathering data, harnessing political will, strengthening systems, securing funding, and increasing public and political understanding of children without adequate parental care. It enabled a group of key stakeholders who will be involved in implementing the guidelines to share good practices and ideas. The solutions are not simple: they need to be based on the rights, wishes and best interests of children, address the root causes of vulnerability, and also establish systems of social service, social protection and care.

ii. Better protection for war-affected children

Improving the responsiveness of governments and UN agencies to the violation of children's rights during armed conflicts was another focus of our work in 2009. Building on *'Full of Promise'*, which we wrote for the Humanitarian Practice Network in 2008, one of our advocacy objectives was to expand the criteria for 'naming and shaming' states in the UN Secretary-General's annual reports on children and armed conflict.

Following our advocacy with partners in London and New York, the UN Security Council agreed to a new resolution (1882) in August to better protect children in situations of armed conflict. Echoing a key recommendation in *'Full of Promise'*, this added killing and maiming, rape and sexual violence, to the existing criteria of recruiting child soldiers. As well as having influenced the Secretary-General's report, this should also focus more attention on these issues at the country level. Now they are included in the UN's Monitoring and Reporting system, there will be a channel for grassroots information on these grave violations of children's rights to be taken before the Security Council. The Council also reaffirmed that it intends to use sanctions against persistent perpetrators of crimes against children.

iii. Establishing national and local child protection systems

We continue to be one of the principal agencies conceiving and developing local and national child protection systems. These provide the laws, policies, regulations, finance, and human resources that underpin work with particular groups of vulnerable children. In 2009 we aimed to influence the way in which governments, the UN and other protection agencies conceptualise, strengthen and build child protection systems. The work involved taking part in reference groups that UNICEF and UNHCR have set up to guide the development of their approaches to child protection systems.

One particular issue we wanted to influence was support for informal community-level child protection systems, which can then link with more formal systems at district or higher levels. To this end, we coordinated an inter-agency review of evidence on community-based child protection mechanisms from 60 countries. UNICEF, World Vision, the Displaced Children and Orphans Fund of USAID and the Oak Foundation all participated in the review. We published the findings, *'What are we learning about protecting children in the community?'*, and presented them at a UNHCR consultation on child protection systems in Geneva. We also organised an inter-agency meeting in Nairobi to discuss a new research project on community-based child protection programmes. Participants included senior staff from USAID DCOF, Oak Foundation and UNICEF, academics from Harvard and Columbia Universities, and senior practitioners from ten child-focused organisations across Africa and Asia.

For many years, we have been a leading advocate for the creation of a UN Special Representative on violence against children. Our coordinated and persistent advocacy efforts, working with Save the Children members and other partners, finally came to fruition in May, when UN Secretary General Ban Ki Moon appointed Marta Santos Pais to the new post.

Programme achievement & learning

Our protection programmes in 32 countries directly reached over 640,000 children.

Evaluation summaries

The following protection programme summaries can be found in the Appendix:

- *Democratic Republic of Congo (DRC): Reducing exploitation of working children.*
DRC is a signatory to ILO Convention 182 on the worst forms of child labour. But a fragile economy, a weak education system, and a lack of formal labour regulation combine to make child labour omnipresent in Congolese society. Research estimates that at least 50,000 children are involved in artisan mining. This project aims at withdrawing and preventing children from exploitative child labour by helping them access quality basic education. At mid-term it is on track to provide education services to the 12,000 children targeted and child protection networks have been established in all project communities. However, experience to date suggests a need for more holistic programme design as the lack of income replacement for children taken out of work, and the lack of

secondary schooling or skill development opportunities upon conclusion of primary school have led to some children dropping out from the project and returning to work.

- *India: Improving protection for orphans and vulnerable children.* Natural disasters and civil unrest in the State of Jammu and Kashmir have increased the number of orphaned children, with estimates ranging from 30,000 to 100,000. But there are few orphanages, and community structures and laws and regulations for care institutions fail to ensure children's protection, so these children are at risk of child labour, trafficking, discrimination, and corporal punishment. This programme strengthens local child protection structures by improving existing orphanages, setting up community protection mechanisms and providing education and livelihood support to the children. 13 orphanages in nine districts have been refurbished into 'model' orphanages, child protection committees have been established in 128 villages, and we have worked with community organisations, orphanage staff and the State Government to develop quality standards of care for orphanages across Jammu & Kashmir.
- *Occupied Palestinian Territory (OPT): Prevention and protection – forced displacement.* Forced displacement seriously affects the lives of thousands of Palestinian children and families, but there are no protection mechanisms to help families respond to situations and events that cause displacement. This project worked with 13 communities in the Jordan Valley and Gaza to build local systems for the protection of children and families affected by forced displacement. The rehabilitation of kindergartens, establishment of safe play areas and provision of home water tanks contributed to helping people stay in their own homes in the face of displacement pressures. Different experiences in developing child protection committees in the West Bank and Gaza point to the importance for sustainability of building upon existing community groups or structures in target areas rather than creating new groupings from scratch.

2.7 Emergencies (Conflict and Humanitarian Policy)

Global advocacy

i. Emergencies advocacy

In 2009 we carried out urgent advocacy around the humanitarian needs of children in several emergencies and crisis-affected countries, including Sudan, DRC, Vietnam, and – most notably – Sri Lanka and Pakistan.

We persuaded donor governments to exert pressure on the Sri Lankan Government to begin the process of releasing internally-displaced people from ‘internment’ camps in the north of the country. We also succeeded in getting DFID to change its funding policy on Pakistan. Rather than funding through UN agencies, DFID will now fund implementing agencies directly, so funds will take less time to get to where they are needed. In both instances, our advocacy played an important role in ensuring that humanitarian aid was better able to reach, and meet the needs of children caught up in crisis.

ii. Climate change and disaster risk reduction

We published our report *‘Feeling the Heat: Child Survival in a Changing Climate’* internationally in November. It was very well received, including by senior ministers in a number of governments. The Secretary of the UN Climate Change body quoted the report in the opening address of the Copenhagen Climate Summit in December, which also helped put the vulnerability of children at the centre of the debate.

At the Copenhagen Climate Conference, we helped organise a well-attended side event on climate change and children. This was moderated by Margareta Wahlstrom, the Assistant Secretary-General for Disaster Risk Reduction, who has become a champion for children’s issues as a result of our careful advocacy and relationship-building, and has specifically requested a chapter on children in the next – extremely influential – Global Assessment Report on Disaster Risk Reduction and Adaption. We also facilitated the involvement of Charlotte Petri Gornitza, Save the Children’s Secretary General, as moderator for a high-level event looking at the intergenerational impacts of climate change. Participants included Josette Sherran (Head of WFP), Bekele Gelata (Head of IFRC), John Holmes, Mary Robinson (elder), and a number of children and young people.

We secured a place as one of five agencies on a DFID-funded consortium looking at how to build resilience to climate change in Africa. We are the lead member in Mozambique – a programme that will have a strong advocacy component at national, regional and international levels. We also supported Save the Children members’ work on disaster risk reduction, including co-facilitating regional workshops in Bangladesh and Ethiopia to build the capacity of country programmes in those regions.

iii. Humanitarian reform

We have been a leading member of the DFID-funded *NGOs and Humanitarian Reform* project. We made a major contribution to a five-country review, which led to a conference in Ditchley Park in October that made NGOs much more prominent in the humanitarian reform process.

We recruited Humanitarian Reform Officers in Ethiopia and Zimbabwe, who are now leading NGO engagement in the humanitarian reform process at the country level. We have further strengthened our strong relationship with DFID on these issues, particularly through our work on Pakistan. We are also the only NGO in the global task-group for Common Humanitarian Funds. Through this, we have been able to influence the terms of reference for a forthcoming evaluation of key financing sources for humanitarian response.

iv. Conflict and international humanitarian law

We are now one of the first ports of call for those in the sector working on humanitarian principles. We have a strong relationship with ODI's Humanitarian Policy Group and a place on the steering committee of a project addressing humanitarian dilemmas in practice. We are also one of the few humanitarian or development agencies tackling issues around armed-violence, particularly on how the use of explosive weapons can affect children. We presented a paper at a prestigious conference in Oxford to good reviews and are now part of a steering committee working on Armed Violence and the MDGs. We are now in a stronger position to make sure children's concerns are considered in these important areas in the future.

Following close collaboration between the Pakistan country team and the London office, it is likely the Black Swan Foundation will provide us with five million Canadian dollars over a three-year period to address the issue of Pakistani children associated with armed groups. This will hopefully further strengthen our advocacy and policy work to reverse the trend of ignoring children's rights in the global security discourse.

Programme achievement & learning

Our Save the Children UK emergency responses in 18 countries directly reached over 1.45 million children.

Children's Emergency Fund (CEF) and ERP deployment

Between April and December 2009, our Children's Emergency Fund supported 27 emergency responses in 20 countries to a value of £1.169million. The main responses were in relation to the East African food crisis (Kenya, Ethiopia and Somalia) and in East Asia in response to typhoon Ketsana (Vietnam and Philippines) and the West Sumatra earthquake (Indonesia). There were a total of 78 deployments of 36 Emergency Response Personnel (ERPs).

In Kenya, the food crisis left much of the population with too little food. Before October's short rains, WFP reported that after four years of failed rains, Kenya's drought was the worst in a decade. Many things compounded to worsen the situation, including crop failure, high food prices, dry or contaminated water sources and the continuing influx of refugees from Somalia into the Dadaab refugee camps. The global financial crisis affected tourism and remittances, and agriculture was still suffering the effects of the 2008 election violence. Pastoralists' food security was severely threatened and malnutrition rates soared. The short rains then brought flooding, displacing thousands from their homes. We responded with nutrition, livelihoods, health, and child protection programmes. We also provided shelter and emergency relief items for those displaced by flooding.

After causing major flooding across the Philippines, Typhoon Ketsana caused landfalls in central Vietnam, affecting communities in 12 provinces. Rainfall was at its highest rate for 40 years. Our response was rapid and effective, with urgent food and non-food relief items distributed on a large scale to almost 17% of the people who needed humanitarian assistance. We reached more than 76,000 beneficiaries within weeks of the disaster. We laid the foundations for an integrated recovery programme, focusing particularly on vulnerable highland communities with large ethnic minority populations. We were able to scale up activities quickly, because of the strong partnerships our existing health and education development programmes have developed with the government.

Asian Tsunami final evaluation

December 2009 marked the fifth anniversary of the Asian tsunami and the closure of Save the Children's Tsunami Response Programmes. The disaster was unique in the level of devastation it brought, as well as the global empathy and support that followed. It was also a

turning point for our organisation in terms of collaboration around emergency response – it led to much better cooperation and unity with other organisations in subsequent emergency work.

The external final evaluation found our tsunami response programmes in all three countries to have been excellent overall. According to evaluators: “Each program elaborated extensive programmatic objectives in planning documents and donor proposals and each program met most of those objectives. Alliance lead agencies in all three countries remarkably achieved almost all of their ‘deliverable commitments’ in capacity building, training, curriculum and guideline development, material support, equipment provision, and construction. Emergency response operations reached high numbers of beneficiaries in almost all sectors and, in some cases, the ambitious targets set were exceeded.”⁴

The evaluation also identified a number of lessons-learned, which are relevant to all our emergency interventions. Those relating to programming included:

- By locating various programmes in the same community, we can improve integration and meet beneficiaries’ needs more holistically. Compared with where we ran single programmes, programme impact was far greater in all communities visited where we had implemented two or more programmes.
- The most effective programmes across the tsunami-affected countries focused on developing government systems and/or linking local community and government initiatives. Programmes worked best when government authorities and local communities were directly involved in the planning and management.
- Incorporating livelihoods interventions for poor families was essential in preventing secondary separation as it gave families the financial ability to look after children rather than sending them to institutions. It is essential to start these interventions early to prevent a wave of institutionalisation after a disaster.
- Reconstructing health centres and schools was quite successful. However, residential housing proved much more complex and challenging to rebuild and we should have ensured a much greater level of expertise before committing to such a large construction programme. Expertise was essential for design and construction, but also in community development and mobilisation and for understanding the complexities of working in a corrupt society.
- Our training activities were critical in fostering ownership and improving the skills and knowledge of primary education and health providers and also government representatives. Governments and communities particularly appreciated our capacity development activities.
- Our early decision to work in areas affected by conflict together with those affected by the tsunami, was key. It enabled us to address wider needs with better integration, and both government and community leaders praised us for our forward thinking. This approach enabled us to benefit from opportunities created by the peace agreement to build a smarter Aceh and, now conflict has ceased in Sri Lanka, we are also able to capitalise on redevelopment opportunities in this country.

Among the management lessons identified were recommendations that we should avoid:

⁴ See p.76, Save the Children’s Tsunami Response Programme Final Report

- allowing arbitrary spending timelines to drive redevelopment activities – the pressure to spend by a certain time pushed programme activities too quickly, resulting in normal development processes being rushed or overlooked
- making firm long-term commitments before carrying out a detailed needs assessment and involving appropriate development programme expertise
- allowing extended vacancies in key management positions
- delaying decentralization of responsibility in the post-emergency phase – staff with operational decision-making power at the local level should be able to integrate work in different sectors in their geographical area.

Evaluation summaries

The following emergency programme summaries can be found in the Appendix:

- *Afghanistan: Community-focused emergency preparedness.* Each year, natural disasters in the northern provinces of Afghanistan cause death, injury and disease, and contribute to the loss of homes, productive land and livestock. This is our first emergency preparedness project in Afghanistan. Most government departments, UN agencies and NGOs still operate in a humanitarian aid mode, but we took the groundbreaking step of using a community empowerment approach. As well as giving community members and organisations a central role, we made a conscious effort to involve children. 80 community groups were established across 20 villages and over 1,400 people were trained in a variety of disaster preparedness related subjects. Community-led early warning systems were established in the 20 villages.
- *Sri Lanka: Humanitarian assistance to IDPs.* Intensified hostilities between the government of Sri Lanka and the Liberation Tigers of Tamil Eelam from late 2008 led to an unprecedented humanitarian crisis, displacing thousands of civilians in the north of the country. Around 280,000 civilians, including 100,000 children, were recorded crossing over to government-controlled areas and were detained in camps. In a tight security situation, we were able to ensure that the material and psychosocial needs of displaced children in the camps were met. We involved over 17,000 children in protection and recreational activities to restore some normality to their lives and enhance their well being and constructed 16 temporary learning spaces that provided over 2,200 children with access to school. Our advocacy efforts built on our direct practice and succeeded in making the provision of child-friendly spaces and temporary learning spaces mandatory when designing and setting up new camps for the displaced.

2.7 UK Child Poverty

Advocacy

In the fifth wealthiest country in the world, 1.7 million children live in severe poverty.

Our lobbying of the UK government in advance of the March 2009 budget for significant additional investment to tackle child poverty was largely unsuccessful in financial terms due to the constrained fiscal environment, with only £140m secured towards child tax credits. We did however succeed in positioning ourselves with the government as the key lead agency on the issue.

We were also successful in lobbying governments to ensure that the new Child Poverty Act is UK wide, listens to the voices of children and young people, and includes duties on the Scottish and Northern Ireland governments as well as making reference to the Welsh Assembly. The Act enshrined into law the Labour government's promise to end child poverty by 2020 – in part as a result of campaigning by the End Child Poverty coalition, of which we are a member. Working as part of the same coalition we also helped persuade the government to provide free school meals for an extra 500,000 of the poorest children – a decision that lifted 50,000 children above the poverty line.

We also acted as a consultant on the Channel 4 series '*How the Other Half Live*', which highlighted the disparities between the rich and poor in Britain in 2010. Each episode had more than two million viewers.

Programme achievement

The restructuring and new focus of our UK programme has significantly reduced our direct reach through projects while our indirect reach is maintained through wider work – from anti-bullying campaigns to helping refugee and asylum-seeking young people get access to higher education. In 2009 our programme spend was £3.7m. We started 13 Inspiring Change groups across the UK, led by children, young people and young mothers.

With funding from transport company FirstGroup, young people in Glasgow, Oldham, Bradford and Newham used the power of film to highlight the reality of child poverty in Britain today. Their five '*Wee Shots*' films premiered at the House of Commons.

2.9 Development Policy

Global advocacy

i. Ensuring DFID and the EU give greater priority to social protection

Social protection received prominent attention in DFID's 2009 White Paper, thanks in part to our lobbying alongside other organisations in the Grow Up Free from Poverty coalition. With the coalition, we engaged with DFID before the G20 Summit and helped prepare a position paper on the World Bank's Vulnerability Financing Facility (VVF) and Rapid Social Response Fund (RSRF). We also met with the Secretary of State for International Development to lobby him on this issue. Alongside UNICEF, we organised a joint statement on the importance of child-sensitive social protection that was signed by, among others, DFID, Institute of Development Studies, International Labour Organization, Overseas Development Institute, UNDP, and the World Bank.

We published *'Lasting Benefits'*, a flagship social protection policy report on the role of cash transfers in reducing child mortality, as part of our work on newborn and child survival. We launched the report at an event in Addis Ababa, attended by government officials, international organisations such as UNICEF and UNDP, donors and civil society organisations. We also published follow-up articles on the Guardian's *Comment is Free* website and in *The Lancet*.

We contributed an article to the journal, *Vulnerable Children and Youth Studies*, on children, cash transfers and social welfare services and we also presented a paper *'Social protection responses to economic crises and their impacts on children: learning from past lessons in Indonesia and Ethiopia'*, at the joint UNICEF-ODI conference on *'The global economic crisis – Including children in the policy response'*, held in London in November 2009.

ii. Improving aid effectiveness and "good governance"

We circulated three short papers outlining our recent research into the effectiveness of US foreign assistance in Ethiopia, Malawi and Tajikistan. This was part of the Hewlett Research grant on aid effectiveness (a joint research project between Save the Children US and UK). The DFID Permanent Secretary particularly welcomed one of the reports and praised its quality.

We are helping to shape the emerging agenda around children and governance. We put out a Policy Briefing on *'Children and Good Governance'*, which has helped to frame the issues for the first time. We also organised a public meeting in UNICEF House in New York on the links between child rights and governance as part of the UNCRC 20th anniversary events.

We have an active relationship with the Ethical Trading Initiative (ETI), largely managed by the Development Policy team. In 2009 Primark, which was at risk of having its membership of ETI revoked following serious allegations of abuses of workers' rights, significantly ramped up its activities in ethical trade. We joined the ETI in numerous meetings with Primark to encourage them to invest more heavily in ethical trade, and played a direct role in encouraging Primark to improve its business practices.

iii. Influencing policy on child rights

We are leading on a number of issues in the area of children's rights:

- We coordinated 15 child rights organisations to produce a submission for the DFID White Paper Consultation in May 2009, which received positive feedback from DFID's Equity and Rights Team. We also organised a meeting with senior DFID staff and 40 key children and youth focused organisations to discuss how issues relating to children and youth could inform the implementation of DFID's White Paper.

- To support our national advocacy efforts around child survival, we coordinated a five-month legal research project with Freshfields Bruckhaus Derringer (one of the world's largest law firms) setting out how legal frameworks in the countries we designated as priority countries for our EVERY ONE campaign can help or hinder child survival rates. This work has been hugely helpful in our efforts to create national child survival advocacy action plans.
- In partnership with World Vision and the Child Rights Information Network (CRIN), we facilitated two high-level meetings with officials from the Ministry of Justice, DFID, and the Foreign and Commonwealth Office to lobby the UK government to support the need for a complaints procedure for the UNCRC. This resulted in a positive change in the UK government's position, as evidenced in the support shown in the Human Rights Council Working Group in December.
- To mark the 20th anniversary of the UNCRC, we worked with Ice and Fire Theatre Company and Everychild to produce '*Listen to Me*', a piece of theatre based on in-depth interviews with marginalised children around the world. This inspiring and thought-provoking play highlighted, in children's own words, the challenges they continue to face to realise their basic rights. The play attracted 180 people, including representatives from NGOs, policy-makers, judges, academics, celebrities and young people.

iv. Young Lives

We are the lead policy partner in Young Lives, an international study of childhood poverty tracking the lives of 12,000 children in four countries over 15 years. Early in 2009 Young Lives held an international conference including stakeholders from government and civil society organisations in our study countries. David Mepham gave a keynote speech reinforcing the importance of focusing on children in wider development processes and pointed to the rich seam of evidence in Young Lives to be exploited for policy ideas.

A number of joint Save the Children and Young Lives activities focus on creating links from research into policy and practice and include research on ethnic minorities and education in Vietnam. Young Lives produced a briefing on how its research data can be used to build and support key messages in our EVERY ONE campaign. In particular it illustrates the high levels of inequality and persistent malnutrition in young children, despite economic growth, and the long-term implications of this for children's development. Young Lives' work on the ethics of research with children has had a significant impact on debates within the research community. An important part of this is the training of fieldworkers, which uses the Save the Children child safeguarding policy as a key resource.

Programme achievement & learning

Angola: Participatory local governance

Ideology and Angola's long civil war conspired to forge the particularly strong centralist tendencies that have long characterized Angolan governance. Within this system, few governance decisions of consequence were delegated to administrations at the municipal level, and much less to local populations. The long war has also contributed to a huge deficit in the technical capacity of local municipal administrators. Against this backdrop we have been surprised by the receptiveness with which municipal administrators are embracing the participatory process that our Municipal Development Programme has introduced. The five municipal administrators involved have clearly expressed their high regard for the new participatory institutions and forums the programme has introduced. The process has particularly enhanced the participation of women in local decision-making.

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LIBERIA: Increasing access to health care

Project title:	Improved access to and utilisation of basic health care by returnees and local communities in Gbarpolu, Bomi and Margibi counties.
Dates:	April 2008 – June 2009
Evaluation:	Final Evaluation
Funded by:	ECHO
Main partners:	Ministry of Health and Social Welfare

Liberia is recovering from years of civil war with a history of poor governance, economic collapse and the destruction of infrastructure, making it one of the poorest countries in the world. The lack of livelihood options and basic services has further aggravated the situation for the poor and vulnerable among the population. The country has high levels of under five and infant mortality. We set up this health programme to support health services at county and community levels to improve and increase access to health care in line with new government strategies.

Background

The Liberia demographic health survey from 2007 showed high mortality rates with mortality for <5 at 110/1,000 live births, infant mortality at 71/1000 births and neo natal mortality at 32/1,000 births. 46% of deliveries are attended by trained health professionals and 61% deliveries are at home. Since the peace accord in 2003 the government has been making progress in improving health care and health status by reforming the health sector. The goal is to have a decentralised service providing maternal and newborn health, child health, reproductive and adolescent health, disease control, mental health and emergency care at community level. The vision is to have a coherent coordinated national community health system supported through community health workers. We have supported and been working closely with the Ministry of Health and Social Welfare towards these objectives and are also responding to some of the priority interventions documented in the Poverty Reduction Strategy.

Our goals

The main aim of the project was to enhance access to quality primary health care services for 84,700 vulnerable and hard to reach children, adolescents, women and their families in five districts in the Gbarpolu, Bomi and Margibi counties. The overall goal is complemented by four objectives: clinics are open, drugs and medical supplies are available, children are vaccinated and women get antenatal care.

Main achievements

We have been supporting twelve Ministry of Health and Social Welfare Clinics with drugs, supplies, staff incentives, and systems and capacity building support to the community health teams (CHT). According to a country-wide assessment of basic health package services, the supported clinics scored between 66%- 86 % in areas of child health, adolescent and reproductive health, newborn care, antenatal care and health care services. In Bomi county where the services scored 86% the Ministry of Health and Social Welfare has asked us to move the project to use our support in other areas.

- **Improved health status of 13,700 children and 71,000 from the vulnerable population through basic child survival interventions and provision of primary health care.** This was done by getting the clinics up and running with regular payment and additional incentives for staff and the supply of drugs and medical supplies.
- **Programmes were established in 12 clinics to prevent death of malnourished children through community based management of acute malnutrition.** Children were screened and enrolled in an outpatient therapeutic programme, or for in-patient care if they had poor appetite and medical complications. Support was also given to a supplementary feeding programme for children with moderate malnutrition and community health workers were trained to follow up with malnourished children in the community.
- **Improved access to and increased quality of reproductive health care and family planning services.** All supported clinics provide antenatal and postnatal care and family planning services. Training for traditionally trained and other midwives in home based life saving skills have improved delivery practices and referrals to clinics for deliveries.

- **County and clinic level management systems strengthened and enabled for emergency preparedness and response capacity.** Community Health team staff have been trained on health system management. The supervision with the Ministry is regular. Staff are paid regularly and one county has completed emergency preparedness plans. A drug system has also been put in place.

Key success factors

- **Getting the clinics running through paying staff regularly, setting up joint supervision and supplying drugs** has been the main success of the project and fundamental for improving health status and practices in the three counties where the programme was implemented.
- **Enabling a fee-free health service.** Our support to the health care system is enabling implementation of the user fee-free health service that the government is working towards. This helps in overcoming the financial barriers to health care access and has an impact on the health of a population who have little money to pay for health services.
- **The programme has been well managed.** We have established good relationships with partners and stakeholders at community level and with the Ministry of Health and Social Welfare. We are viewed with respect and are an appreciated partner and actor.
- **The community management of acute malnutrition is a new and innovative approach** and reaches out to communities with little access to hospitals.
- **Strengthened community engagement in public health systems.** As a result of attempting to integrate the traditionally trained midwives into the system, more women have now been referred to hospitals for deliveries. Children's groups have been supported with 'cultural' and 'sports' equipment and have met to talk about issues such as stopping rape.

Challenges and recommendations

- **Focusing on outcomes rather than activity.** In the current project this was a challenge because there was no baseline data. Needs assessments had been undertaken but these were largely unavailable. Other data is collected but not used effectively.
- It is suggested that collected data is analysed to ascertain the outcomes of the project. Future

programmes should record baseline data and use it for monitoring and evaluation. Other ways to assess outcomes in different areas of the project should also be explored, for example by comparing project areas with areas that lack nutrition programmes with plumpy nut. The impact of the children's involvement as well as the training activities should also be analysed.

- Another area that needs more attention in this respect is reproductive health, for example by looking at what the traditionally trained midwives are doing differently after the training and if that has made any difference to reproductive health outcomes. It is also necessary to examine the causes of reproductive health problems and ensure that the programme addresses these.
- **Poor and unclear records** made it difficult to assess the number of visitors to the health clinics. This also made it difficult to monitor admissions and discharges and what happens to patients after discharge.
- It is recommended to improve record keeping, monitoring and analysis of the nutrition programme with a focus on the community aspects, assessing the causes of malnutrition and establishing if they are being addressed.
- **Lack of continuity of senior health staff has led to poor storage and management of data and insufficient support to staff.** Because of this there have been difficulties in assessing the effectiveness of the programme. Staff capacity to deliver the project has also been hampered.
- **Increased transparency and accountability to partners and stakeholders to increase ownership.** We attempted to be accountable to various stakeholders such as children, communities, clinic staff, CHT and the ministry. These stakeholders have been involved in different activities such as planning and implementation, but it remains unclear how much influence this has had on the project.

It is suggested to sign a memorandum of understanding between the CHT and Save the Children. This should then be shared and clearly displayed in the offices of both Save the Children and the CHT as well as in the clinics. In addition suggestion boxes and notice boards should be set up to encourage sharing of information and feedback mechanisms.

- **Continue the collaborative way of working with the Ministry of Health and Social Affairs,** linking and supporting the policies from central level to county level, and focusing on developing a more strategic

approach to strengthen the community health teams with a view to increase sustainability by moving from supporting a few clinics to overall county support. The links to the Ministry of Health and Social Welfare could be strengthened so they are more meaningfully involved in deciding on agendas and evaluations.

- **Strengthening Children's participation** by giving more support to the children's clubs, linking them with schools, establishing clear expected outputs, involving children more in decision making and monitoring of the programme so they are more active and empowered.
- **The training programmes can be strengthened** by assessing learning needs and having clear and measurable training objectives and follow-up activities after the training - with post-training tests and on the job coaching to ensure performance has improved in areas such as diagnostics, prescriptions and data collection.
- **The evaluation team also recommended that the project:**
 - Strengthen the response to Malaria through health promotion, linking with the distribution of insecticide treated nets, monitoring the morbidity trends, and treatments.
 - Strengthen links between the health, education and other programmes to enable more joint planning and implementation.
 - Provide more support to the CHTs to ensure that there are emergency preparedness plans for all areas.
 - Ensure there are safe latrines with hand washing facilities and water supply at the clinics. Clinics should all have a safe method of incineration and a placenta pit.

SOUTH SUDAN: Recovery and reintegration of returnees.

Project title:	Humanitarian support to vulnerable returnees and host communities in South Sudan
Dates:	November 2008 – July 2009
Evaluation:	Final Evaluation
Funded by:	ECHO
Main partners:	AMA, CMCM, CRADA, VCD, Tear Fund and UNWWA.

We implemented this humanitarian support project in a very challenging environment with sporadic inter-tribal clan clashes and cholera, typhoid and meningitis outbreaks. The purpose was to provide support to vulnerable returnees and host communities characterised by high malnutrition rates, extreme vulnerability of returnees and host communities and the neglect of children's rights. We delivered activities to improve food security and livelihoods, nutrition, health and sanitation practices and disaster preparedness.

Background

The Jonglei and Unity States of Sudan are characterized by high numbers of returnees and displaced people caused by regular clashes between tribes. This puts additional pressure on scarce resources such as food, water, shelter and health care facilities. Limited access to safe water, and poor hygiene and sanitation has fuelled the disease prevalence of malaria, diarrhoea and cholera. In addition poor child care practices contribute to the high rate of child malnutrition. Both returnees and host communities have a lack of saving mechanisms as well as protection and livelihoods strategies that could build their well being.

Our goals

The main aim of the project was to contribute to the reduction of extreme vulnerability, the impact of malnutrition, and child rights abuse among vulnerable

returnee and host communities. Also to prevent an increase in mortality and morbidity associated with acute malnutrition among children less than five years. This was done through integrated approaches for addressing malnutrition, local capacity building and emergency preparedness. The project targeted 128,832 people and was designed and implemented through four main components - food and livelihoods security; nutrition activities; hygiene and health; and emergency preparedness and disaster risk reduction.

Main achievements

- **Food and livelihoods security:**

Community consultative meetings were organised that helped to identify beneficiaries and built community ownership of the project.

Vegetable consumption and sales: Community demonstration gardens were set up together with women's groups to initiate and support vegetable production, consumption and selling to bring additional income. Some members of the groups subsequently started backyard farming and have been selling some of their produce.

Fish consumption and sales: 2,995 households received fishing equipment and 76 fishermen were trained in fish preservation. This has improved consumption of fish as well as increased incomes through sales.

Consumption of goats' milk increased through distribution of goats to 110 households through a voucher livestock fair system.

- **Nutrition activities to enable children under five with malnutrition access relevant care:**

The project established contact with and received support from WFP and UNICEF who provided medical supplies, supplementary foods and non-food items.

Addressing malnutrition in under five year olds. Six Community Therapeutic Centres (CTC) were set up and targeted children under five who were severely or moderately malnourished. The CTCs provided an outpatient therapeutic care programme and a supplementary feeding programme. Children were screened and given de-wormers, mosquito nets, anti-malarials and additional care, and high energy foods that suited their nutritional status. Parents were given basic health education. Children with severe complications were referred to a stabilisation centre.

Training of community health workers and community-based nutrition workers.

13 community health workers were recruited and trained to admit and discharge children at the CTCs and to detect and refer malnourished children. 12 community based nutrition workers were also recruited and trained to carry out basic screening of children, lactating and pregnant women, and to carry out community mobilization and awareness on the prevention and treatment of malnutrition. They also followed up to see how enrolled children were progressing and responding to the treatment and feeding programme.

- **Improved hygiene and health practices in communities** were achieved through training of health promoters and peer educators to raise awareness; promote and change practices; and distribute information, education and communications material about health and HIV and AIDS. Health clubs were set up in ten schools. Results included a reduction in stomach related illness among community members.

Use and awareness of latrines. Public latrines were constructed to improve sanitation and awareness raised about toilet use as opposed to open defecation with its associated spread of diseases. Community hygiene promoters and local authorities were given building materials to enable them to act as role models in the community to build and use latrines. 213 latrines were built and significantly contributed to improving hygiene and sanitation in the project areas. (Most of the latrines were constructed by the households themselves with PVC slabs provided.) To facilitate and promote hand washing buckets for water and soap were distributed. 12 washing tanks were also distributed to schools and markets.

- **Strengthen emergency preparedness and disaster risk management** and response capacity to face conflict and natural disasters.

An emergency preparedness plan was developed with local authorities and NGOs. It identifies hazards and risk areas and points out community manageable responses and strategies.

Disaster and security risk assessments were conducted with communities together with a partner organisation (CRADA). The participation of communities increased their knowledge and skills in disaster and security risk assessments.

Non-food items were stocked to respond to emergencies. Some of these items were distributed during ethnic and inter-tribal conflicts common in the Jonglei State.

Key success factors

- **Use of community based personnel** such as the community nutrition workers and hygiene promoters instead of recruiting new staff saved resources. In spite of challenging circumstances they performed well and the savings could be used to support implementation.
- **The approach of working in collaboration** with civil society partners increased project coverage and the transfer of skills, contributing to the capacity building of the partners. Working with the Local Administration structures was key to identifying beneficiaries and locating project sites, and increased our credibility.

Challenges and recommendations

- **Several factors contributed to a limited implementation period.** Funds were released two month after the planned starting date. Difficulties in recruiting for the nutrition component pushed back the start date to March 2009. Severe weather conditions also impacted on the viability of certain activities and several planned activities were not undertaken at all.

It is suggested that we use our own funds to ensure that project activities start on time in cases where funds pending release are delaying implementation. In these cases this should be done with approval from the donor.

- **Limited follow up in some project activities.** Eg follow up with children enrolled in the health programmes was not sufficient to see how they were responding and progressing. Many activities were being implemented at the same time to ensure completion before the project ended and there were not enough staff to ensure adequate follow-up. This was partly due to the limited time discussed above and explains why priority was given to quantitative outputs over the qualitative nature of the outputs and outcomes. This can partly be addressed through the recommendations related to planning and reporting below.
- **Programme framework and planning.** Several factors had a negative impact on the implementation and sustainability of the project. These could have been mitigated with a more comprehensive approach to planning, monitoring, and evaluation. Weather

conditions delayed implementation of the project and should have been better considered during planning. Most of the implementation should be done in the dry season when roads, paths and airfields are usable. A sustainability strategy should be developed so that the benefits of the project have a life beyond project closure. Ownership by local communities is important for this. Capacity building of local partners through continuous support and organisational development is needed to help them manage themselves as institutions. This will significantly contribute to the growth of civil society.

- The project lacked an **integrated monitoring and evaluation system**. This is needed for continuous assessment of progress and to provide feedback to partners about progress as well as to capture and share learning.
- **Children's participation** should be scaled up in future projects to accelerate child survival, development and protection.
- **Clarify contractual arrangements:** Better understanding of ECHO guidelines on financing, grant suspension and extensions is needed so that we are well equipped to request and negotiate extensions in time. Contractual obligations with partners need to be

clarified and formalised to avoid delays in project implementation.

- **Poor beneficiary targeting:** Some women in the vegetable garden were too weak to dig and hence their ability to participate in and benefit from the activity was limited. With the fishing activities, some communities were too far from the fishing sources to make proper use of the equipment and training. There were also concerns about allocation of the latrine slabs with claims that more well-off households benefited at the expense of poor and vulnerable households.
- **Negative attitudes, behaviour, and practices in communities in relation to health, hygiene and child care** tend to be deeply embedded and require long term efforts to change and as such were beyond the capacity of the project.
- **The information, education and communications (IEC) material was only available in English.** The majority of the community members lack knowledge in English and although there were graphic illustrations in the materials this is not enough to ensure that local communities understand the messages. It is recommended that all future IEC material is translated into the local language.

ETHIOPIA:

Emergency nutrition response

Project title:	Legambo Emergency Nutrition Response
Dates:	9 months from August 2008 – May 2009, Evaluation date – July 2009
Evaluation:	Final Evaluation
Funded by:	UNOCHA

The *woreda* – or district – of Legambo is located in the Amhara region of Ethiopia and is one of the areas most severely affected by recurrent drought. Poor rainfall in 2007 and 2008 resulted in a decline in crop and livestock productivity which was compounded by global rises in food prices and inflation. A rapid assessment in June 2008 showed that households increasingly unable to afford food prices resorted to coping strategies such as reducing the number and quality of meals. Acute malnutrition was estimated at 26.7% and 3.9% of under fives were severely malnourished.

Legambo has an estimated population of 180,720 including 30,724 children under the age of five of whom nearly one-third are beneficiaries of the government's Productive Safety Net Programme (PSNP).

Our main goals

Our main goal was to enhance child survival and improve the quality of life, health and nutritional status of children, women and vulnerable people in target areas of Legambo district. We aimed to do this through direct support and capacity building for community-based therapeutic care (CTC) targeting severely and moderately acute malnourished children under five years, pregnant women and lactating mothers. We aimed to do this by:

- **Implementing target supplementary feeding programmes** to support moderately and acutely malnourished children without medical complications by providing bi-weekly pre-mixed supplementary food rations.

- **Establishing outpatient therapeutic programmes (OTP)** through ten sites to provide home-based treatment and rehabilitation for children who were severely/acutely malnourished but free of medical complications.
- **Establishing a stabilization centre** in partnership with Hidar hospital to provide 24-hour inpatient care for acutely malnourished children prone to medical complications.
- **Engaging and training community volunteers**, caregivers and other community members in nutrition promotion and encourage mothers/caretakers to bring their children for screening.
- **Providing in-service training** for community volunteers, health extension workers, health professionals and officials.

Main achievements

- **CTC programmes** treated a total of 2,114 moderately malnourished children; 1,969 lactating and pregnant mothers; and 272 severe acute malnourished children with high cure rates and low death and default rates. Of participants treated through the target supplementary feeding programme, 84% (1,224) were cured, and among participants in OTPs, 77.8% were cured – exceeding SPHERE minimum standards.
- **Two-way referral systems** were established linking target supplementary feeding programmes. OTPs and the stabilization centre as well as higher level hospitals included transport systems to ensure that severely malnourished children could reach the stabilization centre and access follow-up care at their local OTP site.
- **In-service training** was provided to over 244 community volunteers and health extension workers on key health and hygiene messages, understanding the community-based therapeutic care approach, screening for malnutrition and follow-up and defaulter tracing.
- **The project was well integrated within government health structures.**
- Through **community mobilization and education activities**, the project highlighted and influenced local attitudes to regard malnutrition as a health problem requiring medical attention and proper feeding.

Key success factors

- **Community empowerment and ownership** fostered through direct involvement in the CTC

programme: community members and volunteers were trained to deliver key health and hygiene messages, to understand malnutrition and the CTC approach. Community volunteers were additionally trained on screening for malnutrition using mid-upper arm circumference (MUAC) and to undertake follow-up and defaulter tracing. Community involvement was crucial both to the success and sustainability of the programme.

- **Strong links and relationships with local infrastructure and authorities:** the CTC sites were physically located at existing health facilities and Save the Children established strong working relationships with the *woreda* health office.
- **Linkages with other Save the Children development initiatives,** including seed provision and rehabilitation of water points, were instrumental to reinforce education and messaging on health, hygiene and nutrition by improving the local food supply and availability of water.
- **Policy changes** in favour of the local management of severe acute malnutrition: the OTP programme capitalized on the decentralization of health services by the government in July 2008 which expanded the responsibilities of health extension workers to include screening, admission and management of severe acute malnutrition.

INDIA: Strengthening food and livelihood security in Mizoram.

Project title:	Strengthening food and livelihood security in Mizoram
Dates:	August 2008 – July 2009
Evaluation:	Final Evaluation
Funded by:	ECHO
Main partners:	The project was implemented together with Centre for Peace and Development

Mautam is an extreme bamboo flowering phenomenon that hits Mizoram every 48 years affecting food production and resulting in dramatically decreased availability of food that leads to starvation. To strengthen food security and prevent affected communities from resorting to harmful coping strategies we implemented food relief together with cash for work, seed distribution and cash transfers. This was done in partnership with a local NGO, Centre for Peace and Development (CPD). Local communities' management and participation was instrumental to the success of delivering support to 3,004 households in 6 months. The strategic implementation of the activities ensured that achievements went beyond providing food security and livelihood. The range of positive side effects like stimulation of local markets, provision of new skills, increased capacity in communities and sustained food production contributed to the overall success of the project.

Background

Mautam is a phenomenon that attracts and induces reproduction of rodents which destroy crops. Because of the combination of lack of land to pursue agriculture and lack of availability of viable alternate sources for livelihoods, people resort to harmful coping strategies such as collecting alternate food and selling livestock. A humanitarian crisis unfolds, beyond the capacities of the local communities.

The Saiha district reported 90% crop losses every year from 2006- 2008 and 79 % of the population in the district is below the poverty line. The remoteness of the district and lack of access to markets and scope for alternative livelihoods made the Saiha districts particularly vulnerable to the negative effects of Mautam.

Our goals

The main aim of the project was to enable the Mautam affected households in 27 remote villages in the Saiha district to achieve short term food security and to protect their livelihoods without having to resort to harmful coping strategies. The activities were also designed to complement the Public Distribution System (PDS) of food and to not distort local markets or provide disincentives to communities to grow food/crops.

Main achievements

- **Over a period of 6 months 3,004 households in 27 villages benefited from the project in one or more ways** by receiving food, participating in cash/seeds for work or receiving livestock or cash transfers. 63% of the poorest families in these areas were reached in the intervention.
- **Free food rations covering 40% of dietary need** were handed out to families with members living with a disability, pregnant and lactating women, elderly and widows and families classified as vulnerable.
- **Cash for work benefited 2,452 families** and supported them to purchase additional food locally or from the public distribution system and to prevent sourcing food from the woods. Women who have the responsibility to source additional food from woods reported that this gave them sufficient time to continue to undertake their caring responsibilities in the home which otherwise would have been neglected. Alternative child-care was arranged for single mothers to enable them to take part in the scheme. Cash for work also instilled confidence in the community, enhanced their ability to plan, and raised awareness about similar activities run by the government.
- The cash for work component was modified to provide seed to meet the needs of farmers to continue to grow food.
- **Livestock provision** was made of two piglets each to families who had resorted to selling livestock and created security for the future. The livestock also built a sense of pride in the poorest households.

- **1,700 cash transfers were delivered targeting widows, elderly, single female-headed households, or those with vulnerable children.** Cash transfers were used to enable villagers to spend their time for other productive purposes of their choice. 90 % of the beneficiaries used the cash transfers to address the needs of their children. They also benefited the most vulnerable section of the community. In the absence of Banks the cash transfers were implemented through the postal department of India, and an insurance benefit was also introduced for a minimal charge as well as an introduction to the concept of saving. 20% of the beneficiaries reported that they would like to continue to save money in the provided account. The cash transfers also created useful assets for the village.
- **An advocacy initiative supported the field level implementation with the purpose of communicating the realities on the ground.** Practical suggestions were circulated among key government agencies based on a field level study done together with the Adventist Relief and Development Agency and ActionAid. The study documented the impact of Mautam and the effectiveness of various government initiatives.
- **50 % of the beneficiaries demonstrated great understanding of the programmes** following extensive coverage of Mautam by local media, TV and newspapers. We also set up workshops and meetings with the communities to keep them informed.
- **In the evaluation no negative remarks were made about the project that was rated as highly successful** by Save the Children and partner staff, village relief committees, beneficiaries and functionaries of the village councils.
- **Learning from best practice** of cash transfers from Save the Children in Swaziland helped targeting, process and methodology to deliver the 1,700 cash transfers.
- **Community Participation:** Together with the communities we established Village Relief Committees (VRCs). The VRCs have a critical role in the design and implementation of the project and were integral to its success. Through them we ensured the participation of relevant community members in project design, management and decision making. Extensive mobilisation of youth volunteers was also possible through the VRCs. The VRCs were co-ordinated by the Village Community Organiser who was a paid staff member appointed by the CPD and tended to be an educated youth from the village. The main functions of the VRCs were:
 - Household surveys
 - Food material receipt, unloading and storage
 - Food distribution
 - Identification and monitoring of the cash for work activities
 - Beneficiary identification and selection
 - Supporting communities in cash withdrawal.

The responsibility to identify activities in consultation with the community, as well as the remuneration that was paid to the community facilitated identification of appropriate activities and quality work.
- **The management systems and controls**, such as multi location tracking systems, were key to deliver activities successfully and on time in such a complex environment and location. Mizoram is one of the most remote regions of India, and lacks access to markets, adequate transportation and communications facilities and suffers from poor infrastructure. These systems facilitated the flexibility within the project to change the procurement strategy in a way that decreased transportation time by one day.

At community level recording and tracking of beneficiaries was done through distribution of a card which clearly indicated the beneficiaries' entitlement. With this the support a beneficiary had received could be tracked and compared to plans. Attention was paid to explain to beneficiaries about their entitlement and the importance of using their tracking cards.

- **Stakeholder relations and staff commitment.** We managed good relationships with stakeholders from national to local level. These relationships and hard

Key success factors

- **The successful partnership between us and the CPD was critical.** We complemented each others strengths and enabled the success of the project. CPD brought local knowledge and language (Mara) and we brought experience in humanitarian emergency operations.
- **The flexibility of the project** to change its activities to include seed distribution led to farmers restarting agriculture, and the effective management of complex logistics enabled fast implementation of a range of activities to a high standard.

working and committed staff were key to deliver the project activities in such a short time frame and in challenging circumstances.

Challenges and recommendations

- **No NGO's in the local area had prior experience of delivering humanitarian assistance**, and we didn't have any knowledge of the local context and language. In spite of this we partnered with a local NGO. This partnership became key to the successful implementation of the project. It enabled learning between us and the local NGO and facilitated community participation in design and delivery of the project.
- **It is recommended that a short training curriculum is developed** to build capacities of relevant partners initially. It is also recommended that a person with the relevant experience works in parallel with selected partner staff to ensure skills and capacities are built and sustained.
- **An exit/phase out strategy** is important in a context where there are few or no operating NGOs to phase out the work in a way that will ensure sustainability of the structures built up during the project.
- **Advocacy and communications** are critical to make sure that awareness is raised among relevant policy makers, especially in a context where there is a lack of media and networks. Because of the delay in the start of the project, advocacy activities that were originally planned had to be postponed. Activities also tended to be re-prioritised favouring tangible outputs over less easily measurable activities such as advocacy. It is recommended that a staff member is appointed with the specific remit to plan, co-ordinate and implement advocacy activities undertaken by Save the Children and partners. In this particular situation it is also recommended that advocacy work is sustained considering the impact of Mautam on the population and the work they have to do to overcome it.
- Because of **difficulties in establishing the identity** of some of the households in the communities they ended up not participating in the programme activities in spite of being in great need. There were indications that these were immigrants and not Indian citizens and hence not eligible to participate in the activities. The evaluators raised the question of whether or not this is the right way to act in a humanitarian crises and it remains an open questions for actors in the humanitarian sector.
- **It is recommended to share the model of the cash for work** programme for replication under the National Rural Employment Guarantee Scheme (NREGS) run by the government.
- **It is recommended to document and share the community management system established in the villages** and urge the local administration to use this and the existing social capital under the Bamboo Flowering and Famine Combat Scheme. Government can also be approached and offered assistance in strengthening the schemes in relations to the NREGS.

KENYA: Livelihoods support through cash transfers in post election unrest.

Project title:	Post Election Violence Early recovery Programme in Kenya 2008-2009
Dates:	March 2008- 2009
Evaluation:	Lessons Learned Review
Funded by:	ECHO
Main partners:	Action Against Hunger, CRS, CARE, Welt Hunger Hilfe, World Vision.

Ethnic and political violence broke out after the disputed national elections in Kenya 2007. Over 1,200 people were killed and up to 500,000 were displaced. Together with five other NGOs we supported the recovery and livelihoods of the worst affected displaced and host communities through cash transfers and voucher schemes.

Background

In normal circumstances the areas affected by post election violence are food secure and produce 70% of the national annual maize production. The displacement of population meant that 20-30% of the annual cropping land was taken out of production, affecting livelihoods and markets across Kenya.

Six international NGO's implemented six interventions to support small scale farmers and to a smaller extent small business enterprises and urban households - altogether targeting 21,772 households. Together with World Vision and Catholic Relief Services (CRS) we implemented three interventions in the Rift Valley Province. Vouchers with either cash value, or for a predetermined commodity or service, were predominately used to transfer assets. Vouchers were redeemed through agricultural fairs or directly through suppliers registered with the projects. We also supplemented this with cash for work and direct grants to a small number of beneficiaries.

Our goals

To support the immediate recovery of food security by implementing fast recovery projects to mitigate the long term impacts of the violence, using a wide range of cash transfer systems enabling farmers, and in some cases small businesses, to themselves determine the input needed.

Main achievements

- We have revitalised the livelihoods of the target households in a way that has not inflated local market prices, but has stimulated local businesses. The involvement of local traders was as much a benefit to the local economy as the cash transfers were to the beneficiaries. Between all six agencies we assisted 130,000 people, which is around 20% of the whole displaced population. All projects have taken account of the need to include host populations, and the majority of the beneficiaries are likely to be women headed households.
- Our own interventions targeted 4,430 households, identified through community based committees with the involvement of local representatives and government authorities. The households were experienced farmers, many who had left their farms during the violence and now returned. There were also a small proportion of non-displaced households. Communities were supported to establish village recovery committees which also represented the beneficiaries.
- Vouchers of different denominations were distributed and could be redeemed for items of choice at a number of agricultural fairs at which open competition was encouraged. A wide range of products were available so that beneficiaries could make an informed choice. 16 traders participated altogether in 12 trade fairs.
- We supplemented our voucher scheme with a cash for work scheme on beneficiaries' land, with cash grants to 50 very vulnerable households, and with vaccination of livestock in 2,226 households.
- Capacity building within communities was undertaken by all projects to ensure that targeting, registration and voucher redemption were effected as transparently and impartially as possible. The agricultural fairs also worked as capacity building processes where communities came together and could be assisted by government and project staff.
- At the time of review farmers had already generated about Ksh 72,000 from the initial Ksh 10,000 invested.

Farmers and small businesses were demonstrating a good degree of self-sufficiency and were optimistic that with a continuation of rain and conducive market conditions, the programme was going to achieve significant impact.

- Most traders engaged by the project indicated a very positive impact on turnover during the period of implementation and there are indications that this change will be sustained in the longer term. The smaller agro-vet suppliers posted a 30–50% increase in their monthly turnover during voucher redemption and another small-scale supplier reported doubling output during the time they engaged in the project. Project beneficiaries often represented a new clientele for their businesses through participation in agricultural fairs.

Key success factors

- **Community based targeting in collaboration with local authorities was well applied and took particular account of women-headed households and included host populations.** This approach is essential and vetting and reviewing of official lists should be as community driven and transparent as possible.
- **Quality of inputs and the system of delivery was generally good.** Close collaboration with the Ministry of Agriculture ensured quality of input. The open competition in the agricultural fairs helped to ensure choice of cost as well as quality for beneficiaries.
- **Innovative practices using local banking facilities** were applied in two cases of urban and rural contexts to very good effect.
- **Beneficiaries appreciated the opportunity of choice provided through cash transfer** and were very positive about the quality of commodities. They were empowered to use resources in the most appropriate way. Vouchers in rural areas and cash transfers in urban areas were the safest ways to make the asset transfers.
- **The implementation of cash grants in two tranches** was excellent since it provided immediate relief to vulnerable households and allowed the opportunity to monitor the utilisation of the first transfer. Depending on how that went a more significant longer term investment was made in the second transfer. Administering the cash grants through Equity Bank considerably reduced risk to beneficiaries by them not holding cash in the home.
- **Agricultural fairs are generally the preferred means of voucher redemption for beneficiaries and suppliers.** It allows for open competition among suppliers, a forum for information exchange between farmers, advice from technical services, and allows for more effective monitoring and evaluation.
- **Our initiative to require all suppliers to hold a bank account ensured fast bank transfers to suppliers.** This gave suppliers early confidence in us which in turn increased the number of participating suppliers from 6 to 16 at an early stage of the projects.

Challenges and recommendations

- **Not all projects undertook sufficient livelihoods, markets and risk analysis through preliminary assessments to adequately inform the interventions.** This had an impact on the design and relevance of intervention. The assessments were not sufficiently focused on the impact that the post-election violence had on the household economies of different wealth groups in different livelihoods zones, and the type of interventions that would best support the recovery of those livelihoods. Two of the assessments did not analyse the markets and risk associated with different kinds of interventions. The relevance and the effectiveness of the projects, and hence their success, depended very much on the quality of the assessments. Because of this some of the projects do not explain clearly (i) why cash or vouchers were proposed (ii) how the value to be transferred was determined, and (iii) the relative cost-efficiency of the different options of transfers. Projects which drew on livelihoods analysis had a much better understanding of the type of interventions that would best address issues of food insecurity according to the wealth group of the household and the livelihood zone. In any similar future work, assessments must include appropriate economic, livelihoods, market and risk analysis in order to sufficiently inform the nature of the interventions, the value of transfer and the type of household targeted. Projects in similar livelihood zones should be conducting joint assessments and having regular dialogue to share information, assessments, analysis and strategies with the aim of promoting better effectiveness and consistency in programme interventions.
- **The cost efficiency of delivering transfers varied considerably across implemented projects.**

- Cost effectiveness was considerably higher for the CRS who could work through the Catholic Dioceses with existing capacity that brought down staff costs. They also had the highest value of cash transfers to each beneficiary which meant that cost per beneficiary dropped.
- Cost-effectiveness was lower where a large investment was made in capacity building of staff at field and national level.
- Contrary to assumption it turned out that it was more expensive to make cash grants. This was because of the costs of the size of the team required to monitor and roll out the activity.
- **Although suppliers were given prior information about voucher redemption, there is still a range of ways that value for beneficiaries can be improved.**
 - Undertaking surveys with beneficiaries in advance to determine demand for different commodities. Inform suppliers so that: (i) they can buy in bulk with confidence, (ii) items are less likely to run out of stock in a fair and (iii) they don't have to stock items that there is no or little demand for.
 - Suppliers being assured that reimbursement will be quick increases their confidence and likelihood to participate in future initiatives. It is recommended that field offices are authorised to reimburse the suppliers in order to avoid unnecessary delays.
- **Coordination between partners in relation to policies and strategies was insufficient to avoid overlaps in the project.** This led to inconsistency in approach by partners operating in the same livelihood zone, since all partners developed their own delivery and monitoring systems, with each organisation adopting different amounts and methods for cash transfer. There was no coherent strategy across the partnership, leading to very small gains from each partner's institutional experience by other partners. It is recommended that ECHO should lead in facilitating cross-institutional learning, ensuring that partners are working towards a common and coherent strategy. This would include regular coordination meetings at the assessment, design and project inception stages.
- **Several factors caused delays in the project.** The timing of voucher redemption and cash grants is crucial to the value they have for households. Interventions delivered at the beginning of the agricultural season count for much more than those delivered mid-season or later. Several of the partnering organisations pushed back their timelines significantly when they did not manage to implement transfers in time for the short rains (that started earlier than expected) and decided to wait until the next season began to maximise value. We were the only organisation who managed to set up the project for beneficiaries to capitalise on the short rains. Factors that caused delays were:
 - Contracts with ECHO were not signed until the end of May 2008.
 - Setting up of operational units including recruitment, awareness-raising, targeting and administration, took a lot of time.
 - Suppliers were reluctant to engage with another voucher scheme after facing problems receiving payments from the government implemented NAAIAP project (see below).
- **In terms of voucher use we learned that:**
 - Non commodity-specific vouchers should be printed in various denominations to allow choice for beneficiaries and include a serial number and have a short validity period of maximum three days.
 - Commodity-specific vouchers should only be applied in small scale projects where individual needs can be considered to ensure inputs are not imposed.
 - Cash grants are preferable in urban contexts, especially where beneficiaries can have individual accounts in existing banking systems.
- **Community sensitisation is essential** prior to undertaking cash transfers to avoid tensions or divisions about the purpose of the project. Beneficiaries need to be fully aware about the procedures and obligations related to the transfers.
- **Entering formal agreements with and briefing suppliers and banks** prior to voucher redemption is critical to ensure clear, common understanding for the process and obligations.
- **To improve monitoring of similar initiatives in the future** it is recommended that:
 - Monitoring of project inputs is more streamlined and systematic within and between partnering organisations to avoid administrative overload.
 - A more systematic approach is developed by ECHO, including setting baselines and developing an overall results monitoring framework.

- Cash transfer projects should be allowed a three month period after implementation for monitoring project results.
- **It is also recommended that ECHO should** both (i) develop clear, common guidelines outlining principles and practice regarding cash transfers and build the requisite capacity in each organisation and (ii) identify and develop local capacity through which it can operate in the future.
- **Lessons learned for scaling-up.** This initiative has shown that it is possible to run cash-transfer projects at a limited scale with existing capacity. At the same time it is critical that lessons learned from this, and the significantly larger government initiative (NAAIAP) targeting 2.5 m smallholders, are taken on board for any plans to scale up.
 - It is critical that key implementing partners develop the skills and capacity within their field teams to assess, implement, manage and monitor cash-transfer programming. This requires investment to ensure that a core team of staff exist with the requisite skills set.
 - It is also important that decision making responsibility is delegated to field level, so that implementation is not constantly delayed by referrals to national-level offices in Nairobi.
 - Partners need to be working from the same tool set and methodologies for undertaking assessments, and approaches to developing baselines should be consistent across the partnership. The partners should work towards similar objectives and adopt appropriate strategies. Clear, common guidelines outlining principles and practice regarding cash transfers should be developed.
 - Better capacity assessment of local organisations and capacity building of requisite skills is also required to reduce dependency upon international NGOs.

BANGLADESH: Ethnic Communities and Poverty Pockets: A Challenging Frontier for Quality Primary Education

Project title: Shishur Khamatayan Early Childhood Development Project, Bangladesh

Dates: 2003-2015

Evaluation: Mid-term Review

Main partners: Save the Children: SC USA, SC Denmark, SC Sweden and SC UK

Accessing a quality basic education is a challenge for many Bangladeshi children, but especially so for children from ethnic minorities. More than 60% of children from ethnic minorities drop out of primary education, often because of language challenges. Our programme has enabled children to learn to read and write in their mother tongue, and then in Bangla. We have also introduced more child-friendly teaching methods, and promoted opportunities for children's participation. Altogether these highly effective projects have brought major changes to the lives of nearly 10,000 children.

Background

Bangladesh has one of the largest and most complex primary education systems in the world. Over the last 20 years enrolment rates, particularly for girls, have risen significantly. However, for many children from socially and economically marginalised groups, the relevance and accessibility of that education have remained a problem. For some, the costs associated with school are prohibitive. For others, their lack of fluency in the Bangla language has

acted as an additional barrier to their entry. If they do not understand the teacher, children are often physically punished and are unlikely to do well. In addition, the poor quality and lack of relevance of the mainstream curriculum to their lives and communities means that families take the difficult decision to remove children, and instead to train them for work.

For such reasons, it is estimated that over 55% of ethnic minority children aged between 6 and 10 are not in school in the country. The situation is most acute amongst girls: only 28% complete their primary education. Gender, ethnicity and marginalised locations combine to create a powerful set of barriers to basic education for many.

Our Goals

Our primary aim in the project was to improve access to quality education and to promote children's participation in school settings. We aimed to achieve this by:

- Ensuring that all children in the project area, but especially those from marginalised groups, acquire a quality inclusive education and participate in decisions that affect them
- Providing mother-tongue based primary education and arrangements for primary education of the poorest areas ('poverty pockets')
- Achieving quality in the education process by ensuring that children learn in activity-based learning environments where teachers listen to children
- Promoting understanding among teachers of the challenges faced by minority children, and the use of positive disciplinary techniques
- Developing and promoting mechanisms for children's participation
- Supporting children in the transition period from pre-primary to primary, and from primary to secondary school, to prevent them from dropping out
- Ensuring the success of the project by using the knowledge and resources of Save the Children partners, and its future by advocacy at the national level for replication of the model

The project is located in areas which suffer from specific problems which affect children's schooling. In Kurigram along the Jammu River in north-western Bangladesh, we

targeted children whose families inhabit 'char'¹ land that is prone to flooding and from which they are regularly forced to flee. The other location is in the Chittagong Hill Tract (CHT) area in the southeast of the country, where minority indigenous groups have precarious livelihoods and suffer discrimination.

Main achievements

The programme has effectively changed the way communities see education: adults now understand education as a right, children begin their school careers in their native language, and teachers have transformed children's experiences with more active and participatory techniques for teaching. Amongst our key results are:

- A total of 4,413 young children are attending the 159 pre-primary schools now operating across project areas. Schools in the CHT area are functioning as Multi Lingual Schools, where children are learning about their mother-tongue first, and then in Bangla. In both areas, locals now say all children should have this kind of education.
- Children have learned to read and write in their mother-tongue, increasing their confidence and opportunities for socialisation, as well as future education. The process and results of multilingual education have removed language barriers within the community, and children from minority groups have been able to enter mainstream schools.
- Recruitment and training of 27 specialist teachers to work with expanded intakes of children in multilingual education settings. Their training incorporated work on early childhood development and child protection issues, the Convention on the Rights of the Child, and specialist attention to language development issues.
- Over 4,000 children are involved in 157 active children's groups. Over half of these members (2,172) are girls, and the membership also includes children who do not attend school. Members have received training on children's rights, and the groups are active with monthly meetings. Groups are involved with the School Management Committees, and also use their collective voice to discuss issues relating to education and protection. They undertake awareness raising activities

in the community in relation to topics such as health and sports.

- 20 Children's Learning Circles have been established, supporting 372 children to address any specific problems they have with the curriculum. Supported by teachers, the groups meet twice a week for two hours a time, and the success of the format has been acknowledged by the communities.
- The participatory methods and opportunities that the programme has introduced have changed the dynamics between pupils and teachers. Children have a new enthusiasm for learning and have become more inquisitive. Student councils have been established, children have initiated their own activities in and outside of schools, and teachers have been sensitised to work positively with this new approach from children.
- As a result of more child-focused teaching methods, and training of teachers in positive discipline techniques, the use of corporal punishment has decreased.
- Communities now see the vital importance of pre-primary education and are clamouring for coverage to include all local children to ensure they also benefit from the strong start the process offers. This is also linked to the now widespread acceptance of the concept of education as a right for all children.

Key success factors

The educational model for the inclusive education programme included a number of elements designed to address problems of low quality content and language barriers. A key issue was to incorporate principles of active learning and positive discipline. These principles were applied across the board within the methods of the programme, which included:

- **Comprehensive training for teachers** involving everything from daily work plans to activity ideas. This training has been supported by monthly follow-ups and field supervisors who visit teachers and support their learning and work.
- **Activity-centred learning:** In this model the classroom is split into four corners, with each designated to a specific topic - language, mathematics, blocks, and sand & water. The model has functioned very well, allowing children to learn through play, which is both effective and engaging.

¹ 'Char' means land that is formed by erosion and deposition alongside the river, and is extremely vulnerable to flooding

- **A participatory approach to curriculum development**, whereby the curriculum emphasised the cultural context of the local community and was carefully thought out so as to be as relevant and engaging as possible.
 - **The first-ever books for children in minority languages** - Chakma, Marma and Kokborok - were created, and illustrated with locally-based imagery. Ethnic specialists were employed, and collected the tales and rhymes of local ethnic groups to compile the books.
 - **Working closely with local communities.** This has included partner organisations who had their own existing education programmes, and who have significant experience and acceptance in the local communities. Using their knowledge and skills for the project's implementation was a significant asset. Projects also ensured that local government *Upazila* (sub-district) education offices were involved and on board, and that members of the local community are involved with running the schools. This is crucial for the future of the programmes.
- include feeding programmes attached that could support local children.
- **The loss of newly- trained staff:** An unfortunate by-product of training teachers and equipping them with new skills was that some went to work for other organisations that had established similar programmes.
 - **Children's participation** and rights are still ambiguous concepts within some communities, where the idea of children having any say in matters has been difficult to introduce.

Challenges and recommendations

The results obtained varied in some degree because the nature of the projects in the two sites were different.

- **Funding for the future of pre-schools is an issue.** Securing government commitment to funding and continuing the practice of multilingual education is a priority. Although the importance of multilingual education has been acknowledged in the government Early Childhood Development strategy paper, and projects worked closely with local education authorities, this process needs to continue in the coming years of the project to ensure the future. It could include developing a policy paper that lays out clear recommendations and a strategy based on the outcome of future research.
- **Addressing other development needs:** In parts of the CHT area, the need for an integrated approach to development is noted, because communities suffer from basic problems in relation to water, sanitation and health. Electricity supply is also non-existent in most project sites, and a possible solution is investment in solar-power systems for schools. Another related problem is that of malnutrition amongst school-going children. A recommendation was to turn some multilingual education schools into multi-function centres within an integrated development approach, and

CHINA: Yunnan Minority Basic Education Project

<i>Project title:</i>	Yunnan Minority Basic Education Project
<i>Dates:</i>	2000-2009
<i>Evaluation:</i>	End Line Evaluation Report
<i>Funded by:</i>	World Bank, DFID, EU
<i>Main partners:</i>	Yunnan Provincial Education

The minority basic education project in the Yunnan Province of China was established in 2000 to address the barriers that children from the region's many ethnic minorities faced in accessing a quality education. The programme has involved the training of nearly 7,000 teachers in new, more participatory methods of interaction with their students, and over 114,850 students have benefited as it has been replicated across 30 counties.

Background

China has witnessed massive but uneven growth in recent years. Many people remain poor and marginalised, particularly in the rural western provinces of China. The mountainous province of Yunnan in western China is where nearly half of the country's 55 ethnic minority groups live. These ethnic minorities suffer disproportionate levels of poverty and their children have lower levels of educational access and achievement.

Although China has a universal nine-year compulsory education programme with generally high enrolment rates, enrolment and completion rates are much lower amongst minority groups and the poorest communities. In Yunnan, illiteracy rates are nearly twice the national average. Teacher qualification rates are lower, as are the standards of teaching. Furthermore, there are significant gaps between home, school and community that mean that families and schools don't support each other in ways that reinforce education. Rather, schools suffer from weak leadership and management.

Our Goals

Our project aimed to improve policy and practice for basic (primary) education for rural, poor and ethnic minority children in Yunnan, as a key component of poverty reduction strategies. In order to meet this overall objective, we had a number of smaller goals to help us. These included:

- Training teachers, teacher-trainers and educational managers about active child-centred approaches
- Increasing levels of participation by the community in basic education
- Creating inclusive educational environments for children with special needs
- Establishing income generating activities, to enable poor families to afford to send their children to school as well as providing employment and skill development opportunities for improved livelihoods
- Policy development and reform: improved government policy and practice in basic education at province and national level, reflecting core concepts of the project

Main achievements

In its most recent replication phase, the programme has been rolled out in 30 counties. The evaluation looked at progress in three of these, Ning'er, Mojiang and Zhenyuan counties.

- In Pu'er city, 4,584 teachers from primary schools had received training. In 2008 alone, 1,550 teachers from seven counties were trained. More than 200 teachers from middle schools also received training. In Ning'er county, 3,941 primary school teachers attended 300 training days. In total 114,850 students were benefiting from the programme.
- Children at schools involved in the programme have achieved improved exam results, raising their schools' performance in the league tables in which schools are ranked. The interactive and child-focused teaching methods that the programme trains staff to use mean that there are significantly higher levels of interaction between staff and students. Trained teachers use a much wider range of methods, including group work and cooperative learning, resulting in a 'lively' atmosphere in many classrooms.
- Children from marginalised groups, children with learning difficulties, at risk children and children with behaviour problems have been incorporated into

mainstream schools. Teachers are being exposed to ideas of 'equality' and 'educational equity' as core professional ethics, and these values are spreading effectively. Inclusive education training has deepened teachers' and communities' understandings of the possibilities of including all children in school.

- Teacher training programmes are highly thought of, and sought after. Teachers' descriptions of the training included praising it as the "best ever" and "most effective" training they had received. Local officials are making plans to use the training for all teachers in Mojiang County, and plans for using the methods textbooks for junior-secondary training have been developed by two counties. Having already spread the method across 30 counties, provincial authorities have begun the process to replicate the teacher training programme across the whole province (which in landmass is more than twice the size of the UK).
- Income generating programmes provided direct financial assistance to the poorest children who were at risk of dropping out because of the costs of attending school, and allowed them to stay at school.
- Income generating programmes trained nearly 600 pupils and staff in one year alone, and created 186 new local jobs. Local peasant farmers also benefited from dissemination of knowledge and technology from the agricultural projects. Agricultural produce such as meat, eggs and pork were contributed to boarding school canteens, thus supplementing student nutrition.
- Projects were able to help meet the needs of teachers associated with attending training. In two sites basic accommodation was created for visiting teachers. By removing the need for teachers to pay for accommodation on trainings, this investment has increased the scope for participation significantly.
- In a kind of 'spillover' effect, an unanticipated by-product of the training has been that teachers not actually attending the training are exposed to the innovative teaching methods via preparation courses run for others, and have begun to use the methods as far as they can.
- Community participation in education has been strengthened. Workshops for parents have helped to modify dangerous hygiene practices, and the 'school-based curriculum' has helped to preserve local patrimony and cultural identity.

Key success factors

- **Improved exam results create more demand:** A key factor in the success of replicating the programme has been the outcomes it promises in terms of results. For local educational communities and institutions the support the programme gives to the rankings of schools at county level offers a strong incentive to engage. In Ning'er County, officials had to site the first programme in a rural school, because other schools feared the presence of the radical new teaching methods in a neighbouring school would be detrimental to them. Once the results were seen, however, they began to clamour for inclusion in teacher training so that they too could see their students' performance benefit.
- **Building on strong existing education systems:** Some locations, notably Ning'er County, benefited from good foundations for the programme to take hold in. There were already well-established educational systems that placed the county first amongst many in terms of exam results, and a good supply of well-qualified teaching staff.
- **Strong and dedicated staffing:** The input, dedication and working spirit of experts brought in to support the programme aided its success.
- **An efficient programme:** The relationship between the inputs and outcomes is considered an efficient one. The evaluation notes that these strong success factors produce a virtuous cycle for the programme's continued expansion and ever-growing successes.

Challenges and recommendations

- **Income generating projects lacked a clear and consistent approach.** Different projects were developed by different programme sites with mixed results. In terms of investment to profit ratio, the economic analyses were not shown to be particularly fruitful, with low margins of profit. Some ventures, such as a greenhouse initiative in Nanjian County, had to be dropped because of external factors such as severe weather. Others did not fare well because of fluctuating market prices for products. Overall, the investments of staff knowledge and specialist management required mean that future projects would benefit from better forward planning and knowledge sharing between projects to maximise potential impact.

- **The inclusive education aspect of the programme was not fulfilling all its objectives.** Little progress had been made on the incorporation of physically handicapped children into mainstream schools. Although the ethic of inclusive education is growing and important, and many awareness-raising and training activities have taken place, in the programme area examined for the report only one school had implemented specific actions to incorporate disabled children. Further research is recommended to assess how best to adapt school infrastructure for physically disabled children, as well as greater incorporation of inclusive education practice into the central teacher training programme.
- **Community participation in education (CPE) received good qualitative feedback, but overall there are few clear results.** Parents have taken up the opportunity to be involved in school life, but only within certain boundaries, and there are still children out of school despite this outreach programme running. It may well be that the culture surrounding education is responsible, in which exam results are very much at the forefront of parental concerns. As such a school-based curriculum, one of the CPE components, is at odds with the dominant views of the purposes of education. Nonetheless, with more research into the relationship between schools and communities, a cost-effective model of further integration between school and community is possible.

KOSOVO: Inclusive education in kindergartens and primary schools

<i>Project title:</i>	Developing and Sustaining models of Inclusive Education in Kindergartens and Primary Schools in Kosovo/a
<i>Dates:</i>	2006-2009
<i>Evaluation:</i>	End Line Evaluation Report
<i>Funded by:</i>	UK Foreign and Commonwealth Office, EC, Norwegian Ministry of Foreign Affairs, USAID Reconciliation Programs Fund, Terre des Hommes
<i>Main partners:</i>	MEST/ Pedagogical Faculty of the University of Prishtinë/ Priština, Municipal Education authorities, Search for Common Ground.

The aftermath of the Balkan conflict of the late 1990s left much of the infrastructure of Kosovo in ruins, and over 80% of the country's schools either damaged or destroyed. However practices which enforced the exclusion of disabled, special needs and ethnic minority children did survive the conflict. Our programme has been working to re-build the education system into one which promotes access for all, by providing models of inclusive education that start from the early years.

Background

Kosovo has been held together in a fragile peace since the end of the conflict. Despite investment and support from the international community, a lack of strategy in the post-conflict era for social, health, education and welfare services has meant that services for children remain poor. With the majority of school buildings either destroyed or badly damaged a great deal of work has had to be done to repair infrastructure. Service provision has also been slow to respond to children's needs. The problems of children from ethnic minorities, a lack of investment in early-years development, and the continued segregation of children

with disabilities and special educational needs present particularly severe violations of children's rights.

Ethnic divisions worsened during the war. Although amongst the dominant ethnic Albanian and Serb communities enrolment rates are high, amongst minority groups they are much lower, with only 77% of such children aged between 6 and 14 enrolled in school. The figure for ethnic minority girls is even lower, at 69%. For children with disabilities and Special Educational Needs (SEN), the picture is still worse. Less than 10% of these children have access to school², and many are in segregated schools, seven of which are run by central government across the country.

With a large, young population, Kosovo currently has the lowest rate of pre-school attendance in all of Europe. Less than 10% of 3–6 year olds can access education and development programmes, and the ratio of children to available places is 60:1. As pre-school provision has never been mandatory from the state, Kosovo had no strong tradition of early-years schooling before the conflict, and there is little local knowledge or expertise on which to build.

Our Goals

Our aim was to promote and directly support inclusive and participatory approaches to education for children from marginalised groups. We also hoped this would indirectly benefit the education of all young people, by spreading the use of participatory methods and the ethic of inclusive education.

Our key methods for achieving this were:

- The creation of strong models for inclusive education, including that of kindergarten as a community gateway to education
- Advocacy with governments about our model and the principles of children's rights in practice
- Involvement of municipal education directors and officers in project designs and start-ups
- Outreach and awareness raising with communities
- Training for teachers in inclusive and participatory teaching methods.

² Source: UNICEF Kosovo
http://www.unicef.org/kosovo/children_3474.html

The three main projects through which we did this were:

- Mozaik, a bilingual, multi-cultural pre-school initiative to enhance the social, linguistic and emotional skills of young children
- A primary school project for the inclusion of Roma/Ashkali/Egyptian children and young people, who regularly suffer exclusion from and discrimination in the educational system
- Integrating children with SEN into mainstream school, by assessing their needs and providing trained learning assistants, as well as advocacy and awareness-raising with parents and educators.

Main achievements

Our programme has shown how inclusive education can be done, and created an evidence base for it with transferable models. These offer a powerful example of inclusive coexistence where diversity is visible, valued and celebrated. Some specific results have included:

- We trained and supported educators, increasing their professionalism and, in turn, parents' confidence in them.
- We undertook advocacy and outreach work with governments and communities about inclusive education and why and how it should work.
- We provided modern educational equipment for classrooms, enhancing the teachers' environment.
- Children with SEN transitioned successfully to mainstream schools. A key indicator of this was that parents of SEN children are now coming forward to enrol them for mainstream schools. The attitudes of children already at those schools and their parents have also changed, enabling them to see the merits of inclusion and the benefits for all of lowering stigma, and embracing inclusion in the context of rights.
- Acquisition of bilingual skills: children have quickly become adept at speaking another language. They now act as translators for their parents who are not bilingual and make friends with children from other linguistic groups.
- We gave effective support for Roma/Askhali/Egyptian children to pursue schooling, especially girls who might have married young, for example with extra tuition in Albanian so they are confident and successful.

Key success factors

- **Buy-in to clear values:** The programme explicitly sought, and achieved, buy-in from parents and professionals in the communities where the projects have taken place. The 'clear values' of the programme command agreement amongst a wide range of stakeholders. This is vital to the continued success of the programmes.
- **Starting small:** The small scale start-up approach has allowed us to respond in a flexible manner, and for the projects to adapt to changing identifications of children's needs and feedback from the community along the way.
- **Strong inputs:** Strong professional support and recruitment of educators with commitment and capacity have been vital, and secured the confidence of all involved.
- **Well-designed training programme for teachers.** The training offered has a number of components, all designed to reinforce the principles of equal opportunities in education. The quality of training was felt to be high by those who benefited from the programmes. We offered training to all the teachers in a school, not just those working directly with children who had suffered exclusion. This meant that everybody had the same understanding of what was happening and why.

Amongst the core components of the training were:

 - Principles for multi-cultural education and bilingual learning
 - Child-centred pedagogy
 - Child development, including of children with specific learning difficulties
 - Techniques for assessing and recording progress
 - Practical suggestions for planning and executing classroom activities.
- **Strong partnerships and relationships:** We built strong relationships with all the stakeholders in and around the projects, working closely with local educational authorities, the Ministry of Education Science and Technology (MEST) and the University's Faculty of Education. We developed strong partnerships with local NGOs, and made sure that our sense of the programme's direction and future was on the same path. Through awareness-raising in communities we achieved a great deal of change with parents who had little understanding of inclusive education at the start.

Through these relationships, a sense of shared ambition for the programme was generated which will be vital for the future of the programme.

- **Strong management, coordination and communication.** These are always important factors but in a complex political environment particularly so. Good communication between schools, our teams and government education authorities was a key component of our success. Establishing those channels of communication will also help ensure the programme goes forward on a strong footing.

Challenges and recommendations

- **Expanding and embedding expertise:** The overall lack of expertise in the complex field of learning difficulties and disabilities is a challenge. We must work hard to make sure that once we leave the work done by our partners can spread as far as possible, and transfer knowledge and skills to local organisations. This may be achieved through:
 - Building institutional memory by creating a knowledge bank or 'Storeroom of Practice' that documents methods for inclusive education, with materials and knowledge for sharing.
 - Strengthening the capacity of partners, transferring ownership, knowledge and skills. This could be done by a 'cascade' model of training provision, and possibly also training in institutional management.
 - MEST is planning to turn the seven special schools into centres for inclusion. We and our partners must try to work closely with them in this process.
 - Increasing training in assessment. Assessing needs is a vital step in addressing them, and one of the ways we can support this into the future is to increase the skills base of educators across the three projects in assessment for SEN.
- **Increase use of the 'Index for Inclusion' in schools.** Our programmes pioneered the use of the UK's Index for Inclusion, a key tool for managing work on inclusion that helps schools reflect on and improve their own practice. Although we've introduced it, there is more that could be done to ensure that it is used more in practice by schools, to develop their own policy and reflection processes.
- **Funding futures:** Despite the good relationships we have built, the main challenge facing the programme is its continuity. Although the pilots have been very

successful, and have convincingly shown the importance of achieving justice in education by ensuring that children from ethnic minorities and with SEN are included in mainstream education, the political and funding contexts for their future are not guaranteed. MEST has made promises and given guarantees for the future of the programmes at a national level, but the country is in the process of devolving responsibility, including for funding decisions, to municipal levels. This decentralisation allows flexibility for municipalities to choose amongst a number of models, and means there will be a new structure within which we need to make our advocacy case.

SOMALIA/SOMALILAND: Working with communities to improve education

Project title:	Community Based Primary Education Project, Hiran Region
Dates:	2005–2008
Evaluation:	<i>Final evaluation, January 2009</i>
Funded by:	DFID
Main partners:	Hiran Regional Education Committee (HREC); Community Education Committees; UNICEF and UNESCO

Somalia's education system is barely functional. Schools are poorly managed and supervised, teaching quality is poor and enrolment rates are very low. In Hiran, we worked closely with communities to carry out 'Back to School' campaigns and improve school infrastructure, which has increased enrolment by a massive 75%. We also provided wide-ranging training and support to improve the quality of teaching, supervision and school management.

Background

Somalia's civil war destroyed the country's education infrastructure. Many teachers fled and none were trained for 15 years. At least two generations of Somali children have been denied a basic formal education and current enrolment rates – 33.6% for boys and 22.1% for girls³ – are the lowest in the world.

With the Ministry of Education barely functional, there are no national systems for financing, managing or supervising schools, nor are there national curricula, exams or education standards. Local Education Authorities have been

³ Gross enrolment rates, based on an estimated 1,639,818 primary school children aged 6–13 years (World Bank 2002).

set up to manage education, but they have very limited capacity to supervise or support schools. Community education committees establish and manage most schools, but few members have the skills or knowledge to guide schools effectively. Lacking both motivation and skills, teachers tend to use rote learning methods and few schools have textbooks or recreational facilities.

Our goals

Our goal was to improve access to quality, relevant and sustainable primary education for children in Hiran region with special emphasis on the disadvantaged children in Bullo Barte, Jalalaqsi and urban Belet Weyne town districts. We aimed to do this by:

- increasing access to equitable primary education for all children
- empowering primary schools to provide quality and relevant education
- enhancing effective management and sustainability of schools
- helping set up an effective school supervision system
- increasing children's participation in education
- improving information and experience sharing among education actors and civil society in Hiran.

The project followed two previous project phases, during which we built good working relationships with communities and got to grips with the complex and challenging working environment.

Main achievements

- We carried out an effective public advocacy campaign to raise community awareness about children's right to education, which led to an increase of more than 75% in the enrolment of both boys and girls in the 27 project schools – well over our target 50% increase. Community awareness about children's rights is now high and parents are keen to participate in school activities that enhance education for their children.
- As well as being more aware of their rights, children have participated keenly in project activities and have become powerful advocates for change. We have helped change children's attitudes about the education of girls and their future role in society. Children are more respectful of each other, irrespective of gender and other differences. They are also now questioning the rationale for some harmful cultural practices, such as female genital mutilation and early marriage.

- We worked with community education committees to improve and expand school facilities, making them more conducive to learning and well-being. This work included building classrooms, latrines and water tanks, fencing school compounds, improving sports facilities and providing furniture.
- We have improved the quality of teaching in the project schools, training a total of 214 teachers, including 53 women who can now act as role models for female students – a massive increase from 17 female teachers at the start of the project.
- We have built the skills of the local educational authority Hiran Regional Education Committee (HREC), and of community education committees, to manage Hiran's education system more effectively. Proper school management is now entrenched in the region.

Key success factors

- **A bottom-up approach.** We engaged and nurtured the participation of local stakeholders throughout the project to ensure it was as sustainable as possible. For example, community education committees and Parent Teacher Associations (PTAs) organised 'Back to School' campaigns, with children playing a key role. Committees procured local building supplies and labour for school refurbishment, and were able to negotiate local materials and human resources at very low cost. This has created a momentum for communities to develop schools that is likely to continue.
- **Defining clear roles and accountabilities.** We signed Memoranda of Understanding with HREC and communities, and contract agreements with community education committees to develop school infrastructure. These clearly defined responsibilities, as well as penalties for non-adherence, and made sure all parties carried out their duties properly, with minimum waste.
- **Continuous support to strengthen school management.** We carried out a range of activities to build the capacity of HREC and communities to manage schools more effectively. These included:
 - Training HREC to supervise teachers, and also to support community education committees and head teachers in school management
 - Strengthening school data collection and analysis. This included training HREC on the Education Management Information System, helping them assess education in the region with respect to personnel, infrastructure, enrolment, attendance, and available teaching and learning materials
- Training community education committees on how to supervise reconstruction activities and mobilise communities
- Setting up PTAs and a Head Teacher Association, and selecting a joint chairman of PTAs and community education committees to make sure the two groups complemented each other.
- **Wide-ranging improvements to improve teaching quality.** We trained teachers on child-friendly and child-centred methodologies. We also established a mentoring system to back this up. 'Master mentors' from HREC and teacher peer mentors conducted workshops during school holidays to cascade learning about the new teaching methods to teachers. We arranged a mentor exchange visit to Kenya, preceding this with a workshop to make sure mentors would share learning effectively with their colleagues. We provided teaching materials, such as education kits and textbooks, and made sure teachers knew how to develop teaching aids from locally available resources. We also provided a curriculum and developed exam and certification systems for HREC to administer.
- **Meaningful participation by children.** Children have been very involved in the project, participating in workshops, awareness raising activities, and activities to improve school infrastructure, such as cleaning latrines, planting trees and fencing compounds. Debates, inter-school exchanges and games involving both boys and girls, were useful in increasing children's involvement and participation in other activities. Setting up school clubs was very effective in encouraging children's involvement. Established in all 27 project schools and run by specially trained teacher patrons, these are very active and membership is continuously increasing. Some have collected money to pay fees for pupils from poorer families; one even came up with the idea for school exchange visits. Children have highlighted important cross-cutting issues, such as female genital mutilation, HIV and AIDS and early marriage. They have been very effective in sharing their knowledge about these sensitive topics, and about inclusive education and hygiene, with their parents and other adults – particularly using non-confrontational methods with songs, dances and plays.
- **Sharing information and experience.** As well as ad-hoc information sharing, we set up quarterly Regional

Education Coordination meetings, which involved reviewing plans, progress and challenges. These helped organisations to complement rather than duplicate each other's work.

- **Flexibility.** Rapid assessments during the project revealed a number of problems, such as a shortage of textbooks and the need to retrain head teachers on education monitoring tools. Identifying these issues meant we could adapt activities to deal with them. Our flexibility also enabled us to resolve a conflict between Koranic teachers and the formal school system; we held a workshop to harmonise the two approaches.

limiting international staff roles to logistics, supervision and advice.

- **Selection criteria for teacher trainers.** Some community education committee members struggled with the training as their educational backgrounds were not at the required level. Developing a selection process could have avoided this problem.
- **Designing for children with disabilities.** We did not specifically address the special educational needs of children with disabilities. This should have been included at the planning stage.

Challenges and recommendations

- **Limited local resources.** Community education committees and HREC lack the resources to run the education system without external support.
 - Even with support from communities, HREC will not be able to continue refresher training for teachers, or train new recruits. Although technically able to supervise schools, there are too few trained staff to cover the area
 - The Head Teachers Association is not yet functioning well enough to help improve Hiran's education system
 - As well as helping to pay school fees for poorer families, we paid 75% of teachers' salaries throughout the project, with the parents and PTAs paying the balance. This support will be hard to replace, particularly with the need to recruit additional teachers
 - New classrooms will be needed to cope with increasing numbers of pupils. This will be difficult to fund without external support.

Save the Children, and other international organisations should seriously consider continuing to support HREC. We could train teachers as part of other projects, at least until there are enough teacher-mentors in Hiran to be self sustaining. HREC could also seek support from Somali families living abroad, particularly to help pay teachers' salaries and to provide learning materials.

- **An unpredictable security situation.** International project staff were frequently evacuated to Nairobi during insecure periods. We trained local staff to implement project activities, but this still caused delays and made monitoring and evaluation hard. Future projects should train local staff to manage projects,

VIETNAM: Strengthening rights of ethnic minority children in gaining access to basic quality education

Project title:	Strengthening rights of ethnic minority children in gaining access to basic quality education in the Northern Provinces of Vietnam
Dates:	2007-2009
Evaluation:	End Line Evaluation Report
Funded by:	EuropeAid

Vietnam has a strong commitment to the Millennium Development Goal of Education for All, and is achieving high rates (97%) of primary school enrolment. However, these rates are dramatically lower for children from ethnic minority communities, amongst which it is as low as 41.5%⁴. We piloted a multilingual education project to support children from ethnic minorities in schools. In two years they are already showing outstanding results, and the whole community has a new sense of the importance of their mother- tongues.

Background

Education is a key priority for the government of Vietnam, and the education system is centrally planned according to a unified national curriculum. Schools generally have a competitive atmosphere for children, in which exam results are highly valued. While the importance of Vietnam's multi-lingual heritage has been recognised by the state since independence and reunification, bilingual education is not

yet widely available. Thus for minority ethnic children whose mother-tongue is not Vietnamese, starting school in a language they don't speak at home is a daunting challenge. In many parts of the country, communities, and particularly the poorest amongst them, are not bilingual. Across the generations, people can speak only their mother-tongue.

Additionally, the costs involved in sending children to school, including the loss of a child's income and the burden of purchasing materials mean that many poor children do not make it through primary school. Even if they can afford it, minority children will easily fall behind, and in a competitive system, see little point in continuing.

Our Goals

The project's goal was to improve the right to education in their mother-tongue of ethnic minority children, as a means of ensuring their access to a quality basic education.

Focused on the Quang Ninh and Dien Bien provinces in northern Vietnam, we aimed to do this by:

- Developing multilingual pre-primary schools where children could learn about their mother-tongue
- Enabling children to learn in Vietnamese by supporting them in school
- Creating a more child-friendly teaching environment
- Raising awareness amongst educational and local communities of the importance of children's right to an education
- Creating an efficient and cost-effective model that can be replicated across the country

Main achievements

This was a small pilot project but the level of engagement with the programme and its outcomes have been highly successful:

- 391 children across two project areas received multilingual education (MLE), 220 in Muon Cha and 171 in Tien Yen. This includes both pre-primary and primary-school children.
- Students in bilingual primary classes achieved much higher rates of reading comprehension in Vietnamese than peers in normal classes (91% as compared to 70%). The children were also noted to be much more confident in expressing themselves.
- Children in bilingual pre-primary settings achieved a much higher rate of outstanding results in language development compared to those in normal classes.

⁴ Source: UNICEF Vietnam
<http://www.unicef.org/vietnam/children.html>

Where 27% of non MLE pre-primary school children could recognise the alphabet, twice as many (50%) - of children enrolled in the MLE pre-primary schools could.

- Children and their parents consistently described positive changes in the relationship children had with school. One example given was of children walking eight kilometres in the rain on mountain paths to get there because they enjoyed it so much. Because parents are often out at work it was easy for children to truant from school; but now parents observe that they go to school by choice, and with eagerness.
- 48 primary teachers and local minority ethnic teaching assistants (TAs) received training and demonstrated their knowledge in the MLE methodology.
- Parents have a new awareness of education in their mother tongue: in total some 800 parents of children involved in the programmes had a new awareness of the possibilities and rights of minority children to a basic education. With children learning songs and stories in their mother tongue, the process of bilingual education is helping to preserve the cultural heritage of the nation.
- The results allayed the fears of some parents that trying to learn their mother-tongue as well as Vietnamese would be confusing for children. To the contrary, their capacities have created new possibilities for cultural continuity amongst marginalised linguistic and ethnic groups.
- We conducted policy dialogue with government about the model and its potential for expansion, and held a national workshop to share experiences with staff from the Ministry of Education (MoE). MoE staff were then invited to participate in developing materials.

Key success factors

- **Children enjoyed the learning environment more:** The more child-friendly learning environment that the programme trained teachers and TAs to create in a classroom meant that children had a much better experience attending school than previously.
- **Creation of specialist materials:** The training we gave teachers and TAs was supported by creation of specialist books and materials to be used and that can be copied for the expansion of the programme.
- **TAs acted as a bridge between home and school** and connecting the school more to the community. The project has built new connections between home and school life, and been able to identify when issues such as hygiene and nutrition need attention. Indeed, some

stakeholders commented that this bridge role for TAs should be further expanded.

- **Preserving cultural identity:** by prioritising the learning of mother-tongues in school, the bilingual model gave a new sense of importance and value to the indigenous culture of the peoples the schools were serving. Parents saw their own languages in new and positive ways, thus reinforcing the positive experience across the generations.
- **Bilingual education offers new possibilities for children:** by ensuring that children develop language skills confidently, children are able to participate and achieved much better results in the Vietnamese language environment of primary schools. As success here is vital to later success and escaping from poverty, parents and children alike have seen new opportunities for themselves and their communities.

Challenges and recommendations

- **Geography creates its own challenges:** the project reached slightly fewer than the 500 children originally planned, and one of the reasons identified by teaching staff was the very mountainous terrain in which the programme was located. Physically getting to school is a challenge for many.
- **More awareness-raising:** it was observed by people outside the project that more could be done to expand awareness of the programme and the benefits of bilingual education. As a new concept, and one which parents involved in the programme acknowledged their misapprehensions about, the bilingual education model may need more explaining and championing.
- **Aspects of the TA model:** the programme model of using TAs as the main means of creating a bilingual educational environment met with some challenges. These included
 - Ensuring TAs spoke the mother-tongue of children involved – in some cases their comprehension of the children's native tongue and culture was insufficient to be able to support them efficiently. TAs' skills need to fit the locality.
 - The need for further training and on-going support of TAs, and better definition of the role of TAs.
- **Expansion:** this small, two year pilot now needs to be expanded. Continuity is needed to ensure that lessons are carried forward and that larger plans are implemented by government and other agencies.

DEMOCRATIC REPUBLIC of CONGO: Reducing exploitation of working children

Project title:	Reducing the exploitation of working children through education (REETE)
Dates:	October 2007-2010
Evaluation:	Mid-term Review
Funded by:	US DOL
Main partners:	American Center for International Labor Solidarity

DRC is a signatory to ILO Convention 182 on the worst forms of child labour. However, the combination of a fragile economy, a weak education system, and the absence of a formally regulated labour sector makes child labour omnipresent in Congolese society. Research estimates that at least 50,000 children are involved in artisan mining across the country. This project aims at withdrawing and preventing children from exploitative child labour through expanding access to and quality of basic education.

Background

Children in the DRC have long been exploited through the worst forms of child labour. Many children are involved in mining where they work in hazardous conditions and many more work in agriculture and petty trade. At the height of the conflict, over 30,000 children were associated with armed forces or groups as soldiers, porters, cooks or through sexual exploitation. USDOL has supported several initiatives in the DRC combating child labour through the REETE project. We are implementing the project in three areas where children are affected by work in the mining sector and related exploitative trades including small-scale commerce, agropastoral activities and prostitution.

Our goals

This project is aimed at withdrawing and preventing children from exploitative child labour by expanding access to and improving the quality of basic education. This project targets 8,000 children for withdrawal and 4,000 children for prevention, mostly from mining and mining-related services in the Katanga Province (in Kolwezi), the Kasai Orientale Province (in Mbuji Mayi), and the Ituri District (in Mongbwalu). Direct education interventions include improving accessibility and quality of formal and non-formal education, including an accelerated learning programme (ALP), as well as literacy and vocational training or apprenticeship programmes. An important component of the project is to improve formal primary education in 24 target schools through training, material provision and physical rehabilitation. The project strategy also includes the creation of Community Child Protection Networks or RECOPE and the sensitising and strengthening of other community groups.

Main achievements

Providing education services to 12,000 direct beneficiaries and withdrawing children from work

- At mid-term the project is on track to provide education services to all of the 12,000 children targeted as direct beneficiaries including provision of education supplies, free schooling, ALP training and skills training. The project is also effective in registering the children working in mines and withdrawing them from child labour although many return to mines after school (see challenges).
- Children’s leisure opportunities have been massively improved through scouts, Kiro and sports activities arranged by school committees.

Community networks established

- Child protection networks have been established in all of the project communities and include children and school representatives, as well as other community members. The networks have received training and are now monitoring and following-up on children’s school attendance.

Effective advocacy

- The project’s awareness-raising and policy strategies implemented at the central and regional levels seem appropriate, working with Regional and National Committees to combat the worst forms of child labour. They are based on the capacity building and strengthening of these important policy levels to

address child labour issues. The evaluation found that the project had, in most cases, successfully raised awareness of the concept of exploitive child labour and the need for education (i) at the community and school levels through the mobilization of the whole community, and through training of teachers, COPA, and RECOPE committees; (ii) at the regional level through awareness-raising of civil servants and the organization of regional committees addressing the worst forms of child labour, and (iii) at a national level through the project's work for the National Committee to combat the worst forms of child labour .

Key success factors

- **Community monitoring:** The use of community groups such as scouts and Kiro to follow-up on and monitor the work status of beneficiary children has proved to be a good practice. It may also have counteracted peer pressure to work in the mines. Further, the capacity building of community-level stakeholders is important for building community ownership of the child protection process. This bodes well for long-term sustainability since long-established organisations such as COPA, scouts and Kiro are likely to continue beyond the project's implementation.
- **Quality information:** The baseline studies and research conducted by the project have provided invaluable insights into the stakeholders and the local mining situation in the DRC. This has helped to make the programme design more appropriate.

Challenges and recommendations

- **Poverty and socioeconomic context:** The lack of income replacement to both children and families for the work children perform is a major problem given the weak economic context in the DRC and the fact that children often use this income to pay school fees. By failing to address this issue alongside education provision, some children have dropped out of school and many more return to the mines to work in the afternoon after school, on the weekends and on holidays. Moreover in many areas there is a lack of secondary schooling or skills training opportunities available to children when they finish primary school. To address child labour in a context such as DRC a more holistic and integrated design is required which incorporates livelihoods and education interventions.
- **Beneficiary selection:** In some areas, beneficiary children working in mines were selected during the

school holidays. This created problems as in fact many children were already attending school regularly in term time. This has created problems for schools in understanding the distinction between beneficiary children and other children. They state that all children go to the mines to work after school and all encounter the same poverty situation. It is recommended that in future, project beneficiaries should be identified during school hours and not during the holidays to avoid this inappropriate selection.

- **Children below school age:** A number of very young children – well below the school age of six years – were observed working in the cobalt mines during the evaluation. The project strategy does not currently address this group.
- **Timeframe:** The duration of the project is only three years in length. In a challenging environment such as the DRC, the possibility of achieving long-term and sustainable changes both at community and policy level in this time is questionable. A five-year project may have been more suitable for a pilot of this sort. One way forward might be for the project to establish a working definition of the worst forms of child labour and focus on withdrawing and preventing children from engaging in these forms.
- **Changing local context:** It seems likely that AGK is likely to expand mining activities in the area which will mean resettlement of expert miners in the area. This has the potential to create a complex situation with new risks, as expert miners come to take over the current informal, artisanal mining in the area. It will be important for the next stage of the project to cooperate and work with AGK as these changes move forward, and to link into the corporate social responsibility activities of the company.

INDIA: Improving protection for orphans and vulnerable children.

Project title:	Improving Protection Mechanism for Orphans and Underprivileged Families in Jammu and Kashmir
Dates:	July 2008 – July 2009
Evaluation:	Final Evaluation
Funded by:	ECHO
Main partners:	Jammu: Jammu and Kashmir Women's Welfare Society and Modern Cultural Club. Kashmir: Jammu and Kashmir Yateem Trust and HELP foundation. Ladakh: Kargil Development Project and Leh Nutrition Project.

Natural disasters and civil unrest in the State of Jammu and Kashmir have led to an increase of orphan children - estimates range between 30,000 and 100,000. In an environment with few orphanages, no community structures to ensure protection of children, and an absence of laws or regulations for care institutions, these children are at risk of child labour, trafficking, discrimination, and corporal punishment that severely compromises their survival, development, participation and protection. To strengthen care structures and coping mechanisms for these children we set up a programme to enhance local protection structures by improving existing orphanages, setting up community protection mechanisms and providing education and livelihood support to the children.

Background

64 villages in eight districts were targeted.

Our goals

The main objective of the project was to ensure that the children of Jammu and Kashmir, especially those affected by conflict, are adequately protected and cared for, and have full access to their fundamental rights. The key results were to:

- 1) develop selected orphanages into 'model' orphanages and demonstrate quality standards of care;
- 2) enhance the coping mechanisms of orphans and children of underprivileged families through support in their own communities by setting up child protection committees and providing livelihoods support, education and training;
- 3) increase children's awareness of child protection issues through the formation, sensitisation and capacity building of children's groups at the community level.

Main achievements

Improving orphanages through refurbishment, capacity building of staff, and introducing quality standards.

- **13 orphanages in nine districts were chosen to be developed into model orphanages.** Physical improvements were made based on consultation with children – for example, computers were installed, libraries set up, water supplies installed to provide safety for children when washing clothes, fencing and walls erected to enhance protection, and trunks provided to serve as a private space for the children where they can keep their personal belongings. The children in the orphanages were also trained in life skills.
- **The State government has developed 'Quality Standards of Care for Orphanages in Jammu and Kashmir'** through a consultative effort including ourselves, CSO's, carers and managers of orphanages, and representatives of the Social Welfare Department. 15 Quality Standards of Care were formulated and developed into a booklet that is now awaiting official release with a foreword by the Chief Minister of State.
- **Our partners engaged in residential rehabilitation were influenced by the project and have adopted a policy** for community based rehabilitation and have developed quality care standards as part of their organisational policy.

- **Carers, managers and trustees of the orphanages were introduced to rights based approaches** and were provided with different kinds of training in child protection, children's rights, and care and improving the care system. A seven day long exposure visit to a care home in Delhi was arranged to stimulate discussion across districts.

Community-based care and coping mechanisms were set up including Child Protection Committees and Children's Committees for Village Development (CCVD) that then facilitated the provision of educational and livelihoods support.

- **Child Protection Committees (CPC) were set up in 128 villages** with 2,570 members and trained in child rights and protection. They are now meeting regularly and have action plans in place to identify and provide support to children at risk of abuse, neglect, violence and exploitation. 67% have representation of women and 75% representation of children.
- **64 Children's Committee for Village Development were set up including girls and boys** trained in children's rights and protection. They have developed their own action plans and are regularly meeting with the CPC's and the government to identify child protection issues and form a joint strategy for tackling them.
- **Educational support was provided to 1,280 children** to help them stay in school by supplying them with school material that they otherwise would not be able to afford.
- **177 orphan and under-privileged families were provided with livelihoods support.** They were given cows and goats, income earning equipment (for example sewing machines) or materials for opening a shop as well as relevant training. Thanks to this several families could let their oldest child stay in school instead of working.
- **207 adolescent boys and girls were trained in eight vocational training centres** that we set up. These provided training in weaving, electrics, embroidery, tailoring, and knitting. The activity was critical for the youths and the CPC took the initiative to develop training in additional areas that were identified as key in the community.
- Two CPCs were trained in **disaster risk reduction** and developed Disaster Preparedness Plans that included communication mechanisms to alert the community in case of flooding.

Key success factors

- **Coalition building:** by bringing together actors involved in children's care and protection we built momentum that lead to the first steps in formulating policies for quality of care in the state.
- **The leadership and commitment of the CPCs** played a key role in rehabilitating the orphans within the villages and go beyond the initial action plans. The ability of CPCs to mobilize their members and the manner of their support has given them recognition by the community and even the government. They are trying to access government schemes for under-privileged members of the village, such as widow and disability pensions. They also strongly support the livelihoods initiative.
- **The training of the CCVDs** ensured that their members were fully aware about the issues around children's rights and protection issues in their own context. They also strengthened the CCVDs as a strategic and critical mechanism to ensure the realisation of children's rights.

The formation and the process of developing action plans in the CCVDs led to the groups taking their own initiatives, for example in identifying school drop out as a problem and encouraging children to rejoin school.

- **Working both with CPCs and CCVDs:** In the interactions between the CPCs and CCVDs it was evident that an understanding of the value of allowing children to voice their thoughts has been developed with the adult members. Having either of these committee mechanisms is not a choice – it is the existence of both that makes the intervention relevant to the context, effective and sustainable.

Challenges and recommendations

- **Representation of women on the CPCs:** There are no female members of the CPCs in Kashmir because culturally women do not participate alongside men in public meetings. This creates problems since women's participation is crucial, especially since girls are more at risk of being sexually exploited and burdened with work. This has been accepted by members of CPCs as an issue when it comes to child protection in the region. In this situation it is recommended to have two parallel CPCs with men and women separately to look out for the protection needs of girls and boys. Over time men and women would also learn to participate in the CPCs together.

- **Lifespan of community structures beyond the project:** It is still to be seen what the long term impact of the CPCs can and will be. They have yet to fully comprehend the potential scope of their roles and tackle the challenge to undertake measures against members of their community that put children at risk. The limited implementation of law against different forms of exploitation of children also poses a challenge since it will require the CPCs to facilitate the process of redefining social norms related to how children are viewed in the communities.

It is recommended that both the CCVDs and the CPCs are supported for another five years in order to make them more sustainable, develop their own agendas and to form a larger network so that local/regional issues can be raised at these forums and invite the intervention of opinion makers. This is the case for child marriage, female infanticide and child labour. It is also suggested that a strategy is designed to link with government.

- **Government commitment and attitude:** In spite of a clear agreement with the government we experienced delays in their implementation and negative attitudes towards children.
- **CCVDs are a pioneering initiative that can both be strengthened and replicated.**

The concept of a CCVD is all inclusive, but because of power and ability differences among the children they participate on different conditions. The CCVDs currently only consist of school going children and don't consider drop-outs and never-enrolled children. Furthermore, the leadership roles are held by children from privileged families. It is recommended that the structure of CCVDs is reviewed to incorporate space for different ages and ability. Similarly, the notion of leadership and the process of its identification need to be reviewed and redesigned from the perspective of providing opportunity for experiencing leadership to as many children as possible.

It is recommended to document the process of setting up the CCVDs from adult, child and government perspectives so that maximum learning can be extracted so that it is possible to scale up and replicate the initiative.

Lastly it is recommended to develop a regional network of the CCVDs and develop links to government departments in order to institutionalize linkages and coordination among different actors at local level.

- **To scale up the intervention to create model orphanages** it will be necessary to engage with government to develop a regulatory framework for these institutions and to continue to support the selected orphanages to develop them into demonstrative examples of residential care where all standards are functional and visible.
- **Prolong life skills and child rights training** to the children and provide refresher courses to sustain the benefits of this training.
- In addition to the **vocational training centres**, the existing spaces for skills upgrading in government and third sector schemes should be explored and adolescents supported to access these institutions for vocational training.

OCCUPIED PALESTINIAN TERRITORY: Prevention and Protection - Forced Displacement

Project title:	Prevention and Protection – a programmatic response to forced displacement in the OPT
Dates:	November 2008 – October 2009
Evaluation:	Final Evaluation
Funded by:	ECHO
Main partners:	MA'AN Development Centre

Forced displacement seriously affects the lives of thousands of children and families in the OPT. Communities at risk from, or experiencing, displacement lack access to protection mechanisms to prevent and respond to displacement pressures and events. This project worked with 13 communities in the Jordan Valley and Gaza to build local mechanisms for the protection of children and families affected by forced displacement.

Background

The project proposal was based on focused assessments carried out by our staff and our partner, MA'AN, in the project areas. The project worked directly with seven communities in the Jordan Valley identified as locations where displacement risks are high and displacement events are common and also with five communities in the Beit Lahia area of Gaza. The project also responded to the Israeli military attacks on Gaza which occurred during December 2008 and January 2009.

Our goals

The specific objective of this project was to develop and implement replicable mechanisms and processes to prevent and respond to displacement events. The project aimed to achieve three key results:

- 1) Increased access of eight communities to health care, water supply, safe play areas, land rehabilitation, agricultural support, psychosocial and education support;
- 2) Establishment and functioning of community protection committees in eight communities;
- 3) Establishment of a functioning emergency response mechanism, with empowered communities conducting needs assessments and coordinating responses.

Main achievements

Increased access of eight communities to vital services including safe play areas and psychosocial support:

- The project increased access to vital services for a number of children and families including: the rehabilitation and refurbishment of four kindergartens, the establishment of two safe play areas, the provision of 30 home water tanks, the renovation of many homes and the provision of recreational kits to children. Qualitative data showed that beneficiaries' living conditions and access to services improved significantly in the West Bank, and that families had increased resilience and reduced anxiety as a result of psychosocial activities. Evaluation of the project showed clearly that the most effective approach to helping people remain in their homes in the face of displacement pressures is to improve their living conditions, their access to basic services and their psychosocial well-being.

Establishment of a successful child protection committee in Gaza:

- In Gaza a functioning child protection committee was established which contributed to all aspects of the project and continues to operate after the end of the project period. The members of the committee helped to identify beneficiaries, participated in preparedness planning and supported legal cases regarding displacement.

Appropriately designed and well-coordinated emergency response:

- Feedback from communities indicated that the project met needs well and in a timely fashion in the targeted communities. After the Israeli military attacks on Gaza

a rapid needs assessment was undertaken, which verified that the project activities were valid and would meet the needs of displaced persons.

- We also developed a displacement assessment tool which was accepted by the Displacement Working Group as the official interagency tool, and we were the only NGO involved in discussions leading to the ICRC's acceptance of the role of primary first responder in all displacement events.

Action-oriented research:

- The project conducted a baseline study which outlined the key factors that lead to forced displacement in the OPT and the needs of those at risk of displacement. This information was then used to help identify interventions that should be implemented to address displacement as well as strategies for formalising coordinated mechanisms for responding to forced displacement in the OPT. It has also been a great source of information for policy makers at local and international level.

Key success factors

- **Strong problem analysis:** The project was built on a strong problem analysis which was designed in coordination with the interagency Displacement Working Group, local partners, UN agencies, local leaders, beneficiaries, CBOs and other important community members. They provided vital information on the relevance of the project design, duplication and potential problems. Through such strong coordination and planning, the project was able to serve as a valid pilot whilst supporting the development of a coordinated response. Continuing to verify this information and the relevance of needs is vital as the project moves forward.

Challenges and recommendations

- **Partnerships:** Coordinating relationships with our partners and ensuring smooth communications was one of the major challenges. Information from partner organisations was not always shared, work schedules were not always met and communication was not as effective as required. In future, we need to conduct a more thorough assessment of the strengths and weaknesses of any partners we work with. In addition,

we need to develop and agree the monitoring and evaluation plan with partners before project implementation starts to avoid miscommunication and gaps in expectations.

- **Building on what already exists:** The activity to establish eight child protection committees was only partially achieved because in the West Bank, despite significant efforts, the community mechanisms were not sustainable. A key factor in this was that we attempted to build the community mechanisms from the ground up and did not build on existing voluntary structures or community groups in the target areas. In contrast, in Gaza, the child protection committee was built on existing voluntary groups and continued to be active and strong after the project end-date.
- **Scaling up of prevention activities:** The prevention activities were relatively small scale and were not concentrated in any one area, making it difficult to ascertain whether they had any real impact on decreasing displacement pressures. For preventative activities to be deeply successful there needs to be a more concentrated effort in particular communities that can address multiple concerns. Finally, and in general, this intensive approach also needs to be scaled up.

AFGHANISTAN: Community focused emergency preparedness.

Project title:	Child focused emergency preparedness programme for Sholgara and Hazrat
Dates:	December 2007 – June 2009
Evaluation:	Final Evaluation
Funded by:	Irish Aid
Main partners:	JACK

Every year natural disasters contribute to death, injury, disease, and the loss of hundreds of homes, thousands of hectares of productive land and thousands of livestock within the northern provinces of Afghanistan. Here we implemented our first ever emergency preparedness project in Afghanistan. In a context where the majority of government, UN agencies and NGOs still operate in a humanitarian aid mode we took steps towards a groundbreaking shift by implementing the project with a community empowerment approach. This was done by making community members and organisations the main actors for analysis and intervention, with a conscious effort to involve children.

Background

With repeated exposure to natural hazards including chronic drought, flooding, landslides, extreme seasonal cold, excessive snow, sand storms and earthquakes on the one hand and low capacities of community, government and other institutions to respond on the other, communities in the northern provinces of Afghanistan are extremely vulnerable to the impact of natural disasters. Disaster risk reduction (DRR) is an acute need and this project was not only greatly welcomed by the communities but also catalyzed active participation of community members in implementing activities and enhancing the outcomes. All the stakeholders consulted during evaluation reported high satisfaction with the project.

Our goals

The overall aim was to decrease the vulnerability of children and communities to natural disasters in Hazrat Sultan and Sholgara districts and to increase capacity in NGO's and government to support these communities. This was done through building the capacity of communities to develop, improve and implement child-focused emergency preparedness plans and early warning systems. Also, to increase the capacity and skills of government officials from relevant departments at village and district level, and of partner NGO staff to support communities.

Main achievements

In 18 months child-focused emergency preparedness plans and early warning systems were put in place in 20 villages by forming community groups supported by local authorities and a local NGO (JACK).

- **Partnership and capacity building with local NGO.** Through training and shadowing, the capacity of JACK has been strengthened in emergency preparedness planning in the communities with ten staff developed to undertake community mobilisation and conduct community training.
- **Vulnerability reduced and capacity of the community to respond has increased.** The communities reported significant increase in awareness on child rights and emergency preparedness and in their capacity to respond to an emergency - especially flooding. In addition to the other more tangible achievements listed below the community reported the following new features:
 - Confidence in the communities that they can reduce disaster risk and increase preparedness.
 - Increased unity, solidarity and cooperation between community members to support each other in fighting emergencies. Emergence of close relationships between community and government staff.
 - Reduction of drinking water crises.
- **Building capacity in communities to manage disaster risk reduction.** Before the project there were no functioning community groups. 80 groups were set up in 20 villages - 20 for men, 20 for children, 20 for women, and in each village an executive committee was also set up. Community organisations were trained in child rights, mine-risk education, first aid, community mobilisation and production of emergency preparedness plans and early warning

systems. Altogether 200 trainings were completed with 60 groups and 1,426 participants. These organisations were used as building blocks to establish community-based disaster risk reduction.

Five to six participatory risk assessments were conducted in each village and community action plans were made. Further training resources were also developed.

- **Children's participation helped to bring child rights to the focus of communities.** Together with the adult members of the community groups, children have become part of community action and analysis towards DRR. Their participation has changed adults' attitude from one of seeing children as irrelevant to DRR to that of valuing and encouraging children's participation.
- **Community-led early warning systems established in 20 villages.** This included the setting up of communication systems, including installing sound systems at mosques and training of imams to communicate warnings. Early warning focal points were established in each village and training provided in the use of telephones to send early warnings to the mosque in case of emergency.
- **Mitigation schemes implemented and maintained in 20 villages** including the establishment, monitoring, repair and maintenance of water reservoirs, construction of bridges, irrigation walls, and water and mudflow diversion canals.
- **Government staff trained to implement and advocate for community-based emergency preparedness plans.** Four district government staff were trained to provide support in the development of emergency preparedness plans (EPP). They became trainers for other government employees and also became advocates for EPP in district, provincial and national level government agencies.
- **Significantly increased range of stakeholders involved in emergency preparedness work.** Before the project only the police and district population department were involved in emergency response. By establishing wider coordination linkages and networks with government, UN agencies and NGOs a wider range of stakeholders became involved and have built strong working relationships with each other.
- **Transparent working methods led to the emergence of a sense of accountability among community leaders and government staff.** This

was due to the transparent sharing of ideas and information and helped strengthen belief in the capacity of the communities to resolve their own problems. Use and communication of well defined standards, systems, and procedures, and transparency to all stakeholders created good working relationships.

- **A children's radio programme broadcasted** three times per week during two months in the Balks province. The programmes, made by children, were dramas about flood, earthquake, land slide, drought, falling rocks, insects and diseases.

Key success factors

- **Children who participated meaningfully in the project became enthusiastic implementers.** This created good momentum to organise and implement activities in the communities.
- **The government priority of DRR supported the implementation of the project.** The attention to DRR is relatively new for the Afghan government and administrative infrastructure for DRR is under construction at national and provincial levels.
- **Support from community and religious leaders helped to secure community engagement.** The history of fighting against calamity has instituted a culture of unity and cooperation in Afghanistan and this makes people loyal to the village head. Active involvement of the village heads in the Community Development Councils (CDC) and village executive committee was an effective strategy to ensure active community participation in the project process.
- **Dedicated staff are necessary to endure challenging conditions and mobilise communities.** In an environment characterised by extreme weather conditions, rudimentary communications technology, vast geographical distances to cover, and unavoidable security threats, the dedication of staff to work for the wellbeing of needy people was a fundamental contributing factor to the positive outcome of the project.
- **Local knowledge of signs of hazards was key in the absence of any weather forecasting at local level.** In the absence of a scientific weather forecasting and dissemination system to the communities of Afghanistan the local knowledge to observe and read signs was instrumental in establishing an early warning system.

Challenges and recommendations

- **Staff turnover had an adverse affect on project implementation and security threats and weather conditions affected project implementation.** All five staff members that were originally recruited for the project left before it was completed. Extreme weather conditions (-25) at times prevented staff and community members from participating in planned activities. Attacks by anti-government elements on international NGOs that killed seven and injured eight also posed serious security threats to the project staff.

It is suggested that management plans more fully for these risks in order to minimise their impact.

- **The national authority for disaster management (ANDMA) does not have a policy for local implementation of DRR.** This would have provided more leverage for the project. At the moment the policy only includes district level implementation and district government lacks facilities to support early warning systems or emergency response readiness. The district government lacks links to weather forecasting and systems for disseminating early warnings, emergency response stockpiling, and the readiness to provide response. ANDMA is currently developing standard operating procedures to address this.
- **Men and women are entirely separated in Afghan society.** At community levels this means that it is impossible to have meetings and dialogue with men and women together. This is a loss for the project both in terms of quality of analysis and sharing of ideas between men and women.
- **Poor communication of action plans between communities, project staff and government.** Several communities were unaware of whether any community action plan had emerged as a result of the consultations or not. At the same time JACK reported that a 20 page community action plan had been developed for each community and was going to be implemented by the CDCs with the support of ANDMA. The presentation and communication of action plans needs to be better considered for communities with high illiteracy rates.
- **Strengthening community engagement:**
 - Although extensive mapping and analysis underpinned the selection of communities, use of

shared criteria for community selection would add more objectivity to the selection process.

- Forming one central community organisation to be the holder of the action plan and having it work with the four existing groups may help overcome issues of ownership and responsibility.
- A range of actions should be taken to create better sustainability of the project results. These include simplifying the community action plan; including regular activities, participatory M & E and sustainable organisation development as integral parts of capacity building of the community groups; and including leadership and community organisation training.
- **Develop the disaster risk management approach to a more comprehensive (DRR) approach.** This would include addressing community vulnerability reduction and capacities more broadly. It would start with developing an action learning oriented process framework and strategy including the following interdependent components of DRR: prevention, mitigation, vulnerability reduction, emergency response and community leadership management and capacity development. Such an approach would develop stronger community resilience and thereby reduce the risk from disasters.

It would also be useful to develop a child rights centred DRR process facilitation framework starting by asking “how disasters affect children in our community” and, based on this, to identify stakeholders, develop measures and action plans as well as participatory monitoring, evaluation and learning.

SRI LANKA: Humanitarian assistance to IDPs.

Project title:	Sri Lanka Humanitarian Assistance Programme
Dates:	January- December 2009
Evaluation:	Final Evaluation
Funded by:	Norwegian Ministry of Foreign Affairs

The intensification of hostilities between the government of Sri Lanka and the Liberation Tigers of Tamil Eelan (LTTE) from late 2008 led to an unprecedented humanitarian crisis, displacing thousands of civilians in northern Sri Lanka. Around 280,000 civilians, including 100,000 children, were recorded crossing over to government-controlled areas and were detained in camps. In a tight security situation we were able to ensure that the material and psycho-social needs of displaced children in the camps were met.

Background

The vast majority of the people who fled the Vanni have been accommodated in camps in Vavuniya. As the government was suspicious of remaining LTTE elements within the displaced population, the camps were barbed wired and tightly guarded by the military. Movement was completely restricted, and this situation persisted to October 2009. During the early months, access to the IDP camps was severely restricted and the UN and NGOs were subjected to frequently changing but extremely strict rules and regulations. International NGO activity was regarded with great suspicion and mistrust and this created a tense and sometimes dangerous environment.

We identified unaccompanied and separated children and children with special protection needs for individual assistance, referrals and follow up. These children were identified among the communities that were assigned to us through the coordinating committees of the UN cluster system. This project was one part of our entire response and contributed approximately 20 % of the overall funds. The coordination in the cluster system ensured that all

children in the camps participated in the response in some way.

Our goals

The main aim was to reduce the suffering of children and their families affected by the armed conflict. The specific objectives were to:

- Promote well being of children through protection, play and psychosocial support to a target of 6,263 children in the IDP location and camps.
- Provide 9,675 children with two sets of appropriate clothes.
- Ensure 9,675 children have access to education and early childhood care and development, through support with education materials, establishing additional temporary education facilities and Early Childhood Care and Development (ECCD) in a safe and secure environment.

Main achievements

17,373 children participated in activities to promote their well being, through appropriate protection, play and recreation activities in Child-Friendly Spaces (CFS).

- All children in the Menik Farm and other transit centres in the district were provided with access to the 24 temporary child-friendly spaces that were constructed. These created:
 - normality in children's lives. The volunteers reported that children became more confident and happy. Considering the unsettledness they experience in relation to security and poverty as well as the lack of opportunities within the camps this is a significant impact. The psychosocial support helped children to overcome their initial disinterest in the activities, created by the negative impact of the conflict experience upon them. Personal attention was given to children who did not want to participate and discussions were held with them and their parents. Non-school going children were in the same way encouraged to attend school.
 - opportunity through structured activities for children to spend time in a meaningful way compared to the alternative to idling and loitering around their shelters.
 - increased children's protection as most of the time they were under the watchful eyes of volunteers.

- unity amongst displaced children and a spirit of sharing and joint play in an environment where resources are extremely limited.

Thanks to our sustained advocacy efforts it is now mandatory to factor in a Child-Friendly Space (CFS) and a Temporary Learning Space (TLS) when designing and setting up a new camp.

Volunteers were selected by government officials. They were given training in child rights, child protection, psychosocial interventions, management of the CFS and more. There were four volunteers for each CFS. They requested certificates for their work to assist them in finding future employment.

- **138 children with special needs were identified.** 120 of these are now interacting with other children, and a number of them have joined mainstream schools. Children with more severe disabilities have been referred to relevant organisations to obtain special care.
- **311 children who were separated from their parents were identified and referred** to UNICEF and the department of Probation and Child Care for family tracing and reunification. Follow up was difficult since the latter was instructed not to share any information with NGOs.
- **9,675 children were provided with two sets of good quality clothing that is culturally and gender sensitive.** Having a few sets of clothes in these difficult circumstances contributed towards children's protection, helped them live in dignity, improved their confidence, and prevented stigmatisation and discrimination. Together with UNICEF 50 % of IDP children were reached through this activity. The activity was included as a direct effect of learning from the Tsunami response where inappropriate clothes led to problems, in particularly for girls. In the initial round, clothes were displayed in an open space and each child was provided with a ticket at the entry point which allowed them to pick out their preferred choice.
- **To enable access to education we provided school kits and shoes to children. We constructed temporary learning spaces (TLS) and supported Early Childhood Care and Development activities (ECCD) in the camps.**
 - We provided school kits to 4,500 children and shoes to 4,000. This motivated children to go to school and also triggered a number of children who were not attending school to join the schools set up in the

camps. They also contributed to making the poorest children feel confident and equal to their peers.

- We constructed 16 Temporary Learning Spaces that provided 2,262 children with access to school. Together with the other agencies access was provided to all displaced children in the camps. Although initially intended for non-formal education and catch-up classes, the TLSs ended up being used for government run temporary schools as the children were not allowed out of the camps to attend mainstream schools.
- We provided 1,262 children (all children between three and five in our designated zones) with access to ECCD through the establishment of 24 ECCD centres and provision of 24 ECCD packs to be used for play and learning activities with children. The child-friendly spaces were used a few hours every morning for this purpose.
- 48 pre-school teachers were provided with a teacher's kit and those who weren't formerly trained received training before they commenced work in the camps. Teachers were paid for their work.
- **Save the Children was praised** by officials for the awareness created among children and adults about the importance of education even in extremely difficult circumstances and successful advocacy led to the Ministry of Education transporting essential furniture from Colombo.
- **Advocacy efforts** led to arrangements for transporting students out of camps to attend exams and for the gradual release of nearly 400 students registered for study in universities across the country.

Key success factors

- **Immediate response to crises.** The initiation of the project in January 2009 gave us the opportunity to procure some of the relief items needed at an early stage. When the humanitarian crisis broke out in April and May we could immediately start responding.
- **The flexibility allowed by the donor** to tailor assistance to the needs on the ground was an added advantage given the urgency and scale of response. This made it possible to consider beneficiary views once the basic emergency relief items had been provided and a range of additional items were supplied. (Eg a rainy season kit, food containers, slippers, umbrellas and rain coats for the children, and salwar sets rather than

skirts and blouses were ordered for the second round of distribution of clothes).

- **Lessons learned in the tsunami response ensured more effective implementation through the cluster system.** In the Tsunami response a lack of coordination resulted in gaps as well as duplication and waste. The cluster coordination system in this response ensured optimal coverage and reduction of duplication and waste. The close cooperation with government officials was also very much appreciated by the government.
- **We did not compromise on quality to bring down costs and reach more numbers.** Beneficiaries confirmed the quality of all the items provided. In one instance when UNICEF had provided low quality play items the community referred them to us. The UNICEF team visited us to inspect our items and obtain information about brands and suppliers.

Challenges and recommendations

- **Lack of staff with emergency response experience was a major constraint at the outset** as the response demanded more staff than initially envisaged. Existing staff worked tremendously hard but over a prolonged period this made it difficult to keep up staff morale.
- **The participation of beneficiaries in the programme design and implementation was limited.** Assistance was needed urgently and there was insufficient time to solicit the participation of beneficiaries. Priorities were informed by past emergency response programmes and IDPs from early hostilities. On a couple of occasions children helped volunteers to identify non-school going children and those unwilling to join CFS activities. Parents also expressed a desire for small school bags and a bottle to be distributed. The decision not to provide these items needs to be revisited, especially in the case of the bottle for children to carry water. The ECCD centres do not have access to clean drinking water so this can have serious health implications. The response also needs to leave space to purchase items for special needs that families may have on a case by case basis.
- **Sustained advocacy efforts** must be made to ensure that organisations and donors include children's clothes in their relief package. Many teenage girls and some boys complained that the clothes that they had been given were too small, and towards the end there was not enough stock to exchange the items. This issue can be resolved by using creative approaches.
- **We failed to meet the target of distributing school kits to 7,000 children** because the unit price far exceeded the budgeted unit price. Contents were standardised by the cluster and we didn't want to deviate from this. However, several agencies stocked school kits so the need to provide them to every school going child was still met.
- **We were unable to provide all the children with shoes and a number of children expressed their disappointment over this.** We need to be aware that certain interventions for a limited number of children will make others feel excluded and discriminated against. At a minimum, staff and volunteers need to take the time to explain to children what the reason for this is. It is important to remain conflict sensitive and ensure that interventions prevent rather than create conflict, even at a micro level. A great need for shoes still persists and we need to find more agencies and donors who will support this.
- **Several family members who had been entrusted with caring for separated children were considering putting the children in institutions because of a lack of other options.** They approached us and requested support, since they did not have resources to meet expenditure related to the child. We need to consider the support to families caring for separated or orphaned children to prevent children from being institutionalised. In the tsunami response we provided assistance to the government to provide an allowance for families caring for orphaned or separated children.
- **Monitoring was ad-hoc and although there was anecdotal evidence about the significant role we played in the lives of children there was a lack of documentation to support this.** Monitoring records have not been maintained making it difficult to establish how the activities impacted on children in certain ways. A monitoring system is needed that can document the programme in order to learn internal lessons and also to share success with a wider audience. Participatory monitoring including children's participation should be explored further.
- **There was no budget for repairs, refills and special needs or other contingencies.** School and recreational kits wore out, structures needed repairing and there was no budget to meet special needs for

vulnerable children or other purposes. Refilling kits and repairs need to be factored in during the planning phase of an emergency. We also need to consider budgeting for special needs and contingencies. (Eg additional support for specific education needs such as giving access to past exam papers to help prepare for exams; providing English and evening classes). At a minimum these issues need to be raised in the education cluster meeting.

- **Lack of teachers was pointed out by the children.** This got worse when some of them left the camps for resettlement. The situation was similar for volunteers. Refresher training on the purpose of psychosocial work and the principles of do no harm should be given regularly, especially considering the trauma many children have gone through.
- **The teachers' pay was not sufficient and was not paid to all teachers in camps.** Teachers said the payment received each month was insufficient to provide for their families. In addition, many organisations did not pay the salary and this resulted in some teachers feeling discriminated against. The cluster and coordinating agencies should establish minimum standards to ensure equity and non discrimination.
- **The cluster allocation of specific blocks made it difficult to provide an integrated service to all the blocks we were working within.** In some blocks, for example, we might have delivered protection activities whilst we didn't deliver education activities. The sectoral implementation through the cluster system also led to working in silos. Sometimes protection staff would not be aware of the nature of education work in that same area and vice versa. Better coordination and information sharing between the teams would help develop an integrated approach. For example, some team members said that the morning meetings held daily during the height of the emergency kept everyone informed of what was happening in each sector, but these meetings were discontinued when the intensity of the response was reduced.
- **Maintaining overview for each grant, budget monitoring and integrated reporting** has been another challenge. The team was considering a project based management system to overcome these difficulties.
- **An early recovery and development strategy should be developed, building on the lessons learned and relationships built in this response.**

The post conflict environment offers a great opportunity to work with children and facilitate more lasting changes in their lives.

ANGOLA: Participatory local governance.

Project title:	The municipal development programme
Dates:	2007-10
Evaluation:	Mid term report
Funded by:	Chevron, USAID
Main partners:	CARE, Development Workshops

Ideology and Angola's long civil war conspired to forge the particularly strong centralist tendencies that have long characterized Angolan governance. Within this system, few governance decisions of consequence were delegated to administrations at the municipal level, and much less to local populations. The long war has also contributed to a huge deficit in the technical capacity of local municipal administrators. Against this backdrop we have been surprised by the receptiveness with which municipal administrators are embracing the participatory process introduced by the Municipal Development Programme (MDP). The five municipal administrators involved have clearly expressed their high regard for the new participatory institutions (ODAs) and their mechanism, the forums, introduced by the MDP.

Background

The Municipal Development Programme is in its third year of implementation through a consortium consisting of CARE International, Development Workshop and Save the Children. The policy environment has significantly changed during the course of the project. The central government of Angola has for the first time delegated fiscal responsibility to 68 of its municipalities through making them budgetary units. At the inception of the project there were none. This has an impact on the project and the mounting pressure that the government is now applying, as a consequence of fiscal decentralisation, to improve planning and budgeting at the municipal level has potentially made the MDP even more relevant to the Angolan

decentralisation process. The challenges that Angola faces in its efforts to improve planning and budgeting at all levels are momentous, in particular because of the huge deficit in technical capacity of municipal administrators.

Our goals

The three overall objectives of the programme are to: 1) reinforce the technical capacity of municipal administrations; 2) cultivate value for participatory governance in local administrations and communities and reinforce civil society by creating concrete mechanisms and institutions for productive dialogue; and 3) to complete a select number of micro projects that will not only have a tangible developmental impact, but most importantly will serve as the living laboratories in and through which capacities and participatory values and mechanisms can be cultivated.

Main achievements

Two years into implementation we have found evidence that the project has had impact beyond the five municipalities where it is being implemented. The Municipal Development Programme is fostering participatory governance in a manner that dovetails in important ways with the national decentralisation policy and that contributes in a genuinely valued way to national development planning.

- **40 micro projects have been initiated in five municipalities**, where priorities and financial allocations have been set together by the municipal administration and the local communities.
- **Improved technical capacity of municipal government administrations.** We held 51 capacity building trainings for municipal administrators across the five municipalities. The capacity building was set up around the development of Municipal Profiles and Municipal Development Plans to help the municipalities with planning and budgeting.
- **Fostering participatory governance - increasing demand and sustainability.** 172 local development associations (ODAs) have been set up. Some of these have been further developed into federations that are a more complex form of community mobilisation. The forum process (the participatory mechanism through which local administrations and the community make priorities and allocate funds together) has been institutionalised with over 60 forum sessions held. In all project locations a number of ODAs have spontaneously reproduced themselves and created new

ODAs. An increasing number of participants are also calling and holding their own meetings with little or no involvement from us. Overall the ODAs have significantly improved relationships between the governing administration and the local population.

The participants, in particularly women, have found that the ODAs and the forums provided them with a new and valuable method for bringing their concerns and priorities to the attention of local government officials in a way that had not been possible previously.

- **Bringing added value to development.** For example, in Cabinda two officials compared the selection process for a clinic site through a participatory forum with one that wasn't. The one without consultation had been put in a location that wasn't accessible to a significant pool of potential users.

The capacity of communities to insist on their interests and participate through constructive dialogue has been enhanced, and so has the participation of women. One of the micro projects chosen by the local population for MDP funding was opposed by the local municipality but the community and women in particular, continued to insist that this was their priority. A compromise was eventually reached that benefited both sides.

In one municipality the ODA was demanding greater accountability from the MDP project and staff themselves claiming that they were not following their own principles that were part of the training in accountability.

- **Municipal Administrators have committed to utilise the forums for allocating resources.** In Andulo province, one of Angola's first designated "municipal budgetary units", they allocated the complete budget through the forum and have used it to convince a private donor to re-allocate and increase funds initially offered for a municipal sports complex to support more pressing needs identified in the forums to build a school and a hospital.
- **Evidence of the impact of project activities beyond its five municipalities of implementation has been observed:**
 - The governor of Bie was favourably comparing our project's effects on administrative performance with a neighbouring municipality receiving support from UNDP. He was particularly happy about the superior budget reports and planning documents that he had circulated to other municipalities as a model they should replicate.

- There have been learning visits from other municipalities seeking more information about the project and asking to take part.
- The governor of Huambo requested that the Chicala team present the project so that they could explore training and capacity building possibilities for Huambo municipal government staff. (The governor was later elected Prime Minister of Angola.)

Key success factors

- **True dialogue was created between authorities and communities.** In addition to providing valuable information to local communities that had previously been unavailable to them, the forums also gave local administrations an opportunity to help communities gain a better understanding of difficult decisions that had to be made about resource allocation. This fostered a mutual understanding where citizens had an opportunity to be heard but also to participate in a responsible way in decision making.
- **The obvious added value of the forums made authorities very open and embracing of them.** This led to better participation that in turn led to more positive outcomes for community and authorities. Authorities realised that they would miss out on crucial information as well as support for their work unless the communities were involved. They learnt about priorities of the local population that they were largely unaware of, especially when it came to women's issues.
- **The central government's rapid steps towards administrative decentralisation have increased the performance demand on municipal administrators.** This made the capacity building of municipal staff component easy to implement and very well received. The policy changes dramatically increased the relevance of this component and strengthened its ability to cultivate a more participatory approach to governance amongst municipal level government officials.
- **Well designed capacity building training.** The Municipal Profiles (MP) and Municipal Development Plans (PDI) were the essential core that enabled other project activities to work together. They:
 - were the most valued capacity building measures for the project;

- helped to convince the municipal administrators of the merits of more participatory forms of governance; and
- had the most consequential and developmental impact for the project.
- **Staff prioritised safeguarding the participatory and transparency aspects of the PDI production process despite pressures to short circuit for quicker delivery.** Senior management need to communicate more strongly to donors that the process is the top priority.
- **Using an implementing partner already established in the municipality before the programme started enabled faster progress** compared to the municipalities where the implementing partner established themselves for the first time as relationships, communication lines and trust with local communities and administrators were already in place rather than having to be developed from scratch.

Challenges and recommendations

- **Delays in micro-project implementation have generated frustration in municipalities.** However, the participatory mechanisms are still held as valuable and useful tools in their own right and are already being used by the community for other purposes. Care should be taken not to foster unrealistic expectations about the tangible deliverables and about what participatory governance involves.
- **Strengthening sustainability. Further efforts could be made to strengthen community interest in and capacity to meaningfully contribute to participatory governance.** For example the remaining, unbudgeted, micro projects could introduce communities to participatory budgeting and provide them with the necessary skills; the Federations and ODAs could be allowed to manage the micro project funds directly; or PDI implementation and budget spend could be monitored to learn more about transparency, responsiveness and meaningful participation in local governance.

The MDP has a unique opportunity to use the micro project implementation as a learning experience for participatory governance and the process of decentralisation that could eventually have a significant bearing on national policy making.

It is recommended that the project has a mid term learning exercise. This will be crucial going forward

taking important lessons on board from the pilot municipalities. Resources for training, advocacy and dissemination could be increased and a comprehensive strategy developed to better inform provincial and national level government sectors and other municipalities of the potential of the MDP model.

- **The rigid approach to composition of the ODAs met stiff resistance.** To maximise participation and minimize resistance from the communities a more flexible approach is needed in which existing structures are dovetailed as much as possible and where communities are allowed to resolve the issues around representation and composition in their own way.
- **Some municipal administrators were unhappy with aspects of the profiles and this impacted on ownership.** It is recommended to introduce an additional final step that ensures a stronger sense of ownership among the municipal authorities. No municipal profile should be posted on-line without a final sign off by the municipal authorities.
- **Only some of the technical skills necessary for sustaining the participatory governance models have so far been effectively imparted to the municipal authorities.** The capacity gap between the administrative roles and responsibilities as required by law and the on the ground capacity of municipal administrators to deliver them should be assessed and steps taken to ensure they have the technical skills they need to fully update the Municipal Profiles and the Municipal Development Plans without external assistance.
- **The changing context of municipal administration needs to be considered when developing training in the future.** Significant numbers of new staff are being recruited. While the training provided had been of a basic nature, new staff have higher levels of education and skills which mean that the training needs are more diverse. Future training should consider:
 - more thoroughly developed curricula;
 - more investment in teaching pedagogic skills to the trainers;
 - extending the training on basic participatory skills to traditional authorities;
 - implementing a second wave of training for ODA leadership;
 - making training materials available to be left with the trainees after the training.

- **Delays in implementation have been caused by several factors** including the safeguarding of participatory processes already mentioned, and the bureaucratic process through which the micro projects need to be approved. Clarity of roles in management between the MDP Chief of Party and the consortium is necessary. The MDP leadership needs to be fully accountable to the consortium through quarterly reporting.
- **Recruiting and retaining adequately trained and competent staff has been a challenge.** It has also been hard to recruit to remote municipalities. Competition for staff is increasing and several staff have left to take up employment with the private sector and municipalities with re-recruitment still pending. This issue will have a larger effect on programme implementation when the project reaches its full scale and there is therefore need to pay it extra attention going forward. The following recommendations are made:
 - delegate final decision-making related to staff issues to the MDP chief of party instead of keeping it with the consortium. This will decrease the bureaucracy and tackle some of the conflicts of interest that the other organisations may face.
 - the expressed desire of municipalities to take on project staff and their increased financial capacity to do so can be incorporated as an exit strategy for the project.
 - higher remuneration to key members of staff as well as efforts to increase their ownership of the project might have a beneficial impact on retention.
 - particular attention should be paid to staff tasked with organising and coordinating the training and capacity building for the municipal administrators. These positions are crucial to the success of the project, their technical requirements are higher, and they have responsibilities for local team leadership.
 - high priority should be given in particular to recruit the replacement to the vacated post of Municipal Development Advisor since this person will play the essential role in carrying out the project's reconfigured training strategy.
- **The monitoring and evaluation system has only just reached a level of adequacy, but compliance is uneven and inadequate.** This is due to the step by step development process rather than developing the monitoring and evaluation system before starting

implementation. It is also due to lack of Portuguese skills among key project staff that have hindered meaningful communication. This should be addressed by clarifying the rationale of the M & E system to staff and reinforcing that M & E compliance is compulsory. In case of overhaul of the system, efforts should be made to recruit significant skills and expertise and create a more simple and meaningful system.

- **The project must ultimately be one that is constantly reflecting and learning in order to remain relevant to a changing context for local administrations.** It needs to install practical mechanisms through which to create regular reflection and lesson learning, considering broader trends and developments in order to revamp overall project strategy in a timely manner.