

2011 - 2012

ANNUAL NARRATIVE REPORT: Children Lead the Way



Community Campaign in El Rosario, Peru



## CHILDREN LEAD THE WAY PROGRAM

<p>CIDA Partner: Program Name: Project Number:</p>	<p>Save the Children Canada Children Lead the Way S-065163</p>
<p>Funding: Start Date: End Date:</p>	<p>CIDA contribution: \$14,930,503; SCC contribution: \$4,443,602 01 May 2011 31 July 2016</p>
<p>Report: Period:</p>	<p>Annual Narrative Report 01 May 2011 – 31 March 2012</p>
<p>Precis Program Rationale and Development Strategy as per CIDA Project Browser:</p>	<p>The program aims to support girls and boys from infancy to young adulthood to become healthy, educated and productive citizens. The program's expected results include improved life opportunities for working youth in Bolivia, Peru, Nicaragua, Burkina Faso and Kenya who are educated about their rights and have acquired marketable skills. Its objectives also include ensuring a better quality of primary education for indigenous children in Bolivia through the provision of teacher-training in child-friendly pedagogy, an increased prevalence of exclusive breast-feeding and healthy weaning of newborns and infants in Burkina Faso, the prevention and mitigation of HIV &amp; AIDS, as well as improved health of children in Kenya, and the promotion of children's rights to the Canadian public.</p>
<p>Intervention Sectors Budget Allocation:</p>	<p><b>Democratic governance:</b> Human rights (015160): 5%</p> <p><b>Improving health:</b> Basic health care (012220): 11% Social mitigation of HIV &amp; AIDS (016064): 10%</p> <p><b>Strengthening basic education:</b> Basic life skills for youth and adults (011230): 61% Primary education (011220): 13%</p>
<p>Program Location Budget Allocation:</p>	<p>Kenya: 27% Burkina Faso: 25%</p> <p>Bolivia: 24% Nicaragua: 12% Peru: 12%</p>
<p>Program Partners:</p>	<p>See list of program partners in the 2012-2013 Work Plan</p>

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LIST OF ACRONYMS

AAC	Area Advisory Committee
AEC	Agri-Educational Centre
ARSH	Adolescent Reproductive and Sexual Health
ART	Anti-Retroviral Treatment
CABA	Children Affected by AIDS
CBO	Community Based Organization
CETPRO	Centre for Productive and Technical Education
CLW	Children Lead the Way
CONNA	Consultative Councils of Children and Adolescents
CORP	Community Owned Person
CP	Child Protection
CR	Child Rights
CRC	Convention on the Rights of the Child
CRP	Child Rights Programming
CSR	Corporate Social Responsibility
DCLC	District Child Labour Committee
DIN	Integral Development with Children
DM&E	Design, Monitoring and Evaluation
EB	Exclusive Breastfeeding
FBO	Faith Based Organization
FGM	Female Genital Mutilation
IAC	International AIDS Conference
IDB	Inter-American Development Bank
IEC	Information, Education, Communication
IPE	Intra, Inter & Pluri-lingual Education
ILO	International Labour Organization
INATEC	National Technical Institute
LA	Latin America
LFA	Logical Framework Analysis
MANTHOC	Movement of Adolescent and Child Workers Children of Christian Labourers
MNNATSOP	National Movement of Working Children and Adolescents
MoE	Ministry of Education
MoH	Ministry of Health
MoL	Ministry of Labour
MOLACNATS	Movement of Child and Adolescent Workers of Latin America
PEC	Productive Education Centre
PLHIV	People Living with HIV
PMF	Performance Measurement Framework
PSS	Psycho-Social Support
PTA	Parent Teacher Association

RBM	Results Based Management
RedEAmerica	Inter-American Foundation and Business Actions Network for Grassroots Development
RMI	Network of Master's on Childhood (Red de Maestria's sobre la Infancia)
SC	Save the Children
SCB	Save the Children in Bolivia
SCC	Save the Children Canada
SCI	Save the Children International
TA	Technical Advisor
UNATSBO	Union of Child Workers of Bolivia
VCT	Voluntary Counseling and Testing

## EXECUTIVE SUMMARY

This report highlights the main achievements and results of the first year of the Children Lead the Way program, implemented by Save the Children Canada and funded through CIDA's Partnerships with Canadians Branch. This five year program aims to secure the rights of girls and boys to protection, education, and survival in Bolivia, Burkina Faso, Kenya, Nicaragua and Peru. The main objectives of the program are:

1. *To enable marginalized girls and boys to survive, become healthy, educated and productive citizens*
2. *To improve promotion and protection of girls' and boys' rights among civil society, government, children's groups and the private sector*
3. *To improve gender equality amongst girls and boys in realizing their rights to health, education, protection, participation and survival*
4. *To increase the expertise and knowledge sharing of Save the Children Canada in working children, gender, and project management (including environmental impact assessment)*

These objectives are centred around four thematic components: Children & Work (implemented in all five countries); Child Health (Kenya and Burkina Faso); and Intra, Inter & Pluri-lingual Education (Bolivia).

**Children and Work** is the main programmatic focus, with over 60% of the total budget going towards this area. The program strategy for Children & Work includes three pillars: *Education, Protection and Participation*. The strategy to realize children's rights to *Education* includes ensuring children who work under 12 years of age have access to quality basic education; adolescents have access to relevant secondary or vocational education (formal and non-formal) which is based on market labour needs; training in business, entrepreneurship and financial skills building, and access to start-up credit. In the area of *Protection*, each country program works to build the awareness and capacity of civil society, employers, government and schools to ensure children who work are not exploited or in danger; as well as works to strengthen both local and national protection systems for working children. Finally, the Children Lead the Way program strengthens working children's *Participation* in public and private spheres, so they are able to advocate for and express their needs and desires in the creation of strengthened societies. This is promoted through the establishing and strengthening of new and existing groups of working children, as well as national and regional and regional working children's movements.

The **Child Health** component is comprised of two distinct programs in Burkina Faso – focusing on the promotion of exclusive breastfeeding for newborns, and in Kenya – focusing on building the capacity of children and communities to protect themselves and mitigate the impacts of HIV & AIDS. The Exclusive Breastfeeding program seeks to promote EB for children 0-6 months, by providing training and awareness raising for women on the practices and benefits of exclusive breastfeeding for both themselves and their babies, as well as conducting awareness-raising campaigns with key community stakeholders in order to foster a supportive social environment for this practice. In Kenya, the HIV & AIDS program seeks to address the issues affecting children affected by HIV & AIDS, by providing medical, physiological, and financial and advocacy support in the targeted areas. This includes building the capacity of children and youth to protect themselves, as well as building the capacity of communities to realize the rights of children affected by HIV in their areas.

The **Intra, Inter & Pluri-lingual Education (IPE)** piece of the Children Lead the Way program is exclusively implemented in Bolivia and seeks to improve the quality and relevance of education for indigenous boys and girls. This is achieved through promoting curricula and methodologies incorporating the language, knowledge, culture and world view of the main indigenous groups in Bolivia: Quechua, Aymara, Guarani, and Ignaciano Moxeño; and training teachers and communities in their use and importance. The relevance of primary education of indigenous

children is also promoted through the use of child friendly, rights based and participative methodologies in the classroom.

### Statement of Results Achieved: Year One

The first year of programming (2011-2012) was characterized by start-up activities that included identifying, selecting and confirming relationships with partners; identifying targeted beneficiaries i.e. children, schools, communities; preparing and implementing relevant training materials and tools; initiating programming activities such as training, dispersal of funding and materials, stakeholder meetings; conducting baseline surveys; and designing data collection and monitoring processes and tools.

Programming was delivered by Save the Children Country Offices and 33 partners across the five countries. In all instances, the program was situated within the local context, in accord with national strategies, frameworks, and policy directions of the various governments, working with relevant and active partners in facilitating improvement, change and progress in the areas of working children and child rights promotion, exclusive breastfeeding, HIV & AIDS, and Intra, Inter & Pluri-lingual Education (IPE).

The main year one achievements, covering the period of May 2011 – March 2012 are as follows:

- ✓ Teacher training was a major output across all five countries with training conducted in pedagogical methodologies (694 teachers); life skills training (88 teachers); Child Friendly teaching methodologies and secondary language training (669 teachers); and child friendly school approaches (191 teachers). Specifically, in **Bolivia**, 669 teachers (314 women, 291 men) were exposed to the tenets of the Avelino Sinani - Elizardo Perez Law, which specifically promotes indigenous knowledge and the development of curriculum and teaching methodologies that hold relevance to indigenous people, including pluri-lingual content. It encourages community participation in the collective construction of a flexible and diverse education system that reflects the different realities that make up the country of Bolivia. These are the partners' first steps in integrating this important piece of legislative work within their schooling communities, which will contribute to an improvement in the learning environments for the program's indigenous beneficiaries leading to better educated children.
- ✓ A total of 9,096 children accessed schooling either through the provision of school fees and kits or tutoring opportunities; while another 727 children accessed formal and non-formal vocational training in such areas as forestry, agro-ecology, business administration, ancestral agriculture, ceramics, weaving, handicrafts, tailoring, electrical work, and metal working.
- ✓ 3,589 people (1,441 women, 2,148 men) were reached by community based mobile outreach sessions in **Kenya** on adolescent and reproductive health and HIV counselling and testing; while 1,585 people (507 women, 1,078 men) participated in HIV counselling and testing; of which 25 tested positively and were linked to health facilities and community support groups for care, treatment and psycho-social support.
- ✓ 17 new working children's groups were established and supported, along with 15 existing working groups in **Bolivia, Peru and Burkina Faso**; a total of 556 working children group members (301 girls, 240 boys, 15 unknown) were trained in organizational management, planning, advocacy, child rights, facilitation techniques, leadership, gender, and life skills.
- ✓ 1,085 children (486 girls, 553 boys, 46 unknown) participated in various events with government decision-makers; in **Nicaragua**, 16 working girls and boys from El Cuá, Bocay, Rancho Grande, Waslala and La

Dalia participated in children's councils, presenting their demands and proposals on their right to quality education and to live without violence to their respective mayors and municipal governments; in **Peru**, 32 delegates (14 girls, 18 boys) from working children groups prepared and presented a proposal to the provincial mayor of Huamanga for the creation of a Consultative Council of Children and Adolescents (CCONA); in **Burkina Faso**, 30 domestic working children participated in the caravan of advocacy and awareness on child labor in the town of Saaba by providing testimony; and in **Kenya**, 135 children (76 girls, 59 boys) participated in the Regional and National Children Voices Conferences, preparing and presenting a memorandum highlighting issues that they felt affected them negatively and their suggestions on how the government should address them, as well as providing input on the UNCRC reporting process for 2012 as Kenya will presenting the 3rd, 4th and 5th reports this year.

- ✓ 8 new government child protection entities were established and 173 personnel were trained (82 women, 91 men) inclusive of police officers and health officials in child protection and child rights issues.
- ✓ 73,534 people (38,521 women, 34,989 men, 24 unknown) including parents, employers, indigenous authorities, teachers were sensitized in such issues as child rights and protection, working children, exploitation of children. Specifically, in **Nicaragua**, awareness raising and advocacy activities resulted in 83 coffee producers signing agreement and commitment letters committing to not hiring children under 14 years of age; creating safe spaces for children on farms that are supervised by skilled personnel for the promotion of educational (formal and non-formal), recreational and interactive activities: and improving labour conditions for working adolescents – e.g. wages, working conditions.
- ✓ Over a million people (1,053,000) in **Peru and Burkina Faso** were indirectly reached on child related issues through media channels: radio 800,000; television 221,000; newspaper 3,000; video 29,000.

Advancement towards the expected results set in the Year One work plan are generally on-track with some delay experienced in Kenya – due to the selection of all new partners; and Bolivia, due to management issues that are explained in Section 3. It is expected that the achievement of expected results will be on track during the second year of the program.

## I BACKGROUND

### I.1 Agency Profile

Save the Children Canada is a member of Save the Children International, a network of 30 member organizations raising funds and operating programs domestically and internationally that focus on the issues of health and nutrition, education, HIV and AIDS, child protection, livelihoods and food security, emergency relief and child rights governance. The members of Save the Children International work together as a federation by pooling resources, establishing common positions on issues and carrying out joint projects. Save the Children is the world's leading independent organization for children committed to ensuring children realize the rights to which they are entitled under the UN Convention on the Rights of the Child. The organization's vision is a world where every child attains the right to survival, protection, development and participation, with a mission to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives. Today, Save the Children works in 120 countries and in Canada to bring immediate and lasting improvements to children's lives through the realization of their rights.

### I.2 Program Description

CIDA signed a Contribution Agreement with Save the Children Canada in May 2011 for the delivery of a five year, \$14.9 million program entitled "Children Lead the Way". The goal of this program is to secure the equal rights of girls and boys to protection, education, survival and health in Bolivia, Nicaragua, Peru, Burkina Faso, and Kenya. The objectives of the program are as follows:

**Objective 1: To enable marginalised girls and boys to become healthy, educated, and productive citizens by:**

- Improving opportunities of working children through relevant knowledge and marketable skills in Bolivia, Nicaragua, Peru, Kenya and Burkina Faso (61%): this component involves the development of a practical skills –based curriculum with environmental awareness, based on market assessments and input from local businesses, entrepreneurship training
- Improving the quality of education for indigenous children in Bolivia (13%): teaching and classroom supplies for rural skills to support trained teachers in child friendly pedagogy
- Ensuring the survival and health of newborns and infants by increasing breastfeeding practices in Burkina Faso (11%); exclusive breastfeeding and health weaning will be promoted through communication strategies for mothers, support systems within families and communicates, local partners and community leaders including training of health workers based on a needs assessment
- Improving the health of children and youth through prevention and mitigation strategies in HIV & AIDS in Kenya (10%): youth will learn protection from HIV & AIDS, self-esteem building, decision-making, leadership and sexual health, gender based violence and the need for gender equality. Education and health of orphans and vulnerable children will be supported with scholarships and income generation incentives and anti-retro viral treatment.

**Objective 2: To improve commitment to the promotion and protection of child rights among civil society, government, children's groups and the private sector by:**

- Increasing the capacity of working youth to advance their rights in Bolivia, Nicaragua, Peru, Burkina Faso and Kenya through regional, national and local children's networks
- Improving child protection systems and national legislation to increase adequate working environments, prevent exploitation of working children, especially girl, through child labour committees to consider child rights, child protection systems and labour laws

- Strengthening community and civil society support for the rights of working children, orphans and vulnerable children and indigenous children with a focus on girls. Conduct awareness raising campaigns with companies employing children, parents, educators and the community towards legislation on the needs of children, working conditions and the differing realities of girls and boys. Conduct forums on HIV & AIDS prevention, stigma and discrimination and support to caregivers on child rights and protection to address AIDS affected children's needs. Provide community support for inclusive education for indigenous children.

**Objective 3: To promote children's rights and the work of SCC both overseas and in Canada by:**

- Improving knowledge management and sharing of SCC methodologies and tools through documentation
- Sharing research, tools and methodologies developed by SCC, work with children and communities in conferences, publications and journals
- Improving project management skills of civil society partners in targeted countries through training, coaching and monitoring
- Increasing knowledge of SCC in the situation of working children, especially girls, in targeted countries through research to assess policies and programs available and the reality of their situations
- Increasing gender mainstreaming in SCC and partners through a gender methodology tool for use in design planning, implementation, monitoring and evaluation of projects for use by partners and Save the Children affiliates.

The program's expected results at the intermediate outcome level across the six program component are as follows:

**100 – Working Children** - Increased access for working girls and working boys to dignified work ; Educated working girls and working boys gain access to further educational opportunities – i.e. secondary, vocational; Enhanced and equal ability for working girls and working boys to act in a leadership role and participate in decisions that will impact their lives.

**200 – Maternal/Newborn Health** - Increased exclusive breastfeeding practiced in Kaya and Banfora for children aged 0-6 months; Reduced morbidity among breastfed children (0-5 years); Improved weight and height statistics among breastfed children (0-5 years); Improved opportunity for women to participate in decisions which affect their own health and the health of their families; Supportive environment for exclusive breastfeeding established.

**300 – HIV & AIDS** - Girls and boys attest to a positive change in behaviour regarding HIV prevention; General improvement in the well-being of girls and boys affected by HIV & AIDS in the targeted areas; Increased community support/services provided to caregivers and children affected by HIV & AIDS.

**400 – IIPE Education** - Improved quality of education for 3,000 indigenous girls and 3,000 indigenous boys through implementation of Intra, Inter & Pluri-lingual Education (IIPE)<sup>1</sup>; Girls and boys are better educated; Student leaders involved in decision-making process that promotes quality Intra, Inter & Pluri-lingual Education; Gender equality is incorporated into the IIPE methodologies as a part of the regular curricula; Local and municipal education entities incorporate relevant Intra, Inter & Pluri-lingual Education into their operational plans; Girls and boys take better care of the environment within the school space and surrounding community.

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<sup>1</sup> IIPE (Intra, Inter & Pluri-lingual Education) replaces the term IBE (Inter-Bilingual Education) found on the program LFA.

**500 – Child Rights** - Working Children’s Organizations actively promote and protect the rights of girls and boys in their spheres of influence; Greater influence on the part of working girls and boys in decisions that affect their lives; National/local policies and child protection systems are in place for working girls and boys.

**600 – Knowledge Management** - Save the Children Canada effectively promotes work in gender, working children, and environmentally responsible project management with partners, CSOs, SC International; Canadians take tangible action in supporting children’s rights initiatives.

### **I.3 Annual Narrative Report Format**

This Annual Narrative Report covers the first year of programming from May 1, 2011 to March 31, 2012, a period of 11 months. The objective of the report is to report on actual program results achieved against expected results. The report looks at three major areas; 1) results achieved to date, 2) management issues, and 3) lessons learned.

## 2 RESULTS ACHIEVED AND PERFORMANCE

### 2.1 Highlights of Results Achieved

As the first year of programming FY 2011-2012 was characterized by start-up activities that included identifying, selecting and confirming relationships with partners; identifying targeted beneficiaries i.e. children, schools, communities; preparing and implementing relevant training materials and tools; initiating programming activities i.e. training, awareness raising and advocacy, dispersal of funding and materials, stakeholder meetings; conducting baseline surveys; and designing data collection and monitoring processes and tools. As a consequence, reporting on results for this first year of programming will focus on outputs as it is too early to report on any outcomes. Immediate and intermediate outcomes will be reported on in subsequent Annual Reports.

Programming was delivered by 33 partners across the five countries that include local and regional NGOs, indigenous nations and indigenous organizations, service organizations, national working children organizations, and government ministries. In all instances, the program was situated within the local context, in accord with national strategies, frameworks, and policy directions of the various governments, working with relevant and active partners in facilitating improvement, change and progress in the program areas.

### Overview Statement of Results

Although it is too early to report on any outcomes, the program has achieved **significant outputs** across the five countries – Bolivia, Nicaragua, Peru, Burkina Faso, Kenya. And as the program moves into Year 2, building on these outputs will form the foundation upon which the program's expected outcomes will be realized. Output results achieved as of March 2012 include the following:

- ✓ Teacher training was a major output across all five countries with training conducted in pedagogical methodologies (694 teachers); life skills training (88 teachers); DIN<sup>2</sup>, methodology and secondary language training (669 teachers); and child friendly school approaches (191 teachers). Specifically, in **Bolivia**, 669 teachers (314 women, 291 men) were introduced to the tenets of the Avelino Sinani - Elizardo Perez Law, which specifically promotes indigenous knowledge and the development of curriculum and teaching methodologies that hold relevance to indigenous people, including pluri-lingual content. It encourages community participation in the collective construction of a flexible and diverse education system that reflects the different realities that make up the country of Bolivia. These are the partners' first steps in integrating this important piece of legislative work within their schooling communities, which will contribute to an improvement in the learning environments for the program's indigenous beneficiaries leading to better educated children.
- ✓ A total of 9,096 children accessed schooling either through the provision of school fees and kits or tutoring opportunities; while another 727 children accessed formal and non-formal vocational training in such areas as forestry, agro-ecology, business administration, ancestral agriculture, ceramics, weaving, handicrafts, tailoring, electrical work, and metal working.
- ✓ 3,589 people (1,441 women, 2,148 men) were reached by community based mobile outreach sessions in **Kenya** on adolescent and reproductive health and HIV counselling and testing; while 1,585 people (507

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<sup>2</sup> DIN: Desarrollo Integral de la Niñez (Integral Development with Children).

women, 1,078 men) participated in HIV counselling and testing; of which 25 tested positively and were linked to health facilities and community support groups for care, treatment and psycho-social support.

- ✓ 17 new working children's groups were established and supported, along with 15 existing working groups in **Bolivia, Peru and Burkina Faso**; a total of 556 working children group members (301 girls, 240 boys, 15 unknown) were trained in organizational management, planning, advocacy, child rights, facilitation techniques, leadership, gender, and life skills
- ✓ 1,085 children (486 girls, 553 boys, 46 unknown) participated in various events with government decision-makers; in **Nicaragua**, 16 working girls and boys from El Cuá, Bocay, Rancho Grande, Waslala and La Dalia participated in children's councils, presenting their demands and proposals on their right to quality education and to live without violence to their respective mayors and municipal governments; in **Peru**, 32 delegates (14 girls, 18 boys) from working children groups prepared and presented a proposal to the provincial mayor of Huamanga for the creation of a Consultative Council of Children and Adolescents (CCONA); in **Burkina Faso**, 30 domestic working children participated in the caravan of advocacy and awareness on child labor in the town of Saaba by providing testimony; and in **Kenya**, 135 children (76 girls, 59 boys) participated in the Regional and National Children Voices Conferences, preparing and presenting a memorandum highlighting issues that they felt affected them negatively and their suggestions on how the government should address them, as well as providing input on the UNCRC reporting process for 2012 as Kenya will presenting the 3rd, 4th and 5th reports this year
- ✓ 8 new government child protection entities were established and 173 personnel were trained (82 women, 91 men) inclusive of police officers and health officials in child protection and child rights issues
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- ✓ Over a million people (1,053,000) in **Peru and Burkina Faso** were indirectly reached on child related issues through media channels: radio 800,000; television 221,000; newspaper 3,000; video 29,000

## 2.2 Outputs Realized

### 2.2.1 Working Children (Program Component 100)

#### Save the Children's Position on Children & Work<sup>3</sup>

Save the Children (SC) fights for children's rights. As part of this goal, SCC seeks to: ensure that girls and boys are protected against harmful work. Our goal, our understanding of children's work and our beliefs about appropriate responses are shaped by the UN Convention on the Rights of the Child (UNCRC) and a rights-based approach to programming. Implicit in our goal is a belief that children's work is not a uniform activity and we must recognize that, while some forms of work violate children's rights, other forms of work do not. Most forms of work have both positive and negative elements, and for this reason, can be both harmful and beneficial to children's development and well-being. Therefore, we accept neither blanket bans of all child work, nor an approach which unequivocally promotes children's work. We believe that different responses are appropriate for different forms of work and for different working children. In achieving this goal, we seek to ensure that governments, families and other 'duty-bearers' fulfill their obligations to address children's rights. We also seek to ensure that boys and girls fully and meaningfully participate in decisions which affect them. Children should be enabled to exercise their rights, and the opportunities available to them should be expanded so that work is a choice, not a necessity.

#### Working Children Context across Five Countries<sup>4</sup>

**Bolivia:** In Bolivia, work is an important part of life in both rural and urban areas. In the rural areas, the indigenous cosmology does not consider children's work as 'child labour' but as part of participation in community and family life, and a harmonious relationship with mother earth. The children SCC works with in the rural areas of Bolivia start contributing to the household economy at a young age by participating in agricultural work and shepherding livestock. Access to education which is flexible, relevant and provides the skills needed to improve household well-being is important for this population. In urban areas, children often work in the informal sector, selling items and services - such as shoe-shining - and working alongside their parents, sometimes for little or no pay.

**Nicaragua:** In the regions where this program is being implemented the majority of children are involved in paid or unpaid work, primarily in the coffee plantation industry. Boys are more likely to work outside the home since domestic work, like caring for their brothers and sisters, is almost exclusively assigned to girls. Strong gender stereotyping particularly limits a girl's opportunities, especially in education. Working in the home with no potential career training means girls are more vulnerable to extreme poverty, early marriage and pregnancy, which can put them in unequal or abusive

TABLE 1  
CHILD LABOUR STATISTICS 2000-2010

	Child Labour 2000-2010 Total	Child Labour 200-2010 Female	Child Labour 2000-2010 Male
Bolivia	23% (2007)	22% (2007)	23% (2007)
Nicaragua	15%	11%	18%
Peru	34%	36%	31%
Burkina Faso	38%	36%	39%
Kenya	26%	25%	27%

<sup>3</sup>International Save the Children Alliance, 2003. Save the Children's Position Paper on Children and Work. Available online: <http://resourcecentre.savethechildren.se/content/library/documents/save-children%E2%80%99s-position-children-and-work-position-paper>

<sup>4</sup> Source for child labour statistics in Table 1 - UNICEF; <http://www.unicef.org/infobycountry/latinamerica.html> and UNHCR for Bolivia only; [http://www.unhcr.org/refworld/country\\_USDOL\\_BOL\\_48caa460c.0.html](http://www.unhcr.org/refworld/country_USDOL_BOL_48caa460c.0.html) Child labour – Percentage of children aged 5 to 14 years of age involved in child labour activities at the moment of the survey. A child is considered to be involved in child labour activities under the following classification: (a) children 5 to 11 years of age that during the week preceding the survey did at least one hour of economic activity or at least 28 hours of domestic work, and (b) children 12 to 14 years of age that during the week preceding the survey did at least 14 hours of economic activity or at least 42 hours of economic activity and domestic work combined.

relationships. Agricultural work, including working on coffee plantations, exposes children of both genders to work related dangers like pesticides, snakebites, accidents and excessive workloads.

**Peru:** In Peru, children start farming and caring for smaller animals at a young age. Girls are also responsible for domestic tasks and taking care of their younger siblings. Often, children's participation in these tasks is viewed as "help", and not as work, and therefore the proportion of boys and girls who are paid is small. In the areas where the program is being implemented families often have up to five children in the household, and access to education for all is a challenge. Although there are elementary schools within communities, children must travel to larger cities to go to high school or vocational training.

**Burkina Faso:** In Burkina Faso children work doing a variety of jobs, although the greatest percentage (70%) of children do some form of agricultural work either for pay or to help their families. Twenty-five percent of children work in the service sector, including working as domestic help. Artisanal activities such as welding, metal fitting, and construction make up the work experience of only 5% of children. Work is still very much defined by gender for children and most artisanal or skilled work remains the prerogative of boys, while girls generally work as domestic servants, retail vendors or mobile fruit and vegetable sellers.

**Kenya:** The commercial and subsistence agriculture and fishing sectors employ the largest number of working children in Kenya (57.6%). Children also work in construction, retail and trading as well as the manufacturing and mining sectors. Children as young as 5 and up to 18 years of age can be found working on cash crops such as coffee, tea, khat<sup>5</sup>, and produce farms, as well as in quarries.

### Summary of Program Activities 2011-2012

The program's goal is to ensure that children who work in the five target countries are given the opportunities to become healthy, educated and productive citizens. Recognizing that the concept and practice of work in the five countries is different, and thus the needs of girls and boys differ and each country program has been specifically tailored to reach this overarching goal. In order to achieve this, the program's strategy for working children includes three pillars: *Education, Protection and Participation*<sup>6</sup>. The strategy to realize children's rights to *Education* includes ensuring children under 12 years of age, who work, have access to quality basic education; adolescents have access to relevant secondary or vocational education (formal and non-formal) which is based on market labour needs; training is offered in business, entrepreneurship and financial skills building; and access is facilitated to start-up credit.

Working across the five countries and through 33 partners, the following activities were carried out during FY 2011-2012:

- **Identifying schools** in the targeted regions of each partner including primary, secondary, vocational, and non-formal educational institutions
- Identifying and **registering working children** in the targeted regions of each partner
- Collecting information on the **number of children registered** in the targeted schools to set up a monitoring and reporting baseline
- **Training teachers** in pedagogical practices such as DIN Child Friendly School Approach, All for One, One for All Approach; in life skills training including leadership, self-esteem, empowerment, gender, child rights; and in new educational content and materials

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<sup>5</sup> Khat is a flowering plant native to the Horn of Africa and the Arabian Peninsula. Among communities from these areas, khat chewing has a long history as a social custom dating back thousands of years. Khat contains a monoamine alkaloid called cathinone, an amphetamine-like stimulant, which is said to cause excitement, loss of appetite and euphoria.

<sup>6</sup> The program's strategy for working children for *Protection and Participation* can be found in Section 2.2.5

- Preparing and disseminating materials and tools for new teaching approaches including DIN and All for One, One for All Approach
- Helping **working children to access schooling** including the payment of schools fees and scholarships, the provision of school kits, the organization of tutoring sessions, and the disbursement of livelihood grants to caregivers
- Providing **institutional support** to schools including school books and materials
- **Mapping vocational training** centres, both formal and non-formal, to assess capacity, relevancy of training, enrolment
- Providing training to children in **productive education** including beekeeping, handicrafts, baking, tailoring, electrical work; in **life skills training** such as leadership, self-esteem, empowerment, child rights and responsibilities, and gender; in **environmental awareness**; and in **education models** such as DIN, Child Friendly School Approach, All for One, One for All Approach, school governments
- Facilitating **awareness-raising activities** – i.e. school fairs, workshops, meetings with employers, promotional campaigns - on the rights of children, child protection, working children, legislation, school access and retention

### Expected and Actual Program Outputs

The major outputs realized over the course of the year were increased access for children to schooling or educational opportunities and exposure to life skills training; and the training of teachers. These outputs will ultimately contribute to the realization of the program's outcomes including increased knowledge and skills, both academic and work-related that will give children the opportunity to pursue higher education or access more dignified work; and enhanced life knowledge that will give children the skills, confidence and tools to make decisions that positively impact their lives. These outcomes will be tracked in the coming years. [Table 2](#) provides a list of the actual outputs realized to date compared to those expected. Specifically,

- ✓ 9,096 children accessed schooling either through the provision of school fees and kits or tutorial opportunities
- ✓ 727 children accessed formal and non-formal vocational training in such areas as forestry, agro-ecology, business administration, ancestral agriculture, ceramics, weaving, handicrafts, tailoring, electrical work, and metal working
- ✓ 2,675 children participated in life skills training that included leadership, values and virtues, self-esteem, gender, cultural identity, child rights and responsibilities, child exploitation and protection
- ✓ 694 teachers trained in pedagogical practices and life skills training

### Conclusion – Next Steps for 2012-2013

Output progress is as expected for the first year of any new program – steady in some countries and areas of programming, slower in others. In terms of the variances, a number of Country Officers reported lower than expected output numbers as initiating activities with schools in the middle of school term, made the process of integrating the partners’ intervention activities challenging for the schools, where curriculums, teaching plans, and schedules had already been set. A few activities, such as the development of curricula, access to job placements, apprenticeships and micro-credit will be initiated in years two and three by the respective Country Offices.

Building on the work started this past year, Year 2 will focus on:

- Improving the quality of education through the **training of teachers** on models of technical, alternative education, as well as life skills, gender equality, child rights approach and leadership training
- Organizing **awareness raising activities** to improve educational enrolment and retention of working girls and working boys
- Implementing after-school tutoring opportunities for working children to strengthen academic skills
- Strengthening the **technical capacities, competencies and skills of adolescents**
- Introducing **new marketable skills training** in formal and non-formal educational curricula to ensure improved educational opportunities for children who work
- Supporting **child governments** in developing and implementing action plans
- Providing **school materials, school kits, school fees, subsidies** and scholarships to working children, as applicable
- Sensitizing the **community** as to the importance of education for all children, especially those who work

TABLE 2  
COMPARISON OF EXPECTED AND ACTUAL OUPUTS REALIZED

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
<b>110</b> 7,610 working girls and 7,610 boys (ages 6-13) access and remain in environmentally responsible improved primary schools	# of working girls and working boys accessing primary education	200 children <sup>7</sup> were assisted in accessing school through the provision of school fee, school kits, and birth certificates ( <i>Nicaragua, Burkina Faso, Kenya</i> )  7,493 children (4,201 girls, 3,292 boys) supported to stay in school (retention) through the provision of school materials ( <i>Burkina Faso</i> )  1,403 children (666 girls, 737 boys) accessed tutorial school reinforcement opportunities ( <i>Peru, Burkina Faso</i> )
<b>120</b> School curriculums offer education in marketable skills and knowledge in 90 schools	# of targeted schools offering new market relevant curriculum	A preliminary analysis was conducted of the CETPRO vocational training institutions in Peru, in the regions of Ayacucho and Ica. Findings in Ica determined that they do not offer training that is relevant to market demand; while findings for Ayacucho are still being analyzed.  A mapping of formal and non-formal training centres was conducted in Burkina Faso to capture information on the type and quality of training offered, and student accessibility. This exercise will be used to assist children in accessing relevant centres.
<b>130</b> Teachers trained in improved pedagogical practices	# of teachers (f/m) trained	694 teachers (386 women, 308 men) were trained ( <i>Bolivia, Nicaragua, Peru, Burkina Faso</i> )

<sup>7</sup> Statistics not disaggregated by gender

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
<b>140</b> Non-formal education (NFE) centres are established and strengthened and offer relevant learning materials, with a focus on environmental sustainability	# of NFE centres strengthened and offering relevant learning for students	3 NFE centres were strengthened through the provision of books, pedagogical resources, and seeds for school orchards ( <i>Bolivia</i> )
	# of working girls and working boys accessing non-formal education	289 children (153 girls, 136 boys) accessed non-formal education opportunities that included work experiences in agro-ecology <sup>8</sup> , handicrafts, baking, beekeeping ( <i>Nicaragua, Peru</i> )
<b>150</b> girls and boys have access to improved vocational training (including environmental care) and follow-up opportunities (i.e. apprenticeships, job placements, micro-credit)	# of vocational training centres (independent/in secondary schools) strengthened	14 secondary school teachers (9 women, 5 men) were trained in the design of productive projects and technical education thereby strengthening the training capacity of the schools ( <i>Peru</i> )
	# of working girls and working boys accessing vocational and technical training	438 children <sup>9</sup> accessed vocational training in such areas as forestry, agro-ecology, business administration, ancestral agriculture, ceramics, weaving, handicrafts, tailoring, electrical work, metal working ( <i>Bolivia, Nicaragua, Peru, Burkina Faso</i> )
	# of working girls and working boys accessing apprenticeships or job placements	Not yet
	# of working girls and working boys accessing micro-credit	Not yet
<b>160</b> Life skills training <sup>10</sup> program developed and implemented in various educational streams	# of teachers (f/m) trained in life skills training	88 teachers (43 women, 45 men) were trained in life skills training ( <i>Bolivia, Nicaragua</i> )
	# of educational entities implementing life skills training programs – primary, secondary, vocational, NFE	Not yet
	# of working girls and working boys who have participated in life skills training programs	2,675 children (1,187 girls, 1,288 boys, 200 unknown) participated in life skills training that included leadership, values and virtues, self-esteem, gender, cultural identity, child rights and responsibilities, child labour and exploitation ( <i>Bolivia, Nicaragua, Peru, Burkina Faso</i> )
	# of parents who have participated in life skills training programs	272 parents (177 women, 95 men) were trained ( <i>Nicaragua</i> )
<b>170</b> Teachers and students trained in environmental care issues	# of teachers (f/m) trained	30 teachers (20 women, 10 men) were trained in environmental care issues ( <i>Peru</i> )
	# of girls and boys trained	158 children (77 girls, 81 boys) participated in training on environmental care issues ( <i>Bolivia, Peru</i> )

<sup>8</sup> Agro-ecology is a scientific discipline that uses ecological theory to study, design, manage and evaluate agricultural systems that are productive but also resource conserving. Agro-ecology is concerned with the maintenance of a productive agriculture that sustains yields and optimizes the use of local resources while minimizing the negative environmental and socio-economic impacts of modern technologies

<sup>9</sup> Statistics not disaggregated by gender

<sup>10</sup> Life skills training includes such topics as empowerment, leadership, self-esteem, child rights and responsibilities

### **2.2.2 Exclusive Breastfeeding (Program Component 200)**

The component of exclusive breastfeeding is only being delivered in one country, Burkina Faso. It is being carried out by six partners in the regions of Banfora (Cascades) and Kaya (Centre Nord).

#### **Exclusive Breastfeeding Context in Burkina Faso**

Burkina Faso has one of the lowest rates of exclusive breastfeeding in West Africa, with 41% of children ages 0-1 month being exclusively breastfed, 25% from 2 to 3 months, and 12% from 4 to 5 months.<sup>11</sup> With poor practices in breastfeeding contributing to malnutrition, malnutrition has become one of the most important health and welfare problems facing infants and young children in Burkina Faso. This has significant health and economic consequences for children including a lower level of cognitive development, increased risks of illnesses, and ultimately death. According to statistics from the Burkina Faso Ministry of Health, the mortality rate caused by malnutrition in hospitalized children suffering from severe malaria, respiratory infection or gastroenteritis is between 64% - 87%. Poor exclusive breastfeeding practice has been found to have a significant impact on child mortality due to its close association with malnutrition, diarrhea, pneumonia and other infections. The Government of Burkina Faso has consequently implemented a National Plan (2006-2015) to accelerate the reduction of maternal and infant mortality, and a National Strategy on infant and child feeding, with breastfeeding an important component of these measures.

Although mothers in Burkina Faso are aware of the importance of exclusive breastfeeding, through health care centres and national communication campaigns, the social environment in which mothers raise their children is a major obstacle to entrenching the practice of exclusive breastfeeding. In the African context, mothers are usually not the sole decision-makers when it comes to their children. Grandmothers invariably play an important role in the mothers' and infants' lives and are said to have a strong influence over what mothers feed their babies. In Burkina Faso, grandmothers are reported not to approve of exclusive breastfeeding.<sup>12</sup> According to D. Marc Sawoudogo, a nurse and director of the village clinic in Zincko, Kaya health district, grandparents are the "real" decision makers when it comes to child care: "Children do not belong to only their parents in African society. Here, the grandparents take the babies as soon as they get home and dismiss the parents as if to say, 'Who do you think you are?' It is the old ladies who block exclusive breastfeeding from taking root," she stated. It is not clear why grandparents disapprove of exclusive breastfeeding, and programs to address this issue have not been as effective as hoped.<sup>13</sup> Low levels of involvement by fathers and other community members in infant care is another reason why the advice of health centres concerning exclusive breastfeeding is discarded. The absence of men and youth groups from the issue of caring for infants has been identified as a contributing factor to the low numbers of women who breastfeed.

#### **Summary of Program Activities 2011-2012**

Understanding this context, SCC's program of intervention has two major objectives: 1) providing training and awareness-raising for women, inclusive of women of child-bearing age, pregnant women, and women with young children on the practices and benefits of exclusive breastfeeding for their children and themselves; and 2) conducting awareness-raising campaigns with key community stakeholders - such as grandmothers, fathers, community leaders - with the objective of influencing a change in the current social environment and culture.

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<sup>11</sup> Source: 2010 Burkina Faso Demographic and Health Study EDS

<sup>12</sup> Source: Irn News, "The path to mother's milk is paved with kola nuts" August 2009;  
<http://www.irinnews.org/Report/85570/BURKINA-FASO-The-path-to-mother-s-milk-is-paved-with-kola-nuts>

<sup>13</sup> <http://www.ngopulse.org/article/exclusive-breastfeeding-within-social-context-reflecting-africa>

Activities carried out during FY 2011-2012 included:

- Organizing various **communication activities** including advocacy sessions with opinion leaders, education meetings within villages, and theatre forums<sup>14</sup>
- Setting the **framework for training activities** including developing plans clarifying stakeholder context and environment in preparation for addressing the issue of behaviour change and adoption of exclusive breastfeeding, establishing exclusive breastfeeding support groups, organizing workshops on best practices and recommendations
- Organizing and finalizing two KAP (**Knowledge, Attitudes and Practices**) surveys on exclusive breastfeeding

### Expected and Actual Program Outputs

This first year was focused on knowledge acquisition and dissemination (communication and training) on the part of partners and SC staff, and although formal communication plans and training plans were not developed during the course of the year, numerous supplementary communication and training outputs were realized, including:

- ✓ 282 communication-related activities promoting exclusive breastfeeding conducted that reached 4,576 people (1,877 women, 2,699 men)
- ✓ Support groups set up in 153 villages supported by 230 people (132 women, 98 men)
- ✓ 3,394 women including those of child-bearing age, those pregnant, and those breastfeeding trained in the management of moderate malnutrition and personal and collective hygiene

As these outputs are built upon in year two (2012-13), they will form the foundation upon which the program's outcomes under this component will be realized. Communication messaging and focused training are expected to increase the prevalence of exclusive breastfeeding in the regions of Banfora and Kaya, thereby improving health statistics for children; while at the same time facilitating a supportive environment for exclusive breastfeeding within the community that will give women the opportunity to fully participate in decisions which affect their own health and the health of their children. These outcomes will be tracked in the coming years. [Table 3](#) provides a list of the actual outputs realized to date compared to those expected.

### Conclusion – Next Steps for 2012-2013

In Burkina Faso, civil society holds great importance for community action that accompanies technical services provided by the state. Consequently, the engagement of community stakeholders in Burkina Faso – such as religious leaders, traditional healers and midwives - in any community action concerning exclusive breastfeeding will be critical in facilitating a mindset change in exclusive breastfeeding practices. This will be a key focus of programming activities in the upcoming year. Specifically, activities in 2012-2013 will focus on:

- Training for women and men on exclusive breastfeeding, prevention of mother to child transmission of HIV, and nutrition
- Awareness raising and advocacy initiatives targeted at community members, opinion leaders, traditional healers, religious leaders on the advantages and benefits of exclusive breastfeeding

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<sup>14</sup> Theatre forum is an interactive form of performance that creates an outlet for people to discuss and strategize around sensitive social and personal issues. Typically, a theatre group puts on a performance which can incorporate many different elements including narration, dance, puppetry, and acting, followed by a group discussion after the performance.

- Training community health workers on exclusive breastfeeding, the integrated management of childhood illnesses at the community level, proper nutrition and recognition of danger signs of the newborn, methods of recording and monitoring births

TABLE 3  
COMPARISON OF EXPECTED AND ACTUAL OUPUTS REALIZED

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
<b>210</b> 2 KAP surveys completed in targeted districts and key community level interventions established	# of KAP surveys completed	2 KAP surveys completed
<b>220</b> 2 strategic communication plans developed and implemented in Kaya and Banfora	# of strategic communication plans developed	Communication plans will be developed in FY 2012-2013; however a number of communication related activities took place during the reporting year focusing on the benefits of breastfeeding for mother and the child, that included: <ul style="list-style-type: none"> <li>• 60 advocacy sessions conducted with opinion leaders in Banfora (50 sessions) and Kaya (10 sessions)</li> <li>• 168 educational meetings conducted in 153 villages in Banfora (96 villages) and Kaya (57 villages) – direct participation totaled 3,286 people (1,345 women, 1,941 men)</li> <li>• 54 theatre forums conducted in health centres in Banfora (11 health centres, 35 health districts) and Kaya (8 health centres) – direct participation totaled 1,290 people (532 women, 758 men)</li> </ul>
<b>230</b> Strategic training plans developed and implemented	# of strategic training plans developed	Work was started on developing training plans and will be finalized in 2012-2013; a number of training activities took place during the reporting year that included: <ul style="list-style-type: none"> <li>• The implementation of micro plans (Organisation à Base Communautaire d'exécution) that focused on clarifying the contextual environment as well as the stakeholders involved in preparation for addressing the issue of behaviour change and adoption of exclusive breastfeeding within communities</li> <li>• The creation and facilitation of 114 nutritional and exclusive breastfeeding support groups in villages in Banfora (96 villages) and Kay (57 villages) – direct participation in the groups totaled 230 people (132 women, 98 men)</li> <li>• Workshops (5) conducted summarizing best practices and recommendations in Banfora (3 workshops) and Kaya (2 workshops) and attended by 138 participants</li> </ul>
	# of people (m/f) trained in exclusive breastfeeding practices (disaggregated by: mothers, women of childbearing age, husbands, grandmothers)	1,660 women of child-bearing age; 334 pregnant women, 1,400 breastfeeding women, and 71 malnourished children identified, screened, and trained in the management of moderate malnutrition and personal and collective hygiene in Kaya
	# of people (m/f) trained on gender equality	Training in gender is planned for 2012-13
<b>240</b> 100 community resource persons have increased skills to provide mothers with	# of community resource persons trained (m/f)	Training of community health workers is planned for 2012-2013

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
counselling and lactation support services in selected areas		

### 2.2.3 HIV & AIDS (Program Component 300)

The component of HIV & AIDS is only being delivered in one country, Kenya. It is being carried out by four partners in the regions of Meru, Naivasha, and Thika.

#### HIV & AIDS Context in Kenya

HIV & AIDS remains a challenge in Kenya although major strides have been made by the government and the private and public sectors. The estimated adult (aged 15-49) HIV prevalence rate stands at 6.3% (2009), while an estimated 1.5 million people of all ages are living with HIV, and an estimated 1.2 million children (aged 0-17) have been orphaned as a result of losing parents to HIV.<sup>15</sup> It is estimated that a large portion of the population are not being reached with HIV prevention and care services, with only 15% of children being reached. In terms of communication and awareness raising, only 55% of young men (aged 15-24) and 48% of young women (aged 15-24) have a comprehensive knowledge of HIV.<sup>16</sup> On top of this, many caregivers have little or no information on HIV management, yet they are the ones providing care and support for orphans and vulnerable children (OVC). Coupled with poverty, these children are truly vulnerable as they lack access to, or drop out of school, and suffer from poor health, malnutrition and psychological stress. They are invariably subjected to abuse and neglect by relatives and are likely to be cared for by aged guardians who themselves need care and support. Geographically, there are huge regional disparities in prevalence - as high as 28% in Nyanza and less than 1% in North Eastern Kenya, which make national programming initiatives – prevention, treatment, awareness-raising, advocacy - that much more difficult to coordinate.

The Government of Kenya is committed to responding effectively to the HIV & AIDS challenge through its “National AIDS Strategic Plan 2009/10 – 2012/13” developed by the National AIDS Control Council. The plan is focused on providing coordinated, comprehensive, high-quality combination prevention, treatment and care services for the population aimed at reducing the number of infections by 50%; reducing AIDS-related mortality by 25%; reducing HIV-related morbidity; and reducing the socio-economic impact of HIV at the household and community levels. Unfortunately, with reduced funding for HIV programs globally, and resultant challenges for universal HIV treatment, Kenya may not meet the MDG target of reversing the spread of HIV by 2015.

#### Summary of Program Activities 2011-2012

SCC’s HIV & AIDS program component is geared to addressing the issues and concerns of children affected by HIV & AIDS and providing the required medical, physiological, financial, and advocacy support in the targeted regions of Meru, Naivasha, and Thika. Activities carried out by the partners in Meru and Naivasha during this first year of implementation included:

- Training in **life skills and leadership** for primary school children that included topics on decision-making, leadership, self-awareness and self-esteem, assertiveness, child rights and responsibilities
- Organizing **community forums on stigma and discrimination** reduction that dealt with modes of HIV transmission and prevention

<sup>15</sup> Source: UNICE website: [http://www.unicef.org/infobycountry/kenya\\_statistics.html](http://www.unicef.org/infobycountry/kenya_statistics.html)

<sup>16</sup> Ibid

- Facilitating **community based mobile outreach sessions**, in collaboration with the Ministry of Health, on adolescent and reproductive health and HIV counselling and testing
- Organizing **HIV counselling and testing services**, and linking tested individuals to health facilities and community support groups for care, treatment and psychosocial support, as required
- Disbursing **school fees and uniforms** to selected children affected by HIV & AIDS, enabling them to continue their secondary school education

### Expected and Actual Program Outputs

Starting towards the end of the fiscal year<sup>17</sup>, activities carried out by two partners in Meru and Naivasha led to a number of outputs that included training, counselling and testing services, and outreach that have been detailed in [Table 4](#). Specifically:

- ✓ 157 primary school children (72 girls, 85 boys) were trained in life skills and leadership
- ✓ 3,589 people (1,441 women, 2,148 men) were reached by community based mobile outreach sessions on adolescent and reproductive health and HIV counselling and testing
- ✓ 1,585 people (507 women, 1,078 men) participated in HIV counselling and testing
- ✓ 6 secondary school children (4 girls, 2 boys) benefitted from school fees and uniforms

Although it is too early to report on outcomes, indications for the realization of future outcomes are apparent in the following instances:

- ✓ **Immediate Outcome: Increased capacity of girls and boys and their communities to prevent and mitigate HIV & AIDS in Kenya:** A number of children (5 out of 157 trained or 3%) attested to a better understanding of life skills and HIV & AIDS prevention behavior change. This percentage cited that the training was an eye opener and enlightening as far as behavior change with regard to HIV and AIDS was concerned.
- ✓ **Immediate Outcome: Increased awareness of stakeholders (NGOs, CBOs community gatekeepers/leaders) as to issues faced by girls and boys affected by HIV & AIDS:** People (100) attending community forums on stigma and discrimination, learned that there were other modes of transmission besides sexual contact; information which about 90% of the participants did not know. It was reported that participants lamented that this perception had led to stigma and discrimination against PLHIV (People Living with HIV), and that this new knowledge would lead to a change in their future behaviour.

As the partners build upon these preliminary outputs, they will ultimately contribute to the realization of the program's HIV & AIDS-focused outcomes of a general improvement in the well-being of girls and boys affected by HIV & AIDS, and an increase in community support/services provided to caregivers and children affected by HIV & AIDS.

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<sup>17</sup> NOTE: Extra time was taken in Year One to identify and select new partners. As a result, program activities were not initiated until late in the third quarter by two partners. This explains the reason for the limited number of activities and outputs realized by fiscal year end.

### Conclusion – Next Steps for 2012-2013

Although it required more time, special care was taken by the SC Kenya Office during this first year in identifying and selecting new partners for the program. Consequently, the first three quarters were spent vetting potential partners, which included conducting an institutional capacity and risk assessment for each prospect. By the end of the third quarter, two partners had been selected, one in Naivasha and one in Meru; MOUs were signed, funding was disbursed, and activities were initiated. Two other partners were also identified and vetted before the end of fiscal year, with signing of the MOUs, fund disbursement and activities scheduled for the first quarter of FY 2012-2013. The selection process, as well as the initial work to build the program's foundations with them has set a solid foundation for the delivery of activities and the realization of results over the next four years.

As the HIV & AIDS program component gains momentum in fiscal 2012-2013, with the final two partners commencing work, planned activities will include the following:

- SCC will work with the four partners to develop an overarching HIV & AIDS strategy that will encompass service, awareness-raising, and advocacy initiatives, examine the linkage between HIV & AIDS and working children, and incorporate a gender perspective to the activities carried out
- In collaboration with the Ministry of Health HIV counselling and testing services will be rolled out on a large scale
- Programming activities geared to assisting children affected by HIV & AIDS will be initiated, first ensuring a clear selection criteria process for such assistance as schools fees, school packs and uniforms, psycho-social support, and livelihood grants. A process will also be developed to monitor usage and progress of the services rendered to the selected children to ensure effectiveness and relevancy
- A schedule of community based awareness raising activities will be initiated that will include the training of NGOs, CBOs, community gatekeepers and leaders, and community members with the objective of sensitizing these stakeholders on the issues facing girls and boys affected by HIV & AIDS
- Training will be provided for Community Owned Resource Persons (CORP)

TABLE 4  
COMPARISON OF EXPECTED AND ACTUAL OUPUTS REALIZED

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
<b>310</b> HIV & AIDS intervention strategy developed	Status of HIV & AIDS intervention strategy	Not yet
<b>320</b> 1,160 girls and 1,160 boys trained in life skills to protect themselves from HIV & AIDS in targeted areas	# of girls and boys trained in life skills (disaggregated by age range)	157 children were trained in life skills (72 girls, 85 boys) from two primary schools in Naivasha
<b>321</b> 160 girls and 160 boys trained as peer educators	# of peer educators (m/f) trained (disaggregated by age range)	Not yet
<b>322</b> Community-based mobile outreach conducted	# of people who have accessed community-based mobile outreach (disaggregated by m/f and by age range)	10 community based mobile outreach sessions were conducted in collaboration with the Ministry of Health on adolescent and reproductive health and HIV counselling and testing; six in Naivasha, four in Meru – direct participation totaled 3,589 people (1,441 women, 2,148 men) aged 14-24 years
<b>330</b> Girls and boys affected by HIV/AIDS able to access	# of girls and boys who receive school packs and uniforms who	Not yet

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
education, psycho-social support, life skills training, anti-retroviral therapy (ART) and livelihood grants	attend primary school	
	# of girls and boys who receive subsidized school fees who attend secondary education	6 children (4 girls, 2 boys) affected by HIV & AIDS benefitted from subsidized school fees and uniforms
	# of girls and boys who receive psycho-social support	Not yet
	# of girls and boys who access ART	Not yet
	# of vulnerable households who receive livelihood grants	Not yet
<b>340</b> 13,000 girls and 13,000 boys access HIV counselling and testing services	# of girls and boys who are referred to HIV counselling and testing services (disaggregated by age range)	1,585 individuals (507 women, 1,078 men) participated in HIV counselling and testing; of which 25 tested positively and were linked to health facilities and community support groups for care, treatment and psycho-social support
	# of girls and boys who participate in counseling (disaggregated by age range)	
	# of girls and boys who are tested for HIV (disaggregated by age range)	
<b>350</b> Community Owned Resource Persons (CORP) trained	# Community Owned Resource Persons trained (m/f)	Not yet
<b>351</b> NGOs CBOs, community gate-keepers/leaders, and community members sensitized re: the issues facing girls and boys affected by HIV & AIDS	# of caregivers (m/f) sensitized	Not yet
	# of NGOs and CBOs trained	Not yet
	# of community gatekeepers/leaders (m/f) trained/sensitized	Not yet
	# of community forums held	4 community forums were held on stigma and discrimination in Naivasha, attended by 100 people (91 women, 9 men)
	# of persons (m/f) attending community forums	

### 2.2.4 Intra, Inter & Pluri-lingual Education (IPE) (Program Component 400)

The component of IPE is only being delivered in one country, Bolivia. It is being carried out by six partners in the departments of Chuquisaca, Potosí, Oruro, Beni, Santa Cruz, El Alto, and La Paz.

#### Intra, Inter & Pluri-lingual Education Context in Bolivia

Although indigenous people in Bolivia are currently undergoing social and political transformation and experiencing rights never before attained, the centuries of marginalization and oppression have left a deep mark on them. The education system is one of the institutions which has systematically reinforced the subjugation of indigenous people by introducing content which was alien to indigenous peoples' realities, and in a language that many did not speak.

In response, the Government of Bolivia has now addressed the issue of education and its learning relevance to indigenous people, who make up 85 % of the population within its National Development Plan. The Avelino Siñani-Elizardo Perez Law (ASEP) specifically promotes indigenous knowledge and the development of curriculum and teaching methodologies that hold relevance to indigenous people, including pluri-lingual content. It encourages community participation in the collective construction of a flexible and diverse education system that reflects the different realities that make up the country of Bolivia. According to the law, education should be of quality, and pertinent to each geographic, social, cultural and linguistic context. Consequently it is important that education is an inter- and intra-cultural process where the local wisdom and languages of the different indigenous people are promoted and where the community has a central support role in these processes. Additionally, the concept of intercultural (e.g. inclusive of the different ethnic groups), and pluri-lingual education (indigenous language and Spanish) have been included into Bolivia's New Constitution (2008) as a right.

#### Summary of Program Activities 2011-2012

SCC's IPE program component has prioritized access and quality to Intra, Inter & Pluri-lingual Education for marginalized groups such as indigenous girls, boys and youth. Quality education is understood as preparing individuals for life through the implementation of child friendly methodologies and contents that value local cultures and build bridges between traditional wisdom and the mainstream knowledge necessary to achieve a dignified life. In terms of activities this includes peer-to-peer leadership training for girls and boys and the development of intra-cultural and pluri-lingual methodologies, as well as, mainstreaming authentic inter-cultural practices to embrace cultural diversity, and components that promote gender equal roles and relationships. This program component also aims to build the capacity of indigenous partners to enable them to strengthen the quality and relevancy of education within their communities. Specifically, activities carried out by the partners during this first year of implementation included:

- Training of teachers in **child friendly teaching pedagogy**, IPE methodologies, and the ASEP Law
- **Training of directors** of school nuclei and schools principles in IPE methodologies
- Producing **IPE materials for schools** – including adapted texts, study plans, and a proposal for a regional curriculum design
- Organizing and conducting **IPE awareness raising activities**, campaigns and meetings for community members, municipal authorities, educational authorities to make them aware of the importance of IPE
- Distributing didactic, bibliographical and **pedagogic resources** to schools, as well as providing school kit supplies for children

### Expected and Actual Program Outputs

The activities carried out in this first year of programming focused on training and sensitization resulting in outputs that have been detailed in [Table 5](#). Specifically:

- ✓ 22 schools were equipped with classroom materials; and 160 children were provided with school kits
- ✓ 191 teachers were trained on child friendly teaching pedagogy; 669 teachers were trained in IIPE methodologies<sup>18</sup>
- ✓ 3 different IIPE materials were developed
- ✓ 8 awareness raising activities/meetings were conducted, attended by 1,037 children and 511 adults
- ✓ 171 municipal authorities were sensitized on IIPE issues including mayors, counsellors, officials, indigenous leaders
- ✓ 4,462 children were trained on gender issues; and 727 children on environmental issues

The training of teachers and the implementation of new teaching materials and methodologies should ultimately contribute to an improvement in the quality of education for indigenous girls and boys (intermediate outcome) and lead to better educated children (intermediate outcome), while the sensitization of municipal and education authorities should lead to the entrenching of relevant IIPE into community school systems (intermediate outcome). As yet it is too early to report on outcomes; these will be tracked in successive years.

### Conclusion – Next Steps for 2012-2013

Overall the level of accomplishment of the program component during the first year was positive, although gender activities need to be strengthened to improve the content, methodologies and ultimately results achieved in by the beneficiaries. Building on the work started this past year, Year 2 will focus on:

- Addressing the development of contextualized and relevant teaching and learning materials and training in their application – i.e. a manual on intra- and inter-cultural methodologies published in three indigenous languages
- Continuing the introduction of the Child-friendly School Approach and the DIN methodology within targeted schools
- Enhancing the capacities of children to participate in activities that affect their educational lives through the establishment of school governments
- Participating in the development of regional education curricula at the national level with the Ministry of Education
- Organizing advocacy and awareness raising initiatives with authorities and key community members to promote and provide training on the educational law (ASEP), in order for it to become fully accepted by educational institutions
- Facilitating an institutional gender audit in targeted schools to assess if and how gender equality has been considered in the curricula and the design and delivery of learning materials

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<sup>18</sup> Note: SCC recognizes that there is a degree of overlapping of teachers trained in the two components, but the exact numbers have unfortunately not been tracked during 2011-2012. This will be rectified next year.

TABLE 5  
COMPARISON OF EXPECTED AND ACTUAL OUPUTS REALIZED

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
<b>410</b> Gender Mapping Report produced and disseminated amongst stakeholders	Status of gender mapping exercise: completed – not completed	Not yet
<b>420</b> 70 schools are equipped with school classroom materials (to be made by indigenous partners) and 1,000 teachers trained in child friendly teaching	# of schools equipped with school classroom materials	22 schools were equipped with classroom materials - didactic, bibliographical, pedagogical resources; school supplies for children
	# of teachers (m/f) trained in child friendly teaching pedagogy	191 teachers (81 women, 90 men, 20 unknown) were trained on child friendly school methodology, human relations, integrated child development
<b>430</b> IIPE methodologies are developed and distributed and 1,000 teachers trained in IIPE methodologies in 7 target areas of Bolivia	# of new IIPE materials produced	3 different materials were developed: <ul style="list-style-type: none"> <li>• Study plan prepared incorporating IIPE tools</li> <li>• Proposal developed for a Regional Curriculum Design for the Guaraní Nation</li> <li>• Content adapted for texts of Guaraní as a second language and Spanish as a first language, according to the fields of knowledge and the National Curriculum Design</li> </ul>
	# of schools receiving IIPE materials	Not yet
	# of teachers (m/f) trained in IIPE methodologies	669 teachers (314 women, 291 men, 64 unknown) were trained in IIPE, DIN methodology, second language teaching in Guaraní, new curriculum design and application in the Guaraní context
<b>440</b> 70 student school governments established and operational	# of student school governments established and operational	146 children (71 girls, 75 boys) from school governments were trained in leadership and organization
		62 adults (24 women, 38 men) were trained in supporting the establishment of school governments in 4 educational nucleuses
<b>450</b> Advocacy activities and/or campaigns undertaken with student leaders, targeted at communities and local and municipal education entities in each municipality and school	# of IIPE awareness raising activities, campaigns and meetings conducted	8 awareness raising activities/meetings were conducted, attended by: 1,037 children: 518 girls, 519 boys 511 adults: 177 women, 208 men, 126 unknown gender  Including: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Meeting of girls and boys discussing rights and responsibilities, attended by 45 children: 23 girls, 22 boys</li> <li>• A mimic contest conducted on inter-culturality in coordination with the Educational Nucleus of Quinta Pampa and the Alternative Education Center of Quinta Pampa, attended by 280 children: 135 girls, 145 boys and 45 adults: 25 women, 20 men</li> <li>• 3 music, poetry, dance, theatre festivals; 1 Multicultural Student Olympics, attended by 395 children: 197 girls, 198 boys and 269 adults: 109 women, 160 men</li> <li>• 1 pedagogic and cultural fair; 1 linguistic congress of the Guaraní people, attended by 317 children: 163 girls, 154 boys and 197 adults: 43 women, 28 men, 126 unknown</li> </ul>
	# of schools sensitized re: IIPE	80 directors of educational nucleuses, principals and teachers

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
		from Educational District of Arampampa <sup>19</sup> sensitized on the management of the multi-grade classroom (primary school), child trafficking, the reality of inter-culturality and multi-linguism
	# of communities sensitized re: IPE	2 communities sensitized re: IPE <ul style="list-style-type: none"> <li>• 177 community members of Qhara Qhara Suyu (84 women, 93 men) – indigenous authorities, education officers, teachers, technicians, children – attended a socialization workshop re: a school study plan</li> <li>• 18 representatives of the communal councils (9 women, 9 men) and 10 parents (5 fathers, 5 mothers) from the educational nucleus of Bermeo, participated in a workshop on the Avelino Sinani – Elizardo Perez Law, productive education and the new school curriculum</li> </ul>
	# of local and municipal education entities – i.e. District Directions of Education, municipal departments of education - sensitized re: IPE	171 individuals (73 women, 98 men) from local and municipal authorities sensitized on issues of IPE – mayors, counselors, officials, indigenous authorities/leaders <ul style="list-style-type: none"> <li>• Authorities (mayors, counselors, technicians and officials) of the municipalities of Villa Vaca Guzmán and Huacareta analyzed and evaluated the educational processes of the centers of Ipati, Karatindi and Huirasay</li> <li>• District directors, principals, indigenous authorities (16 women, 26 men) trained in Pedagogic Innovations in IPE (Interdisciplinary Teams for Psycho Pedagogic Intervention)</li> <li>• Authorities and parents (39 women, 43 men) participated in training workshops in IPE (using the DIN methodology)</li> <li>• Indigenous authorities from the Indigenous District of Quinta Pampa, and teachers of the Quinta Pampa educational nucleus (14 women, 15 men) participated in a workshop on the Avelino Sinani – Elizardo Perez Law, and agro-ecology</li> <li>• Indigenous leaders (4 women, 14 men) participated in a workshop to socialize the Avelino Sinani – Elizardo Perez Law in the municipality of Arampampa</li> </ul>
<b>460</b> Gender equality materials developed and incorporated in various educational activities	# of schools implementing gender equality training	Not yet
	# of manuals/teaching and learning materials that explicitly account for gender equality	Not yet
	# of teachers (m/f) who have participated in gender sensitization training	20 teachers were trained on gender issues
	# of student leaders (girls/boys) who have participated in gender sensitization training, with a specific focus on promoting gender equality within the classroom	4,462 children were trained on gender issues (2,283 girls, 2,179 boys) in 3 educational centres, and 17 schools
<b>470</b> partners, teachers, and	# of partners trained	Not yet

<sup>19</sup> Number of schools from which the various individuals came from not known.

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
students trained in environmental care issues	# of teachers trained (m/f)	29 teachers (19 women, 10 men) were trained in environmental issues from 19 schools
	# of girls and boys trained	727 children (403 girls, 324 boys) were trained in environmental issues

### 2.2.5 Child Rights (Program Component 500)

#### Child Rights Context across Five Countries

**Bolivia:** Article 61 of the Bolivian State Constitution includes a specific prohibition of all forms of violence against children and the banning of hard labour and child exploitation; while work done by children within the home and communities is viewed as part of the comprehensive education of citizens. Over the last ten years (2000-2010) the Bolivian state carried out a plan to eradicate child labour in coordination with the International Labour Organization (ILO) and UNICEF. The plan had three main objectives: 1) diminish child labour; 2) eradicate the worst forms of child labour, 3) protect working adolescents. Currently working on a new five year plan, the reactivated commission integrating the Ministries of Health, Education, Labour, and Justice, along with civil society and the private sector, has clarified their intention to eradicate the worst forms of child labour, but not to oppose child work in other contexts – such as work at home and in the community. This runs in accordance with SCC's position and has provided the focus on which the program's strategy is being implemented.

**Nicaragua:** Nicaragua has legislation, rules and executive and ministerial decrees which provide legal support to the program's execution in the protection, education and child work components. This includes ratification of the Convention of the Rights of the Child, approval of a Code of Children (1998) that guarantees the accomplishment of the human rights of girls, boys, and adolescents, and approval of the Special Protection Policy for girls, boys and adolescents (2006) which supports the highest level of well-being, and the exercise of human rights for girls, boys, and adolescents in situations of risk which may violate their rights, as well as ensure their right to equal opportunities. Law no. 474 (2003) regulates the minimum working age for girls and boys so they receive economical remuneration (14 years of age), ensures their protection for the performance of labour that does not affect their physical and psychological health, moral and spiritual condition, family unit, education, and holistic development.

**Peru:** The program in Peru is working within the political context of the new Code of Children and Adolescents, which is currently pending government approval. Articles pertaining to working children include establishing the minimum age for work as 15 years of age - following the recommendation of the ILO; prohibiting risky jobs and the worst forms of work for children; incorporating protective measures that include authorization to work, registration of working children within the local government, salary, and working hours; validating the importance of access to school, training programs and vocational training opportunities; and linking schooling with job opportunity demands.

**Burkina Faso:** SCC child rights programming in Burkina Faso works within the framework of numerous relevant legislative structures. Articles 2 and 18 of the Burkina Faso Constitution prohibit the ill-treatment of children and afford them protection. A number of other legal instruments also guarantees the protection of children and punishes violations of the rights of the child. These include the Code of the Individual and the Family, the Criminal Code and various conventions ratified by Burkina Faso. To ensure that children's rights are taken into account in the national development strategy, a strategic policy framework for the promotion of children's rights was drawn up for the period 2006-2015, which addresses the survival, protection and development of children. Legislative efforts have also been made to promote and protect the rights of the child. As a result of a rereading of the Labour Code, the minimum age for admission to employment was raised from 15 to 16 years. In addition, the Ministry for the Promotion of Human Rights has drafted a child protection code, which is a compilation of all treaty, legislative and regulatory provisions that contribute to the protection of the rights of the child.<sup>20</sup>

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<sup>20</sup> Source for Burkina Faso text: <http://www.crin.org/violence/search/closeup.asp?infold=19213>

**Kenya:** In 2008, the African Report on Child Wellbeing rated Kenya as one of the top most child-friendly African governments. This was due to the country putting in place appropriate legal provisions to protect children against abuse and exploitation, allocating a relatively higher share of the national budget to provide for the basic needs of children, and success in achieving relatively favourable well-being outcomes as reflected in the children themselves. However, despite the domestication of the Convention on the Rights of Children with the passing of the Children's Act, children in Kenya continue to be subjected to sexual violence, prostitution, trafficking, labour and other forms of violations. Child labour specifically continues to be one of the most serious challenges facing most children in Kenya today. In the 1980s and 1990s, child labour was widespread in agricultural and fisheries sectors, but more recently, it has spread more rapidly to other sectors notably, domestic service, the informal sector, and commercial sexual exploitation of children. Government strategies are in place to mainstream child labour issues in the country's national development both through direct service support and legislation and policy formulation, with a focus prevention, withdrawal, rehabilitation and integration. A national child labour survey and a policy on child labour will be developed to facilitate implementation of the said interventions. While critics charge that the Children Act is far from perfect, in its design and its enforcement, it does remain a positive step that gives Kenyan children enforceable rights against adults and the government.<sup>21</sup> SCC's program is geared to working in tandem with the government's strategies in supporting and strengthening the environment for child rights.

### Summary of Program Activities 2011-2012

The program's goal is to ensure that children who work in the five target countries are given the opportunities to become healthy, educated and productive citizens. Recognizing that the concept and practice of work in the five countries is different, and thus the needs of girls and boys differ, each country program is specifically tailored to reach this overarching goal. In order to achieve this, the program strategy for Children & Work includes three pillars: *Education, Protection and Participation*.

In the area of *Protection*, each country program works to build the awareness and capacity of civil society, employers, government and schools to ensure children who work are not exploited or in danger; as well as works to strengthen both local and national protection systems for working children. In the area of *Participation*, the strategy seeks to strengthen working children's access and participation in public and private spheres, to enable them to advocate for, and express their needs and desires in the creation of strengthened societies. This is promoted through the establishment and strengthening of new and existing groups of working children, as well as national and regional working children's movements.

Working across five countries and through 33 partners, the following activities were carried out during FY 2011-2012:

- **Organizing meetings** with working children to discuss challenges being faced
- Helping working children **establish working children's groups**
- Providing **training for working children's groups** in various areas including organizational management, annual planning, protection systems, problem identification, public policy review, advocacy, child rights, facilitation techniques, leadership, gender
- Organizing **participatory events** for working children to engage with decision-makers
- Supporting the establishment and strengthening of **local child protection systems**
- Providing **training for government officials** including police officers, health officials in the area of child protection
- Organizing and launching advocacy initiatives directed at government and private sector decision-makers

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<sup>21</sup> Source for Kenyan text: Child Rights International Network (CRIN) <http://www.crin.org/resources/infoDetail.asp?ID=22297>

- Conducting **awareness raising activities** for parents, teachers, community leaders, government officials, employers on child rights, working children, child protection, exploitation

### Expected and Actual Program Outputs

Local partners in all five countries were extremely active in the area of child rights and child protection promotion and sensitization leading to significant outputs that have been detailed in [Table 6](#). Specifically:

- ✓ 17 new working children's groups were established
- ✓ 15 existing working children's groups were supported through training
- ✓ Approximately 75 girls and boys (25 per country) participated in workshops on the DIN methodology in the Latin American countries, in preparation for a regional meeting of working children program participants
- ✓ Support of the three year General Assembly of the MOLACNATS – the regional movement of Working Children in Latin America
- ✓ 556 children (301 girls, 240 boys, 15 unknown) were trained in life skills including organizational management, planning, advocacy, child rights, facilitation techniques, leadership, gender
- ✓ 1,085 children (486 girls, 553 boys, 46 unknown) participated in various events with government decision-makers
- ✓ 8 new local child protection entities were established and 173 personnel were trained (82 women, 91 men) inclusive of police officers and health officials in child protection and child rights issues
- ✓ 73,534 people were sensitized (38,521 women, 34,989 men, 24 unknown) including parents, employers, indigenous authorities, teachers
- ✓ Over a million people (1,053,000) were indirectly reached on child related issues through media channels: radio 800,000; television 221,000; newspaper 3,000; video 29,000

Although it is too early to systematically report on outcomes across the board, outcomes have already been realized that bear reporting.

- ✓ **Immediate Outcome:** Increased commitment on the part of local child protection committees and government entities to strengthen child protection systems and influence local legislation at the county level for decent working environments, and to prevent exploitation of working girls and working boys
  - In Peru, working children's groups participated in meetings and made presentations to influence government decision-makers in establishing Advisory Councils for Organizations of Children and Adolescents (CONNA). As a result, in the municipality of Parcona, they approved the ordinance and on March 6, 2012, at a public event, the municipality handed the ordinance to the representatives of the Coordinator of Organized Children and Adolescents (CONAO). Children are now able to participate in the public sphere locally and participate in issues that affect and concern them.  
In the municipality of Santiago, the proposed ordinance is being reviewed by legal advisors.
  - In Nicaragua, in the towns of La Dalia, Rancho Grande, and El Cuá, local authority commissions for children and adolescents were set up to help improve the quality of education and child participation. Members of these committees subsequently took part in the planning and execution of the Harvest Plan, which is a special plan for child and adolescent workers who

seasonally migrate following the coffee harvests. The Harvest Plan reinforces schooling, recreation, protection against disease and labour risks and awareness of children's' rights.

- ✓ **Immediate Outcome:** Immediate Outcome: Parents, communities, employers and other decision-makers are sensitized on the situation of working girls and working boys
  - In Nicaragua, 83 coffee producers/employers signed 15 agreements and commitment letters addressing the law on child labour and not hiring children under 14 years of age; creation of safe spaces for children on farms that are supervised by skilled personnel for the promotion of educational (formal and non-formal), recreational and interactive activities; improvement of labour conditions for working adolescents – e.g. wages, working conditions
  
- ✓ **Intermediate Outcome:** National/local policies and child protection systems are in place for working girls and boys
  - Building on achievements of the previous CIDA-SCC funded program in Burkina Faso (entitled 'Realizing the Rights of Socially Excluded Children Worldwide') this program works within the context of the Burkina Faso government's 2011-16 "National Action Plan against the Worst Forms of Child Labour". This national action plan is the result of a participatory process which allowed stakeholders from each region in the country (13) to make contributions to developing the national action plan. SCC staff and partners made presentations and presented proposals that analyzed the situation of working children in the sectors of agriculture, mining, and domestic work. The final version of the national plan was drafted by an ad hoc committee comprised of the Ministry of Labour, the Ministry of Social Action and three civil society organizations including SSC. SCC subsequently presented the national plan in its areas of intervention resulting in greater partner ownership as a reference in their planning activities. Advocacy and lobbying meetings were held at the national level by SCC and its partners to speed adoption of the plan by the government, resulting in its adoption on 15 February 2012.

As SCC and its partners build upon these outputs, they will ultimately contribute to the realization of the program's outcomes of institutionally strong Working Children's Organizations that are able to actively promote and protect the rights of girls and boys; greater influence exercised on the part of working girls and boys in decisions that affect their lives; and national and local policies and child protection systems that work to promote and protect the well-being of children.

### **Conclusion – Next Steps for 2012-2013**

Year 2 (2012-13) will build on the successful work started in 2011-2012, and will include, in Kenya's case, activities being initiated by a national advocacy partner. Across the five countries, the major activities will focus on:

- Strengthening working children's groups
- Providing life skills training for working children
- Facilitating the active participation of working children's groups and working children in government-related decision-making forums
- Conducting advocacy initiatives with government decision-makers
- Supporting and strengthening government child protection systems and personnel
- Sensitizing communities and local governments on the issues of child protection and child rights

TABLE 6  
COMPARISON OF EXPECTED AND ACTUAL OUPUTS REALIZED

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
510 24 Working Children's Organizations are established and/or strengthened at the local, national and regional levels	# of Working Children's Organizations established and/or strengthened	<p>17 new working children's groups established and supported:</p> <ul style="list-style-type: none"> <li>3 organizations/coalitions of working Guarani children with a combined membership of 146 children (71 girls, 75 boys) (Bolivia)</li> <li>2 working children groups with a combined membership of 56 children (26 girls, 30 boys) (Peru)</li> <li>12 working children's groups established, membership unknown (Burkina Faso)</li> </ul> <p>15 existing working children's groups supported:</p> <ul style="list-style-type: none"> <li>7 working children's groups with a combined membership of 319 children (189 girls, 130 boys) (Peru)</li> <li>8 working children's groups, membership unknown (Burkina Faso)</li> </ul> <p>1 Regional Meeting of the MOLACNATS supported with participation of representatives from Latin American countries</p> <p>Total of 521 children (286 girls, 235 boys) involved in the working children's groups<sup>22</sup></p>
520 Working Children's Organizations have participated in life skills training programs, with a specific focus on gender and leadership	# of Working Children's Groups who have undergone a life skills training program	7 working children groups in Peru trained (see below)
	# of working girls and working boys who have been trained in life skills	<p>556 children trained (301 girls, 240 boys, 15 unknown) in organizational management, annual planning, protection systems, problem identification, public policy review, advocacy, child rights, facilitation techniques, leadership, gender</p> <p><b>In Peru</b></p> <ul style="list-style-type: none"> <li>300 children (185 girls, 115 boys): promotion, follow-up and annual planning</li> <li>181 children (96 girls, 85 boys): knowledge on protection systems</li> <li>154 children (105 girls, 49 boys): self and identify</li> <li>73 children (44 girls, 29 boys): problem identification in the community</li> <li>72 children (33 girls, 39 boys): reviewing public policies</li> <li>104 children (60 girls, 44 boys): dignity of working children</li> <li>49 children (35 girls, 14 boys): preparation of an action plan 2012</li> <li>41 leaders and delegates (11 girls, 30 boys) from CONAO and the MNNATSOP trained in organizational</li> </ul>

<sup>22</sup> Note: This does not include children from Burkina Faso, as no membership figures were provided.

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
		<p>management aimed at supporting the formation of leaders and representatives of children and adolescents' organizations and to strengthen their management skills and active participation</p> <ul style="list-style-type: none"> <li>• 30 leaders and delegates (23 girls, 7 boys) from CONAO and the MNNATSOP trained in public policy review with the objective of enabling leaders of children and working children organizations to review and propose public policies that respond to the solution of the problems addressed by their organizations</li> <li>• 26 leaders and delegates (20 girls, 6 boys) trained in developing political advocacy plans for National Movement of Organized Working Children and Adolescents in Peru (MNNATSOP) and the Coordinator of Organized Children and Adolescents of Ica (CONAO)</li> </ul> <p><b>In Burkina Faso</b></p> <ul style="list-style-type: none"> <li>• 215 children trained (105 girls, 95 boys, 15 unknown) in child rights, facilitation techniques, leadership, gender, planning</li> </ul> <p><b>In Latin American Region</b></p> <ul style="list-style-type: none"> <li>• 75 working children (25 in Bolivia, 25 in Nicaragua, 25 in Peru) trained in DIN methodology</li> </ul>
<p><b>530</b> Working girls and working boys have 4 opportunities annually to influence government decision-makers in issues that affect their lives in 5 countries</p>	<p># of events organized with government decision-makers involving working girls and working boys</p>	<p>Children participated in numerous events, unfortunately the exact number is not known</p> <p><b>In Nicaragua</b></p> <ul style="list-style-type: none"> <li>• 16 working girls and boys from El Cuá, Bocay, Rancho Grande, Waslala and La Dalia participated in children's councils, presenting their demands and proposals on their right to quality education and to live without violence to their respective mayors and municipal governments</li> </ul> <p><b>In Peru</b></p> <ul style="list-style-type: none"> <li>• 32 delegates (14 girls, 18 boys) from working children groups prepared and presented a proposal to the provincial mayor of Huamanga for the creation of a Consultative Council of Children and Adolescents (CCONA)</li> <li>• Children from Andahuaylillas participated in the regional meeting of working children and adolescents organized by the CODENI and the Regional Government. Children debated on their needs and presented this to the authorities. A committee of working children was established to follow-up on the commitment</li> <li>• Working children groups presented participated in meetings and made presentations to influence government decision-makers in establishing Advisory Councils for Organizations of Children and Adolescents (CONNA)</li> </ul>

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
		<p><b>In Burkina Faso</b></p> <ul style="list-style-type: none"> <li>30 domestic working children participated in the caravan of advocacy and awareness on child labor in the town of Saaba by providing testimony</li> </ul> <p><b>In Kenya</b></p> <ul style="list-style-type: none"> <li>135 children (76 girls, 59 boys) from Meru and Embu counties, Kiambu and Nairobi participated in the Regional and National Children Voices Conferences, providing an opportunity to present issues affecting them to key government actors. Children drew up a memorandum highlighting all issues that they felt affected them negatively and their suggestions on how the government should address them. The memo was presented to the Chief Guest who was a high profiled figure in the government. Children also provided input on the UNCRC reporting process for 2012 as Kenya will presenting the 3rd, 4th and 5th reports this year</li> <li>872 children (396 girls, 476 boys) participated in the 2011 Day of the African Child celebrations in Meru, Naivasha, and Thika featuring the theme: “All Together for Urgent Action in Favour of Street Children”. Children presented speeches, poems, skits, songs and dances depicting issues that affect them and appealed to duty bearers to meet their obligations to children.</li> </ul>
	<p># of workings girls and working boys participating in the various events with decision-makers</p>	<p>1,085 children (486 girls, 553 boys, 46 unknown) from Nicaragua, Peru, Burkina Faso, and Kenya</p>
<p><b>540</b> Local child protection committees and offices are established and strengthened</p>	<p># of local child protection committees and offices established and strengthened</p>	<p>8 local child protection entities established 2 existing local child protection entities supported</p> <p><b>In Nicaragua</b></p> <ul style="list-style-type: none"> <li>In the towns of La Dalia, Rancho Grande, and El Cuá, local authority commissions for children and adolescents have been set up which are helping to improve the quality of education and child participation</li> </ul> <p><b>In Peru</b></p> <ul style="list-style-type: none"> <li>District protection system has been formed in four districts and has been meeting monthly. The aim of these meetings is to influence the District Protection System to coordinate prevention and care activities in a coordinated manner within their districts.</li> </ul> <p><b>In Kenya</b></p> <ul style="list-style-type: none"> <li>1 Area Advisory Council (AAC) established in Sokoni, Naivasha; 16 members trained on the rights of children, with an emphasis on working children and children affected by HIV &amp; AIDS. Members include: 2 volunteer children officers, 2 children representatives (1 girl, 1 boy), 1 opinion leader, 2 community representatives, 2 members from the private sector, 2 representatives of</li> </ul>

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
		<p>community based organizations, Area Chief and Assistant Chief. AAC developed action points that included creating awareness within the community on the rights of children, identification and reporting cases of child abuse and neglect, and generally supporting children in realizing their full potential</p> <ul style="list-style-type: none"> <li>• 2 existing Area Advisory Councils in Igembe North and Igembe South Districts supported</li> </ul> <p>173 government staff trained (82 women, 91 men) helping to strengthen their respective entities</p> <p><b>In Peru</b></p> <ul style="list-style-type: none"> <li>• 23 protection service operators (11 women, 12 men) from the Municipal Ombudsman for Children (DEMUNA), the Public Ministry, the Centre for Women (CEM), health operators, and community leaders participated in a workshop on the situation of exploitation, the right of working children, and child trafficking</li> <li>• 96 officials (48 women, 48 men) from the national police and health department trained in the prevention of violence and sexual abuse of children to improve care for victims, strengthen the protection system, and promote healthy lifestyles and a culture of peace</li> </ul> <p><b>In Kenya</b></p> <ul style="list-style-type: none"> <li>• 54 police officers (23 women, 31 men) responsible for Child Protection and Gender Desks in the regions of Naivasha and Igembe trained on child rights, child protection, labour issues and HIV and AIDS. They reported that the most important learning was how to handle children in their cases, admitting the mismanagement of cases for children and women due to the lack of understanding.</li> </ul>
<p><b>550</b> Local child protection committees and offices participate in gender training</p>	<p># of local child protection committees and offices that have participated in gender training</p>	<p>Not yet</p>
<p><b>560</b> Advocacy activities and/or campaigns targeted at local and national governments on the issue of protection for working children, especially girls</p>	<p># of advocacy activities and/or campaigns targeted at local and national governments</p>	<p><b>7 advocacy initiatives launched</b></p> <p><b>In Peru</b></p> <ul style="list-style-type: none"> <li>• A Communication and Political Advocacy Plan developed to ensure that the various campaigns and advocacy actions of the project maintain coherence and articulated direction - directed at the population of Huamanga (about 108,290 men and 112,710 women)</li> </ul> <p><b>In Burkina Faso</b></p> <ul style="list-style-type: none"> <li>• A “caravan” of information, advocacy, and awareness</li> </ul>
	<p># of committee/office staff (m/f) trained</p>	<p>Not yet</p>

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
		<p>organized in the community of Saaba on the rights of children domestic workers. Participation: 782 people, including local authorities, religious and political leaders</p> <ul style="list-style-type: none"> <li>• 3 advocacy initiatives targeting the Ministries of Public Service, Labour and Social Security to mainstream child labour into their sectoral policies</li> <li>• Advocacy directed at the Parliamentary Network for the Promotion of Child Rights (REPRODEN) to accelerate the adoption of the national action plan on the fight against the worst forms of child labour</li> <li>• Advocacy activities geared to stakeholders in the cotton sector including companies, agricultural services, municipalities, national association of cotton producers (120 individuals) focused on exchanging experiences on protecting children and brainstorming on how to build synergy of activities between the different stakeholders</li> </ul>
	# of people (m/f) reached with advocacy activities and/or campaigns	Number of people reached through these activities was not tracked
<p><b>570</b> Awareness raising activities conducted and directed at decision-makers</p>	<p># of awareness raising campaigns conducted each year, in each country</p>	<p>At least <b>8 awareness raising campaigns/activities</b> conducted</p> <p><b>In Bolivia</b></p> <ul style="list-style-type: none"> <li>• Awareness raising activities targeted at leaders and parents on the subject of children's' rights, with an emphasis on education, gender and workers' rights and protection</li> </ul> <p><b>In Nicaragua</b></p> <ul style="list-style-type: none"> <li>• Awareness raising activities targeted at leaders and parents on the subject of children's' rights, with an emphasis on education, gender and workers' rights and protection</li> </ul> <p><b>In Peru</b></p> <ul style="list-style-type: none"> <li>• Television spot entitled "Children in Action" was aired on two channels aimed at increasing the visible participation of children, working children and youth; and advocating among regional and local authorities for the elaboration of public policies such as the CCONNA in Huamanga</li> <li>• Newspaper supplement prepared to raise awareness among authorities and the general public about the existence and work of the working girls, boys and youth from the MANTHOC in Huamanga and Union Potrero, so they can support their initiatives</li> <li>• Radio spot dealing with a Roundtable for the Fight Against Poverty of Ayacucho and the Regional Institute of Women from Ayacucho, IRMA was aired on 7 radio stations</li> </ul>

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
	<p># of people (m/f) reached with awareness raising campaigns (parents, communities, employers, and government)</p>	<p><b>In Burkina Faso</b></p> <ul style="list-style-type: none"> <li>• A workshop held for two producer associations and parents in Mouhoun and High Basins on child rights and the worst forms of labour Participants: 20 (12 men, 8 women)</li> <li>• Radio programs on hazardous work for children produced and broadcast on the Munyu Radio and the Salaki Radio for a month. Radio audience estimated at: 800,000</li> <li>• Ten video screenings followed by participant discussions conducted on the worst forms of labour Viewed by over 29,000 people (70% children)</li> <li>• Numerous awareness raising activities conducted to promote children rights and protection of working children, including cinemas, debates, forum theatre, educational talks</li> <li>• Sensitization activities geared towards producer and parent groups reference the establishment of codes of good conduct to better protect children</li> </ul> <p>➤ <b>DIRECT:</b> 73,534 people sensitized (38,521 women, 34,989 men, 24 unknown)  <b>Bolivia:</b> 446 people participated in child rights, working children workshops (164W, 258M, 24 unknown)  <b>Nicaragua:</b> 83 coffee producers/employers  <b>Peru:</b> 582 people (440 women, 142 men) participated in various awareness raising activities on child rights and protection  <b>Burkina Faso:</b> 138,471 people (34,354 girls, 31,671 boys, 37,883 women, 34,563 men) participated in awareness activities in child rights and protection, working children, exploitation of children  <b>Kenya:</b> 60 people (34 women, 26 men) trained on child rights, child protection and labour issues in order to support working children and children affected by HIV and AIDS</p> <p>➤ <b>INDIRECT:</b> 1,053,000 people indirectly reached through media channels: radio: 800,000 television 221,000, newspaper 3,000, video 29,000</p> <p><b>Peru:</b> TV Spots broadcasted in Huamanga to about 108,290 men and 112,710 women; and a newspaper supplement reach approximately 3,000 copies of this supplement were delivered to children, working children, authorities and the general population  <b>Burkina Faso:</b> 29,000 reached through video screenings; 800,000 reached through the radio programming</p>

### 2.2.6 Knowledge Management (Program Component 600)

Through the CLW program, SCC aims to increase the expertise and knowledge sharing in the topics of working children, gender and project management.

**Children & Work:** Through the CLW program, SCC has made it an institutional priority to focus on the theme of child protection, specifically the integral protection of child workers. This recognizes the importance of holistic development and the realization of the rights of girls and boys who work, whether it is in Bolivia or in Burkina Faso, in both rural and urban settings. This means providing specific support and strengthening of the Working Children component within each country, as well as conducting research, evaluations and sharing of findings across countries, governments, working children, and other organizations. SCC also leads the Task Group on Children & Work within Save the Children International, providing for an opportunity of programmatic learning to be translated into agency wide international advocacy aims for the improvement of policies, programs and protection systems for children who work. The role of SCC in the Task Group is to develop, oversee and ensure the implementation of this area within the Save the Children International Child Protection Global Initiative strategy.

**Gender:** Through the CLW program, SCC will strive towards the integration of gender equality considerations within all program activities and thematic components. This presents a lofty challenge with the unique characteristics, contexts, cultures and norms within each community, let alone country, that SCC works in. Over the life of the program, SCC will develop gender integration tools and trainings to be carried out with Country Offices and partners. These will be contextualized and adapted to the various geographic areas the program is implemented in, and validated with local gender experts and partners. Gender equality will also be integrated into the program through life skills training of girls and boys, parents, teachers, authorities and other community leaders. This also includes a component of awareness-raising of gender issues as a Child Rights topic.

**Project Management:** This component of the Knowledge Management objective both focuses on the capacity building/institutional strengthening of Country Offices, as well as partners through the development of specific project management training modules – such as Results Based Management, the Child Rights Based Approach, Gender Equality Integration, etc. It will also seek to improve SCC's capacity to document, evaluate and share program methodologies, lessons learned, tools and results through the systematization of specific in-country experiences.

**Public Engagement:** The CLW program aims to raise the awareness of Canadians on the issues addressed by this program, primarily children and work, but also health, and education, with a focus on gender. SCC aims to engage Canadians in becoming advocates for children's rights, and will seek to deepen the Canadian public's understanding of the child rights issue.

#### Summary of Program Activities 2011-2012

The overarching Knowledge Management objective of increasing SCC's expertise and knowledge sharing in the issues of working children, gender and project management made modest gains during the first year of the program, as expected. The activities carried out during FY 2011-2012 are as follows:

- All five Country Offices and project staff participated in training and validation of the program LFA and Performance Measurement Framework, including the integration of gender into these tools, run by SCC national office staff
- Evaluation and documentation of the primary education methodology "All for One and One for All" in Burkina Faso was conducted

- Several research pieces were prepared on the topic of Children and Work, as part of the Latin American regional program and in collaboration with the Network of Master's on Child Rights
- Online discussion forums were facilitated, including the Blog and Think Tank on Children & Work and Child Rights, with participation of SCC staff, MOLACNATS, and academics across Latin America
- Public engagement activities were initiated highlighting the program and its concerns, such as the Innovation Fair at Humber College, school speaking events, engagement with SCC university clubs, etc.
- A mini-poll was conducted on Canadian's perceptions on Child Rights issues globally and results released for Universal Children's Day

### Expected and Actual Program Outputs

Most output results related to the Knowledge Management objective were related to the research pieces developed on the issue of Children & Work and Children's Rights, although this only occurred this year in the Latin America region. The research undertaken on this topic will ultimately inform program strategy on Children & Work in each implementing country, especially in terms of advocacy towards government, communities, employers and other duty bearers for improving protection systems for children who work. Initial work towards increasing gender mainstreaming in SCC's and partners' work was advanced through the assurance of gender equality outputs and outcomes throughout the LFA and PMF in each country. This provided the basis to ensure gender equality will be a focus throughout the life of the program and is a consideration at each outcome level. Raising the awareness of the Canadian public on the issues of Child Rights and Children and Work has been initiated through various public speaking and public events. Namely:

- ✓ 100 members of the public, students, academics and media participated in the Innovation Fair at Humber College, showcasing various experiences, technologies and innovations in International Development. Held in collaboration with Save the Children, Humber College, and World Vision and with participation of nine development NGOs
- ✓ Participation in "The Big Picture" event for Global Action Week, in collaboration with the Global Campaign for Education, with the participation of over 150 volunteers and students
- ✓ Film screenings of "No Woman No Cry", focusing on Child and Maternal Health held by six Save the Children University Clubs across Canada (McMaster University, University of Calgary, University of Guelph, University of Western Ontario, York University and University of Victoria)
- ✓ Public speaking engagements in four schools, and four university events highlighting the Children Lead the Way program
- ✓ 1 child rights poll with participation of 600 respondents on issues of Child Rights internationally

### Conclusion and Next Steps for 2011-2012

Most of the efforts during Year 1 of the program focused on ensuring solid comprehension and foundation for the program in the implementing countries, and as such the knowledge management activities were modest. The project management training modules and training focused mostly on Country Office staff and less so with partners, which will occur during Year 2 of the program. The research and knowledge management component related to Children & Work was advanced in the Latin American region, and so during Year 2 similar studies will occur in Burkina Faso and Kenya. Likewise, the development of a gender tool and training of partners will occur likely in Year 3 of the program and during Year 2 the gender strategy will include mapping and collection of information on partners and local communities in order to use these as inputs for the tools. Regarding public engagement activities, a strategy to disseminate the experience and issues of Children & Work with schools and

the Canadian public will be developed during Year 2 of the program, as program outcome results become apparent.

TABLE 7  
COMPARISON OF EXPECTED AND ACTUAL OUPUTS REALIZED

Expected Outputs	Performance Indicator	Actual Outputs realized to date (FY 2011-2012)
<b>610</b> 5 project management training modules developed	# of project management modules developed	1 training developed on the LFA, PMF and gender integration
<b>611</b> 20 CSO partners trained across 5 countries	# of CSO partners trained in the various project management modules	SCC staff in 5 countries, and 4 partners in Kenya trained in LFA, PMF and gender integration
<b>620</b> 5 SCC tools and methodologies documented and systematized	# of tools and methodologies documented/systematized and disseminated	1 SCC methodology – All for One and One for All in Burkina Faso evaluated and documented
<b>630</b> Research study completed in each country on the situation of working children, especially girls	Status of research study – completed, started, not started	<p>Essays analyzing value-add of organized movement of child workers in Nicaragua, Peru and Bolivia</p> <p>In collaboration with the Latin American Master Degree Network, studies on the situation of child workers have been completed in 8 countries: Bolivia, Chile, Colombia, Ecuador, Guatemala, Nicaragua, Paraguay and Peru</p> <p>29 articles written on the SCC blog on child work and children’s issues</p> <p>Documents produced on “Integral protection and recommendations of policies for child workers”, “Index on institutional framework and child workers”</p>
<b>640</b> Gender tool developed and 20 partners trained to design, implement policies and projects that reflect priorities of and interest of both girls and boys	# of gender tools developed # of partners trained with gender tools	Not yet
<b>650</b> Public engagement campaigns conducted in Canada on children’s rights, including CRC campaigns	# of campaigns held on CRC day annually # of speaking engagements held # of website hits for child rights resources	<p>1 online campaign on CRC day, releasing poll results of Canadian’s perceptions on Child Rights issues</p> <p>1 innovation fair held to showcase innovations in international development, including CLW methodologies</p>

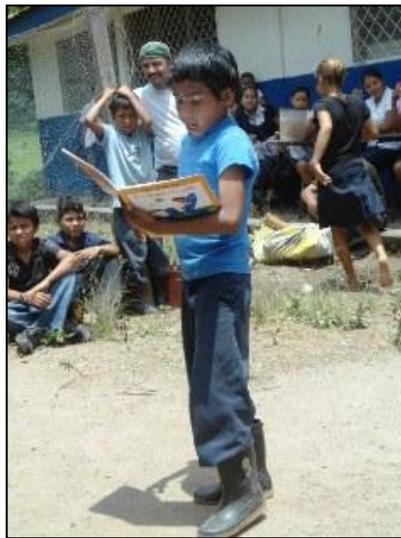
### 3 TESTIMONIALS AND STORIES

## NICARAGUA – “We have a right to education”

**Byron José Acuña Hernández** is 12 years old and lives in **El Cas Luis Hernandez, Nicaragua** with his parents and four siblings. He and his family live in extremely impoverished conditions. Only his father is employed, working on a field that is two and half acres. Byron is a very active boy, getting up at 5:30 a.m., he helps with the house chores, including getting water from the well, buying food and other groceries at the local store, and feeding some of the farm animals, which are located some two hours walking distance from his home.



Byron attends the community school, two kilometers from his home and is currently in the fourth grade. Byron has actively taken part in capacity building workshops on reading and vocational training facilitated by SCC’s partner, CESESMA in his school. He has shared his experiences with other children in the community and this has motivated him further, as “reading to other kids makes me feel important because some of them fall in love with books”.



Byron has been able to develop his organizational abilities through his participation in CESESMA sponsored activities, and now recognizes that he has a lot of abilities and strengths to organize groups, share with other children, and integrate them into different organizational groups in the community. He is recognized in his community because of his leadership, joy, and driving force. With his reading colleague, David Jareth (Reading Promoter and Animator), Byron has organized activities for other communities, such as El Galope, and El Carmen, spreading his enthusiasm for reading amongst other children. He says that he has “learned to speak to children because the books I read have taught me how; I was very shy but books have opened my mind and that also makes me a good student. I feel very proud of myself and of CESESMA because I have been able to integrate and participate in community spaces to use my abilities so that I can help other people, especially younger children”

“The CESESMA project in our community and school is very important because it provide us the opportunity to get organized and participate and as they say, defend our rights because we work with adults; also, the project workshops are very helpful to us. ...I have learned that hard labour that should not be done by children and that we have a right to education and to go to school. I do not like working in the fields for a long time, but I have to do it to support my family. I wish I had more time to study”. His dream when he grows up is to be a teacher and a radio announcer. “I have learned during this time as a child worker that this work should not be done by children, this makes me think more about my aspirations”.

Byron is recognized as one of the best students in the school. He is an active boy with many abilities and strengths. He is always available to contribute, maintains good grades, and provides initiatives for civic activities within the school community. Byron’s teachers at school recognize his leadership and are very proud of his progress. His classmates also consider Byron a classmate that respects everyone.

**BOLIVIA - "What I learnt the most are the rights of children"**



**David Zacarías Sánchez Quispe** is 11 years old, living in **El Alto, Bolivia**, with his mother and father and nine brothers and sisters. As a form of support to improve household income, David and his brothers and sisters help their father, who is a bricklayer, building and doing renovations, in the evenings after studying. David is currently in Grade 6, and has been actively participating in workshops and activities at his school carried out by SCC's local partner, Centro de Comunicacion Cultural Chasqui. According to David, "what I learnt the most are the rights of children, I know we have rights such as freedom of speech and to be listened by grownups because our word is very valuable. When Chasqui came to my school and taught us many issues as

leadership, rights, self-esteem, I did not know these things and by playing gradually encouraged me to participate and gave me the opportunity to speak."

David's participation in the program has also had positive effects on his family as David says "my dad and my mom are very supportive of my involvement in activities and I feel very happy. In the evenings I help my dad in the bricklaying trade and also help to take care of the cattle, he sees that now I am very responsible therefore he gives me permission to participate in the Chasqui." David is a recognized leader among his classmates and has become the best student in his grade.

**PERU – "My life has changed because I now know my rights"**

**Darío Nunez Espinoza** is 15 years old and lives in **Unión Potrero – Cangallo, Peru** with his parents and five siblings. He is currently in grade 10. He works helping his parents on their land and with the agricultural duties such as rearing livestock and shepherding.

Dario is a delegate of the working children's group "The Andes" which meets every Sunday morning, engaging in many activities, including the promotion of sports among boys and girls. "Since the working children's organization called MANTHOC formed, my life has changed because I now know my rights as well as my responsibilities as a working child. We are very grateful to the MANTHOC group and the Children Lead the Way program funded by Save the Children Canada."



## KENYA – “I will work hard to achieve my dream of becoming a nurse”

The unmistakable cacophony of metal hitting and splitting stones meets your eardrums as you approach. All around lie heaps of neatly broken stones – known to the men, women and children who break them as *Kokoto* (ballast). The morning sun is just over the escarpment, bathing the open quarry along the Naivasha - Nairobi Highway with its golden rays. Among the heaps meanders a footpath well beaten and known by Serah Njeri, 15. She is the last born in a family of four. On this particular day, she is clad in a white top and black dress with a ‘leso’ head – scarf. She lives a stone throw from the quarry site, a place known to the dwellers as *Mithuri*. “We don’t have our own house as we are hosted by a good samaritan” says Njeri, as she pulls down the food luggage from her back. “We have lived there for the last four years since we were evicted from Mau Narok, thanks to the post election violence”, she adds with a tinge of bitterness in her voice.

Njeri does not break stones at the quarry but serves a very important purpose; she sells food. This is mainly a cup of tea and a ‘chapati’. She wears a disarming smile as she bends over to serve one of her regular customers at the quarry. “I wake up very early in the morning to prepare these meals” she says as she serves another customer. She says that her mother is very good at preparing the ‘chapati’. Every morning Njeri travels the short distance to the quarry to sell food so that her family can earn an income to cater for the needs of the family. Before engaging in this, she says that she used to attend school and sat her national examinations in 2011



scoring 226/500 marks. “I could not continue with my education because my sickly mother could not afford to take me to secondary school” Says Njeri. Njeri says that her greatest desire is to continue with her education as she knows that this is what can change her life.

This desire was met when SCC sponsored partner, K-NOTE and the Quarry Chairman recruited her in the CLTW program. After an initial needs assessment at the household level, Njeri was officially enrolled for educational support. Her secondary school fees were paid and she is now in Form I at Gituamba Secondary School. The program was also able to provide her with school kits including uniform. “I am very grateful to K-NOTE and Save the Children for giving me this opportunity, I will work hard to achieve my dream of becoming a nurse”

## 4 OPERATIONS

### 4.1 Management Issues

#### ***Transition to Save the Children International***

During FY 2011-2012 the transition from the Unified Presence structure to International Programs within Save the Children International (SCI) commenced<sup>23</sup>. This included the establishment of an international headquarters in London, UK to oversee the administration of country and regional offices worldwide. Project cycle management, grant management, financial administration processes, etc. are currently under the process of standardization across all country offices which will facilitate the smooth management of projects funded by the 30 Save the Children International members. Country offices, where development programs are implemented, began to enter this structure during 2011, beginning with the Asian region. During the middle of 2012, countries within Latin America, East and West Africa, including the Children Lead the Way countries, will transition to Save the Children International. This means that Save the Children members, such as Canada, US or UK, will no longer manage individual or unified country offices but will contribute to an array of high quality country programming managed by Save the Children International. Administration by SCI is intended to reduce administrative costs through streamlining and reduced bureaucracy, with the objective of increasing benefits for children worldwide. Bolivia, Nicaragua, and Peru already experienced the process of unification (unification and management under one SC member), and consequently it is not anticipated that final stage of transition to SCI will affect program implementation – as all program staff and partners will be ‘grandfathered’ into the new management structure. Similarly in Burkina Faso, where only Save the Children Canada has been present, the designate Country Director will continue in his role. The program in Kenya will be adopted by the new SCI Kenya country office, and it is anticipated that key program staff will be transferred into the new management structure.

**Action:** *SSC will closely monitor changes occurring in all five countries over the course of 2012 to ensure that integrity, validity and quality is maintained, if not enhanced.*

#### ***Save the Children Canada - National Office***

Within Save the Children Canada, several positive structural changes occurred during the first year of program implementation. The role of President and CEO was filled by Patricia Erb, previous SCC Regional Director of Latin America, who has years of valuable field based knowledge and experience of SCC’s CIDA funded programs in Latin America. A new Deputy Director of Programs under the Director of Programs was appointed, responsible for supporting the consolidation of SCC’s growing programs portfolio and staff. Within the program, all new technical positions have been filled, including a Program Grant Manager, M&E Advisor, Gender Officer, Education Advisor, Child Protection Advisor and a Public Engagement Officer. We look forward to continuing to work with this team in support of the program, deepening our knowledge and sharing learning with the country offices, CIDA and the NGO community.

#### ***Bolivia***

Several changes occurred during this first year of program implementation in the Bolivia country office, and specifically with the management of the CLW program. Firstly, the management and administration of the program was centralized in the SC main office in La Paz, necessitating the hiring of new program staff to work. The loss in institutional knowledge of the previous staff presented a challenge to the new staff, and a delay in implementation

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<sup>23</sup> Under the Unified Presence, individual Save the Children member country offices were consolidated under one office structure, with one designated Save the Children member assuming management responsible for the country and all member programming in that country. The final step in the transition process has Save the Children International assuming management responsibility for all country offices.

as the new staff had to undergo a process of learning and familiarization in order to acquaint themselves with, and gain the trust and respect of SCC's diverse, pluri-cultural and specialized partners.

A second challenge to program management was the application of the LFA and Performance Measurement Framework in a more robust and deliberate way. These tools were not previously used for planning and implementation by program staff, but rather just for results reporting. There has consequently been a learning curve in the use of these tools for the staff, and a challenge in using them with partners in a way which is quality focused as opposed to output-focused.

**Action:** *This is an area that the SCC team will continue to work on with the Bolivia country staff to improve in the coming fiscal year.*

Other issues affecting the management of the program were the ongoing political and social conflicts in Bolivia, such as the proposed highway to be built through the Amazon forest which has not received support from social movements, resulting in widespread strikes and marches. In many instances, these populace actions hindered the movement of SC and partner staff. Similarly, the democratic process of rotating authorities within SCC's indigenous partners required close communication and on-going sensitization to ensure wide awareness and commitment to the CLW program with incoming authorities.

Finally, in reference to UNATSBO, the national movement of working children, which is an integral part of Bolivia's program strategy, a divisive internal conflict has hindered the formation of an agreement to work together in the framework of the CLW program.

**Action:** *In order to ensure objectivity is maintained and any collaboration is in the best interest of all working children in Bolivia, dialogue is being facilitated with the regional Latin American working children's movement, MOLACNATS to resolve the conflict. Work is also being undertaken to form a network with other NGOs supporting UNATSBO, in order to define a joint strategy. SCC will take extra care and measures to ensure program implementation and execution is on track in order to ensure no further delays and to maintain the high quality results and institutional knowledge developed from previous work in Bolivia.*

### **Nicaragua**

There have been no changes in office set-up or technical or logistical problems that affected the ability of organization or execution. During the last quarter of 2011, a new Project Coordinator was integrated as a staff member, based in the geographic region where the program is being executed. Her integration has improved and increased advisory and monitoring activities performed by the partners.

### **Peru**

As opposed to the other countries implementing the CLW program, this was the first year SCC has worked with the Peru country office in the implementation of a CIDA Partnership Branch funded program. However, this 'new' partnership did not delay the implementation of the program, due to the shared understanding of programming for Working Children, and a shared partnership approach and values, as well as Child Rights based programming focus. It has become evident that these shared principles are key to ensuring successful program initiation and a solid footing. On the side of SC in Peru, and the transition to SCI, a new Country Director has been appointed effective as of the first quarter of Year 2, which may imply possible changes for the future. The transition process has also resulted in additional work for the staff. There has been a shortage in regards to administrative support which resulted in a heavy work load in that area, requiring additional support for specific tasks.

**Action:** *After an assessment, it is recognized that additional administrative support will be needed for the following year.*

### **Burkina Faso**

The program in Burkina Faso is working with several long-term partners under the Working Children component, which has allowed for a smooth continuation of activities related both to education, child protection, and advocacy. Operationally, these are strong partners with very specific implementation strengths and many of the results achieved under the previous prior CIDA funded “Realizing the Rights of Socially Excluded Children” program are being built upon – such as the operationalization of the List of Worst Forms of Child Labour through the work of the partners. One weakness identified in the management of the program was the lack of sufficient documentation and communication of the achievements of Save the Children and the partners.

**Action:** *In view of this shortcoming, SCC support will be given to ensure the increase of program visibility, program integration, documentation development, accumulation and dissemination of results.*

### **Kenya**

In Kenya, program activities were delayed during this first year of implementation, in order to undergo a thorough and diligent process of new partner selection. As issues of transparency and financial management of a previous SCC implementing partner had arisen, the Kenya office made the decision to undergo a partner tendering and identification process. This included a public call for new partners, several meetings with management and administrative staff, and due diligence in checking accounting and financial management processes of prospective partners. The result has been the selection of three new partners and one previous partner for national advocacy and political incidence. These new partners subsequently drafted individual work plans, stemming from the program Logic Model and by the end of Year I had made efforts to accelerate planned activities in order to catch-up.

The four partners are operational in the respective areas of implementation with technical support and coordination provided by the SC Child Protection Coordinator and Program Manager, with the support of the Finance and Administration Officer. Each partner has a designated a full time project officer to the program. During the past year the stage was being set for transition from management by Save the Children Canada to Save the Children - International Programs. This included upgrading SCC’s work force, consolidating administrative processes, moving to new expanded office premises, and strengthening management structures in the Meru Area Office. On the technical side, capacity building was a focus of all members, as well as team building and creating a joint strategic plan. This is especially important as it ensures the CLW program priorities will be clearly articulated.

### **Latin America Regional Program**

The Latin America Regional component of the CLW program was managed this year through the Save the Children Canada decentralized regional office. This office is currently based out of the SC in Bolivia sub-office in Cochabamba, and under the direction of the SCC Regional Representative with support of the Finance Officer, who provides financial control and analysis for the Latin American countries involved in this program. Providing technical support and implementation of regional activities is the Child Rights Advisor, based out of Lima, Peru and the Corporate Social Responsibility Advisor, based out of Buenos Aires Argentina. With transition to SCI, the regional office will be closing but the latter three staff will continue as decentralized SCC head office personnel in order to continue regional program activities.

**Action:** *A fourth decentralized technical advisor, focusing on Child Protection and Children & Work, will be added to the team, who will support both country program and the regional initiatives and be responsible for ensuring donor reporting compliance. The absence of a program officer, responsible for reporting, has also been noted during this year and is necessary to ensure good documentation and sharing of the program achievements.*

## 4.2 Cross-Cutting Themes and Priorities

### 4.2.1 Gender

#### Gender Equality Strategy – Year One

During this first year of programming, SCC's gender equality strategy focused on building gender into the foundations of the program and beginning the capacity building process around gender for key program and partner staff.

#### Building Gender into Program Foundations

The SCC Gender Officer worked closely with the five program country teams to ensure gender was integrated through all program plans. To this end, gender specific activities and outcomes were strategically built into annual plans for all five contexts, and gender was additionally integrated intrinsically throughout the Logical Framework Analysis (LFA) and Performance Management Framework (PMF). In Kenya, an applied workshop with key program staff, alongside partners, was facilitated wherein the teams explored in-depth the integration of gender in activity design and monitoring and evaluation frameworks. Building from these foundations, partners began the process of carrying out gender-specific activities, and integrating gender within relevant activities, working directly with program beneficiary communities, solidifying gender as a cross-cutting area of focus.

In all five countries, support was also provided to ensure that gender was a key component in the baseline design, development, collection, and analysis process. The outcome of this is that all baseline assessments included gender indicators and specific-gender questions, were carried out using a gender-sensitive and positive approach, and underwent gender analysis.

#### Initiating Gender Capacity Building amongst the Program Team

Introductory gender training with all five program teams, as well as the SCC team, was facilitated during the collaborative planning session in September 2011 in Canada. This training focused on reviewing basic gender concepts, exploring the ways in which gender equality is critical to this program, and learning about integrating gender into activity design and monitoring and evaluation. Additionally, the teams collectively explored key gender assets, opportunities, challenges, and barriers across their respective programming contexts, and worked together to develop strategies for moving the program's gender agenda forward. This initial gender workshop session was adapted and replicated with field staff and/or implementing partners in all five programming countries from November 2011 through March 2012.

The Peru team additionally carried out introductory gender training with implementing partners, with a focus on collaboratively exploring basic gender concepts, as well as key gender considerations in the Peruvian context. Outcomes of this 2 day workshop demonstrated that participants had a better understanding of gender concepts and how to integrate gender within the program.

#### Challenges

- Modest capacity and experience amongst field staff teams and partners on gender; to address this, a strong focus was placed on building capacities, and beginning to develop tools to support praxis
- Community resistance to changes in knowledge, attitudes, and/or practices on gender; to account for this challenge, we have aimed to enable a highly participatory approach to gender programming with all key stakeholders, as well as to lay foundations for gender-focused dialogue and then gradually build upon these foundations step by step.

## Lessons Learned

Facilitating participatory workshops with all five country teams in order to build understanding of gender and integrate gender into programming plans enabled space for the teams to take ownership of the program's gender strategy, ensured gender objectives were optimally appropriate for each specific context, and worked to ingrain gender as a fundamental and cross-cutting component of this program.

### 4.2.2 Governance – Partner Capacity Building

SCC values working through local partnerships as a way of engaging with, and strengthening civil society to better fulfil the rights of girls and boys. SCC engages with many different types of partners, including diverse forms of organizations and institutions – from grass roots organizations, child and youth groups, local NGOs, to government ministries, academic institutions, as well as the private sector, in an effort to engage all relevant stakeholders. SCC believes in the importance of working with local partners in order to ensure shared ownership of development projects, ensure sustainability and appropriateness of activities, and to empower local communities and civil society to sustain development activities and constructively engage with other actors in their respective working environments.

The CLW program is implemented through local partners in each country, and Save the Children Country Offices fulfill the role of technical assistance and capacity building with partners, as well as creating linkages to national stakeholder networks, undergoing national level advocacy and ensuring partner participation and engagement with these.

#### Bolivia

In Bolivia centralized meetings with partners were held on a quarterly basis to discuss program intervention strategies, results and challenges, as well as to discuss administrative requirements. An executive committee comprised of Save the Children staff and senior partner staff meets quarterly as well, to discuss higher level advocacy strategies for national incidence.

#### Nicaragua

Monitoring and evaluation meetings were organized with partners with the aim of encouraging coordination and cooperation between them. Work was focused on:

- The participatory identification of strategies, activities and results which can be undertaken together and complement those undertaken by each partner
- Reaching agreement on the information needed to complement the baseline information focusing on gender

#### Peru

SC in Peru operates under a policy of supporting partners to ensure proper implementation of programming initiatives. There was thus a constant and active exchange between Save the Children staff and partners throughout the year through the monitoring of activities, and the provision of administrative and logistical support to the partners. Bi-annual centralized meetings were held with the partners to plan and evaluate the delivery of the program. The partners actively participated in the feedback in the annual planning of the program, monitoring framework, making constructive comments at the beginning of the program.

#### Burkina Faso

In Burkina Faso the capacity building of partners was carried out through the monitoring and supervision of activities undergone by SCC. Meetings on reporting and field monitoring were organized with partners in each

region, supporting synergistic action between partners. Training of partners during the year occurred in child rights, advocacy, Results Based Management, and the worst forms of child labour. Capacity building of partners for exclusive breastfeeding was conducted at two levels:

- A technical exchange meeting to identify the sites where the intervention will start and to clearly define the health areas to be considered. This meeting produced a decisive choice of intervention villages based on services that are currently provided.
- Development of Terms of Reference for clarification of the institutional environment of the Ministry of Health. This allowed the partners to better understand their motivation and commitment, and share with them the challenges ahead.

### Kenya

SCC in Kenya offered technical assistance to partners in areas where gaps were identified during their capacity assessment, such as in procurement procedures, financial systems, and monitoring and evaluation, with the aim of establishing appropriate systems within the respective partners. This support will continue, with the field staff planning to increase the human resources allocated to financial support of partners to meet this demand. During the reporting period, joint induction training was conducted for partners detailing the requirements under the partnership agreements, the SC child safeguarding policy and the financial reporting guidelines. Introduction of the key programming strategies such as child participation and child rights programming were also addressed and capacity in these areas will continue to be strengthened.

#### 4.2.3 Environment

As is evident in Section 2 'Results Achieved', the first year of the program did not include any activities which have a direct impact to the natural environment, nor do any future plans evoke an environmental assessment. In terms of the activities identified as having some potential environmental impact in the 2010 Activity Matrix and Environmental Scan (Appendix D of program proposal), the following updates can be made:

<i>Identified Activity</i>	<i>Environmental Relevance</i>	<i>Potential Effects</i>
<b>110</b> Support access and retention of 7610 working girls and 7610 boys to primary education through scholarships, campaigns, environmentally responsible school improvements and after school/bridge support	School improvements will not include construction or renovation; likewise no latrines will be installed. Improvement refers to the provision of educational material and didactic tools	No impact
<b>140</b> Establish and/or support 15 non-formal (NFE) centres offering literacy, numeracy, business management and entrepreneurialism, with focus on environmental sustainability	In Bolivia 4 NFEs provide training with a focus on environmental sustainability	L (positive)
<b>150</b> Improve & support vocational training opportunities for girls and boys youths, and provide follow-up support through apprenticeships, job placements and access to micro-credit	All opportunities and training in agriculture include an environmental sustainability component, promotion of natural fertilizers, soil and water conservation	L (positive)
<b>470</b> Incorporate environmental training within education activities	In Bolivia, environmental awareness and care is integrated into the Inter-Intra & Pluri-cultural education materials, as an important and traditional indigenous value	L (positive)
<b>610</b> Development and dissemination	<i>Has not yet occurred</i>	M (positive)

of 5 project management training modules (including environmental impact assessment) to 20 CSO partners in 5 countries		
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## 5 LESSONS LEARNED

Each country office, as well as the National Office has documented lessons learned over the course of the year, that where applicable to program delivery, will be applied in the upcoming year.

### Bolivia

- In order to enhance the effectiveness of program interventions, it is important to enter into alliances with other organizations that are working with the same partners.
- To ensure sustainability of results, it is very important that the program be aligned to the partners' strategic objectives; and so it is fundamental for SCC to understand their goals and objectives and agree on how the program contributes to the achievement of the partners' respective objectives. The program has to contribute to development of the partner in order to ensure ownership by the partner.
- Likewise, it is necessary for SCC to have an understanding of each partners' internal processes, which could include changes of authorities, internal tensions, involvement in cultural and political processes, etc., in order to be able to foresee any possible obstacles and plan measures accordingly to ensure program implementation continuity.

### Nicaragua

- It is important to carry out the program in a coordinated manner with government institutions - such as the Ministries of Labour and Health (rights guarantors) - and civil society organizations which have the necessary work experience and strengths to ensure sustainability of results.
- To guarantee the gender focus of the program, it will be necessary to develop an integrated work strategy which includes all participants and strengthens their skills and knowledge of the subject.

### Peru

- It is important to recognize the initial process at the beginning of the program for the partners, which can include a period of recognition on the part of the partners re: program objectives, working within respective communities, establishing agreements for the implementation. This has been crucial to secure the beginning and continuation of the program.
- It is difficult to begin school activities at the beginning of the year as planning is already established. However, working with the school authorities has been an important lesson to consider.
- In working with working children's groups, it is necessary to provide constant follow up and support, promoting leadership and participation. Although adults only play a supportive role, their presence is important, especially at the beginning.
- The partners recognize that work with parents, in terms of sensitization and support, has to be done parallel to working with children, in order for the former to encourage and support their children.

### Burkina Faso

- The protection of child workers requires a multi-sectoral and multi-disciplinary approach, as well as the strengthening of collaborative links between different actors to find solutions to problems in the field.

- Strengthening community structures are fundamental to the success of achieving the reduction of infant mortality. In Burkina Faso, civil society holds great importance for community action that accompanies technical services provided by the state. The engagement of community stakeholders in community action is thus critical to engage the people they support.
- In working to promote health messages, such as promotion of exclusive breastfeeding at the community level, finding the appropriate channels through which to convey messages is key. These channels may vary from one medium to another; and the proper message and medium to deliver information campaigns to the target population needs to be identified for each community. As an example, in some communities, drummers can serve as a voice, in others the emphasis is on town criers, the network of Griots (traditional storyteller/poets), the Muezzins or catechists.

### **Kenya**

- Much time was spent during the first year identifying and selecting new partners for the program. Setting a solid foundation is worth the time and effort. Proper partner identification, assessment and engagement takes time and should be planned for accordingly. It is important that partner expectations are ironed out before commencement of the program to avoid misunderstandings after engagement. The rigorous partner selection process, as well as the initial work to build the program foundations with them is expected to contribute towards the achievement of results and good coordination.
- Broad spectrum involvement of stakeholders goes a long way to ensure program support and ownership and this will be carried over subsequent years of the program.

### **Save the Children Canada, National Office**

- In developing the required country program baselines, each country contracted out the baseline survey to local consultants, in some cases more than one in each country. This resulted in varying degrees of quality, quantity, collection and interpretation of information which required additional work to organize. It would have been more effective and efficient to have hired an international consulting company that would have developed one set of tools, consistently trained local staff and partners, collected the information in a systematic manner, and provided a baseline report with recommendations. Despite the high cost of hiring an international firm to do the baseline in five countries, this would have been a worthwhile investment and would have produced a more consistent baseline product across the five countries.
- An initial visit in each of the countries rolling out the program is important and effective. Laying out donor requirements, program expectations, roles and responsibilities has been effective in setting the program's foundations in each country. Likewise, dedicated time to validating, revising and appropriating the Logic Models and Performance Measurement Frameworks in each country demystified these documents, as well as increased local staff ownership of them. It is important to communicate that these documents are tools to help guide and monitor activities and results, but are not the end product themselves and should be flexible to the realities and lessons learned in each country.
- Counting on the appropriate staff with specific technical skills to support the program has drastically increased SCC's engagement, understanding and support of the various country programs. The addition of a dedicated Monitoring & Evaluation Advisor, Gender Officer, Child Protection Advisor, Education Advisor, and Grants Manager has greatly increased SCC's technical capacity and ability to provide assistance to better support the program.