



Redd Barna

LEAVING NO CHILD BEHIND

PROGRESS REPORT 2019-2021

QZA-1810373

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Readers' Information

This is the 2021 progress report for Leaving no Child Behind, funded by Norad under a 5-year framework agreement (QZA-1810373), covering the period 2019–2023. The programme consists of three thematic issues: (1) Children learn and are safe; (2) Children are protected from violence and abuse; and (3) Children's rights are implemented.

As this was the third year in the agreement, we collected midterm data to take stock of the programme and report on outcome level. School closures due to the Covid-19 pandemic hindered comparability with the baseline on issue 1 in five countries: Lebanon, Uganda, Myanmar, Colombia and Guatemala. The data from these countries give us a snapshot of 2021 but cannot say anything about change due to programme interventions on education. However, we have comparable data in 7 out of 12 countries: Palestine, Niger, Somalia, Malawi, South Sudan, Mozambique, and Nepal. For issue 2 and 3 we have comparable data for all countries except for Myanmar and Guatemala. Also included is an embassy addendum for Uganda.

The report is structured into a Thematic Areas chapter, which offers the analysis on issue 1–3 and cross-cutting issues, with examples from country programmes. The Geographic Presence chapter covers the 12 main countries, and gives a context overview, introduction to the programme, results achieved, and recommendations for the remainder of the agreement period.

In 2021, we phased out of three countries, namely **Zimbabwe, Ethiopia and Nicaragua**. **Cambodia** was phased out in 2020 (see last year's report).

Leaving no Child Behind is relevant to the following Sustainable Development Goals: Issue 1: 4 Quality Education; Issue 2: 3 Health, 5 Gender Equality, 16 Peace, Justice and Strong Institutions; and Issue 3: 16 Peace, Justice and Strong Institutions. In addition, under cross-cutting issues: 5 Gender Equality, 10 Reduce Inequalities, 13 Climate Action.

LIST OF ACRONYMS

ACRWC	African Charter on the Rights and Welfare of Children	NIEP	National Inclusive Education Policy
ASCATED	Association of Training and Technical Assistance in Education and Disability	OPD	Organisation of Persons with Disabilities
ASER	Annual Status of Education Report	PAT	Partner Assessment Tool
ASRHR	Adolescents Sexual Reproductive Health Rights	PDEP	Positive Discipline in Everyday Parenting
BL	Baseline	PDET	Positive Discipline in Everyday Teaching
BLN	Basic Literacy and Numeracy	PFA	Psychological First Aid
BRICE	Building Resilience in Crisis through Education	PHP	Physical and humiliating punishment
CAAC	Children Affected by Armed Conflict	PSEAH	Protection from Sexual Exploitation, Abuse and Sexual Harassment
CBCPM	Community-based child protection mechanisms	PSS	Psychosocial Support
CBE	Community-based education	PTA	Parents Teachers Association
CCSA	Child-centred social accountability	PWG	Partnership Working Group
CEG	Community Education Committees	PwV	Parenting without Violence
CFLG	Child-Friendly Local Governance	QLE	Quality Learning Environment
CMC	Community Mobilisation Committee	QLF	Quality Learning Framework
COP	United Nations climate change conference	SC	Save the Children
CP	Child Protection	SCN	Save the Children Norway
CRC	Committee on the Rights of the Child	SIP	School Improvement Plan
CRG	Child Rights Governance	SLaM	School Leadership and Management
CRM	Complaint Response Mechanism	SMC	School Management Committee
CRPD	Committee on the Rights of Persons with Disabilities	SNAP	Student Needs Action Pack
CSW	Community Social Worker	SRHR	Sexual and Reproductive Health, and Rights
CWC	Child Welfare Committees	STAR	Societies Tackling AIDS Through Rights
CwD	Children with Disabilities	SZoP	Schools as Zones of Peace
CZOP	Children Zone of Peace	T4D	Technology for Development
DRM	Disaster Risk Management	TDP	Territorial Development Plan
DRR	Disaster Risk Reduction	ToTs	Training of Trainers
DSC	District Steering Committee	TPD	Teacher Professional Development
DSI	District Schools Inspectors	UNCRC	United Nations Convention on the Rights of the Child
ECCD	Early Childhood Care and Development	UPR	Universal Periodic Review
ECD	Early Child Development	VDC	Village Development Committees
ECE	Early Childhood Education	WCPC	Ward Child Protection Committees
EGRA	Early Grade Reading Assessment	WGQ	The Washington Group Questions
EIE	Education in Emergencies		
EMIS	Education Management Information System		
ESSP	Education Sector Strategic Plan		
EVAC	Fund to End Violence Against Children		
FGM	Female Genital Mutilation		
FRI SIP	Functional Risk-Informed School Improvement Plans		
HBL	Home-Based Learning		
ILET	Improving Learning Environments Together		
IPCC	Intergovernmental Panel on Climate Change		
LCSO	Local Civil Society Organisations		
LWiE	Learning and Well-being in Emergency		
MT	Midterm		
NHRI	National Human Rights Institutions		



FOREWORD

Three years ago, in 2019, Save the Children celebrated its 100th anniversary and in the introduction to our first report to Norad, I wrote about our founding mother, Eglantyne Jebb, who was provoked into action due to the treatment of children during the First World War. At the time of writing this report, we are three months into a war in Ukraine, which has claimed the lives of almost 240 children, seen bombing and shelling of over 1,500 educational facilities, including the complete destruction of 126, forced nearly two million children to flee Ukraine and put millions of childhoods on hold.

Shortly after we designed and developed the programmes included here, the world was hit by a global pandemic which has seen many of the gains made in the past decades decimated. In less than two years, 100 million more children have fallen into poverty, a 10 per cent increase since 2019 and UNICEF estimates “that as of September 2021, schoolchildren around the world had lost an estimated 1.8 trillion hours of in-person learning due to Covid-related school closures, which have had a profound long-term, unequal social and economic effect”.¹

The economic impact of the pandemic was massive; but as opposed to the high income countries’ economies that have managed to bounce back, the economies of the least developed countries have stagnated. Poverty rates, combined with increases in food prices are having devastating impacts on children and their families. And as if that was not enough, today there are more

children on the move due to climate changes than due to conflict. The effects of climate change are felt acutely in many of the countries covered in this agreement, gravely exemplified by the four failed seasons in the Horn of Africa, now at the point of becoming a major famine situation. Save the Children Norway (SCN) has lifted climate change and environmental destruction up as one of four priority areas for the coming period 2022-24, recognising climate change as a root cause of threats to child rights.

I am extremely proud of the results included in this report, which marks the halfway point of our partnership agreement with Norad. Almost half a million children are enrolled in over 1,300 schools supported by the Norad programmes. Many children, despite massive challenges, have improved their learning and faced less violence at school than when we started in 2019. We see the tide turning in some communities when it comes to their attitudes to early marriage and to physically disciplining their children. And true to our word that we would step up our game when it came to leaving no child behind, for the first time, we have managed to collect data on children with disabilities in all but one country.

We have not done this alone and we are truly grateful to all our partners who have worked tirelessly these past three years to change the lives of children where they are.

Birgitte Lange
CEO of Save the Children Norway

¹ <https://www.unicef.org/reports/unicef-75-preventing-a-lost-decade>

EXECUTIVE SUMMARY

When SCN prepared the baseline report for our partnership agreement with Norad three years ago, we were full of hope. We had just collected data from 16 countries, visiting over 400 schools, assessing over 750 teachers and 5,800 students and talked to 2,800 parents and caregivers about parenting and discipline. Using the data collected, we set midterm targets, taking into account that it can take a while to see results materialise but confident we were being realistic.

Four months later in March 2020, a global pandemic hit. The majority of schools across the globe closed almost immediately, and along with the target groups of our programmes, staff and partners were thrust into a period of anxiety, socio-economic stress and the unknown. We found ourselves suddenly having to adapt programmes on a scale never seen before. We all thought it would last for maybe, four, five, six months.

Little did we know that although schools in Norway reopened after approximately six weeks, they remained closed in the majority of programme countries for much, much longer. Schools in Uganda have only recently reopened after two years.

Programme adaptations to respond to Covid-19 in our Norad programmes included moving to home-based learning, provision of distance learning kits, information campaigns for children and their families for how to protect themselves from Covid, online training, and innovative use of technology.

As we started to get ready for the midterm data collection, it would be an understatement to say we were apprehensive and slightly nervous. Planning data collection on such a scale under relatively normal conditions has its own challenges related to sample sizes, logistics etc., but this was planning against a moving target. Which schools would open, which schools would remain closed? We therefore designed data collection with two scenarios based on whether we could collect schools-based data or not. The challenges encountered due to Covid-19 meant that not all countries were able to collect data which could be compared to baseline. Nevertheless, we still managed to collect data from 12 countries, visited close to 250 schools, assessed over 550 teachers and 5,000 students, talked to 1,900 caretakers about parenting and discipline, and close to 2,500 community members on their attitude towards child marriage.

Seven of the 12 country offices have been able to collect comparable school-based data and for many countries and indicators, progress can be seen for children learning, feeling safe and other educational outcomes. Remaining countries have assessed the results of Covid-19-adapted activities and collection modalities. For Issue 2 (Children are protected) and Issue 3 (Children's rights), disruptions have been less prominent due to community-based data collection and

implementation; however, context-specific challenges of access have hampered data collection in Myanmar and Guatemala.

Globally, governments have responded differently to the pandemic, some implementing full lockdowns, some partial and some only light restrictions. Within our own programmes, due to this, we have struggled to see definitive trends emerging from the data. In some countries, results are positive for some indicators and have regressed on others, in some countries girls have done better than boys and in other countries it is the opposite. But what we can conclude is that prolonged school closures have worsened inequalities, badly affecting children who lack access to technology and other support for home learning, resulting in learning losses. On the other hand, in the six countries where we have comparable data with the baseline, we see a reduction in children being physically punished by a teacher, more children reporting that they feel safe in school, and teachers' professional practices have improved.

Key achievements of the Leaving No Child Behind programme implementation are:

- Almost 500,000 students were registered in the 1,330 supported education institutions in 2021. This is a reduction from 2020 due to i) phase-out countries not being included and ii) school closures in Uganda and Myanmar. Just over half of enrolled students were girls, 7,700 were children with disabilities (43% girls).
- Over 21,000 children in Uganda and Myanmar received home learning kits due to schools remaining closed.
- More than 17,000 teachers and education personnel were trained between 2019–2021
- We have collaborated with almost 100 local civil society organisations, where 10 are organisations for people with disabilities.

During 2021, the total expenditure on the Leaving no Child Behind programme was MNOK 257.² Approximately 51 per cent of the amount was spent on Children learn and are safe (issue 1), 11% on Children are protected from violence and abuse (issue 2), and 12% on Children's rights are implemented (issue 3). SC's own contribution amounted to MNOK 30, which equals 12.7% of the total expenditure.

Even though it has been a year marked by the continuation of the pandemic, with violence and political unrest in many of the programme countries, SC implemented 94% of the approved budget. This is a testimony to how agile SC and its partners are; we were able to implement even in times of great uncertainty as programmes were adapted to fit the changing context.

² Including embassy addenda: Uganda, Covid-19 education project

However, there are three budget deviations to note: 1) Myanmar reported a 27% underspend following the partial suspension of operations because of the military coup and an increase of Covid-19 cases; 2) SCN's HQ costs were underspent by 34%, mainly due to delays in implementing MEAL activities; postponement of evaluations from 2021 to 2022 and 2023 because of the pandemic, and staffing gaps; and 3) Operational costs were underspent by 26%, mainly due to lower shared costs across country offices and improved operational efficiencies across the organisation (see chapter on cost-efficiency/effectiveness for more information).

Below is a summary of the **results** from the midterm for each of three issues in Leaving no Child Behind, including some of the main cross-thematic issues such as children with disabilities and gender amongst others. For the detailed and comprehensive picture please see the full report.

Children learn and are safe in a quality learning environment

Even with the challenges faced in all the programme countries due to Covid-19, some countries have still been able to achieve progress in children's literacy since the baseline.

Improvements in percentages of children reaching proficiency in literacy were achieved in Nepal with a 4%-points increase, and Malawi and South Sudan with 7%-points. This means that 3 out of 6 countries with comparable numbers have achieved the midterm target of a 3%-points increase over the baseline. On the other hand, there was a decrease in the achievement for this indicator in both **Palestine** (27%-points) and **Somalia** (11%-points). In **Nepal**, where 61% of the



children achieved the country-defined minimum proficiency literacy level (up 4%-points), we see a clear linkage between children's learning and the provision of home-based learning material that was provided during the school closure, shown through children who have received home-based learning material scoring significantly higher on both literacy and numeracy than

the children who did not receive such material. The positive change (up 7%-points) seen in **Malawi** (21% children meeting the proficiency threshold) was also attributed to the access to learning materials, contact with teachers and that the children had someone at home or in their community who could follow up their work during the school closures. It was observed that notable differences in results are seen where language barriers exist connected to mother tongue being different from the language of instruction.

On the other hand, in **Palestine**, the provision of remote learning modalities made available during the school closure seems to be less effective as the literacy threshold was met by only 20% of the children assessed, a decrease of 27%-point since the baseline. The reason might be that children, who were in grade 1 and 2 during this period as samples were taken from the new 3rd graders, experienced challenges to access education due to the lack of access to devices, internet connectivity and/or that the classes that were offered were only pre-recorded videos and therefore gave no room for interaction between teachers and students.

We are really pleased to report that there has been a reduction in children currently attending school who have been physically punished by a teacher, from 59% at baseline to 49% at midterm. This falls short of the midterm target we set at 39%. However, improvement is recorded in all reporting countries ranging from a 3%-points decrease in **South Sudan**, to a 10%-points in **Malawi** and **Palestine**, to a 23%-points decrease in **Mozambique**. The positive results seen in Mozambique, now down to 35% of children reporting physical punishment by a teacher from a baseline of 58%, can be a result of many relevant interventions implemented over time to improve the overall learning environment.

There is no doubt that teachers are critical to the achievement of learning, inclusion and safety in schools, and teachers' professional development is a key area within our education work. Progress is monitored through the use of classroom observation or with teachers self-assessing their teaching practices, and when possible, a triangulation of the data. From the six countries that have comparable data to baseline to measure teachers' professional practices the results show improvement in all countries, ranging from 2%-points in Mozambique, 30%-points in Somalia, and up to 47%-points in Niger. Of the six reporting countries, five met the midterm target of a 10%-points increase.

The theory of change for the education programme also states that strengthened participatory school management will support safe, inclusive quality education. When we look at the aggregate results of the midterm showing schools with functional risk-informed school improvement plans, overall, 240 schools were assessed; 34% of those achieved their country-specific threshold, against the midterm target of 50%. This is an improvement from the baseline results (24%), which is

a moderate but positive result given that many schools were closed during the period.

Children are protected from violence and abuse

At baseline 11% (18 out of 142) of the communities where we work had made social declarations or taken collective social actions against child marriage. This has increased to 30% (37 out of 135) at the midterm, although still 5%-points below the target. **Malawi** has seen the most progress with an increase of 32%-points, followed by **Mozambique**, with an increase of 29%-points. **Uganda** experienced an increase of 13%-points from baseline – this is despite all the Covid-19 restrictions.

To ensure that children have access to timely, safe, respectful, and needs-based case management support, we have implemented Steps to Protect, our case management programming approach.

Looking at **children's access to case management support and services**, there was an increase of 17%-points, exceeding the midterm target of 60%. Similar trends were noticed for both boys and girls at an aggregated level. **Somalia** has experienced progress in their case management processes, surpassing their midterm target by 23%-points. This is attributed to capacity building of the Child Welfare Committees and partners on case management. The case management database has also been harmonised across partners and committee registration systems have improved. While there was no change in terms of %-points for **Nepal**, it is worth noting that there has been a significant increase in the case load. At baseline, 384 children received case management support compared to 3,882 children at the midterm. Restrictions caused by Covid-19 forced countries to adapt case management to remote support which has caused challenges to the case management process as home visits and physical meetings were not possible.

To prevent children from experiencing physical and humiliating punishment in their homes, we are working with parents and caregivers to develop skills, knowledge, and attitudes to provide positive parenting through training and parent support groups

With regard to parents' and caregivers' attitudes to physical and humiliating punishment, countries with comparable baseline and midterm data reported an aggregated decrease of 36%-points from 71% of parents/caregivers who stated that physical and humiliating punishment was acceptable to 34% at midterm. The progress in **Somalia** is attributed to the structured community dialogues promoting caregivers' knowledge, skills, and practice towards positive parenting together with the joint child and parent interaction sessions that promote positive relationships within families can explain this observed decrease.

When looking at differences across male and female caregivers, both genders have at an aggregated level

reported a 36%-points decrease. Most of the decrease in **Uganda** came from female caregivers assessed, with a 20%-points decrease compared to only a 3%-points for male caregivers. On the other hand, improvements were noticed more for male caregivers in **South Sudan** (10%-point gap) and **Nepal** (6%-point gap). A priority moving forward in **Uganda** will be increased targeted efforts to involve male caregivers in positive parenting sessions.

Children's rights are implemented

SC conducted partner capacity assessments with almost 70 local civil society organisations (CSOs), and then jointly with partners identified gaps and developed capacity enhancement plans. These capacity enhancement plans have consisted of specific milestones to be achieved in the agreed timelines. These milestones cover strengthening of knowledge and skills in specific areas through provision of training in fields such as child rights, inclusion, gender equality, safeguarding, and financial management. These training sessions are provided by SC, or other partners. The milestones also cover strengthening of internal partner policies and practices, such as support to develop or update strategic plans, child safeguarding policies, human resource and finance manuals, gender policy, and knowledge management policy. Overall, 71% of capacity milestones have been met. Moreover, almost all the countries have met more than 50% of the agreed milestones to be achieved during midterm.

With significant technical support and contribution of Norad funding, in the reporting period, eight (one more than target) child-led or child-informed supplementary reports were prepared and submitted to international bodies. The unique part was that two of the reports (South Sudan to the UN Committee of the Rights of the Child and Nepal to the Universal Periodic Review) were child-led and written by children themselves.

With continued advocacy and lobbying, it was possible to influence the national government to make policy and legislative changes that improve children's lives. As presented below, a total of three changes in laws (Malawi, Uganda and Colombia) and 11 policy changes (Uganda, Nepal, Guatemala and Colombia) took place in the reporting period. Law against corporal punishment and prevention and prohibition of human sacrifice act are some of the changes in laws happened. Among others, national child policy, child participation policy, education policy, early childhood policy and municipal policy on children and adolescents are policy changes made at national and sub-national level.

Cross thematic highlights

Gender Equality, targeting girls and gender equality specific programming: Although progress has been hampered due to the challenges related to Covid-19 measures, we do see encouraging trends in our interventions targeting girls. This is evident through our midterm data as well as research and studies we have commissioned in Malawi, Uganda, Mozambique and Nepal. In several countries, we find that there are no longer strong social norms that prescribe child marriage, a trend that might be attributed to extensive community outreach and sensitisation work with community dialogue and the involvement of a range of local stakeholders. Especially in Nepal, but also increasingly in Malawi and Uganda, parents are not in favour of marrying off their daughters at a young age, although they may feel forced to do so due to poverty. In Malawi, 86% of our midterm respondents are not in favour of child marriage against 80% in the baseline. Results also indicate that very few girls are forced to get married. Only 3% of girls and boys asked, say someone has been forced to marry in their family. About 60% of parents interviewed say that they would react positively to a girl under 18 who refused to be married. Still, 28% would react negatively or be disappointed, so more work needs to be done on social norms, even though the progress is substantial.

Collection of disability disaggregated data: The five countries (Malawi, Mozambique, Somalia, South Sudan and Uganda) that did not succeed in collecting reliable disability data at baseline, were offered 16-hour comprehensive training on administering the Washington Group Questions and Disability Inclusion by SCN in 2020. This training, originally planned to be delivered in person, had to be adapted to an online course due to Covid-19. Four of these countries, except Mozambique, have managed to collect good quality disability data on at least one indicator at midterm. The disaggregation of midterm indicator values by disability has proved to produce valuable knowledge and insight into how children with disabilities are performing and benefitting from the programme compared to children without disabilities. The disability disaggregated data has enriched programme analysis and technical discussions and have resulted in adjustments of programmes in favour of children with disabilities. Some countries, including Lebanon, Malawi and Somalia, have provided good examples of activities they adjusted or newly included in the Norad programme (through the 2022 annual plan) to make the programme contents more disability-inclusive based on the disability disaggregated evidence provided in the midterm (MT) report and datasets.

It should be noted that collecting data on children with disabilities has not been without problems. In most of the countries, the data that were collected from school settings using the Washington Group Short Set showed very low disability prevalence (1–2%).

The main reason for the small number of children with disabilities identified during the data collection indicates that most children with disabilities are out of school and cannot be identified during data collection done in school settings. Global data also confirms that large numbers of children with disabilities are not in school. In developing countries, 40% of children with disabilities do not go to primary school and 55% are not in secondary education (Theirworld 2019). In **Somalia** the disability disaggregated data that was collected in schools through the literacy tests showed a 2% prevalence of children with disabilities. In contrast, the parenting without violence survey, that was collected through household surveys in the communities showed a prevalence of 18% of children with disabilities. A similar pattern is found for **South Sudan**, where there were only documented 2% children with disabilities at school (based on indicator 1.1.1), but 7% prevalence when data was collected at household level (based on indicator 2.2.3). This could indicate that most children with disabilities are not in school but are instead at home for different reasons. Towards 2023, there needs to be a stronger focus on identifying the children with disabilities that are out of school and initiate more targeted actions to ensure their enrolment and retention in school.



Reflections and learning

The outbreak of the Covid-19 pandemic and the accompanying restrictions and regulations have signified severe implications for how children all over the world are able to exercise their rights to express themselves and to influence their own situation, as well as receive relevant information. In all countries, existing structures for child participation at schools or at local and national decision-making level, were moved to digital arenas, or altogether shut. In many countries, lack of access to technological devices and low levels of internet connectivity served as barriers for many children and their families, excluding them from services, communication and participation.

This digitalisation of participatory activities with children has in some ways exacerbated marginalisation. SC and partner staff have sought to learn from the children's experiences during these years and to revise and adjust how we interact with children, also during pandemics and other crises. We have also brought these findings forward to governments and international bodies. Two years of Covid-19 have taught both SC, children and governments how digital communication and activities can also be a way to shorten the distance between children and decision makers, and in countries such as Colombia, South Sudan and Mozambique, the use of digital platforms has provided children with more opportunities to interact directly with decision makers, including ministers and presidents, in a format that, to a greater extent, is more familiar to them than meeting in an official building.

The main learning we have had during Covid-19 and the various challenges that we have faced during the last couple of years in our education programming is really that our holistic approach to education, as shown in our Quality Learning Framework (QLF), has stood the test. Where we see results in children's learning and well-being, despite school closures, is where we have been able to maintain a range of activities involving children, parents, teachers and school leaders, and there has been close follow-up and contact with children. Learning and children's development is dependent on a supportive learning environment and flexible and resilient education systems. We are extremely proud of the results we have been able to achieve, despite the enormous challenges brought about by Covid-19 amongst others. We have been able to adapt programmes and try out new approaches. We see that flexibility is most definitely a key reason that we have been able to achieve any results at all. The main report goes into specifics about the challenges faced and details the steps being taken to address these. Although the worst of the pandemic may be behind (some of) us, there are still other crises looming such as the effects of climate change and the impact of the war in Ukraine on food security. The remaining 18 months of this agreement will continue being affected and impacted by unforeseen global crises. No matter what, Save the Children will continue to work for a world where children can learn, survive and are protected.

THEMATIC AREAS

Covid-19 posed large challenges for the 2021 midterm data collection. Closed schools or the need for social distancing at the time of data collection have impacted the comparability of data with baseline, changed implementation modalities in many countries for large parts of 2020 and partly 2021, and impacted the likelihood of reaching set targets. These challenges have been largest under Issue 1 (Children learn and are safe), due to prolonged school closures.³

Despite these challenges, 7 of the 12 country offices⁴ have been able to collect comparable school-based data and for many countries and indicators, progress can be seen for children learning, feeling safe and other educational outcomes. Remaining countries have assessed the results of Covid-19-adapted activities and collection modalities. For Issue 2 (Children are protected) and Issue 3 (Children's rights), disruptions have been less prominent due to community-based data collection and implementation; however, context-specific challenges of access have hampered data collection in Myanmar and Guatemala. At the end, close to 250 schools were visited, with more than 550 teachers and 5,000 students being assessed. In communities, 1,900 caretakers were surveyed on parenting and discipline, and close to 2,500 community members shared their views on their attitude towards early marriage.

We report change only for countries where we have comparable midterm data with baseline data. Midterm achievements in remaining countries are reported on but cannot be compared to the baseline.

Issue 1: Children learn and are safe

Under issue 1, we aim to achieve learning and a feeling of safety for children in a quality learning environment. The learning environment relates to the foundations in Save the Children's holistic Quality Learning Framework: To ensure emotional and psychosocial protection, physical protection in and around school, that teachers practise quality teaching and are supported in their work, and that parents, communities and school leaders support school development and children's learning and well-being. The foundations are underpinned by policies and systems that provides an enabling environment for children to access education, learn from trained teachers and feel a sense of well-being when in school.

At this point, we have come halfway into the agreement. We can all agree to the fact that the last couple of years have not been easy on the children and their learning aspirations. Most Norad programme countries have, with various methods, collected data to provide insight

into how children are learning literacy. Our findings, as presented below, show improvements and setbacks as well as challenges. Data is presented according to the two scenarios used for data collection.

Schools were still affected by Covid-19 and school closures during 2021. In Guatemala, Colombia, Uganda, Myanmar and Lebanon, the schools remained closed for large parts of 2021 and children, when possible, participated in virtual classes or through home-based learning. In Mozambique, Nepal and South Sudan the schools opened halfway into the year or it varied in different regions. As an example, in Mozambique, the children returned to school in March 2021 but only for a few hours a day and to a 3-month period to repeat the curriculum for the entire grade level which the children should have learnt during 2020 (e.g. grade 3), and by the 2nd semester their current grade (e.g. Grade 4) curriculum started, meaning that the two-year curriculum was taught in a very short amount of time during 2021. For the children in the early grades, who are learning foundational skills and knowledge, this might cause critical learning gaps. In Malawi, Niger, Somalia and Palestine, the school year went as normal. In Palestine by early May 2021, the infection rate had shown continuous decline. Schools reopened partially and end-of-year exams were completed in May 2021. The school year 2021/22 opened as normal. Enrolment in 2020 was 631,485 children.

Nearly 650,000 children were enrolled in 2019 and over 630,000 in 1,541 schools in 2020. Enrolment dropped to just under 500,000 children (G:50%/B:50%) in 1,330 schools in 2021. The drop in the number of schools and enrolments in 2021 is primarily due to some of the phase-out countries (Zimbabwe, Nicaragua and Cambodia). In addition, schools were still closed in Uganda and Myanmar and therefore enrolment is not included. However, over 36,000 children (G:52%/B:48%) in Uganda have accessed distance learning and more than 17,000 children (G:48%/B:52%) in Myanmar have received home learning kits. In 2021, a total of nearly 8,000 children with disabilities (F:43%/M:57%) were enrolled.

In Nepal, we see an increase in the enrolment of out-of-school children in target schools, from 40% (156 children) enrolled at baseline to 87% (315 children) of out-of-school children enrolled at midterm, despite Covid-19 and long school closures. Similarly, more out-of-school children with disabilities are enrolled at midterm with 76% (89 children with disabilities), which is a substantial increase from 22% (35 children with disabilities) at baseline. The increase is based on interventions like provision of adapted teaching and learning materials, assistive devices, income generation support to parents and the "school at

³<https://en.unesco.org/covid19/educationresponse#schoolclosures>

⁴Countries are Palestine, Niger, Somalia, Malawi, South Sudan, Mozambique, and Nepal.

home” intervention. The main reasons reported for children in general not being able to attend school are economic poverty (45.1% – increased due to Covid-19), remoteness of the schools and severe/multiple disabilities.

1.1: Improved learning outcomes for all girls and boys, including children with disabilities.

This framework agreement is centred around the aim of ensuring that all girls and boys are learning basic skills in literacy and numeracy.

Improvements in percentages of children reaching proficiency in literacy were achieved in **Nepal** with a 4%-points increase, and **Malawi** and **South Sudan** with 7%-points.

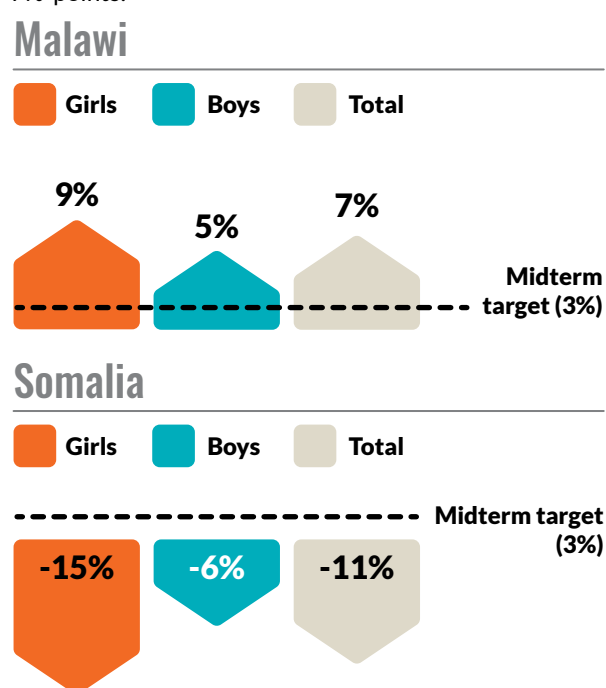


FIGURE 1: POINT CHANGE FROM BASELINE TO MIDTERM IN NUMBER OF CHILDREN ACHIEVING LITERACY PROFICIENCY LEVEL.

This means that 3 out of 6 countries have achieved the midterm target of a 3%-points increase over the baseline.^{5,6} On the other hand, there was a decrease in the achievement for this indicator in both **Palestine** (27%-points) and **Somalia** (11%-points). In **Mozambique**, the situation remained at 0% (see textbox below on Mozambique).

In **Nepal**, where 61% of the children achieved the country-defined minimum proficiency literacy level (up 4%-points), we see a clear linkage between children’s learning and the provision of home-based learning material that was provided during the school closure, shown through children who have received home-based learning material scoring significantly higher on both literacy and numeracy than the children who did not receive such material.

⁵Countries with comparable data between BL and MT are Palestine, Somalia, Malawi, South Sudan, Mozambique, and Nepal.

⁶Updated baseline values were used for Niger, Somalia and Nepal

The positive change (up 7%-points) seen in **Malawi** (21% children meeting the proficiency threshold) was also attributed to the access to learning materials, contact with teachers and that the children had someone at home or in their community who could follow up their work during the school closures. However, the data differs among the three districts, and it is evident that the increase is lowest in Mzimba South where the local language is not identical to the language of instruction. It was reported that children had challenges comprehending the home schooling materials (in Chichewa that is not their mother tongue), and the effectiveness of the learning camps and at-home initiatives may have been equally affected by language barriers.

In **South Sudan**, the increase in literacy competency compared with the baseline could be attributed to refresher training on teaching methodologies, lesson planning, schemes of work and learners’ assessment. This has been coupled with monitoring, supervision and mentoring activities jointly conducted by state education officials and teacher trainers. While teachers express appreciation for the continuous support, monitoring reveals a need for further training to ensure more teachers have the skills and knowledge of the new curriculum, and better distribution of learning materials.

On the other hand, in **Palestine**, the provision of remote learning modalities made available during the school closure seems to be less effective as the literacy threshold was met by only 20% of the children assessed, a decrease of 27%-point since baseline (BL). The reason might be that children who were in grade 1 and 2 during this period, as samples were taken from the new 3rd graders, experienced challenges to access education due to the lack of access to devices, internet connectivity and/or that the classes that were offered were only pre-recorded videos and therefore gave no room for interaction between teachers and students.

When we look at girls’ and boys’ performance, and observe the difference in change for these three countries comparing MT with BL results, bigger gaps between girls’ and boys’ performance were noticed in **Palestine** with a 34%-points decrease for girls compared to a 17%-points decrease for boys. In **Nepal**, the %-point increase for girls (1%-point) was less than that for boys (7%-points). On the other hand, girls had a greater % point increase in **Malawi** (9%-points) than the boys (5%-points).

Similarly in **Somalia**, even if the overall literacy is acceptable (34% of children meeting the proficiency threshold), it is worrying to observe the decrease in achievements and especially for the girls with a 15%-points decrease. We see a 6%-points decrease for boys (see Figure 1). Not only did the girls achieve less compared to boys, but more girls achieved the minimum threshold at BL, whereas more boys did so at MT. In addition to Covid-19 and the school closure, the main reasons might be around the girls’ obligations at home that increased and/or took time away from home

schooling. In the Karkar region, where the difference between girls' and boys' learning results was particularly large, there are fewer female teachers and it might have been more difficult for the girls to ask the male teachers for help than for the boys, and female teachers might be part of less capacity building programmes. The programme will continue to analyse and try to mitigate the gender barriers facing girls'

learning and increase the number of female teachers. As we can see from Figure 2, more girls than boys achieved the minimum proficiency level at MT in Palestine and Malawi, whereas more boys achieved it in Somalia and South Sudan. Equal percentages of boys and girls achieved the threshold in Nepal.

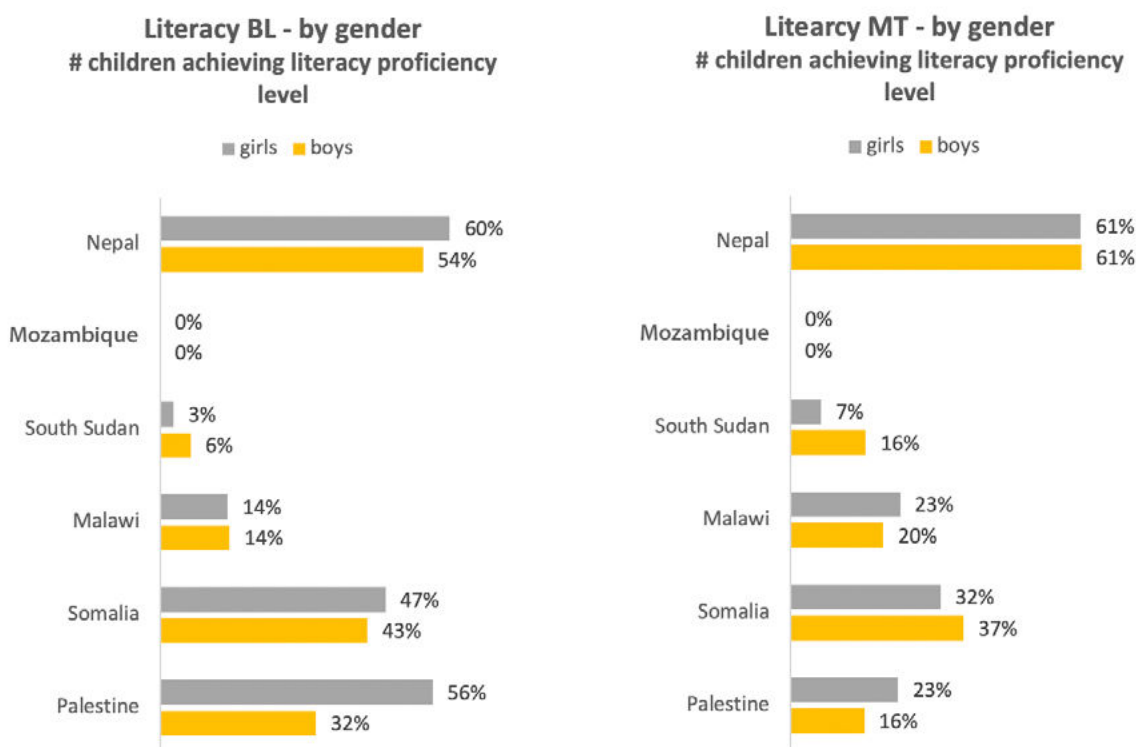


FIGURE 2: LITERACY LEVELS BETWEEN COUNTRIES CANNOT BE COMPARED DUE TO DIFFERENCE IN LITERACY TESTS USED. NIGER USES COHORTS AND NOT CROSS-SECTIONAL METHODOLOGY, THEREFORE NOT INCLUDED IN THE GRAPH.

Mozambique is the only country where still none of the assessed children meet expected proficiency level in both reading fluency and listening comprehension, not at BL and not at MT.

Countries set the thresholds for proficiency and for Mozambique, this is set at fluent text reading and listening comprehension, which is the highest proficiency level among the countries using Early Grade Reading Assessment (EGRA). When looking at the two competencies separately, the situation is somewhat interesting regarding trends from baseline in 2019 to midterm in 2021. For fluent text reading, there was a decrease from 9% (F:10%/; M:9%) at baseline to 0% at midterm. However, there was an increase of 14%-points in comprehension and text interpretation of both girls and boys, from 9% (F:9%/M:9%) at baseline to 23% (F:26%/M:20%). The reasons pointed out by authorities, partners, community leaders and education staff were that class time was reduced from 45 to 25 minutes, readjustment of the lessons, school closure with less follow-up by teachers and perhaps less access to written materials especially in Portuguese, but still access to radio or just listening to some Portuguese in their daily life. It is clear that both teachers and students have challenges in the Portuguese language when it comes to teaching in Portuguese and understanding it. Going forward this is a root cause that should be challenged with multi-lingual teaching and learning methodologies.

Children with Disabilities (CwDs): In Malawi, only 5% of CwDs achieved the threshold compared with 23% for children without disabilities. The low performance amongst learners with disabilities can be attributed to communication barriers, or to targeted interventions like access to assistive devices, mental health support and limited support to do schoolwork during the Covid-19 pandemic school closure period.

Disability disaggregated data

While most countries attempted to collect disability data using the Washington Group asking children in school, only Lebanon and Malawi had reliable disability data with a disability prevalence rate of $\geq 5\%$ that enable disaggregation on outcome level by disability. Remaining countries attributed the low prevalence to either barriers for children with disabilities to be present in school (Palestine, Somalia, South Sudan, Niger) or challenges occurring on data quality (Mozambique, Nepal, Colombia).⁷

When school-closures influence the project and monitoring change⁸

In **Uganda**, 39% of the children assessed using the home learning assessment tool met the threshold. The attribution of the good results is to the provision of self-learning home packs that were distributed to over 90% of the targeted children. 84% of the children that took part in the interviews said they used the self-learning packs and 11% of them also used the supplemented radio teaching that was offered.

In **Lebanon**, 44% of the children assessed using a remote collection modality achieved the minimum literacy threshold despite the significant challenges of school closure, limited or no access to communities, and strict regulations on group gatherings. The two approaches implemented to support children's learning were Remedial Support⁹(RS) linked to formal schooling and a Basic Literacy and Numeracy (BLN) classes programme, and through these, we were able to support children's continued learning process and well-being through Home-Based Learning. 75% of the children enrolled in Basic Literacy and Numeracy (BLN) classes achieved the minimum proficiency in literacy at MT, compared to 35% of the children participating in RS. This demonstrates that the BLN approach is working in

the right direction and helping out-of-school children to achieve foundational literacy and numeracy skills. It is assumed that this can be explained by having a proper curriculum available as well as investing in teacher capacity building through remote education.

Another positive note from Lebanon is that no significant difference was found in the performance of children with disabilities, with 42% compared to 45% children without disabilities achieving the threshold.

The Colombia team opted for reduced samples due to Covid-19. However, the samples collected show the percentage of children achieving the threshold to be 50% (F:55%/M:42%). During school closures, the most vulnerable families received school materials, food kits and personal protection kits. In order to continue learning at home, SC also supported distance education programmes, including radio and other technology supported learning solutions. In order to facilitate this, the required adaptations for this shift, teachers and other education personnel were offered technical assistance to continue teaching learning processes.

While there, evaluation team in **Guatemala** were **unable to collect** a representative sample for the midterm evaluation; findings show that 75% of the 60 students assessed obtained satisfactory to excellent reading test results.

When we look at gender, more girls than boys achieved the minimum proficiency threshold at the MT in Lebanon (F:47%/M:41%), Guatemala (F:40%/M:22%) and Colombia (F:55%/M:42%), whereas more boys (45%) than girls (32%) achieved it in Uganda.

In **Niger**, data were collected face-to-face in schools; however, since the start of the programme, their methodology followed cohorts (students) rather than grades.¹⁰ There is an increase of 21%-points of students meeting proficiency level from the baseline in grade 4 to the midterm in grade 6. While increased proficiency level is expected as children get older, it is noted that girls improved 5%-points more than the boys.¹¹ In addition, more girls than boys achieve the minimum proficiency threshold with girls 29% to boys 25%. It is noted from the field that this might be because even if girls are doing home chores and fetching water, these obligations can be done outside of school hours, while boys work in the field and find it hard to combine this with the school hours and are often late in class resulting in humiliation, violence (see outcome 1.2.1) and missing valuable time with the teachers.¹²

⁷For more information on disability data, see Methodology chapter

⁸Countries with non-comparable data to BL are Lebanon, Uganda, Niger, Guatemala, and Colombia. Lebanon used a different methodology at MT compared to BL (remote assessment instead of face to face), Uganda used a home learning assessment tool at the mid-term, and Colombia and Guatemala reduced the sample size depending on access to schools.

⁹Remedial Support is complementary learning support to children at risk of dropout (who are already enrolled in formal education system) adapted from Remedial Classes during Covid-19.

¹⁰The methodology of Niger follows what was agreed with partners for the BRICE project funded by DEVCO.

¹¹Niger will collect EL in grade 4, which will be comparable with baseline collected in 2019.

¹²A separate report will be finalized by the Institute for Development Studies (IDS) at the end of 2022, as part of the BRICE project. Learnings will be incorporated in the 2023 Norad reporting

1.2: Girls and boys are safe in their learning environment

There has been a reduction in children currently attending school who have been physically punished by a teacher, from 59% at baseline^{13,14} to 49% at MT. This falls short by 10%-points from the MT target (39%).¹⁵ However, improvement is recorded in all reporting countries ranging from 3%-points decrease in **South Sudan**, to 10%-points in **Malawi** and **Palestine**, to 23%-points decrease in **Mozambique**.

Physical punishment, aggregated

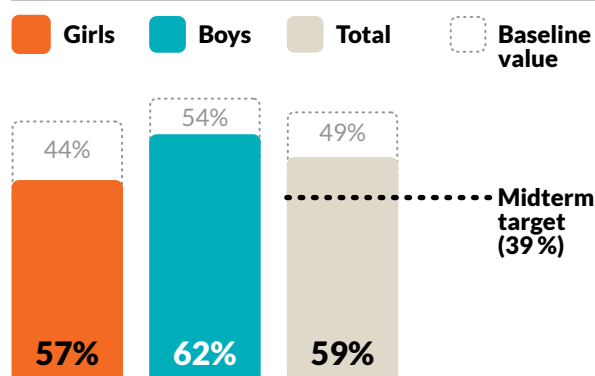


FIGURE 3: PERCENTAGE OF CHILDREN EXPERIENCING PHYSICAL PUNISHMENT BY TEACHERS.

Gender gaps were highest in **Somalia** with a 14%-points decrease for girls compared to only a 2%-points decrease for boys reporting being physically punished by teachers from baseline to midterm. This shows a change from an equal percentage of boys and girls being punished by teachers at BL to an improvement for girls but not so much for boys at MT. This trend was also noticed in all the other countries apart from **Palestine** and **Mozambique**, where the %-points decrease was almost equal for both boys and girls. For example, in **South Sudan**, more girls than boys were physically punished by teachers at baseline, whereas it was the other way around at MT. This is shown in the improvement of results for girls by 8%-point decrease at MT.

Gender gaps are noticed to be wider for this indicator in **Niger** at MT with results of 51% for girls and 65% for boys, compared with an 8% points difference between boys and girls at baseline.

The positive results seen in **Mozambique**, of 35% of children reporting physical punishment by a teacher, can be a result of many relevant interventions implemented over time to improve the overall learning environment. At the end of the last framework agreement, the Ministry of Education in Mozambique had adapted and integrated aspects of the quality learning environment principles into the Manual

¹³While the average percentage of children who have been physically punished by a teacher at the baseline was 51%, this figure (59%) includes only the countries who collected both BL and MT for comparability purposes. Countries with comparable data to baseline are Palestine, Niger, Somalia, Malawi, Mozambique, and South Sudan.

¹⁴Niger and Somalia's updated baseline values were considered here.

¹⁵Mid-term target is revised to consider the targets of only countries reporting at mid-term (revised MT target = average of country office level targets, limited to countries who reported on MT).

¹⁶Malawi is the only reporting country which have an acceptable disability prevalence for this indicator.

Physical punishment by gender

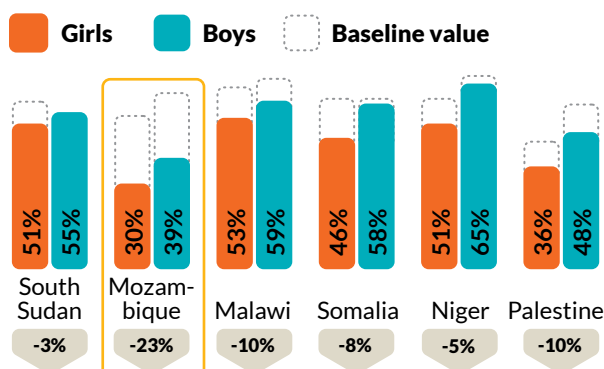


FIGURE 4: PERCENTAGE OF CHILDREN EXPERIENCING PHYSICAL PUNISHMENT BY TEACHERS.

for Quality Standards and Indicators for schools. The indicators are regularly monitored and used to indicate the level in which schools met emotional and psychological protection standards guided by the Manual. At baseline, the schools assessed indicated that 19% of them met the emotional and psychological protection standards. When compared to midterm in 2021, the assessment result was 79%, an increase of 60%-points of schools that met emotional and psychological protection standards in schools that are part of the project. The positive achievement can be attributed to the strengthening of the capacities of the gender focal points in intervention schools. Part of the training provided was on the basic psychosocial support package to be able to identify and support children who need this type of support. Additionally, the strengthening of Children's Clubs through practical sessions allowed children's self-knowledge to identify situations of emotional and psychological violence inside and outside the school. This shows that the efforts undertaken by the project have made schools an attractive and safe place for children.

In **Malawi** 45% (n=13) of children with disabilities (F:42%/M:47%) report physical punishment by teachers in the past year, compared to 56% (F:54%/M:59%) of the children without disability.¹⁶ However, overall, the numbers are still high and increased work on code of conduct and positive discipline will be prioritised going forward.

In general, the results ranged between 35% of children in Mozambique reporting physical punishment, to more than half in Somalia, South Sudan and Malawi, and up to 59% of the children surveyed in Niger currently attending school and who have been physically punished by a teacher during that last year.

Feeling safe

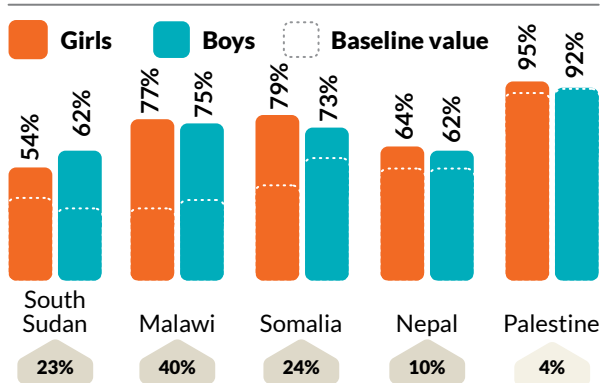


FIGURE 5: PERCENTAGE OF CHILDREN FEELING WELL/SAFE.

In line with reduced punishment from teachers, **more children report to feel safe and/or well in school in 2021 in all six reporting countries.**^{17,18} This ranged from a 4%-points increase in **Palestine**, 10%-points in **Nepal**, 23%- and 24%-points in **South Sudan** and **Somalia** respectively, and up to a 40%-points increase of children reporting feeling well and/or safe within school in **Malawi** at the MT compared to baseline. As such, 4 out of 5 countries achieved the midterm target of a 10%-points increase from baseline.¹⁹ In addition, in **Niger**, where they report average score on a well-being index, there was an increase from 76% to 83%.

The increase in percentage of students reporting feeling secure in their school environment in **Malawi** can be attributed to strengthened violence prevention and response systems in and out of school in the targeted districts due to the many interventions the programme has conducted since 2019. These include mentorship of 432 teachers in positive discipline for everyday teaching (F:113/M:319); training of 1,054 child protection stakeholders in psychological first aid (PFA) linked to case management, remote PFA and Social-Emotional Learning (SEL) - (F:488/M:566); mentorship of child protection workers in case management; establishment of school-level child-friendly reporting mechanisms; conducting bi-annual mapping exercise of safe and unsafe places in schools with learners; development of inclusive and child-friendly school regulations/code of conduct; and many others. This helped make the school environment safe and secure for children, hence, the improvement. Of the targeted districts, Mzimba South scored the highest. It is likely that in Mzimba South, there is strong coordination among various stakeholders on issues of child protection.

Niger data is presented separately due to the use of a different measurement both at baseline and MT. Results are reported using the average score on a scale of 1-10 rather than % of children. Accordingly, MT average score was 83% compared to 76% at baseline. As part of the teacher professional development programme, code of conduct is part of the curricula. As part of the teachers' assessment, students are also assessing

their teachers as part of the assessment methodology. Here, approximately 70% of students report that their teachers never or rarely beat or pinch them. However, the percentage of students mentioning being beaten sometimes or often is very high, above 20% for girls and up to 30% for boys.

When comparing the %-point change of children reporting to feel well and/or safe at school from baseline to MT results, bigger gaps between girls and boys were noticed in **Somalia** with 19%-points difference, followed by 13%-points in **South Sudan**, and 7%-points difference in **Malawi**.

The trend has flipped in several countries reporting on this indicator between a higher percentage of girls or boys at the baseline compared to MT who report to feel well and/or safe within school. For example, more girls at baseline (5%-points) whereas more boys at MT (8%-points) reported to feel well and/or safe in **South Sudan**. On the other hand, **Somalia** results have changed from a higher percentage of girls than boys (13%-points difference) at the baseline, to boys being 6%-points higher at the MT.

MT results ranged between 59% of the children tested in **South Sudan**, 76% in both **Somalia** and **Malawi**, to 93% of the children in **Palestine** reporting to feel well and/or safe within the school.

A slightly higher percentage of girls than boys reported to feel well and/or safe in **Malawi**, **Nepal** and **Palestine** with an average of 2%-points difference. However, the gap was bigger in **Somalia** with 6%-points difference. On the other hand, 62% of the boys in **South Sudan** compared to only 54% of the girls reported to feel well and/safe within the schools.

Of the countries reporting, **Malawi**¹⁷ had an acceptable prevalence rate for children with disabilities within the sample. Only 56% (n=14) of children with disabilities assessed (F:50%/M:62%) in **Malawi** have reported to feel well and/or safe within the school, compared to 77% (F:78%/M:75%) of children without disability.

When school closures influence the project and monitoring change

The coup d'etat 1 February 2021, prolonged **SC Myanmar's** educational approach of community-based education (CBE). At the end of 2021, 86% (F: 85%; M: 88%) of the children report to feel safe within and on their way to/from these learning spaces. It is noted that there is a stark difference between the baseline findings, which were measured among children at school with similar questions, where only 15% (F:20%/M:9%) reported to feel safe and well. From the community-based education, children reported that volunteers in general tend to be supportive (97% of children), give compliments and praise (70%), listen (98%), do not threaten (91%), treat children equally (84%), and that volunteers do not practise disciplinary methods (95%).

The team in **Guatemala** has had considerable improvement in applying conflict resolution and

¹⁷Countries with comparable data to BL are Palestine, Nepal, Somalia, Malawi, South Sudan, and Niger.

¹⁸Niger and Somalia's updated baseline values were considered in this report.

¹⁹Niger is not considered here due to the different methodology used for this indicator for both baseline and endline.

psychosocial care/support approaches. At the beginning of the programme, only 60% of schools applied tools and methods for conflict resolutions, while in year 3 it is reported that 94% applied such tools. This means that teachers are increasingly applying such tools actively at school. Teachers report that there are conflicts at school, but these are now adequately addressed. For example, 98% of teachers say they now react to a conflict by dialogue. Therefore, for teachers, the training and support on this issue has yielded results. It should be noted that this was assessed before the school closure.

Interviews from November 2021 with children in **Uganda** benefitting from centre-based interventions in school catchment communities revealed that 87% (about 9 in every 10 children) stated that they know where and whom to report to if something bad happens to them. Additionally, there was no significant difference between gender (F:87%/M:88%) or regions. Some of the channels that children cited as part of the complaint Response Mechanism (CRM) include Save the Children staff, parents, teachers, and child protection actors.

1.2.3 Qualitative study: How can child participation contribute to safer learning environments

In Malawi, where we see a high increase in the percentage of students who report feeling well and safe at school, a study documented that children themselves play important roles to contribute to a safer learning environment. These roles could include clearing the bush around the school and ensuring classrooms and toilets are clean, reporting cases of abuse by fellow learners, teachers and other people to authorities, ensuring that there is love and care among them, including for children with disabilities, and washing hands with soap after going to the toilets as one way of reducing the spread of Covid-19 and other diseases that may come due to poor hygienic practices.

The study found that learners are part of decision-making processes in their schools. Most of the schools engage learners during their planning meetings where a few learners from senior classes are identified and allowed to participate in the meetings. Some of the common platforms include School Improvement Planning meetings where areas/issues that affects learners/school and needs are prioritised by using government funds (SIG) through the Ministry of Education. Similarly, learners are engaged through weekly school assemblies and child-led clubs.

1.3: Teachers use inclusive, gender-sensitive and child-centred pedagogical tools and methodology.

Teachers, and the capacity, skills and knowledge they bring to the classroom and the learning environment at large, are critical to the achievement of learning, inclusion and safety in the school. Teachers need

to continuously practise and learn to improve their teaching, and because there is always a risk of teachers changing classes or schools, working with teachers is a continuous effort in every education programme. Progress is monitored through the use of classroom observation or with teachers self-assessing their teaching practices, and when possible, a triangulation of the data.

From the six countries^{20,21} that have comparable data with the baseline to measure teachers' professional practices,²² the results show improvement in all countries, ranging from 2%-points in **Mozambique**, 30%-points in **Somalia**, and up to 47%-points in **Niger**.²³ Of the six reporting countries, five met the midterm target of a 10%-points increase as seen in the chart below.

Professional teaching practices

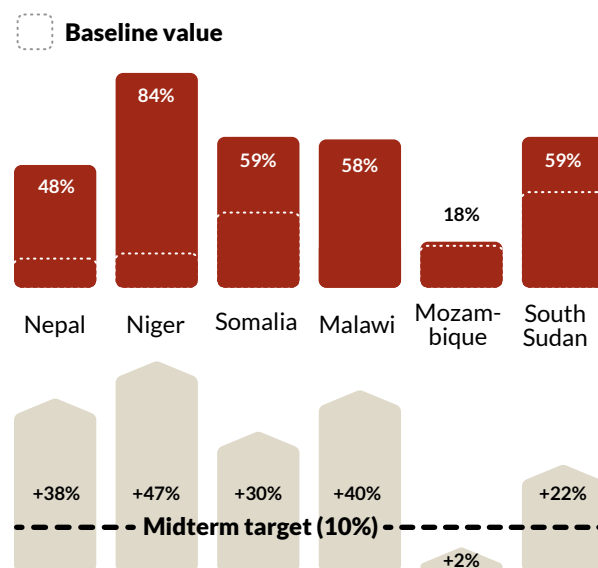


FIGURE 6: TEACHERS DEMONSTRATING PROFESSIONAL TEACHING PRACTICES.

When we look at the overall MT results, they range between 18% of the teachers assessed in **Mozambique** who demonstrated professional teaching practices, to 59% in both **Somalia** and **South Sudan**, and up to 84% in **Niger**.

Both **Niger** and **Mozambique** are using the new tools of self-assessment following their continuous professional development courses. The method is based on ensuring that teachers self-assess their skills according to a defined set of teaching competencies that are aligned with their national competency framework or similar. The training programmes are also designed to target the competencies that they are assessing themselves towards and the teachers rate themselves based on a 4 levelled scale.

In **Niger**, where we follow a cohort of teachers and % of competencies, they rate themselves as having

²⁰Countries are Nepal, Niger, Somalia, Malawi, Mozambique, and South Sudan.

²¹Data were not collected in Guatemala and Uganda.

²²Somalia updated baseline values were used.

²³Mozambique and Niger have used a self-assessment methodology at both baseline and mid-term.

mastery (a “Proficient” or “Advanced” proficiency level) in 84% of the competencies assessed, compared to 14% at baseline. Correspondently, they rate themselves as “Developing” in 13% and “Beginning” in 2% of the competencies compared to, respectively, 46% and 39% at baseline.

In **Mozambique**, teachers (following random sampling and who were at proficiency level) report that 18% meet proficient or advanced level on all assessed competencies, up 2% points from BL. During the school closure that affected Mozambiquan teachers more than in Niger, it was not possible to continue with the training of teachers in Mozambique. Hence, they did not practise or receive any training in the last years, which can explain why the increase is so low.

In **Somalia**, where classroom observation is used for the assessment, the MT data generally shows considerable progress in improving teachers' professional development that contributes towards better learning outcomes. In summary, the indicator increased by 30%-points from 29% at baseline to 59% at midline. This progress is a result of a robust teacher professional development initiative that the Norad programme delivered to the teachers, including, but not limited to, face-to-face short-term training and workshops on key and relevant topics, modular in-service teacher training programmes, online continuous teacher professional development initiatives through initiatives such as formation of teachers learning circles and WhatsApp groups for those circles. SC has been promoting teacher well-being and professional development of teachers through training and facilitating school mentors and coaches, provision of incentives for teachers, and provision of teaching and learning materials for teachers, among others. The WhatsApp programme has also improved the capacity of teachers in areas such as lesson planning, schemes of work preparation, use of positive disciplining methods, classroom management, test constructions, use of assessments.

In **South Sudan**, the MT results showed a 22%-points increase to 59%. The result is attributed to the close engagement with State Ministry of General Education last year through capacity building of teacher, refresher training, mentoring and orientation of 5 selected tutors on the New Curriculum to lead the roll-out in schools. Although the programme covered few teachers, it is expected to continue to include special attention to female teachers to improve their professional teaching skills and knowledge.

SC plan to carry out more refresher training on classroom management, increase classroom observations and joint visits and monitoring of these teachers. Among other efforts to improve literacy and numeracy skills of learners in the remaining years of implementation, literacy and numeracy boost training will be included alongside refresher training on lesson planning and schemes of work and training on the new curriculum. Save the Children, through its education

cluster lead role, will advocate for the Education Cluster to ensure more partners come on board to assist the Ministry of Education to train more tutors to roll out the new curriculum, which has proved to be a challenge.

When school closure influences the project and monitoring change

In **Lebanon**, remote learning modality using WhatsApp was taking place due to schools being closed. Thus, the classroom observation tool used at baseline had to be adapted to be an observation of activities on the WhatsApp groups. Results show that 39% of the teachers demonstrated professional teaching practices. On the other hand, the methodology in **Palestine** was changed from a classroom observation at baseline to a self-assessment by teachers themselves. This seems to be a more biased methodology especially when not triangulated with classroom observation, which is reflected in the results of 100% of the teachers self-reporting having professional teaching practices. There is a need to discuss the methodology more internally and with the teachers as one mentioned the reason for the high scores is that teachers might be afraid of assessing themselves lower when relevant due to the fierce competition in the job market and for fear of losing their contract. In addition, due to Covid-19 and the closure of schools, the projects' planned literacy, numeracy and SNAP training interventions were not finalised in their original settings and were deemed to be too comprehensive to adapt to remote modality without jeopardising the quality. Hence, up until the MT assessment, teachers were not yet trained as planned. The team did, however, start "boosting" teachers and students' knowledge of tools and methodology through videos broadcast on online platforms and TV channels.

In **Colombia**, the schools were closed in 2021. However, in the new context, SC had increased efforts to support teachers in their professional development. The strategy for working with teachers were twofold: Firstly, adaptations were made to change planned teacher training from face-to-face into digital training and follow-up; for example, training on literacy and numeracy. Secondly, the team organised training to teachers and MoE staff in the new technologies for the preparation and adaptation of learning materials. As part of this effort, intersectoral cooperation between SC, Francisco de Paula Santander University and the Secretary of Education, the programme implemented training and additional support to teachers on how to improve their virtual teaching skills in this new context. Additionally, virtual peer support networks were established to share experiences around the pedagogical use of technology tools during Covid-19.

In **Myanmar**, the community volunteers were trained to conduct community actions such as Literacy and Well-being in Emergency (LWiE) training to run reading clubs that support children's learning and well-being. They assist children in their activities like drawing, reading poems and tales aloud, playing games,

singing songs, explaining lessons with examples and tales, teaching children how to pronounce difficult words, and demonstrating how to interact with adults and friends. Furthermore, they encourage children to borrow and read the books from the book banks. They also assist children who are falling behind in their studies. At times, they provide snacks to the children to keep them motivated in their studies. In terms of administration and management, the volunteers discuss lessons with volunteer peers and SC staff on supporting the club process, and they also delivered daily lessons to be used at the club, with additional Covid prevention measures. Volunteers also provide weekly home visits to the children. With every visit, they explain about the instructions included in the HBL and about using HBL. They help with learning maths, pronunciation, maps, drawing pictures together with the children, colouring, reading poems, stories, singing songs. In addition, they urge the parents, caregivers and siblings to read together and follow up on the progress of using HBL at their homes. Although we planned to observe volunteers demonstrating child-friendly and well-being practices, it was not possible as the villages are not accessible, so we had to use the tools that test volunteers' knowledge instead. The knowledge test comprised ten questions which tested and assessed the volunteers' knowledge regarding HBL, LWiE community programmes and book banks. The overall midterm result from 173 assessed volunteers gave an **83% average score** from the knowledge test. The result shows volunteers gained the expected knowledge from the training. As the programme will depend on volunteers in the future because of current circumstances, the programme will continue to support volunteers with further capacity building and training. In the endline assessment, the volunteers are expected to be assessed not only with knowledge tests but also with tools to assess their practices and applications after the training.

Focus: Continuous Teacher Professional Development

Strengthening teachers' skills and focusing on teacher professional development (TPD) has been a key focus in all Norad countries since the launch and development of the common approach to TPD (Enabling teachers). Different initiatives have thus been undertaken to strengthen TPD such as a) conducting lessons-learned sessions on TPD for all implementing staff in all Norad countries and b) mapping out all TPD activities in Norad.

TPD learning sessions

Several TPD learning sessions and workshops were carried out for Norad staff, and the average attendance was 40 participants online from various countries. This illustrates how training and capacity building

can be adjusted and accommodated during Covid-19. The objectives of the sessions were to a) introduce the Common Approach of Enabling Teachers; b) share experiences and lessons learnt of what is working; c) know how to adapt the TPD programme during Covid; and d) agree on what needs further improvement within TPD. Each country presented their TPD approach with follow-up discussions and reflections from the wider team.

As seen from the results and the outcome of the sessions, Norad country office staff benefitted from the workshop, as 20 of the participants responded that the workshop had been very useful for them in their daily work. (The top score was 5. Score: 4.15 is the average rate scored. 20 participants responded to the survey). Also, as seen from participants' results and feedback, more information was requested on teacher well-being, motivation, how to support female teachers and how to better support teachers in implementing inclusive education. Follow-up sessions were therefore held, focusing on teacher well-being, assessing that, and sharing lessons learnt on strategies and interventions for increasing their well-being.

1.4: Strengthened participatory school management supports safe, inclusive quality education

When we look at the aggregate results of the MT showing schools with functional risk-informed school improvement plans, overall, 240 schools were assessed in 8 countries,²⁴ and 34% of those achieved their country-specific threshold, against the midterm target of 50%. This is an improvement from the baseline results (24%).²⁵ This is a moderate but positive result given that many schools were closed during the period. **The highest MT result was reported from Mozambique with 83%** of the schools assessed achieving the threshold, followed by 61% of schools assessed in **Niger**, and 55% of the schools in **Palestine**.

In **Mozambique**, this positive result can be linked to a chain of many interventions supporting school improvements. First, to the tailored training to School Managers, School Councils and Community Coordination Platforms, in order to improve the quality of the school environment in supported schools. The active participation of the school community in school management issues made it possible to have adequate school infrastructure for all pupils, including children with disabilities. Secondly, the contribution of community coordination platforms created conditions in schools for adequately sanitised and safe toilets for all children as well as access to drinking water. Thirdly, to the roll-out of the PEBE²⁶ – school-based emergency preparedness training that started with a few schools in 2020 and continued in new schools in 2021 and 2022. Lastly, the increase can also be linked to the contribution of small economic agents working in the school communities targeted by the project,

²⁴Countries are Lebanon, Palestine, Nepal, Niger, Somalia, Malawi, Mozambique, and South Sudan

²⁵Somalia updated baseline values were used here.

²⁶PEBE – Plano Escolar Basico de Emergencia: https://issuu.com/unhabitatmocambique/docs/pebe_booklet_marc_o_2019

which, within the framework of their cooperative social responsibilities, have helped to create conditions for the complete sealing off of school grounds to strengthen the protection of children in their school environment. This work was possible even during Covid-19 with slight modification to logistics according to how many could be gathered at one time such as for training.

School closure effects are most obvious in **Lebanon**²⁷ and **South Sudan**²⁸ where the development and implementation of the plans were considerably delayed until schools reopened again. This is evident in the results with 0% and 4% of schools assessed, in Lebanon and South Sudan respectively, achieving the threshold at the time of midterm collection.

FRI SIP

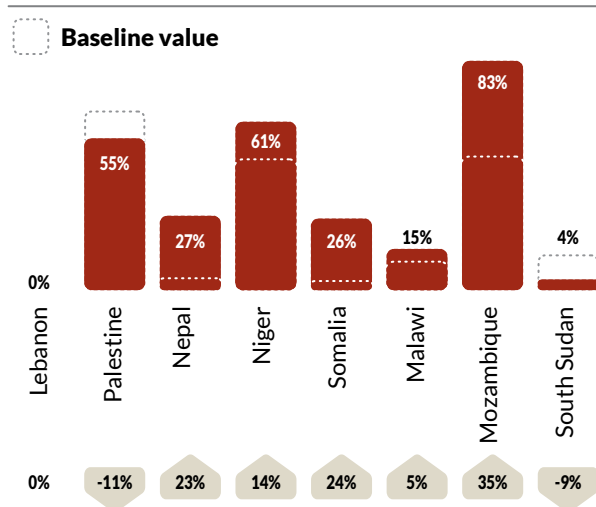


FIGURE 7: SCHOOLS WITH FUNCTIONAL RISK-INFORMED SCHOOL IMPROVEMENT PLANS (FRI SIP).

Except **South Sudan** and **Palestine**, all the rest of the reporting countries had an increase from baseline to midterm ranging from 5%-points in **Malawi**, to 35%-points in **Mozambique**.

Looking at the **average scores** provides more insight on the status for different components of the school improvement plans at midterm. Overall, the average total score for the eight reporting countries was 63% at midterm. This ranged from 28% in South Sudan, 63% in Nepal and Malawi, and up to 78% and 87% in Palestine and Mozambique respectively.

Unpacking the results, all sub-scores had similar scores with the highest being for sub-score A (% actions listed in the SIP that are implemented) with an average of 65%²⁹ followed by 62% for sub-score B (the SIP meets certain criteria), and 61% for sub-score C (the SIP is participatory). However, looking at those scores at country level, it is noticeable that schools in some countries scored higher in some areas more than others. For example, in **South Sudan**, the average of sub-score A, which looks at the percentage of actions implemented, was 68% for the 26 schools assessed,

whereas the average of sub-score B related to the SIP content was only 4%. There is also a clear gap in the participation element shown by the 0% average score for sub-score C.

BL to MT change: The overall average of %-points change from BL to MT was an increase of 10%-points across all reporting countries. This average was affected by the decrease witnessed in Palestine (11%-points) and South Sudan (9%). In **Palestine**, results were affected by one of the implementing regions (West Bank) where the implementation of FRI SIP actions were postponed, with the exception of physical rehabilitation components, due to Covid-19-related school closures. In South Sudan, results were affected by the long period of school closures leading to a short period of implementation before midterm data collection on this indicator.

Due to similar reasons, **Lebanon** was delayed in the start of the development and implementation of FRI SIP and while the number of schools achieving the threshold remained 0 at midterm similar to the baseline, a significant improvement is noticed in the overall FRI SIP score from 3% at baseline to 51%.

1.4.2 Qualitative studies: How can participatory school management support improved and safer quality learning in school?

In **Malawi**, a case study documents that school governance structures' participation in school management contributes to a safer learning environment. As shown by the results, these structures have managed to construct, for example, changing rooms for girls, and provide sanitary facilities such as hand-washing buckets and soap. The study further observed that school governance structures play an important role in sensitising communities on school re-admission policy, to allow girls and boys who dropped out of school to return. Even though these school governance structures are contributing to a safer learning environment, they also face challenges. Some of the challenges include rudeness of the learners, lack of community ownership and interest in school initiatives, harassment of Mother Group members by parents during follow ups with pregnant and teen mothers and during deliberations to withdraw girls from marriage. Some committees highlighted that there is poor community participation in school development meetings.

1.4.3 Qualitative studies: Local civil society's (communities') contribution to improved learning outside school.

In **Palestine**, the study on local civil society's contribution to improved learning outside schools show that participating parents believed that community interventions in the project have improved their children's learning and learning outcomes in school

²⁷In Lebanon, plans development and implementation started from Dec 2021 whereas midterm collection took place in Feb 2022

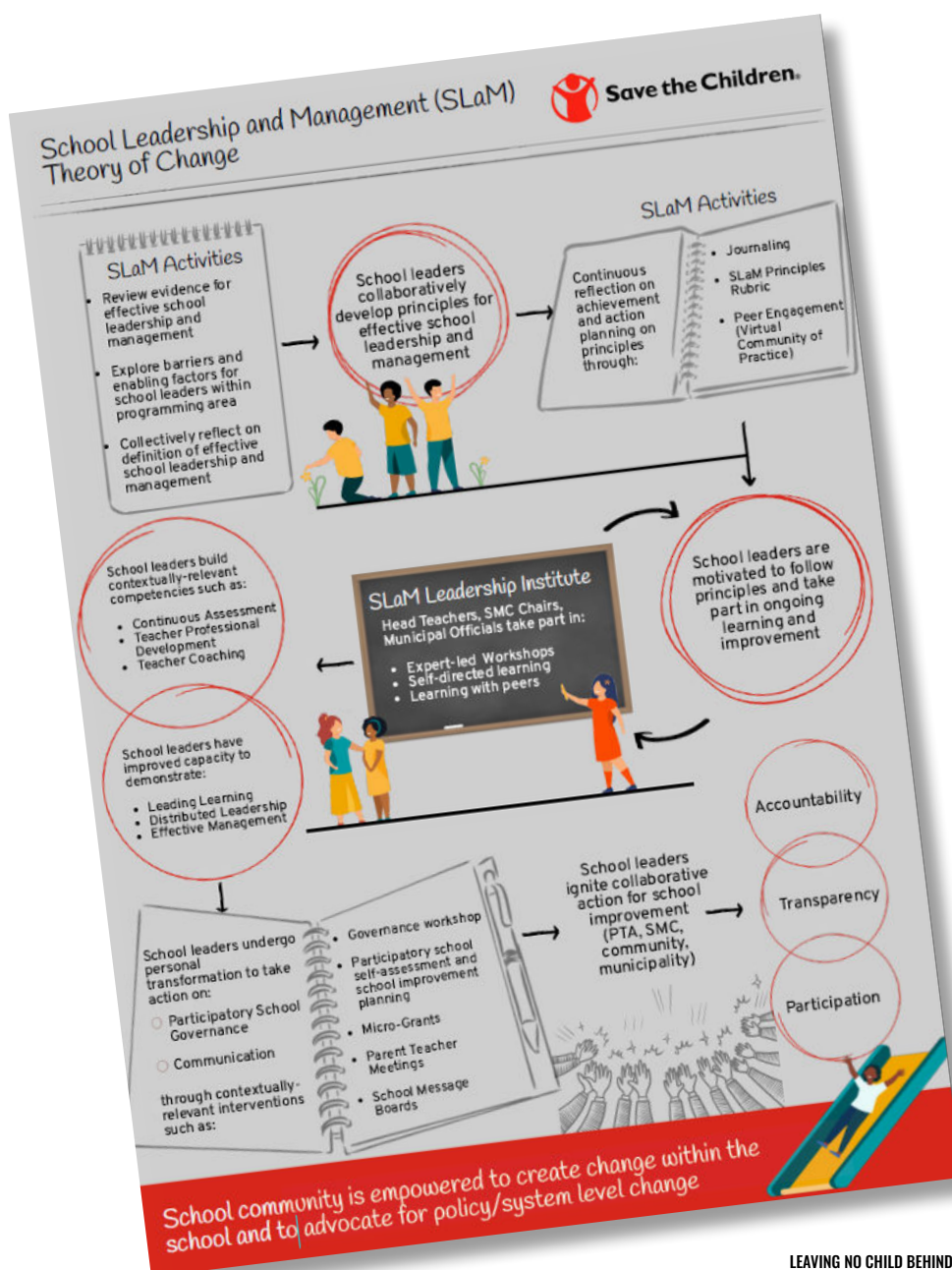
²⁸While the SIP development in South Sudan was supposed to be implemented in early 2020, schools were closed between Mar 2020 and May 2021. Thus, the MT data collection was conducted in Sep 2021.

²⁹Lebanon sub-score A was not assessed as the implementation of the activities did not start yet. Sub-score A was thus deemed irrelevant for the mid-term round of collection.

subjects as well as improved their study habits to do homework. It also increased children's learning motivation and interests, as well as improving their attitudes toward project activities. It improved children's relationship with parents, their social skills, and their self-confidence.

In **Lebanon**, CSOs and communities contribute to improved learning in many different ways, by providing Non-Formal Education services, a range of recreational and PSS activities, follow-up on drop-out of children, and by raising awareness among parents about key education and child protection issues. However, in certain families, the focus is on "surviving", and education is not the first priority. Due to the impact of the multiple crises in Lebanon, there are increased challenges and stress for households. This has resulted in children experiencing negative emotions, decreased motivation and increased stress levels, especially during the pandemic. Access to learning was limited to a remote modality in the past 2

years, which has made it more difficult for children to engage in learning and increased pressure on parents to support children in their learning. Challenges further arise with some parents not being literate and/or having other priorities/financial difficulties to deal with which limits their parental engagement in their children's learning. Mothers were supporting their children more than fathers in accordance with their central role in the household. It is recommended to have community spaces for children to play and learn, broader support for parents that is complemented by a broader community component where other actors from the community are engaged and where children can support their peers, learn together but also have fun and play together. Furthermore, there is potential to boost the literacy by focusing on adapting the Community component of Literacy Boost that includes reading clubs and buddy systems. The report is still in draft, and additional data collection is recommended to take place in the second half of 2022.



School Leadership and Management (SLaM) Pilot Project in Nepal

The School Leadership and Management (SLaM) pilot project in Nepal is building upon the findings of the 2013-2017 I'm Learning pilot projects in Cambodia, Uganda, and Zimbabwe, which found the importance of school leadership and management for achieving a quality learning environment. The SLaM initiative is also responding to Save the Children's Quality Learning Framework (QLF), seeking to develop a project model that addresses Foundation 5: school leadership and management. The project has two main objectives: a) develop, test and document a programming model and theory of change for improved school leadership and management that can be taken to scale; and b) develop technical capacity in SC and document experiences from using Developmental Evaluation (DE) as an approach for research-based innovation and programme development.

In the period 2019 to 2021, the project carried out several visits, situation assessments, and workshops with school leaders and local education authorities in Surkhet province to better understand the context of school leadership and develop project model interventions. This was done by collaboratively developing foundational school leadership and management principles, identifying enabling factors and barriers, as well as reviewing potential interventions. Ultimately, the team identified interventions that fell within three broad categories: leadership training, school governance, and communication for development.

The leadership training is based on a competency framework of 11 competencies spanning across three different domains: leading learning, effective management, and distributed leadership. The Leadership Institute consists of expert-led, peer, and self-directed learning activities to build leadership skills across the domains. The school governance category of

interventions aims to create a participatory approach to school self-assessment and school improvement planning. It also encourages schools to reflect upon their effective school leadership by self-assessing on the SLaM principles rubric. Finally, schools had the opportunity to utilise and apply their effective management skills through a micro-grant application, implementation, and review process. Communication for development is a set of interventions that aim to improve communication between school leaders and the broader school community (parents, community members) through interventions such as school message boards and parent-teacher meetings. It also encourages sharing between schools, creating a support network for school leaders and teachers, through a virtual community of practice (V-COP).

The project aimed to launch these interventions in Q2 of 2020; however, this was disrupted due to the school closures, and the Task Team had to take an approach of implementing interventions as possible given the pandemic (considering school opening schedules and the ability to gather people safely). By December 2021, most of the interventions had been implemented (with the exception of the V-COP) but not for a full year, as intended. In addition, as a result of the pandemic, the phasing of interventions was haphazard, so the team were not able to sufficiently examine synergies across interventions nor to understand how interventions could support one another. It was therefore decided that the pilot-testing period will be extended to the end of 2022. The experience so far says that the SLaM model has potential to greatly impact school learning environments. It is based on intentional close collaboration with stakeholders, co-creating a solution that works within the context, but which can also be replicated in other contexts.

1.5: Strengthened government systems have policies that deliver safe, inclusive quality education

To ensure sustainability and scale, systematic advocacy and documenting good practices are integrated parts of the project to influence government and other decisionmakers' institutional policies and practices to achieve changes for children's lives. Developing laws, strategies, policies and guidelines are long-time efforts. A 5-year programme period might not lead to the changes, but systematic advocacy, engagement, and raising awareness of evidence are steps in this direction. In this part, we highlight examples from national- and territorial-level and municipality-targeted advocacy efforts halfway into our framework agreement period. In total, 12 policy and/or planning documents have been updated, all except one at sub-national level. These are general education policies/strategies (3); early childhood policies (2); and plans on inclusive education (4).

In Niger, the national Education in Emergency (EiE) Strategy was endorsed in 2021. The idea of developing an emergency education strategy for Niger was the subject of SC's advocacy with the government. This cause was also supported by the education cluster. As a result, the government set up a committee to develop the strategy, composed of members of the education cluster, representatives of different levels of education and the ministry in charge of disaster management. In this regard, UNICEF joined SC in funding the organisation of the various workshops.

In view of the security situation, initiatives were developed by SC Niger in the Diffa region to lay the foundations for the EiE strategy. The conclusive results of these initiatives fed into the work of developing the national vulnerability strategy for Niger's education system. SC's institutional support has consisted of strengthening the Ministry's framework on EiE, sharing experiences on the Diffa initiative and developing data collection tools. SC also leads the safe school group and co-leads the education cluster, both of which have provided support to the Ministry of Education.

Thanks to this initiative, Niger now has a normative framework for emergency response and preparedness in the education sector, along with a document entitled "National Strategy for Reducing the Vulnerability of the Education System to Conflict and Natural Disasters".

In Colombia, Inclusive Education is now featured in territorial development plans. Colombia has a complex and decentralised education system where some local education authorities (Secretariats of Education) are certified and others not, which implies that their role is limited in the administration and distribution of resources.

SC Colombia managed to secure political commitment with public funds to include capacity building on quality, inclusive and safe access to education in the Territorial Development Plans (TPDs). This is significant progress toward achieving local

ownership and sustainability beyond the life of the project. Inclusive education programmes take into consideration the following criteria: i) equal opportunity programmes for children with disabilities in schools; ii) the qualification of teachers to meet different types of disabilities; iii) the adaptation of infrastructure to equalise conditions; and iv) the allocation of resources to achieve the goals. This achievement significantly contributes to system strengthening, ensuring there is commitment to improve the conditions to provide quality learning environments. For this time, all participating municipalities made a commitment to have Inclusive Education in their development plans, supported with resources from the national government channelled through the Secretary of Education of the Department of Norte de Santander with the addition of their own resources assigned to the Secretaries of Social Development of Health, Education and Culture, for the care of the vulnerable population (children, adolescents with disabilities).

In Nepal, five municipalities now have education policies, strategies and guidelines in place. SC Nepal, in close collaboration with other partners and projects, provided technical support to analyse the educational policy needs and gaps of five municipalities, and supported four municipalities to formulate education policies. As a result, the municipalities Tilagupha, Shubhakalika, Gurans and Kushe have developed and endorsed policies/strategy/procedures like: Education policy, Safe Schools Strategy, School Reopen Guidelines, Covid-19 Preparedness and Response Plan on Education, Students' Alternative Learning Guidelines, SLaM 10 Principles for Effective School Leadership, Free and Compulsory Education Guidelines and an ECCD Strategy.

The interventions have made good progress in terms of providing technical support to the municipalities leading to the formulation and endorsement of educational policies, strategy, guidelines etc. However, more support and follow-up are still needed to finalise and endorse education policy at province level and the one remaining municipality (Chhedagaad).

1.5.2 Qualitative studies: Contribution of civil society organisations (SC included) and partners to hold duty-bearers to account for children's right to safe, quality education

In Nepal, the results of a case study show that CSOs, including partners and the state-level CSO Network, were instrumental in supporting the Local Governments to develop and implement education preparedness and response plans. As part of this, the Local Governments contributed self-learning materials for continuing learning activities during school closures, and the CSOs supported with capacity building of Village Education Committees, Municipality Education Committees, Ward Committees, Education Units of Palikas and other education stakeholders, enabling the

implementation of the plans.

Another key intervention to hold duty-bearers to account for children's right to safe, quality education was the involvement of CSOs, including partners, in the advocacy for the reformation of different education strategies, plans and programme after formulating the education acts of Local Governments, with one example being the safe school policies, where CSO networks of Palikas are advocating for violence-free school and no punishment in the schools. Likewise, SC and Partners provided the educational support to children at risk for continuing the education opportunities and advocated for the right to education and no child left behind. Similarly, CSO networks formed proposals, advocated and lobbied for policy implementation in programme areas, through influencing the local governments for resource allocation for teacher training, teaching learning materials, scholarship provision for poor and deprived children and the development of the school learning environment, primarily through increased budget allocation for school infrastructure. Despite successes so far, recommendations going forward are to strengthen the capacity of school governance structures, such as SMC and PTAs, and improve coordination between these, local governments and the CSO networks.

In South Sudan, the Improving Learning Environments in Emergencies (ILET) study showed that active participation of children, parents and communities was encouraged in decision-making regarding school development by ensuring that PTAs, student councils, implementing partners and Ministry of Education officials are available and each clearly knows their roles and responsibilities towards the implementation of school improvement plans.

Some parents reportedly actively supported children's learning and well-being by prioritising their children's learning, discussing their children's learning in the PTA meetings and guiding their children at home to learn. It was also mentioned that encouraging a co-learning culture and activities in schools to help children with learning difficulties cooperate with other learners were some of positive improvements seen after teachers had acquired the knowledge through refresher training on specific modules related to the SIP.

The CSO/partners ensured that school improvement plans are implemented by:

- Training PTAs on their roles and responsibilities and making follow-up plans for their support to school improvement planning;
- Supporting child-led clubs at school level for child participation and advocacy issues;
- Training girls and boys on gender transformative approaches;
- Supporting children with disability through the implementation of child-centred social accountability in schools; and

- Monitoring and the supervision of schools for implementation of school improvement plans, discussing challenges and the way forward with the established committees.

Issue 2: Children are protected from violence and abuse

Under issue 2, we aim to achieve a life free of violence for all children. We are working to prevent child marriage and teenage pregnancies and to ensure increased access to quality education for girls at risk of or affected by child marriage and/or teenage pregnancies. We also work to transform social, cultural and gender norms to reduce violence against children, including child marriage and we work with parents and caregivers, communities, and children to transform gender norms, the power dynamic and culturally accepted practices that drive violence. We work with governments to strengthen child protection systems and mechanisms to build protective environments around children at all levels of society.

2.1: Increased access to quality education for girls and boys at risk of or affected by child marriage and/or teenage pregnancy

Child marriage and teenage pregnancy have a complex and negative correlation with education. Evidence shows that girls who stay in school longer are likely to delay marriage, and that keeping girls in school is an efficient strategy to prevent and respond to child marriage. When girls are in school, they are more protected against child marriage and teenage pregnancies, and gain important knowledge and skills necessary to succeed in their lives.

The Covid-19 pandemic led to school closures all around the world and left many girls and boys without access to quality education for a prolonged period of time. The restrictions also reduced access to the communities we work in, which made early identification of married and teenage mothers challenging. Countries therefore utilised the Covid-19 adaptation plans to still work with the communities to identify married girls and teenage mothers and encourage them to re-enrol to schools once they had opened. Tracking specific reasons for why girls had dropped out of schools remains a challenge in the reporting period, as schools have been closed for longer periods across all countries, and the quality of data of tracking girls dropping out of school due to child marriage and/or teenage pregnancies varies across all countries. This makes the results aggregation and reaching an average value at the MT difficult. In the reporting period, a total of **331 girls re-enrolled to school after dropping out due to child marriage or teenage pregnancies**. This is significantly lower than

the MT target of 1,000 girls. A main reason for the low number is that schools were closed for most parts of 2020 and parts of 2021. From the five countries implementing child marriage and teenage pregnancy programming, only **Malawi, Mozambique, Nepal, and Niger** were able to collect data on school enrolment. No data was collected from **Uganda** as schools were closed from March 2020 to January 2022.

The majority of girls (244) re-enrolled in **Malawi**; in spite of this, they did not manage to achieve their MT target of 400 girls. Thirty-one per cent (831 out of 2706) of girls' dropouts were due to child marriage or teenage pregnancy, an increase by 18 %-points from the BL. Both the high increase of child marriage and teenage pregnancy cases and school dropouts related to this need to be seen in relation to the impact of Covid-19. The closure of schools and social restrictions contributed to exacerbating child protection risks and vulnerabilities, leading to a significant increase in school dropouts and cases of teenage pregnancy and child marriages. Targeted programming efforts such as the empowerment of community structures, including mother and care groups, have played an important role in supporting teenage mothers and pregnant adolescent girls in returning to school.

In **Mozambique**, 9% of girls (26 out of 288) dropping out of school did so due to child marriage or teenage pregnancy. This is a 3%-points reduction from the baseline. A total of 25 girls have been re-enrolled to school. Efforts to strengthen coordination across community-based child protection committees, the school council and managers to improve the identification, referral, and psychosocial support of girls at risk of child marriage and teenage pregnancies are likely to explain this progress. The MT further showed an increase of 12%-points in the knowledge of sexual and reproductive health for adolescents and young people in school to 60% (F:61%/M:59%) at MT. This is likely attributed to the increased accessibility to adolescent sexual and reproductive health services provided by community outreach activities and school referrals. The programme will continue to work with mother groups and activists to follow the remaining pregnant teens and teen mothers to ensure they are well supported to return to school after delivery.

While **Nepal** does not have school-based drop-out data, community data shows that 31% (95 girls) of all married girls have dropped out of school, a 30%-point reduction (61% /181 girls) from BL. An important strategy to prevent school dropouts has been the provision of economic incentives to all children coming from marginalised households at risk of dropping out of school. When looking at the number of married girls and teenage mothers, 47 girls have re-enrolled. This is attributed to work with religious leaders, adolescent girls' groups, child clubs and child protection committees for the promotion of the continued education for girls affected by child marriage. In **Niger**, 15 (47%) out of the 32 girls who dropped out of school

due to teenage pregnancies or child marriage were re-enrolled in vocational training. While the country did not reach their MT target of re-enrolling 80 girls, the project will continue targeting the remaining 17 adolescent girls to re-enroll them in school or vocational training.

2.2: Transformed social, cultural and gender norms reduce violence against children, including child marriage and/or teenage pregnancy

Efforts to change discriminatory and harmful gender and social norms to combat child marriage and physical and humiliating punishment of children by parents and caregivers require broader community engagement work. Key approaches cutting across this work are structured community conversation groups both targeting children and their parents and caregivers, traditional and religious leaders and broader community level awareness-raising campaigns.

Under this outcome, we are tracking community members' attitudes and perceptions of child marriage. The progress has been hampered by restrictions imposed due to Covid-19. Activities have been adapted to remote and online support and a reduced level of direct engagement with community members has been possible in some areas, but in reduced numbers and on a more limited scale, as high-impact programming in remote areas has been challenging during the pandemic. BL results from **Malawi, Mozambique, Uganda, Nepal, and Niger** showed that, on average, 66% of community members believe that child marriage is an unacceptable practice³⁰ This increased by 8%-points, to 74% at the MT, exceeding the target of 71%. As shown in Figure 8, findings varied from 93% of community members considering child marriage as an unacceptable practice in **Mozambique** to 33% in **Niger**.

Community members who believe child marriage is unacceptable

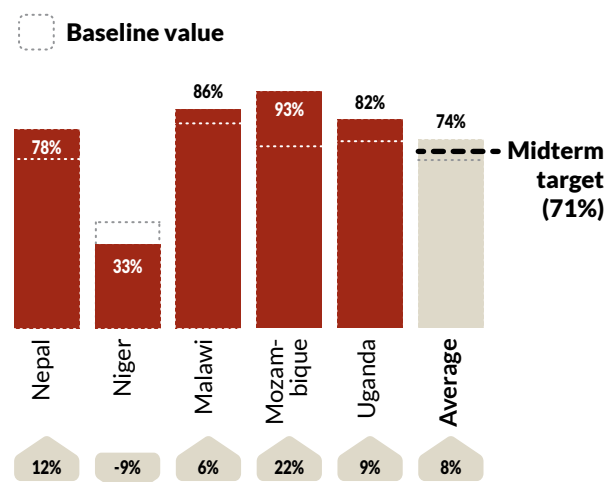


FIGURE 8: PERCENTAGE OF COMMUNITY MEMBERS WHO BELIEVE CHILD MARRIAGE IS UNACCEPTABLE.

³⁰ Niger updated baseline was used here. Baseline was updated for comparability reasons (assessing same region at both BL and MT).

Looking at the change between BL and MT, **Niger** was the only country that demonstrates a negative trend with an increase in the number of community members who accept child marriage, whereas **Malawi, Uganda, Nepal** and **Mozambique** all have experienced a positive change from 6% up to 22%-points in shifting attitudes and perceptions on child marriage among community members.

The MT findings in Mozambique demonstrate a positive shift in community members' attitudes towards child marriage, with a 22%-points increase in community members who believe child marriage is unacceptable. This progress should be seen in relation to the Parliament's successful approval of the Prevention and Combat of Premature Unions Act in July 2019 which criminalises child marriage. Following this, broad mobilisation efforts have been undertaken, including awareness-raising campaigns targeting the broader communities and advocacy work to promote the implementation of the law which is anticipated to have resulted in the positive progress. In addition, efforts to strengthen community-based child protection structures and engagement with children to build their skills and resilience have been important for achieving this result. Although Covid-19 impacted this work, activities were adapted to facilitate social distancing through door-to-door mobilisation, reduction of participants in sessions, and establishing child protection reporting mechanisms such as the Child helpline and Safe Adolescent line 800 212 212. Additionally, while we see a strong shift in attitudes and perceptions across male and female community members, it is worthwhile to note that the increase is more prominent for female community members (27%-points) compared to male (17%-points).

The MT results for **Nepal** shows a 12%-points increase of community members who believe that child marriage is an unacceptable practice to 78% (F:76%/M: 80%) at MT. While this is a positive development, the MT target was not reached. This is likely explained by the impact of Covid-19 restrictions which have limited the reach and effectiveness of awareness-raising campaigns in remote communities. Community engagement activities were adapted to online and remote-based messaging during the pandemic which impacted implementation in remote areas with limited radio and internet access. Another unexpected challenge faced was the negative influence of adjoining areas where child marriage still is considered an acceptable practice. This has influenced target areas and contributed to normalising child marriage as acceptable. Moving forward, it is therefore important to increase joint interventions with adjoining Rural Municipalities to address the issues of child marriage at district level. In **Uganda**, 82% of the community members (F: 81%/M: 84%) demonstrated a change in their attitude to no longer accepting child marriage, surpassing the target with 2%-points. This is likely attributed to the structured community dialogue

sessions and broader awareness-raising activities including media outreach that have contributed to increasing community members' knowledge of child marriage and children's rights in the target areas. Targeted efforts to mobilise and work with traditional and religious leaders and government officials is anticipated to have had positive influence on this change.

Malawi is the country that had the highest BL value with 80% of community members who do not support child marriage. This increased by 6%-points (F:86%/M:87%) at the MT. This may partially be attributed to programme interventions such as awareness-raising campaigns against child marriage, gender-transformative community dialogues to challenge discriminatory gender and social norms through the Societies Tackling AIDS Through Rights (STAR) methodology, and improved coordination of child protection case management in the districts. It should also be noted that Malawi has had a comprehensive legal framework that protects any girl under the age of 18 from marriage and hold violators accountable and liable to prosecution since 2017. While there still are challenges to ensure enforcement of this law in some communities, the project has been working with traditional leaders and community structures to raise awareness on the law and policies which prohibits parents to force children into child marriages.

The negative development in **Niger** is likely exacerbated by the ongoing food security crisis. There have been three consecutive failed rainy seasons in Niger, and the country is facing massive challenges with food insecurity. As a result, parents, caregivers, and family members are resorting to negative coping strategies such as child marriage to secure resources for

Collective social actions against child marriage

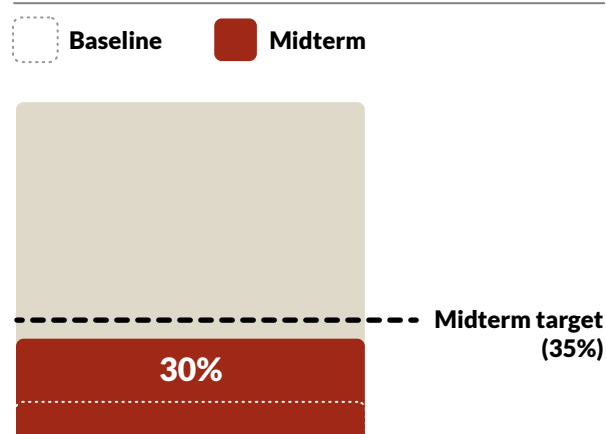


FIGURE 9: COMMUNITIES WE WORK IN WHO HAVE MADE SOCIAL DECISIONS OR TAKEN COLLECTIVE SOCIAL ACTIONS AGAINST CHILD MARRIAGE.

their families or as a protection strategy for girls.

11% (18 out of 142) of the communities³¹ we work in **have made social declarations or taken collective social actions against child marriage** at BL. This increased to 30% (37 out of 135) at the MT, which is still 5%-points below the target. **Malawi** has seen the most progress with an increase of 32%-points, followed by **Mozambique** and **Uganda** with a respective increase of 29%-points and 13%-points from BL.

While these results overall demonstrate positive progress of community level efforts against child marriage, the main reason the aggregated MT target has not been reached is the lack of progress in **Nepal** where no changes were reported. This can be explained both by how **Nepal** is measuring progress, and by Covid-19 restrictions. All programming municipalities in Nepal have endorsed strategies to end child marriage, and 38 out of 49 wards (78%) have developed and implemented annual plans against child marriage. Similarly, 47% of the wards have run child marriage campaigns with the participation of children affected by child marriage themselves. There has been significant progress in this work, as municipalities have drafted procedures for developing declarations at ward level in consultation with children and civil society partners. Despite these efforts, no single new ward has been declared as “child marriage free” during this reporting period. There is a continued need of technical support and frequent follow-up to the local governments to accelerate the ward declaration process moving forward, which is a key priority for the last phase of the programme.

Seventeen out of 33 communities in **Malawi** have made collective social actions against child marriage. The 32%-point change may be attributed to several factors including broad awareness-raising campaigns, structured community dialogue meetings that apply a gender transformative approach, and improved child protection case management processes. Close engagement of traditional and religious leaders in the communities, together with other key stakeholders, such as initiation counsellors and in and out-of-school children’s clubs, and district level representatives across sectors have all been vital in achieving this result. This has contributed to joint resolutions and action plans to follow up commitments to prevent child marriage. **Mozambique** applied a similar approach to Malawi in its community engagement work. The progress is attributed to several factors after the adoption of the Child Marriage Law in 2019, such as broad mobilisation and awareness-raising activities targeting the communities to increase their knowledge on the law, and increased awareness of children’s rights working through community-based structures. Engagement of Community-based Child Protection Committees and community leaders have been key to strengthen the community-level prevention and response mechanisms to these child protection concerns.

To prevent children from experiencing physical and humiliating punishment in their homes, we are working with parents and caregivers to develop skills, knowledge, and attitudes to provide positive parenting through training and parent support groups. Parallely, we have been working with children to ensure they feel safe and respected within their family and communities. We also work on broader community engagement efforts through awareness-raising activities and reinforcing local community-based child protection mechanisms (CBCPM) to transform gender norms, power dynamics and accepted practices that drives the violence in the homes and the communities.

MT data was collected for children who have experienced physical punishment and/or humiliating punishment (PHP) by parent or caregivers in the past month in 7 countries.³² Of those countries, the data from **Palestine** and **Mozambique** were collected based on children’s self-reporting, whereas the rest of the countries collected data from caregivers as proxy respondents.

In the MT, the total country results ranged from 23% and 31% in Mozambique and Palestine, to 66% in both South Sudan and Nepal, and up to 80% and more in Uganda, Somalia and Lebanon. When categorised by child response and caregiver response, children seem to report a substantially lower prevalence of punishment compared to caregivers. While children’s reports showed that only 21%–31% of children experienced punishment, caregivers’ responses showed 66%–86% of children experienced punishment. This may indicate that children consider punishment from caregivers as a normal and acceptable practice and may indicate less awareness of their right not to be punished.

Using a child assessment and self-reporting method to report on the percentage of children experiencing PHP by their parents/caregivers in **Lebanon**, they found that 28% of children reported experiencing PHP at BL. As this was considered a case of under-reporting, it was decided to use the SC standard tool³³ for data collection using caregivers as proxy respondents to improve the data quality. At MT, the results showed that 86% of the children reported experiencing PHP. This can be attributed to factors such as the increased distress caregivers have faced during the lockdown due to the pandemic related to unemployment, inflation, and poverty, which contributed to challenging family dynamics, making it more challenging to implement parenting without violence interventions. Based on this, a priority moving forward will be to strengthen the positive parenting interventions with a stronger focus on mental health and psychosocial support for parents.

Gender gaps were noticed the most in countries using self-reporting. In **Palestine**, 19% more boys than girls reported having experienced PHP by their caregivers in the past month. Similarly, 16%-points more boys than girls reported experiencing PHP in

³¹ Countries are Nepal, Malawi, Mozambique, and Uganda.

³² Countries reporting with comparable data to baseline are Nepal, Somalia, South Sudan, Uganda, Lebanon, Palestine, and Mozambique.

³³ The SC Parenting without Violence (PwV) Caregiver Questionnaire

Experienced physical and/or humiliating punishment past month

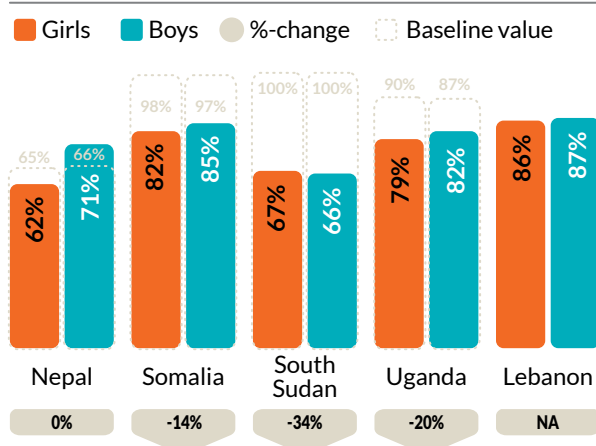


FIGURE 10: CHILDREN WHO HAVE EXPERIENCED PHYSICAL PUNISHMENT AND/OR HUMILIATING PUNISHMENT (PHP) BY PARENT OR CAREGIVERS

Mozambique. Of countries with caregiver reporting methodology, **Nepal** showed the biggest gender gap with 9%-points more of boys experiencing PHP.

There is a reduction of 14%-points in children experiencing PHP (applying caregiver reporting methodology) from BL (88%) to MT (74%).³⁴Disaggregated by gender, experience of punishment from caregivers was reduced by 16 %-points among girls and 12%-points among boys. Progress varies from a 9%-points decrease in **Uganda**, 14%-points in **Somalia**, and 34%-points in **South Sudan**. **Nepal** did not report any change but the percentage of children experiencing PHP (66%) was still less than the aggregated value of all countries at MT. While the aggregated MT target (67%) was not reached, progress is still considered good, bearing in mind how impacted this work has been by Covid-19.

In **South Sudan**, the reduction in the number of children experiencing PHP is attributed to the strong community engagement approach, where parenting with violence is implemented both at family (caregivers') level and with community members, including community leaders, addressing traditions and social norms leading to physical violence. While **Somalia** overall demonstrates positive progress in reducing PHP of children at home, with 14%-points to 83% at the MT, results vary significantly at a sub-national level. Ninety per cent of children in Galgadud have experienced PHP, while the levels of violence decreased by 30%-points to 67% in Karkar (F: 61%/M: 74%) at MT. It is also worth noting that in Nugal and Karkar in Puntland, girls reported less PHP compared to boys. In contrast, girls in the Hiran and Galgadud regions in South Central experienced higher rates of PHP than boys. This may

be explained by the number of targeted programmes to prevent child marriage and female genital mutilation that have been implemented in Puntland since 2016. These are likely to have a positive influence on parents and caregivers' attitudes and perceptions of girls' value in the communities.

While children in **Nepal** experienced an 8% decrease in physical punishment at MT (31%), the trend of psychological aggression is constant at 60% from BL to MT. Thus, more efforts towards positive parenting are needed in the next phase of the programme. Findings further show that children who were isolated from their families during the pandemic experienced higher rates of PHP than those living with their parents.

For **Palestine** and **Mozambique**,³⁵the average of

Experienced physical and/or humiliating punishment past month

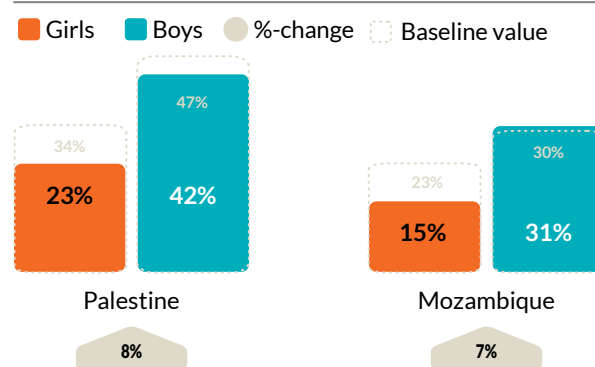


FIGURE 11: CHILDREN WHO HAVE EXPERIENCED PHYSICAL PUNISHMENT AND/OR HUMILIATING PUNISHMENT (PHP) BY PARENT OR CAREGIVERS

children experiencing PHP decreased by 8%-points to 27%, thus achieving the MT target of 28% (F: 22%/M 33%). **Mozambique** experienced a decrease of 7%-points and **Palestine** 9%-points. Despite Mozambique's progress, they did not reach their target of a 20% decrease which is likely caused by the increase of violence and psychosocial distress due to forced isolation and confinement during the pandemic. The higher rates of violence observed among boys compared to girls in **Mozambique** can be explained by the traditional norms of masculinity where boys are socially taught that they must be strong because they are future heads of family.

Data on CwDs from **Somalia**, **South Sudan**, and **Uganda**^{36,37} show that 72% of CwDs compared to 77% of children without disabilities experienced PHP by their caregivers. Looking at gender, more boys with disabilities (78%) than girls (66%) experienced PHP from caregivers. This indicates that the interaction between

³⁴ While the average percentage of children who have PHP by caregivers reported at the baseline was 76% (F:75%/M:77%) via caregivers reporting and 35% (F:28%/M:43%) via child self-reporting, this looks at only the countries who collected both baseline and MT using the same methodology for comparability purposes.

³⁵ Both countries using child self-reporting methodology.

³⁶ Somalia, South Sudan and Uganda collected data on CwDs with a disability prevalence of >= 5%.

³⁷ Palestine's disability data not reported due to very few children with disabilities identified; Lebanon did not collect disability data due to change of tool at mid-term; Guatemala and (Myanmar) disability data not collected at mid-term.

gender and disability is a strong factor for experience of PHP from caregivers. Of those countries, **Somalia** was the only country which also have data disaggregated by disability in the BL. These results showed a decrease of 17%-points for PHP reported by CwDs compared to 13%-points decrease for children without disabilities.

MT results³⁸ show that the proportion of caregivers who believe that PHP is acceptable ranged from 29% in **South Sudan** to 43% in **both Somalia and Lebanon**.³⁹ While **Somalia** shows the biggest variance by gender (F:45%/M:22%), it is important to note that only 6% of the caregivers assessed were male. This was due to the higher availability of mothers to respond to the survey questions administered at the household level. On the other hand, findings from **South Sudan and Nepal** show that more female than male caregivers believe punishment is acceptable. An explanation from **South Sudan** is that women spend more time with children and therefore have the main responsibility of raising their children; accordingly, they are more inclined to practise PHP.

At MT, only 34% of parents/caregivers believed that PHP is acceptable. This is a decrease of 36%-points from BL at 71% and overachieving the midterm target of 58%.⁴⁰ Improvements are seen in all COs. This improvement is recorded across all reporting countries

ranging from 14%-points in **Uganda**, to 31%, 43%, and up to 59%-points in **Nepal, Somalia, and South Sudan** respectively. The progress in **Somalia** is attributed to the structured community dialogues promoting caregivers' knowledge, skills, and practice towards positive parenting together with the joint child and parent interaction sessions that promote positive relationships within families, which can explain this observed decrease.

When looking at differences across male and female caregivers, both genders have, at an aggregated level, reported a 36%-points decrease at MT (F:37%/M:25%). Most of the decrease in **Uganda** came from female caregivers assessed, with a 20%-points decrease compared to only a 3%-points for male caregivers. On the other hand, improvements were noticed more for male caregivers in **South Sudan** (10%-point gap) and **Nepal** (6%-point gap). A priority moving forward in **Uganda** will be increased targeted efforts to involve male caregivers in positive parenting sessions.

Caregivers who believe punishment is acceptable

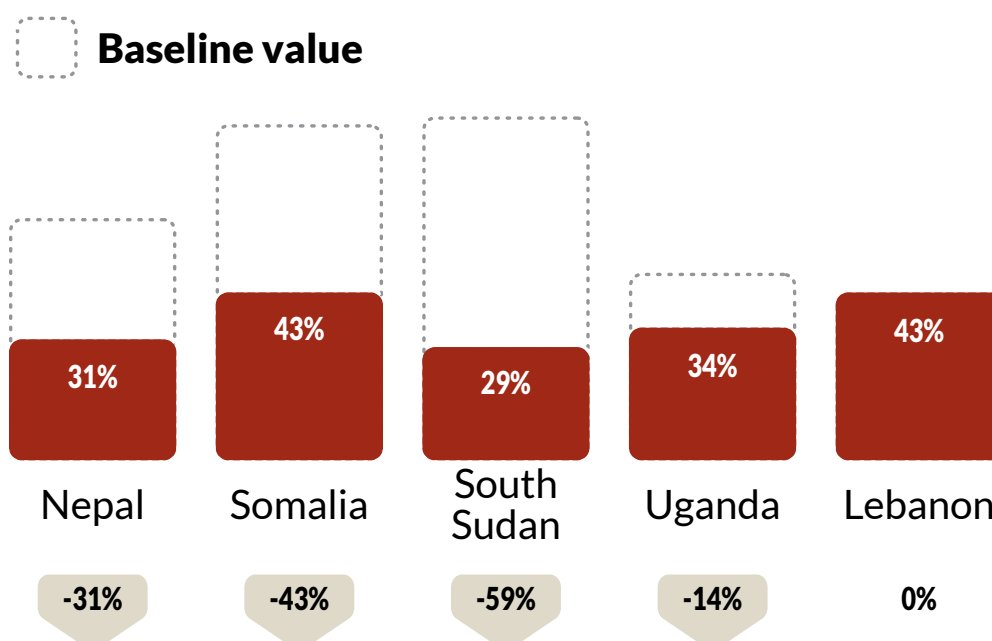


FIGURE 12: PARENTS/CAREGIVERS WHO BELIEVE THAT PHP IS ACCEPTABLE.

³⁸ 5 countries reported comparable data on the indicator % of parents/caregivers who believe that punishment is acceptable. Countries are Nepal, Somalia, South Sudan, Uganda, and Lebanon.

³⁹ Lebanon was not one of the countries reporting on this indicator at BL, but since the PwV tool was introduced and used to report on indicator 2.2.3, we were able to extract relevant data for this indicator.

⁴⁰ Somalia's updated baseline values were considered here.

Myanmar – adaptations in a changing context

Work in Myanmar has been significantly impacted by the political crisis following the coup d'état in 2021. It has been necessary to adapt programming to work through local communities and community-based volunteers to maintain contact with children and the communities in which we work. Due to the changing context in the country, data collection for the MT was only conducted in selected areas if staff had access to or trust among the community members. Accordingly, midterm data is not comparable with baseline and while the data is not representative for the overall programme implementation, we still think it provides interesting findings and updates from the surveyed areas.

Even before the coup, discipline through punishment, such as hitting, beating, kicking, shaking or yelling at children, was perceived as normal in target areas. The 2019 BL found that 97% of children in the project locations experienced PHP. This trend was further exacerbated by the conflict and displacement which increased the levels of psychosocial distress among parents and caregivers resulting in higher levels of PHP against children in their homes. This was confirmed by the 2021 survey which found that PHP rates range from 91%–100% across five out of six surveyed Townships. Three of these are located in Kayah State (Bawlakh, Hpruso and Loikaw), and have been heavily impacted by the conflict. The same applies for the two townships in Magway Region, Myaing and Pauk.

Programming in all of these five townships has been challenging due to limited access by partners in these areas. The sixth township, Magway, is a stark outlier in this sample. Only 44 % of children reported to have experienced PHP in Magway. While we should be cautious when interpreting this result, it is noteworthy to look at possible explanations for this low number. Compared to the other five townships, Magway is a more urban centre which has been less impacted by the conflict. The programme also has a very active local partner who have been supporting the work on positive parenting. In addition to the structured parenting and child sessions, they have also developed broader awareness-raising measures on positive parenting using leaflets and brochures, achieving a broader reach for these interventions than originally planned for. These trends between townships are also visible when looking at parents' attitudes and perceptions of violence. In Magway, there is a distinctive lower percentage of parents who believe punishment is acceptable, than in the remaining townships. A possible explanation for this is an anticipated bias in these communities due to the high level of awareness-raising activities that have been implemented – community members may be aware of what they were expected to answer based on the recently disseminated messaging. Accordingly, more time is needed to assess whether an actual change in attitudes and perceptions is sustained in the long term.

2.3: Strengthened and coordinated national and community-based child protection systems prevent, identify, report, and respond to violence against girls and boys

National child protection systems are key to reinforce the protective environments around the child and their families. Under this outcome, we work to strengthen the legal and policy frameworks, to improve coordination across governments and sectors and to ensure that children have access to timely, safe, respectful, and needs-based case management support. To achieve this, we have implemented Steps to Protect, our case management programming approach, to ensure that the child protection systems have a skilled and stable social service workforce. Countries have also been undertaking advocacy efforts and capacity building of government stakeholders to strengthen policy and legal frameworks on child protection, national actions plans and improved case management systems.

Looking at **children's access to case management support and services**,⁴¹ there was an increase of 17%-points, exceeding the MT target of 60%. Similar trends were noticed for both boys and girls at an aggregated level (see Figure below).

Case management support

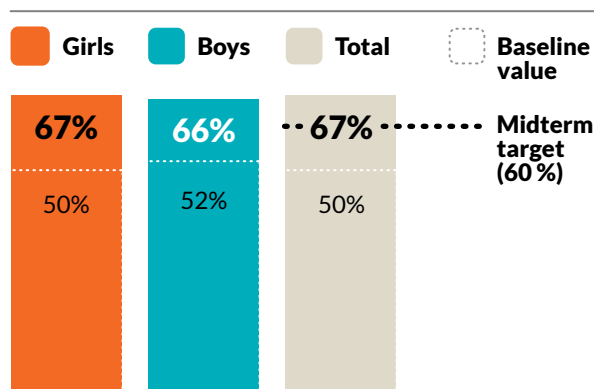


FIGURE 13: PERCENTAGE OF IDENTIFIED CASES RESPONDED TO, AGGREGATED BY GENDER.

MT results varied between 30% of children receiving case management support and/or services in **Uganda**, 73% in **South Sudan**, and above 80% in **Somalia** and **Nepal**. Findings show that the proportion of cases responded to was substantially higher among girls than boys in **South Sudan** (20%-points difference). However, it is important to note that 65% of the cases identified and registered were girls.

When looking at country-specific change, **Somalia** has experienced the most progress with a 44%-points increase, followed by **Uganda** with 8%-points. We also see a higher increase for girls (54%-points) than boys (27%-points) in **Somalia**. On the other hand, the increase for boys was 8%-points in **Uganda**, whereas we see a 2%-points decrease for girls. **South Sudan** reports

case management for the first time in 2021.

Somalia has experienced progress in their case management processes surpassing their MT target by 23%-points. This is attributed to capacity building of the CBCPM (Child Welfare Committees) and partners on case management. The case management database has also been harmonised across partners and CBCPM registration systems have improved. In addition, child protection service providers were trained in identification, reporting, referral, and coordination to support children with protection concerns. While there was no change in terms of %-points for **Nepal**, it is worth noting that there has been a significant increase in the caseload. At BL, 384 children received case management support compared to 3,882 children at the MT. The cases have been reported through para-social workers, the child helpline, the police, and CBCPMs. Child protection reporting mechanisms have been strengthened through capacity building of child protection structures and, at the same time, a clear referral system has been set up at ward and municipality level. Restrictions caused by Covid-19 forced countries to adapt case management to remote support, which has caused challenges to the case management process as home visits and physical meetings were not possible.

Nepal, South Sudan, and Somalia are the only countries that have MT data on CwDs.⁴² Eighty per cent of the cases of CwDs for **South Sudan**⁴³ were responded to, followed by 76% (F:73%/M:79%) and 74% (F:74%/M:75%) in **Somalia** and **Nepal** respectively. **Nepal** was the only country with comparable data on CwDs at both BL and MT. Here we see a decline in the case management response rate from 100% at BL to 74% at MT. The reason for this is the lack of specialised services available to CwDs in need of rehabilitation support. It should also be noted that the caseload for CwDs increased from 40 cases at BL to 280 cases at MT.

Myanmar have, since mid-February 2021, adapted their individualised case management approach to also provide case-based support for girls and boys to responds to the current needs in the conflict-affected areas of Magway region and Kayah state. This entails providing basic needs and/or psychosocial support (PSS) based on the needs of children and their families in programme areas in addition to the individualised case management support that is provided. Most case-based support was delivered by SC staff and volunteers via remote mechanisms including phone calls and online messaging. Social media was also monitored to try to provide immediate support to children. Case-based support was provided to 245 children (F:103/M:142). Other support options included cash support to cover the basic needs for 77 children (F:34/M:43), and child protection kits to 93 children (F:43/M:50). Four boys also received both financial and material support based on their needs. The majority of these cases were reported by paid volunteers and community members in the areas and referred to Community Social Workers

⁴¹ This was measured through the following indicator: % of child protection cases, among those identified & registered during the last 12 months, that were responded to by CP mechanisms – disaggregated by gender and disability. Data was collected by Nepal, Somalia, South Sudan, and Uganda at the MT, however, it was only collected in Nepal, Somalia, and Uganda at BL.

⁴² With a prevalence rate on CwDs of 5% or more.

⁴³ Gender breakdown is not included due to a small number of boys and girls with disabilities reported.

and other services/agencies. In addition, 65 children and their families (F:39/M:26) received child protection case management support either through direct support or referrals to appropriate service providers.

MT progress in terms of **strengthening community-based child protection mechanisms (CBCPM)**:⁴⁴ The average percentage of active CBCPM has increased by 19%-points to 52% at MT, against the target at 62%.

Somalia is the country that progressed the most with 25%-points, followed by 16%-points in **Uganda**, and a 15%-point increase in **Nepal**. **South Sudan** do not have comparable BL data, but found that 40% of CBCPM were active at the MT.

Somalia reports on the highest number of functioning CBCPM, with 71% compared to 27% in **Nepal**. While overall progress for **Somalia** is good, there are significant differences at a sub-national level. Hiran reports that 83% of the Child Welfare Committees (CWCs)⁴⁵ are active, while the Karkaar and Nugal regions in Puntland are reporting that all CWCs are active (meeting regularly and documenting meetings, identifying, and mapping services providers, referring cases to case workers, and conducting child protection awareness-raising activities in their communities). The progress is attributed to capacity building of CWC members on simple case management training including identification and referral as well as confidentiality of child protection cases. Another key factor has been to facilitate good coordination and experience-sharing across community- and regional-level child protection stakeholders by supporting quarterly and annual meetings for CWC representatives and child protection focal points for experience-sharing at regional level. Contrary to the progress in most parts of the country, only 25% of the CWC are functional in Galgadud. This is mainly due to a high turnover of the members of the CWCs due to local clan conflicts and natural disasters causing members to migrate, in addition to the financial restraints caused by the pandemic that also have put additional restraints on the members.

While **Uganda** has experienced progress from BL, they are still 7%-points behind their MT target. Findings show that while CBCPMs have good knowledge of child protection risks, are meeting frequently and are able to provide case referrals, there is a capacity gap in ensuring good documentation and follow-up of activities. An important priority for 2022 will be to provide training of para-social workers to further strengthen the capacity of CBCPMs, particularly in providing service mapping to update and expand referral pathways for children and to strengthen coordination between formal and informal child protection mechanisms.

Issue 3: Children's rights are implemented

Under Issue 3, we advocate for stronger institutions and systems which can sustainably implement and realise children's rights, as per their obligations under the UN Convention on the Rights of the Child. To achieve this, we work closely with, and support, civil society and children in advocating for, and monitoring of, children's rights.

This chapter gives an overview of the key results and achievements under each of the three main outcomes:

1. Strengthened civil society including children mobilised to implement children's rights
2. Improved accountability of government and other duty-bearers of their obligation to monitor and implement children's rights
3. Strengthened government institutions implement children's rights.

3.1: Strengthened civil society including children mobilised to implement children's rights.

A strong civil society, able to hold the government to account on its obligations to protect, promote and deliver child rights including the right to survival, education and protection, is a cornerstone of Save the Children's Theory of Change, one that would ensure programme sustainability. The Child Rights Governance programme has continued supporting civil society organisations (CSOs) to strengthen their organisational and technical capacities and their governance structure. At midterm, SC and partners have achieved robust results in building and strengthening CSO coalitions, strengthening CSOs and supporting child groups and children's parliaments – despite the challenges posed by the Covid-19 pandemic on movement and assembly. As per the project's plans, this capacity strengthening has focused on implementing partners.

SC conducted partner capacity assessments, and then jointly with partners identified gaps and developed capacity enhancement plans. These capacity enhancement plans have consisted of specific milestones to be achieved in the agreed timelines. These milestones cover strengthening of knowledge and skills in specific areas through provision of training in fields such as child rights, inclusion, gender equality, safeguarding, financial management. This training is provided by SC, or other partners. The milestones also cover strengthening of internal partner policies and practices, such as support to develop or update strategic plans, child safeguarding policies, human resource and finance manuals, gender policy, knowledge management policy. As presented below, overall, 71% of capacity milestones have been met. Moreover, almost all the countries have met more than 50% of the agreed milestones to be achieved during midterm.

⁴⁴ This was collected by 4 countries at the MT, including Nepal, Somalia, South Sudan, and Uganda. However, it was only collected in Nepal, Somalia, and Uganda at BL.

⁴⁵ School-based CBCPM that also supports the wider community.

Country	% Milestones Met
Lebanon	67%
Palestine	100%
Nepal	54%
Niger	91%
Somalia	69%
Malawi	61%
Mozambique	50%
South Sudan	79%
Uganda	59%
Colombia	80%
Average	71%

In **Lebanon**, SC's partners' knowledge and skills have been significantly strengthened, particularly with regard to child participation and advocacy. In addition to training on thematic issues such as data collecting with children, public investment in children and advocacy as well as on operational issues such as financial reporting and procedures, SC Lebanon has conducted on-the-job coaching and mentoring. Together with partners, SC has developed a programme for Participatory Action Research, developed a Young Activist training manual, facilitated child participation in national and international forums including the Save our Education campaign, meetings with duty-bearers, UN Generation Equality Forum, as well as other high-level advocacy events.

In **South Sudan**, a total of 83% (5 out of 6) assessed SC partners demonstrated improved skills to monitor and report child rights issues. The issues that have been reported included rape, child and forced marriages, street children, intercommunal violence and death of children, among others.

CSO Networks and Alliances

Effective collaboration between civil society organisations is key to achieving advocacy goals. Through this programme, SC has both established civil society coalitions and alliances, strengthened the organising capacity of existing ones, and seen the result of our work in the form of improved outcomes for children.

In **Lebanon**, SC has established an Alliance of CSOs working for the rights of children in Palestinian camps in the country. Consisting of 14 member organisations, the Alliance has agreed on a MoU and a series of key advocacy goals, including joint reporting to the UNCRC

and joint monitoring of the child rights situation in the country. This is an important step towards holding duty-bearers to account for ensuring the fulfilment of the rights of Palestinian and Syrian children within the jurisdiction of Lebanon.

In **Somalia**, SC has supported the National Civil Society Coalition technically and financially. The achievements of this coalition includes creating space where the federal and local government officials and the Somali Child Rights Coalition (SCRC) often hold discussions on child rights issues such as education, child protection and health care; advocating for the development of a National Children's Act, ratification of the African Charter on the Rights and Welfare of Children (ACRWC) and inclusive education; conducting a comprehensive child rights awareness-raising programme involving community leaders, the government and media to end harmful traditional practices such as child marriage, female genital mutilation and corporal punishment.

The Child Rights Coalition in **South Sudan** is a voluntary network of national Civil Society, providing a coordinated platform for CSOs' action and playing a central role in key child rights developments at the states and National level. SC has been supporting the coalition, which has been involved in advocacy work on child rights and this resulted in the ratification of the UNCRC and its two optional protocols. The coalition has also contributed towards the development of a government strategy to end child marriage, policy on the Protection and Care of Children without Appropriate Parental Care and development of a National Plan of Action for Children.

In **Mozambique**, SC's success in establishing and strengthening the CSO coalition 3R Platform (composed by ROSC, Rede da Criança and Rede CAME) is an important contribution towards making child rights-related work sustainable. The CSOs in the coalition are equipped in: (i) developing supplementary reports on the rights of the child (by civil society and not, as common before, by recruiting consultants); (ii) monitoring the implementation of recommendations by international child rights monitoring bodies; and (iii) influencing the government, service providers, communities and parents/caregivers to implement child rights. The coalition members are sharing resources, identifying joint priorities, avoiding isolation and duplication, and promoting peer learning.

Children's Groups/Child Parliaments

As a child rights organisation, Save the Children considers the participation of children in decision-making processes to be pivotal, both as a goal in its own right and as a component of good governance for children. The Covid-19 pandemic has particularly impacted the ability of child groups and parliaments to meet, due to a combination of school closures, restrictions on movement and assembly, and self-imposed health precautions taken by SC and partners.

In some countries, digital access and creative reprogramming has allowed the groups to continue communicating and doing advocacy work.

In **Colombia**, ten child groups (a total of 278 children) met regularly every six weeks in the municipalities of Abrego, La Playa, El Carmen, Hacarí, Ocaña, Teorama, Sardinata, and El Tarra. The children interacted virtually with the mayors of their municipalities and other community leaders, holding them accountable to their commitments to children and demanding better implementation of child rights, facilitated by the partner organisation CSO Asociación de Gestoras del Catatumbo with support from SC. A noteworthy result is that three of these child groups have been consolidated, with their respective municipalities setting aside a dedicated budget to support the groups' activities. Furthermore, SC has worked with other groups of children in eight schools, supporting them in organising social initiatives and developing life skills.

Although Covid-19 broke out just after the election of the new **Palestinian** Council for Children, the partner CSO, Defence for Children International (DCI), managed to facilitate online training, consultation sessions with duty-bearers and accountability sessions. They also mobilised the children to conduct an online needs assessment of more than 200 children.

The preliminary findings of a qualitative study in **Nepal** found a gradually increasing trend of systematic government consultations with civil society actors and children in the local-level planning processes. The government has provisions for child participation in local structures and the majority of the Palikas in Nepal had initiated processes of engaging child club networks to organise child assemblies and ask children for their opinion about local level plans. However, there are no provisions on involvement of children CSOs and children in legislation formulation processes, resulting in their low participation in these.

3.2: Improved accountability of government and other duty-bearers of their obligation to monitor and implement children's rights

UN Human Rights Reporting processes

The implementation of the rights of children in the UNCRC is the primary responsibility of governments and it has the obligation to report to international human rights mechanisms about its progress in fulfilling those rights. As has been accepted practice through the years, civil society organisations have been submitting supplementary reports for comparative reference as well as filling in gaps in information provided by states. With Norad's support, SC supports child-led reports (reports developed and submitted by children), child-informed reports (reports informed by consultations with children) and, where none of the above is feasible, CSO-informed reports (informed by the organisations' or networks' previous interactions with children and

knowledge of children's issues).

With significant technical support and contribution of Norad funding, in the reporting period, eight child-led or child-informed supplementary reports were prepared and submitted to international bodies. The unique part was that two of the reports (South Sudan UNCRC, Nepal UPR) were child-led and written by children themselves. The midterm target to submit 7 reports, of which two were child-led, has been surpassed. As presented in the table below, there were also alternative reports prepared, and they will be submitted following submission of state reports. In addition, four CSO reports were submitted, in which children were not directly consulted, but where SC's knowledge of the child rights situation was reflected.

Number of supplementary reports prepared, submitted to international bodies that were child-led or informed by country

Country	Submitted		Prepared		Total
	Child-led	Child-informed	Child-led	Child-Informed	
Palestine				1 (CRPD)	1
Nepal	1 (UPR)	1 (UPR)			2
Malawi		1 (UPR)	1 (ACRWC)	1 (ACRWC)	3
Myanmar		1 (UPR)			1
South Sudan	1 (UNCRC)				1
Somalia		1 (UNCRC)			1
Uganda		1 (ACRWC)			1
Guatemala		1 (UNCRC)			1
Total	2	6	1	2	11

Children in **South Sudan** have successfully prepared and submitted a child-led report to the UNCRC. Children in eight child-led groups were engaged for a one-day conference in Lakes, Northern Bahr el Gazal, Juba and Jonglei states through focus group discussions, with the support of Save the Children. The children wrote the report and submitted it as the first child-led report from South Sudan.

In **Nepal**, SC provided technical support to the CSO network, Children Zone of Peace (CZOP), and children in the submission of a child-centric and child-led supplementary UPR report to the Human Rights Council. SC supported CZOP to conduct national and state-level consultations with children, with separate consultation meetings with sexual and gender minority (LGBTI) children. For the child-led supplementary report, Consortium-Nepal in support of SC coordinated with children's groups to form a children's writing team and collect inputs in the form of poems, stories, and essays from all over the country. Finally, a child-led UPR report was submitted in July 2020 as the first ever initiative from Nepal and second in the globe after Albania.

In **Malawi**, SC supported the development and submission in 2019 of a child-informed UPR supplementary report through the NGO Coalition on Child Rights (NGO CCR). A total of 43 CSOs (5 INGOs and 38 local NGOs) from across the country participated. To create an inclusive process in the child consultations, SC and partners ensured the active participation of both boys and girls, including children with disabilities and children from ultra-poor households. This was done through data collection in some children's homes, including in refugee camps, orphanages and children's prisons. The qualitative study conducted in Malawi showed that children perceive their participation in this supplementary reporting process as an important way for them to express their voice and influence decision-making. The study has also shown the participation enables children to acquire skills, build competencies, and gain confidence to facilitate quality child participation. SC trained the Coalition's Taskforce that was entrusted to lead the reporting process.

With support from SC, the **Myanmar** Child Rights Coalition (MCRC), the reporting task group of the NGO Child Rights Working Group (NCRWG), submitted a child-informed CSO UPR report in 2020 for the third cycle of the UPR. After the military coup, SC **Myanmar** continued to monitor the situation of child rights in Myanmar under the military regime, collecting evidence and data as well as developing reports for advocacy at regional (ASEAN) and international levels (UN agencies and mechanisms, foreign governments). SC supported the Myanmar Child Rights Watch Group (MCRWG) in producing two reports in 2021 on the child rights situation and child rights violations committed by the security forces of Myanmar following the military coup.

In **Palestine**, one child-informed alternative supplementary report on CRC was submitted in June 2019, led by Defence for Children International (DCI) and supported by SC. About 19 recommendations from the CSOs in the CRC report were included by the CRC UN Committee in the concluding remarks submitted to the State of Palestine. A national committee of CSOs, ministries and other stakeholders was formed under the auspices of the Ministry of Foreign Affairs (MoFA) and Ministry of Social Development (MoSD), and a table of recommendations, actions and a suggested time frame was developed. However, the process of follow-up has slowed down following a number of security incidents in Jerusalem and Gaza.

In **Somalia**, through financial and technical support provided by SC, the civil society organisations with consultation of children submitted the child-informed UNCRC and UPR supplementary reports in 2019 and 2020 respectively. Five children (3 girls and 2 boys) from Norad-supported schools attended the pre-sessions virtually. The children were able to comprehensively present the status of children's rights in the country, and highlight key challenges children face and the opportunities that exist.

In **Mozambique**, SC submitted 3 CSO UPR reports – not child-informed but based on evidence from CSOs in the country. With support from SC, the “3R” child rights networks (Rede da Criança, Rede CAME and ROSC) submitted in October 2020 one supplementary report under the third cycle of the UPR. In addition, SC supported two other UPR submissions: one on ending child marriage by the Coalition for the Elimination of Child Marriage (CECAP); and one on the rights of people with disabilities by the Forum of Mozambican Association for Disabled People.

Two supplementary reports on the situation of children in **Uganda** were prepared and submitted for, respectively, the third cycle of Uganda's Universal Periodic Review and the African Charter on the Rights and Welfare of the Child.

Child-Centred Social Accountability

In order to facilitate dialogues between duty-bearers and rights-holders, whereby children and civil society can hold service providers and decision makers to account for delivering on their commitments to children, SC has supported partners in establishing and strengthening child-centred social accountability (CCSA) mechanisms. Through CCSA platforms, community members, including children, are afforded the opportunity to assess the quality of services (particularly education, health and protection), identify areas of improvement and advocate for results.

In **Mozambique**, 23 Child-Centred Social Accountability groups have been established in the four Norad implementing districts. All of them target basic social services and, in total, ten of the 34 targeted social services were improved as a result of CCSA interventions. However, due to Covid-19 restrictions limiting face-to-face gatherings and meetings, action plans for improving services were challenged by lack of access among community members to digital engagement.

In **Palestine**, nine concerns that were raised by children's groups have been endorsed by duty-bearers. To highlight one example of a process and result: Child groups trained by SC conducted a child-led assessment of children's needs during the Covid pandemic. Gaps, issues and recommendations were identified and documented in a child-led report, which was submitted to duty-bearers. Children presented their concerns in several accountability sessions, including with the Ministry of Education (MoE) and the Directors General (DG) of several government departments, especially the DG of Counselling and Special Education. The issues concerned violence in schools, online education, exclusion of students with disabilities and inequalities in accessing online education. The sessions were also broadcast on the MoE educational channel. In response, thematic working groups were established on issues such as Inclusive Education and violence in schools. The MoE also updated the violence reduction policy in schools with the support of SC and World Vision.

In **Lebanon**, children have conducted studies on issues that concern them through participatory action research, and presented them to duty-bearers in a dissemination event that was attended by representatives of the Lebanon Palestinian Dialogue Committee (LPDC), the Ministry for Social Affairs and UNRWA. This event introduced participants to the issues identified by the children, and was an entry point for more advocacy efforts with the duty-bearers.

3.3: Strengthened government institutions implement children's rights

The implementation of children's rights requires robust public institutions that have both the capacity and the competence to fulfil their obligations under the UNCRC, laws and policies that will serve as a framework for the progressive realisation of children's rights, and a sufficient budget. In support of this, Save the Children and partners have successfully advocated for legal and policy reforms, implemented initiatives to increase public investment in children, developed the capacity of the governments and independent human rights institutions to understand and deliver child rights, and worked to fill the gap in available data.

Laws and Policies

3.3.1 # of policies or legislative change to institutionalise children's rights that has been adopted with support of Save the Children

With continued advocacy and lobbying, it was possible to influence the national government to make policy and legislative changes that improves children lives. As presented below, a total of three changes in laws (Somalia, Uganda & Colombia) and 12 policy changes (Malawi, Uganda, Nepal, Guatemala and Colombia) happened in the reporting period. A law against corporal punishment and the Prevention and Prohibition of Human Sacrifice Act are some of the changes in laws which have happened. Among others, the national child policy, child participation policy, education policy, early childhood policy and municipal policy on children and adolescents are policy changes made at national and sub-national level.

Policy and legislative changes at the country level					
Country	Changes				Total
	Laws	Policies	Strategy/ Guideline	Procedure and other	
Malawi	1		2		3
Uganda	1	1			2
Nepal		5	15	13	33
Guatemala		1			1
Colombia	1	4			5
Total	3	11	17	13	44

In **Guatemala**, together with the local partners, we have been supporting the development of municipal public policies for children and adolescents, and advocating for their approval. In Jocotán, such a policy is now in place, and a similar one is being prepared in the region of Nebaj. Furthermore, the Municipal Office for Children and Adolescents and the Municipal Commission for Children and Adolescents, which are bodies responsible for promoting child-friendly public policies at the municipal level, were reactivated in Jocotán and established in Nebaj.

In **Malawi**, advocacy by SC contributed to the government accepting to be supported technically and financially by the programme on the development of the National Child Participation guidelines and the National Child Participation Strategy. SC facilitated orientation workshops for the National taskforce members, comprised of the Government officials and CSO members, and linked the Government of Malawi to SC Uganda for more technical support. The programme also supported the passing of the Law to establish the National Children's Commission. The issue was first put on the agenda in one of SC's popularisation workshops on UNCRC/ACRWC Concluding Observations, in which Members of Parliament (MPs) participated. One of the Concluding Observations was a recommendation to establish a National Coordinating body on children's issues. SC and stakeholders, such as UNICEF and the Parliament secretariat, supported the MPs with the drafting of the Bill and successfully lobbied the other MPs to pass the bill in Parliament.

The National Child Policy of **Uganda** was approved in 2020 and incorporates four broad categories of children's rights: survival, development, protection, and participation. SC worked closely with the Ministry of Gender, Labour, and Social Development in developing and disseminating the policy. In addition, SC also supported the drafting and advocated for the enactment of the Prevention and Prohibition of Human Sacrifice Act, which addresses gaps in the existing

legislation that did not adequately treat the practice of child sacrifice as a specific crime. Finally, SC supported the development and roll-out of the child-friendly version of the National Child Participation Strategy.

SC, along with CSO networks, developed recommendations to Government of **Nepal** for the amendment of Children's Act 2018, amendment of National Child Rights policy, formulation of National Strategic Plan of Action for Children 2021–2030, and the amendment of Child Labour (Prohibition and Regulation) Act 2000. The recommendations were based on and developed jointly with children and child clubs. SC and partners supported the endorsement of a total of 33 policies/guidelines/procedures/strategies related to children by five municipalities.

SC has been the lead organisation in developing the Civil Society Code of Conduct to fight female genital mutilation (FGM) in **Somalia**. SC has also been the lead organisation in a wider NGO consortium to mobilise the media to drive changes on FGM/EC. As a result, a bill banning FGM has now been approved by the Cabinet, and SC is advocating for the approval of the of the Bill by the parliament.

Following up on the Concluding Observations from the CRC Committee to the state of **Niger**, SC has advocated with and supported state structures, CSOs, UN agencies and other partners in the development of the national strategic plan to end child marriage in Niger. In 2021, the Ministry for the Advancement of Women and Child Protection and the Ombudsman's Office received SC's support for the organisation of the 1st National Forum on Ending Child Marriage in Niger. This forum brought together a vast number of stakeholders including political and traditional leaders, religious institutions, civil society and other duty-bearers.

Public Investment in Children

Accounting for inflation, the daily per capita investment in children in **Guatemala** has increased by 27% from 2018 to 2021 (from USD 0.84 to USD 1.07 in 2021). Investment in children is mainly financed through tax collection, which has nominally increased by 32.6% in 2021 compared to 2018, though there remains much room for growth. In order to improve tax collection for investment in children and adolescents, SC's partner ICEFI prepared tax policy analyses and recommendations, which were presented to the Guatemalan tax collection agency. As part of the process of discussing the draft budget for 2022, ICEFI advocated with decision makers and made 34 recommendations to improve the efficiency and effectiveness of the public budget. In order to ensure that civil society collaborate to advocate for increased investment in children, ICEFI launched the course "Building a Fiscal Policy for Democracy and Development", with more than 300 attendees.

The Government of **Malawi** increased its allocation to the Ministry of Gender, Community Development

and Social Welfare from USD 37.3 million in the 2020/2021 national budget to USD 48.2 million in the 2021/2022 national budget. The government also allocated resources for the employment of 380 teachers for students with special needs. The government also increased the number of bursary beneficiaries for secondary school students from 16,800 in the 2020/2021 national budget to 24,000 students in the 2021/2022 national budget. SC has collaborated with other stakeholders in advocating for the progressive resource allocation to programmes benefitting children.

Evidence from the national budget in **Uganda** shows a 4% increase in budget allocations to key child rights sectors (including education, health, water and environment and social development) from 27% in 2019/2020 to 32% in 2021/22. The increase in the education budget is geared towards transforming education delivery to improve learning outcomes, especially responding to the Covid-19 pandemic. Advocacy and lobbying by SC's partner Uganda Debt Network has contributed to this outcome. At the local government level, there has also been an upward trend in budget allocations to child-centric sectors of education, health and social development. Even so, the percentage allocations declined from 2019/2020 and 2020/2021 due to the school disruptions caused by the Covid-19 pandemic.

In **Niger**, the average annual budget allocation to sectors related to children's rights over the last five years has been about 13% of Niger's national budget. For the year 2021, this allocation was 14.7%. SC and our partners have continued to advocate for increased investment in the sectors of education, health, and child protection, including by organising three workshops training government officials on budgeting for children.

Strengthening Governments

In Colombia, six municipalities have received financial and technical support from SC to update the municipal policies that were in place on paper, but that were not being implemented. Each of these municipal councils now have the key policies, laws, plans and budgets in place, including actions specific to each category of children's rights. The municipalities have also been strengthened on issues such as protection, inclusion of children with disabilities, establishing community spaces where vulnerable children can improve their writing and reading skills, and involving children in public decision-making and monitoring processes.

In **Mozambique**, midterm results show a positive increase (from 33% to 66%) in the number of government institutions (including the Department of Policy to Attend Women's and Child Victim of Violence as well as departments for social protection, education and health) that are providing regular feedback and reports on child rights issues to the public. Together with the Child Parliament and the CSO coalition the 3R Platform, SC continued to monitor key government

ministries and institutions to ensure they provide regular information about their progress towards ensuring child rights.

The new CFLG (Child-Friendly Local Governance) Implementation Guideline 2021 has been endorsed by the Ministry of Federal Affairs and General Administration in **Nepal**, following active lobbying from CSOs including SC. Out of 49 wards, three were (Tilagupha:2 and Gurans:1) already declared as CFLG at baseline. The midterm results show that no new ward has been declared as CFLG. However, the process-level intervention for the declaration has been going on smoothly as part of the declaration process. The process level status shows that overall, a score of 63.3% was achieved against the set CFLG indicators by the working wards. The highest result is that of Chheda 81% and the lowest is Kushe at 43%. A total of seven wards have already achieved 75%–99% progress in meeting the CFLG indicators while 20 wards have achieved 50%–75% progress. Due to the Covid-19 pandemic, mass gatherings were restricted and this has hampered the CFLG declaration process.

National Human Rights Institutions

In **Colombia**, a MoU was developed between SC and the Office of the Ombudsman at the national level, which sets out to develop collaborative programmes, projects, and knowledge management to promote the realisation of the human rights of children, adolescents and youth. SC also carried out joint work with the Office of the Ombudsman to implement the community speaking circles strategy. The main objective is that children and youth participate in decision-making and monitoring processes.

In **Myanmar**, SC has given support to the NGO Child Rights Working Group (NCRWG) to engage with the Myanmar National Human Rights Commission (MNHRC) which was challenging during the early years of the project period. However, the Commission later trusted and recognised NCRWG as a collaborative partner for child rights due to its technical expertise and constructive engagement. In order to reach these outcomes, SC undertook two main roles: on the one hand, increasing the awareness and understanding of the NCRWG members in relation to the role of the NHRI, including the Paris Principles and the concept of an Ombudsman's office, and the role and mandate of the MNHRC in promoting and protecting child rights. On the other hand, SC offered technical support in building the capacity of the MNHRC staff on child rights. Regular quarterly meetings were held between the MNHRC and the NCRWG. However, SC and the NCRWG suspended all engagements with MNHRC after the coup on 1 February 2021 due to engagement principles under the political crisis. Although the expected outcome was reached to a certain extent in 2020, the achievements were quashed under the military coup.

Strengthening Data, Statistics and Analytical Study on Children

A functioning Observatory (website) of Children's Rights tracks the status of the indicators of children's rights in **Guatemala**, while the Observatory of Public Investment in Children and Adolescents tracks the status of budgets allocated and executed in programmes for children. Both of the Observatories publish regular reports which inform the advocacy efforts of civil society, including the supplementary reports submitted to international accountability mechanisms.

Together with the partner Marsad, SC in **Palestine** collected data and published six reports, including an investigation into the Child Rights Situation in the census 1997, 2007 and 2017 (with the Palestinian Central Bureau of Statistics), a study on education taxation and child rights in education, and an analysis of child allocations in the state's general budget.

SC has been successful in influencing the National Census process of **Nepal** in integrating 11 out of 18 suggested questions related to children's rights, which were missing in the earlier censuses. With this contribution, the Government of Nepal will have detailed data on various issues of child rights, and this will be essential to help the government prioritise public plans, policies, and programmes for children.

CROSS-CUTTING ISSUES

Inclusion of children with disabilities

The information and data collected at the midterm reveals some important and valuable findings that gives us direction and identify areas to strengthen for the remaining two years of the programme.

Education

Colombia and Malawi have provided literacy data that show a disability prevalence of 6%–8% in their literacy datasets; thus, reliable disability disaggregated data. In both these countries, the proportion of children with disabilities that achieved at least the minimum literacy proficiency was lower than the proportion of children without disabilities who met the proficiency threshold. In Malawi, only 5% (F:0%, M:10%) of children with disabilities achieved the threshold, while 23% (F:25%, M:20%) of children without disabilities achieved the proficiency threshold. The difference in results by disability status is also pronounced in both gender groups especially in Malawi, implying that a more effective disability-inclusive and gender-inclusive education approach is needed.

According to some of the reports from the country offices, the weak performance of children with disabilities in literacy can, among others, be attributed to communication barriers, lack of assistive devices and less support from peers, teachers and caregivers. The reasons for the low performance in literacy among children with disabilities found in the midterm reports can be partly explained in terms of the findings documented in the SC's global study "The hidden impact of Covid-19 on children" (2020), which revealed how the pandemic had impacted children with disabilities and their families compared to those without disabilities. Sixty per cent of children with disabilities reported "not having someone to help them", compared to 36% of children without disabilities and 38% of parents/caregivers of children with disabilities felt unable to support their children with learning, compared to 28% of parents/caregivers of children without disabilities. A higher proportion of children with disabilities (71%) reported needing home schooling/learning materials, compared to children without disabilities (51%). These numbers show how children with disabilities are systematically impacted negatively on practically all parameters and that the Covid-19 pandemic has exacerbated many of the inequalities that were seen before the pandemic by its restrictions and school closures.

Collection of disability disaggregated data

In order to improve the situation of children with disabilities, we need data and information that can

increase our knowledge and understanding about how this group of children is performing in comparison to their peers without disability. At baseline in 2019, SC decided to collect data using the Washington Group Question sets for the first time in order to disaggregate by disability. In total, four indicators, three under education and one under protection, were selected for disaggregation by disability. All 12 countries have made efforts to collect disability disaggregated data on at least one outcome indicator using either the Washington Group Short Set or the Child Functioning Module set of questions at midterm. After analysing the collected data, it was clear that five of the 12 countries (Lebanon, Malawi, Somalia, South Sudan and Uganda) succeeded in collecting reliable disability disaggregated data at least on one outcome indicator. This is in line with the Washington Group estimates and global level estimates documented by the World Health Organisation. A well-verified and quality-controlled dataset shows that a disability prevalence of at least 5% or above. Disability disaggregation of midterm indicator values will not be done if the disability prevalence is less than 5%, or if the number of girls with disabilities or boys with disabilities is less than 10 in a given dataset for a specific indicator. The five countries (Malawi, Mozambique, Somalia, South Sudan and Uganda) that did not succeed in collection of reliable disability data at baseline, were offered a 16-hour comprehensive training course on Administering the Washington Group Questions and Disability Inclusion by SCN in 2020. Four of these countries, except Mozambique, have managed to collect good quality disability data on at least one indicator at midterm. The disaggregation of midterm indicator values by disability has proved to produce valuable knowledge and insight into how children with disabilities are performing and benefitting from the programme compared to children without disabilities. The disability disaggregated data has enriched programme analysis and technical discussions and have resulted in adjustments of programmes in favour of children with disabilities. Some countries, including Lebanon, Malawi and Somalia, have provided good examples of activities they adjusted or newly included in the programme through the 2022 annual plan to make the programme contents more disability-inclusive based on the disability disaggregated evidence provided in the MT report and datasets.

In most of the countries, the data that were collected from school setting using the Washington Group Short Set showed very low disability prevalence (1–2%) and which was not used for disaggregation of midterm indicator values. The main reason for the small number of children with disabilities identified during the data collection indicates that most children with disabilities

are out of school and cannot be identified during data collection done in school settings. Global data also confirms that large numbers of children with disabilities are not in school. In developing countries, 40% of children with disabilities do not go to primary school and 55% are not in secondary education (Theirworld 2019). In **Somalia**, the disability disaggregated data that was collected in schools through the literacy tests showed a 2% prevalence of children with disabilities. In contrast, the parenting without violence survey, that was collected through household surveys in the communities showed a prevalence of 18% of children with disabilities. A similar pattern is found for **South Sudan**, where there were only documented 2% children with disabilities at school (based on indicator 1.1.1), but 7% prevalence when data was collected at household level (based on indicator 2.2.3). This could indicate that most children with disabilities are not in school but are instead at home for different reasons. Towards 2023, there needs to be a stronger focus on identifying the children with disabilities who are out of school and initiate more targeted actions to ensure their enrolment and retention in school.

There are also signs of progress found in the midline reports regarding enrolment of children with disabilities. In **Nepal**, 89 children with disabilities were enrolled in 2021, which constitutes an increase of 54.5% in the enrolment of children with disabilities, from 22% at baseline to 76% at midline. Although a positive development, the increase was still lower compared to children without disabilities. Also, in **Somalia**, we see a similar positive trend, where the number of children with disabilities increased from 289 at baseline to 345 at midline, constituting a 19% increase. Partnering with Organisations of Persons with Disabilities is a key principle according to the rights of persons with disabilities and SC's global policy. In *Leaving no Child Behind*, we work with seven DOPs and three disability inclusion organisations. Data collection at midline represent an important opportunity to review results and allow for revision or redirecting the programme direction and deliverables. The following example from **Somalia** clearly shows how a partnership with an Organisation of Persons with Disabilities (OPD) might contribute and add value to the collection of data on disability. It also underlines the importance of involving and consulting the rights-holders and those populations in processes that may affect them. At the time of the midline data collection, the OPD partner Puntland Disability Organisation Network (PDON) was involved and asked to review and endorse the translated Somali version of the Washington Group short set and the Child Functioning Module set of question. This endorsed version was later used for actual data collection at midterm by SC and was also adopted by other development actors in **Somalia**, including UNICEF.

Synergies between the Norad and the Together for Inclusion programme

The two Norad-funded programmes have run in parallel since 2019 and there has been an increased degree of cooperation and synergies between the two programmes. The training provided to country offices in Uganda, Somalia and Mozambique on the Washington Group Question sets has led to joint approaches. A direct result of this training has been the establishment of Disability Inclusion Champion Teams. These teams consist of SC staff members across programmes and departments and are established in order to promote the exchange of ideas and experiences as well as for internal advocacy and capacity building on disability inclusion. The ability of the two programmes to join forces and work in tandem has, among others, enabled SC in Somalia and Mozambique to each employ a disability inclusion technical specialist at national level. These co-funded specialist positions have meant a lot, not only for the two programmes, but have also increased the level of awareness and the technical competence on disability inclusion within Somalia and Mozambique.

Gender and contribution to Resolution 1325

The global gender situation

2021 was the second year affected by the Covid pandemic, and this continued to challenge SC's work to improve gender equality. Increased poverty, school closures, home schooling and the many restriction measures have disproportionately affected women and girls. During 2020, many stakeholders estimated substantial increases in child marriage and teenage pregnancy rates, as well as girls at risk of not returning to school after school closures. In 2021, SC launched **The Global Girlhood Report 2021**,⁴⁶ attempting to enhance our collective understanding of how the predicted impacts of the pandemic have been realised for girls while also recognising the huge existing data gaps and how much is still unknown.

In an effort to narrow this evidence gap, the report highlights some of the emerging evidence on the situation for gender equality and girls' rights a year and a half into the pandemic. Although nationally representative data on increases in child marriage and adolescent pregnancy was not yet available at the time of writing the report, numerous data sources indicate that teenage pregnancy, child marriage, and other forms of gender-based violence have been increasing in the communities where SC work: "Most changes reported to Save the Children through girls in our programmes and our staff relate to school closures increasing pressure on girls to marry as getting a good education seems increasingly less likely, and due to growing risk of pregnancy through consensual relationships as well as increased exposure to violence due to less time spent supervised in school" (p4). Worsening financial

⁴⁶ https://resourcecentre.savethechildren.net/pdf/sc_globalgirlhoodreport2021-1.pdf/

insecurity is also cited as an incentive for an increase in child marriages during the pandemic.

According to the report, multiple studies suggest that girls are facing greater challenges getting back to school and catching up on lost learning as they have missed out on 22% more school days than boys and have had less access to remote education. SCs global survey from 2020 also found that "...girls in our programmes were twice as likely to have increased their domestic work during school closures to the extent that it interfered with their studies".

Moreover, the report points out that Covid-19 has further widened the digital divide, restricted girls' already limited access to decision-making spaces, and the shift to virtual spaces has not increased their access to the leaders making the decisions. The pandemic has mostly impacted those already discriminated against and marginalised, such as rural girls and girls with disabilities. Responses to Covid-19 have recognised the increased risk of gender-based violence, but evidence of specific attention to girls and funding to support implementation is limited.

Gender trends in Norad programming

SC have witnessed these trends in many of the programme countries where more girls have become pregnant or married and many have not returned to school. The need to postpone and modify programming due to Covid restrictions has resulted in less interaction with the communities in many places, and thereby the girls and boys have not received information and services to the extent needed. Combined with not being in school, this has impacted adolescents' access to sexual and reproductive health and rights information and services, and it has likely contributed to the increased child marriage and teenage pregnancy rates observed in several countries.

Despite the concerning global situation, SC have continued to ensure that all country offices disaggregate all data by gender and encouraged gender to be mainstreamed throughout the programmes. The midterm shows interesting, gendered information identifying achievements and gaps. This rich information is a great source for further analysis and in-depth study, and combined with a gender review planned in 2022, it will be used to adjust and improve programming for the remaining year of Leaving no Child Behind, and as a basis for new programming in the future.

The level and maturity of gender mainstreaming is still varied among the country offices, but as a movement, SC have ambitious goals and aim to mainstream gender in all programme work, to be gender sensitive as a minimum and gender transformative wherever we can. SC aim at mainstreaming gender in all programming, using our Gender Equality Marker Tool at the design phase of each project. In Leaving no Child Behind, SC do also have targeted programmes especially designed to strengthen the rights of girls at

risk of getting married, getting pregnant and dropping out of school, mainly within Issue 2.

Education and gender

The midterm review data gives interesting gender-related information for SC's education interventions, which needs to be analysed further, and used to course-correct the programmes. There are, however, few consistent overall trends, as the developments point in different directions. For example, under "Learning Outcomes" we see that SC have managed to close the gender gap in **Nepal**, where girls had higher scores on learning outcomes at baseline. In several other countries, such as **Colombia**, **Palestine** and **Lebanon**, the gender gap remains large, with girls scoring significantly higher than boys. In **Colombia**, gender training has been undertaken for teachers to learn gender-responsive pedagogical practices to ensure that both boys and girls receive equitable support in their education, and SC have seen that the overall learning outcomes have increased substantially for both girls and boys. However, there is a need to close the learning gap especially for boys, who still perform much more poorly than girls. In **Malawi** the gender gap has increased with girls now performing better than boys. This might be a result of the large focus on girls' education in Malawi's inclusive education programme. In **Somalia**, interestingly, the scores for learning outcome have shifted since BL, when girls scored higher than boys. At midterm, boys are scoring higher than girls on this indicator. Also, in **Uganda** and **South Sudan** boys are still performing better than girls.

For the outcomes related to physical punishment by teachers and children's feeling of well-being and safety, SC can see a large improvement among girls in **Somalia**, whereas there is hardly any progress for boys. At baseline, boys were feeling significantly safer than girls, and now girls are scoring higher than boys on this indicator. Deliberate actions to support girls' education and recruit female teachers are likely to have contributed to this development. In **South Sudan**, the opposite trend is seen, where girls reported feeling safer than boys at baseline, whereas now boys score higher than girls. In **Mozambique**, there was an increase of 60% of schools meeting emotional and psychological protection standards. This positive achievement is seen to be due to capacity strengthening of the gender focal points in intervention schools enabling them to identify and give basic psychosocial support to children in need. In **Niger** and **South Sudan**, fewer girls are being physically punished by their teachers, but there is no change for boys. These data will help us determine whether we need to pay extra attention to certain groups of children.

Regarding teachers' performance and professionalism, in some countries such as **Niger** and **Nepal**, male teachers seem to have improved more than female teachers. Continued analysis of this trend is needed to ensure that female teachers get the same

opportunities for professional development. In Somalia, where female teachers are deliberately targeted, this group continues to score higher than their male colleagues on this indicator.

Targeting girls and gender equality specific programming

The main **gender equality** programming in Leaving no child Behind is the child marriage/teenage pregnancy interventions in **Malawi, Mozambique, Uganda, Niger** and **Nepal**. These are holistic, multi-component programmes aiming at transforming the root causes of harmful social norms that perpetuate child marriage and teenage pregnancies. Components include social norm change in communities, access to SRHR information and services as well as advocating for the development and enforcement of gender equality laws and policies.

Although progress has been hampered due to the challenges related to Covid measures, there are encouraging trends. This is evident in the midterm data, as well as in research and studies SC have commissioned in **Malawi, Uganda, Mozambique** and **Nepal**. In several countries, research holds that there are no longer strong social norms that prescribe child marriage, a trend that might be attributed to extensive community outreach and sensitisation work with community dialogue and the involvement of a range of local stakeholders. Especially in **Nepal**, but also increasingly in **Malawi** and **Uganda**, parents are not in favour of marrying off their daughters at a young age, although they may feel forced to do so due to poverty. In **Malawi**, 86% of our MT respondents are not in favour of child marriage against 80% in the BL. Results also indicate that very few girls are forced to get married. Only 3% of girls and boys asked say someone has been forced to marry in their family. About 60% of parents interviewed say that they would react positively to a girl under 18 who refused to be married. Still, 28% would react negatively or be disappointed, so more work also needs to be done on social norms.

This does, however, not mean that girls no longer marry early. What we do see as another emerging trend is an increasing number of youth initiating marriages themselves, fuelled by poverty, peer pressure, lack of opportunities for girls, a wish to escape difficult, abusive and strict family relations and to explore their sexuality. In **Nepal**, the MT data shows that 99.6% of child marriages were self-initiated and that twice as many girls than boys are engaged in self-initiated early marriages, as girls tend to get married to boys who are older.

Self-initiated child marriages do mostly have similar negative effects as child marriages initiated by caregivers. Consequences tend to be particularly harsh for girls, who usually drop out of school, are more prone to domestic violence and adverse health effects of teenage pregnancies, and risk of social stigma following a divorce. Young boys who marry may face challenges related to pressure to be the breadwinners at an early

age.

Based on the midterm data and various studies from the programme countries, SC have substantial knowledge on the causes, consequences and dynamics of child marriages and teenage pregnancies. Emerging trends of self-initiated child marriages implies that we need to continue our work, but it also calls for adjustments of our interventions. In parallel with continuing to work against social norms favouring child marriage, we need to work with youth and communities to find alternative opportunities for girls and boys who want to start their own families at a very young age. Improving gender equality remains a central component in these efforts.

The environment and vulnerability to climate change

The UN General Secretary called the climate situation “Code Red for humanity” after reading the IPCC climate report and SC is taking action on this in programming, advocacy work and in our strategies.

Learning from, amongst others, the implementation of Leaving no Child Behind, we see that climate change is a root cause of threats to child rights that we have to address, currently gravely exemplified by the four failed seasons in the Horn of Africa, at the point of becoming a major famine situation. Designing a new strategy, SCN has lifted climate change and environmental destruction up as one of four priority areas as we want to: “Protect children against the effects of climate change and environmental destruction and support their fight against climate change.” In 2021, a lot of the ground for more targeted work ahead has been done. In the global strategy of the SC movement, climate change is one of three contexts that frames the world in which we respond and anticipate, and several of our country offices have made their own climate change and environmental strategies, such as Colombia.

Environmental footprint

SCN has an Environmental Lighthouse (Miljøfyrtårn) certification. This ensures that the organisation works systematically in reducing the negative environmental impact related to its own operations. Analysis shows that 90% of SCN's carbon footprint is related to air travel (2019). Due to the pandemic, air travel was more or less on hold both in 2020 and 2021. Using 2019 as a baseline, carbon footprint was reduced by 80% in 2021. 2021 figures will not be useful for future benchmark and, therefore, in our goalsetting, we will use 2019 as baseline. During 2021, SC has started the work of getting even more accurate data on the carbon footprint for the whole movement. SCN has actively contributed to this work.

Safe Schools

Climate extremes have a huge effect on education

systems, and SC works to protect children and educational staff and secure educational continuity despite adverse natural hazards and stressors. Through our Safe Schools programming we have in 2021 seen several ways in which schools are able to reduce the risks of climate-related hazards

In **Cambodia**, we saw a good example of how experiences on distance learning adaptations during Covid are useful when other hazards strike. In October 2020, a flash flood hit Pursat province, affecting the whole city and three districts, including two programme target districts, Veal Veng and Phnom Kravanh. This flash flood occurred when schools had just reopened after more than six months of closure due to the Covid-19 pandemic. The flooding interrupted the children's learning for about two weeks. Most schools could not reopen due to concerns about children's safety. To address this challenge, the education programme team worked with PoEs, DoEs and school principals to continue distance learning using paper-based assignments and social media platforms such as Facebook Messenger and Telegram.

In **Guatemala**, the content of the inclusive education reading materials provides knowledge on extreme weather with the story "The invader of Guatemala found another visitor" on the storms Amanda, Eta, and Iota. This was part of building knowledge on disaster risk reduction as one of the axes of the Safe School approach, to strengthen the education-protection link in the school environment, bringing information in a friendly way to children, mitigating the emotional impact of any situation through communication. This material was shared throughout the year by WhatsApp groups with teachers and parents and on SC's virtual platforms. Through these platforms, a more significant number of school-age children, with or without disabilities, are reached, providing them with access to educational and informative material. The material is also helpful for persons who cannot read and write.

The Safe Schools programme includes also school safety management to protect children in and around school, constructing and maintaining schools' facilities to create a safe and enabling school environment, and making sure that teachers and children demonstrate self-protection knowledge, skills and behaviours for safety and protection.

Child participation

As part of the Safe Schools approach, children's initiatives on risks and their surroundings play a central part and for several child groups, environmental risks has been the selected priority. For example, in **Mozambique**, the project supports children's environmental activism, and we work to strengthen children's skills and competency on natural resource management in schools and local communities through tree planting and/or forest regeneration and addressing

erosion. We foresee a continuation of these practices after the end of the project. Children in **Lebanon** have chosen solid waste management as their priority when working on school safety and environment.

We work towards integrating an environmental focus in different ways in the education sector we work in and **Niger** is working on encouraging creativity in sustainable material usage where the children use plastic waste and other local materials in the production of posters for the literate environment and reading clubs. Indeed, the children use a lot of local materials (e.g. cardboard, plastic bags, millet stalks) to design educational materials.

Green Generation

The Green Generation model for environmental education, which has been co-developed in collaboration with WWF in Myanmar, piloted in Norad-supported schools and financed by SCs unrestricted funding, was included in the long-term National Education Strategic Plan for the Ministry of Education in Myanmar for full scale-up; however, after the military coup and long periods of school closure, this was disrupted. DSC has been creative and adapted the Green Generation materials to be used in the alternative community-based learning activities due to the continued school closures and civil society boycott of the government-run schools. The Green Generation material has proven to be useful and relevant resources for this purpose as well. We are also expanding the Green Generation concept to Cambodia where we have signed an MoU with WWF and are in the process of adapting and contextualising the material in coordination with the Ministry of Education with support from SC's unrestricted funding. Green Generation Cambodia will be pilot tested as an integrated component of a wider climate project in the Tonle Sap lake area where the population is heavily affected by environmental degradation and climate change. Other countries in the region have also expressed interest in replicating the Green Generation model.

Norway's domestic programmes connecting to international work

We are also connecting our domestic work with our international work, and have agreed with our country offices in Guatemala, Nepal and Somalia to develop films on children and climate change for The Climate Room in SC online educational material The Magical Classroom. The survey among children and youth of their knowledge, experiences and perceptions on climate change and activism has been undertaken in Georgia and Myanmar as well.

Advocacy

Working in synergy with our Norad programmes is the advocacy effort on climate change. SC has been instrumental in writing the report Born Into the

Climate Crisis. together with climate researchers at the Vrije Universiteit Brussel. The report shows the unequal climate burden on children as, for example, children born in 2020 will, at an average, experience more than twice as much drought and floods compared to those born in 1960. The report received broad media attention nationally and internationally. After successful contributions by the Norwegian delegate at the Climate Negotiations in the COP 27 in Glasgow, after an extremely weak first draft, and successful Save the Children influencing having the Norwegian delegate as a key partner, the second draft of the COP agreement included more text on children, child rights and intergenerational equity.

New opportunities

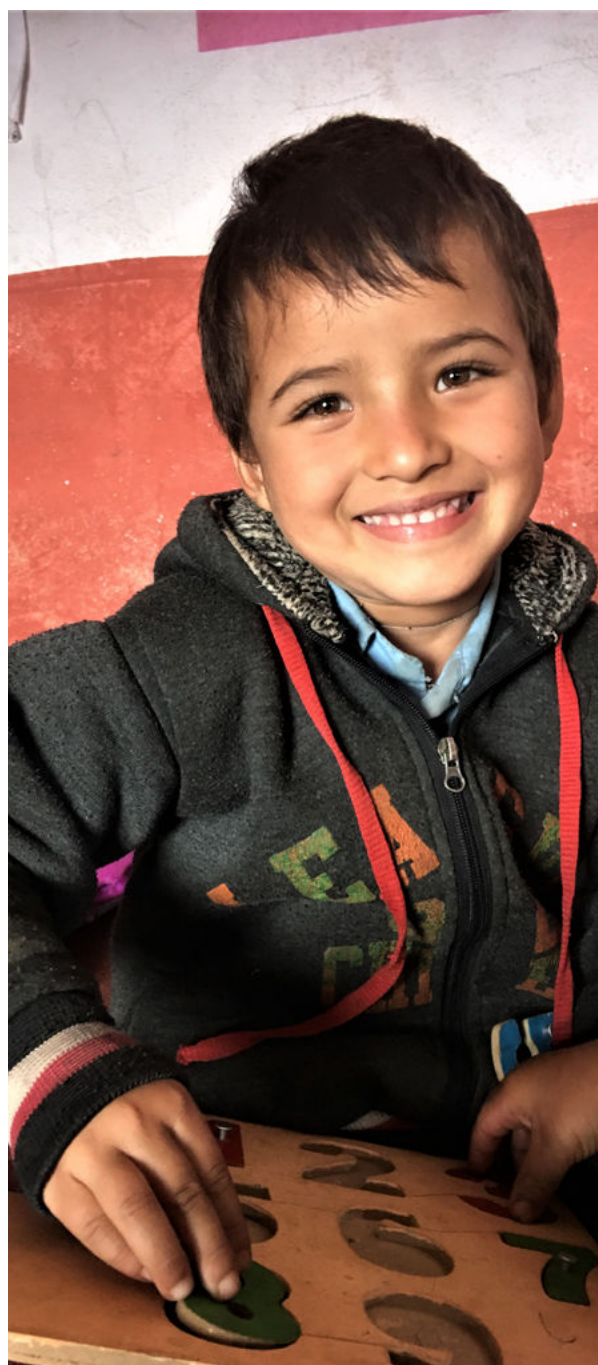
Due to our long-term work with Norad programming in Mozambique and work done with the African Climate Change Resilience Alliance (ACCRA) in previous Norad agreements and ECHO funding, SC is taking advantage of SC being accredited as the only socially focused INGO in the Green Climate fund, and are investing in a concept note for a multi-million dollar project for the Green Climate Fund in Mozambique on adaptation plans and social protection, a substantial investment for SC with the proposal to be delivered in 2022. If achieved, this will result in large-scale change for children and their families towards a more resilient future.

Partnership and Civil Society

Civil society strengthening is an overarching goal for SC, as it is contributing to the achievements of child rights, and therefore also in 2021, there has been a focus on partnership. During 2021, the COs have been working with a total of 142 active partnerships, of which for 104 it includes transfer of funds, which means that they are categorised as either implementing partners or both implementing and strategic, while for 38 partners, there were no funds transferred and they are therefore categorised as purely strategic. There was ongoing collaboration with 96 Local Civil Society Organisations, 12 universities/education institutions and 34 governmental entities across the 16 countries that are part of Leaving no Child Behind. Out of the 142 partners, 16 work directly with disability inclusion. Of these 16, seven are Organisations of Persons with Disabilities (OPDs), three are disability inclusion specialists and the remaining six are either Government agencies or Local Civil Society Organisations working actively on disability inclusion, gender or other themes.

In addition, it can be mentioned that from the total number of local partners (including Local Civil Society Organisations and others - excluding governmental partners), 69 have a "capacity enhancement plan".

As a way of fulfilling the overarching goal, SC decided (see table above). to invest in organisational



development for partners and start a process where more responsibilities gradually will be transferred to partners. The goal for civil society partners will be for them to become social change agents for their communities and be independent of SC by the end of 2023.

Through the Cos' annual reporting, interesting examples can be found that show that even if the majority of capacity strengthening activities still are focusing on what is needed to implement the ongoing programme, others are more comprehensive, with focus on the organisational development of the partner organisations itself, and in some country offices,

partners are actively participating in the development of projects.

In **Somalia**, SC's partners are fully involved in all stages of the project, from design to implementation, which boosted the sustainability and capacity of the programme. In December 2021, SC and the partners Somali Peace Line and Tadamun Social Society jointly conducted a five-day self-assessment workshop in Moqdisho Garowe using the SC Organisational Capacity Building tool, to develop a tailored package. Both partners prioritised institutional development and produced a two-year comprehensive capacity strengthening plan with modalities such as training, coaching, mentoring, and peer-to-peer support. Priority areas include advocacy, monitoring and evaluation, resource mobilisation, security, procurements and gender.

The number of partners whose capacity enhancement is supported by the programme has also grown. In **Colombia**, three more organisations have been identified and included in the civil society strengthening work in 2021. SC there has developed capacity building plans jointly with ten organisations and a great deal of training has been carried out, such as on gender-based violence, recruitment of children, and child protection referral pathways. The organisations have also benefitted from training sessions with Saldarriaga Concha Foundation, a strategic partner that focuses on inclusive education.

Most COs have well-developed plans for the period but these plans were to a large degree disturbed with the **Covid-19** pandemic, which continued throughout 2021. The role of partners became increasingly important and their value came into its own because of Covid-19. SC recognised the increased importance as well as the many challenges faced by partners in the pandemic and tried in different ways to support the partners in their strategies and endeavours to continue to operate during this period. From **Mozambique**, it is reported that due to Covid-19, the ways of working needed to change, for example, within the education programme and, as a result, the capacities of local community coordination platforms were strengthened. The coordination between schools and community groups contributed to recovering students that were about to drop out, with a special focus on girls.

In order to obtain better information related to the partnership work throughout the organisation, SC commissioned a partnership feedback survey with partners in March 2021. This feedback survey was led by Keystone Accountability, a not-for-profit organisation which works with benchmarking surveys for NGOs and others to plan, measure and report social change. The survey aimed to:

- provide critical input into strengthening the organisation's approaches to partnerships to ensure equitable, principled relationships in all contexts;
- inform SC's global initiative on localisation by

really listening to and hearing from local and national actors in an honest and transparent way; and

- conduct a baseline to inform partnership priorities at global, regional and country level for SC's next global SC 3-year strategy (2022-2024).

There were seven areas of focus – financial support, non-financial support, administration and finalising the agreement, relationship and communication, monitoring and reporting, and understanding and learning and Covid-19 experience. Overall, SC respondents indicate a strong relationship with the organisation and have a high level of trust and confidence regarding the extent to which it will utilise the findings to make improvements to the way SC works. SC received positive feedback and scored higher than the global cohort benchmarks (average scores per survey question from 90 other comparable organisations) on its relationship and communication, monitoring and reporting process, and its understanding and learning.

The areas where respondents indicated room for improvement mostly reside within financial support, non-financial support and certain aspects of strengthening technical abilities of partners, and within the administration and agreement finalisation process; the latter two both scored below the global benchmark. The members of SC Partnership Working Group (PWG) made sure that the findings were shared with the participants and plans for how to follow up on the findings were elaborated and activities were planned and taken forward. Of these, the areas for improvement that were handled in 2021 were the review of the programme design and programme management practice with the aim of establishing procedures that embed and ensure partnership involvement throughout the project cycle and the use of Keystone Findings in the Global Localisation initiative with emphasis on financial support – core costs and flexible funding, non-financial support, relationship and communication. Other actions stated in 2021 are more long-term and therefore ongoing.

Regarding the relationship itself, 45% of partners felt like an equal partner and 42% recognised accountability towards them as a key priority for SC. SC scored higher than the global cohort benchmark on satisfaction of experience compared to other NGOs/funders and, in terms of transparency on how funds are used, this has significantly improved since the 2013 Keystone survey. Over 84% of partners said they have taken part in organisational capacity assessment and were positive that it has allowed them to identify priorities and act accordingly.

Small but important steps forward have been taken when it comes to the work with partnerships as presented in the report referred to above, but at the same time, it is important to remember that it takes time to implement changes into a system when the involved people might feel that the change is something

coming from outside and not from themselves. In addition, there are anecdotal indications of an existing but understandable fear amongst CO's staff about losing their own role and maybe also their livelihood if they are changing the way of working from self-implementation or working closely with implementing partners to strategic and equitable, high-quality partnerships as that means the need to give away part of the power they presently have as members of staff of a big INGO. SC will, despite this, tirelessly continue to move forward on the Shifting Power agenda.

Child Participation

Children's right to express themselves and to influence decisions and actions that affect their lives is embedded in article 12 in the CRC, as well as being one of its four general principles. As a child rights organisation, SC works to strengthen participatory structures and policies at all levels and situations in which children are a part, from homes to government, from local to international levels, including, our own programmes and activities. Furthermore, SC continuously seeks to support children's own agency and activism, at local, national and international level, including digital spaces.

Following principles of safe, inclusive, and voluntary child participation, SC aims at mainstreaming child participation in all programmes in Leaving no Child Behind. We focus on the quality and the sustainability of the approaches and interventions, and on how the children themselves experience the activities and projects in which they are a part, and the extent to which our interventions succeed in including all children, and children with disabilities and marginalised groups in particular.

For SC, it is essential that we listen to, and learn from, children's own experiences, and in all areas and issues we work with, children's experiences and recommendations are directly informing our plans and activities. This is done on a day-to-day basis when our staff and partners interact with children; through child-friendly reporting and feedback mechanisms; and through large consultations with children. In all countries where we work, SC engage children in risk assessments at various levels, both in terms of natural hazards and violent conflict. This way, SC learn from the children's own perceptions of risk, and the children learn more about strategies for mitigation and protection, and about the child protection mechanisms and safeguarding measures in place in their communities. In recent years, we have seen how children themselves are very engaged in the climate crisis and environmental risks, and how they often identify these risks – and possible solutions – with more precision and bravery than many adults in their communities. In **Lebanon**, Palestinian children have identified the serious threats caused by the poor waste management in the camps, and have raised these issues with relevant authorities

on several occasions. SC support these initiatives as well as ensure that children are safe when they engage in climate activism.

In **Nepal**, SC have learnt a lot from children's own experiences with early marriage and their rationales for entering into marriage at an early age, and this has served to improve SC's approaches and advocacy messages with the purpose of protecting children against early marriage. Furthermore, children have engaged with other children to talk about the importance of school and particularly girls' return to school after having had their first baby, and this has had a clear, positive impact.

The outbreak of the Covid-19 pandemic and the accompanying restrictions and regulations have signified severe implications for how children all over the world could exercise their rights to express themselves and to influence their own situation, as well as receive relevant information. In all countries, existing structures for child participation at schools or at local and national decision-making level, were moved to digital arenas, or altogether shut. In many countries, lack of access to technological devices and low levels of internet connectivity serve as barriers for many children and their families, excluding them from services, communication and participation. This digitalisation of participatory activities with children has in some ways exacerbated marginalisation (see sections on gender and disability inclusion).

However, SC and partner staff have sought to learn from the children's experiences during these years and to revise and adjust how we interact with children, also during pandemics and other crises. We have also brought these findings forward to governments and international bodies.⁴⁷ Two years of Covid-19 have taught both SC, children and governments how digital communication and activities can also be a way to shorten the distance between children and decision makers, and in countries such as **Colombia**, **South Sudan** and **Mozambique**, the use of digital platforms has served to provide children with more opportunities to interact directly with decision makers, including ministers and presidents, in a format that, to a greater extent, is more familiar to them than meeting in an official building.

In **Somalia**, SC supported children to participate in the processes of the supplementary reporting to the UNCRC, and five children (3 girls and 2 boys) from Norad-supported schools attended the pre-sessions with committee members in Geneva via Zoom. The CRC committee members expressed that they were very impressed and that they learnt a lot from the presentation that the children made in which they shared challenges with regards to harmful practices against children, including child marriages and Female Genital Mutilation (FGM), the lack of opportunities for children with disabilities to participate in the society and to access education, and the lack of reintegration measures for children involved in the armed conflict.

⁴⁷ See for example "Protect a Generation: The impact of COVID-19 on children's lives" Save the Children 2020 <https://resourcecentre.savethechildren.net/document/protect-generation-impact-covid-19-childrens-lives/> and "View from the Lockdown: Children and youth's experience of COVID-19 in Lebanon" Save the Children 2020 <https://resourcecentre.savethechildren.net/document/view-lockdown-children-and-youths-experience-covid-19-lebanon/>

With the reopening of societies and political spaces, SC have supported the re-forming of structures and initiatives for child participation, seeking to strengthening initiatives such as child parliaments, child clubs and children's groups (see issue 3, outcome statement 3.1).

To learn from children's own perceptions of participating in advocacy and activities and engaging in demanding their rights with local, national and international decision makers, several countries are conducting qualitative studies together with children. Children in **Malawi** have shared how they feel that engaging in supplementary reporting processes feels important and meaningful for them (see more under issue 3, under outcome 3.1), which teach SC the importance of organising activities with children in ways that makes sense for them in the moment, and also when the decision makers and authorities are situated far away, such as in Congress or international treaty bodies. In **Lebanon**, 90 percent of the children participating in the study, reported excellent experience of the activities, and demonstrated hands-on understanding of the programme's objective, and how they see themselves as agents of change in their own communities. The children tell of the importance of ensuring that all children feel safe when participating, notwithstanding gender, disabilities, and home situation. This will improve the inclusiveness of the activities. Based on the study and the children's recommendations, SC will intensify the works with raising awareness among caregivers and community members on the importance of child participation and ensure that staff and partner staff have sufficient training when they work with children. Lastly, the children's recommendations also remind us to keep activities child-friendly, and allow for more time to play and have fun:

"I started to feel that I can make a change through my acquired communication skills and the team spirit that I have gained during my participation."

A quote from focus group discussion participant in Ein El Helwe

Education technology

2019-2021 have been significant years towards reaching the goal to "effectively harness the potential of educational technology" in SC's education programming and we have collectively worked to support the use of equitable and effective Education Technology solutions. School lockdowns due to Covid-19 greatly increased the demand for and use of technology to support education programming. Throughout programme countries, we have seen examples of how technology contributed to enable students to continue learning, teachers to continue their professional development

and governments and headmasters to monitor absence and enrolment.

The use of technology is not a silver bullet, and we are continuously working on designing programmes that will not increase the digital divide. As research has consistently demonstrated, inequalities common in the non-digital world migrate into the digital world.⁴⁸ Several of the programme countries that reported on learning outcomes, including Palestine and Lebanon explain the low MT results to be partly due to lack of access to devices and internet connectivity. SC will continue to analyse and follow up from the MT results in order to work towards mitigating the barriers that are potentially connected with technology implementation. We have learnt a great deal over the last years; an example of this being the importance of conducting thorough technology access assessments that take into consideration that access is not binary. Our learnings will further enable us to develop and potentially take education technology use to scale across SC's programming in 2022-2023.

Over the course of the 5-year agreement, we have committed to following a "twin-track" approach to improving our use of technology in education programming.

Track 1: Development of Education Technology Model

In 2018, SC took the decision to invest in and better understand how technology can impact our education programmes. The first key milestone of track 1 was to conduct an internal landscape review that has informed a strategic position on education technology. The strategic position, including principles for use of education technology and recommendations, was endorsed by SC in 2019, and the education technology team have since worked to operationalise it. In many respects, the Covid-19 pandemic accelerated the widescale adoption and use of the Norad-funded approach to education technology across the wider SC movement. As part of the Covid-19 Technical Working Group, SCN led the strategic development of resources to support all Save the Children country offices in response to Covid-19. This strengthened SCN's position as the "go-to" member in SC for education technology technical support. When the initial Covid-19 response changed, SCN continued as part of the Safe Back to School Task Team that is now a global priority for the current strategy.

In 2021, SC globally established a Technology for Development (T4D) or Digital Programming Team, SCN leads the support to that team in relation to education technology. Currently, we are supporting the global Digital Programming Team's first education technology approach developing short form messaging for teacher professional development. Based on the experiences of implementing technology into education programmes, the education technology team has also supported some wider cross-thematic T4D work, and in 2021, SC

⁴⁸ https://unctad.org/system/files/official-document/dtlinf2020d1_en.pdf

initiated the development of a social media safeguarding mitigation matrix to ensure safeguarding procedures are adapted to digital platforms across themes. Going forward, we will continue to work on how the Education Technology strategy can influence and be formalised within the existing and new structures of the wider movement, and how it can support the realisation of the global strategy in the 2022–2024 period that is including technology and digital as enablers.

Track 2: Innovation and Learning

The second track focuses on ongoing and new projects and approaches. Over the last three years, we have supported or piloted education technology projects across all the countries in Leaving no Child Behind. The investments made in this track have primarily focused on supporting teachers and tracking children's return to school and absence monitoring.

Between 2019–2021, we have seen an increase in the programme countries utilising technology to support their teacher professional development programmes, for example, through technology-supported teacher learning circles or e-learning. In 2020, we developed an e-learning module that provides teachers with Covid-19 safety information, including child protection messages. Based on our Education technology principles, we are focusing on developing content shared under a creative common licence that is free to access and can be used across programmes and countries. Six e-learning lessons, developed and piloted under the DEVCO-supported BRICE programme, are also deployed with teachers in Norad-supported schools in Niger and Uganda and we have made a small investment in making these e-learning resources publicly available on the Kaya Platform.⁴⁹ Many countries, including Colombia, Myanmar, Nepal, Lebanon and Somalia, have conducted all-digital or hybrid teacher learning circles, and a majority of the programme countries will implement a contextually relevant hybrid approach in 2022. To enable countries to make this transition in an effective way, SC developed in 2021 a guidance note intended to provide pedagogical and operational considerations for teams to consider when engaging with technology-supported Teacher Learning Circles (Professional Learning Communities) in both development and humanitarian contexts. The guidance note was developed based on input from over 250 colleagues or teachers and was co-funded with NMFA.

Another area of investment has been education management and information systems. The ability to track attendance and drop-out at child level became of even greater significance because of Covid-19 school lockdowns. SC and global institutions are worried that marginalised groups are at particular risk of not returning or dropping out. In response to this, SC continues to pilot the use of Open EMIS and Waliku/DHIS2 attendance tracking systems in Lebanon and Colombia. To support more teams looking to use technology-based systems to track attendance,

in 2021, we developed an Enrolment and Absence Monitoring Systems Toolkit⁵⁰ with the explicit aim of localising the decision-making process. This toolkit is funded by NMFA but used across a range of contexts and has been updated based on experiences from the Norad-supported pilots. We are also supporting the deployment of DHIS2 in Uganda to support EMIS improvements, working with the team at UiO led by Kristin Braa.

Throughout the period, SCN continued to support programmes working on remote learning, including in Lebanon, OPT, Uganda, Somalia, Nepal, Myanmar, Mozambique, and others. There is, however, a global knowledge gap in knowing what distance learning methods actually work. Based on this, we invested in the development of a tool for Remote Assessment of Learning (ReAL), that is currently being developed and tested by teams at SC in partnerships with experts in psychometric testing. This tool will become a global good and will be licensed accordingly.

In 2021, SC held an education technology workshop for the countries in Leaving no Child Behind to share experiences, discuss priorities within the field of education technology within the programme, and what support is needed going forward in the next years. Based on feedback from country offices, over the coming two years, SC will continue to develop and evaluate the use of drop-out tracking systems across programmes, as well as increase funding to work, focused on facilitating and monitoring technology-supported teacher learning circles and explore opportunities to utilise technology to enable inclusive education programmes, for example, catch-up classes for children with disabilities and other marginalised groups.

Risk analysis

This section presents a brief analysis of the risks that materialised in 2021 and that had a high and medium impact on programme implementation. We describe the response measures adopted and their effects. This chapter builds on the updated risk matrix (See relevant Annex).

RISKS THAT MAY HINDER RESULTS ACHIEVEMENT

Security situation and sudden-onset disasters affect implementation capacity negatively (Risk 12.1)

The negative consequences of the pandemic across the globe continue to be felt in all sectors of society and put tremendous strain on the financial situations specially of lower- and middle-income countries. Inflation has been experienced in the majority of countries, food, fuel and energy prices are on the rise, thereby increasing the vulnerability of the already vulnerable target groups in the implementing countries. Countries such as Lebanon, are facing an unprecedented economic and financial

⁴⁹ <https://kayaconnect.org/course/info.php?id=3727>

⁵⁰ <https://resourcecentre.savethechildren.net/document/enrollment-and-absence-monitoring-systems-toolkit/>

crisis, which has added to the pre-existing vulnerability of the population, who have been increasingly falling into poverty over the last two years. In general, country programmes have responded by exploring several advocacy initiatives with the local Government on several issues, including increasing the number of beneficiaries on Social Support Programmes and applying for alternative sources of funding and more cash transfers programming.

In Myanmar, the military coup has seen increased violence across the country. In December last year, the junta forces killed at least 38 people; two of the victims were SC staff who were on their way back to the Loikaw office after conducting humanitarian response work in a nearby community. The management measures can only partially mitigate the effects, so keeping as the main objective the safety of the staff, partners, and stakeholders, activities were suspended immediately in several township and security assessments and alternative modes of operation were explored. Activities have since reintiated.

Shrinking space for civil society (Risk 8)

In 2021, The Israeli Ministry of Defence issued a military order on 19 October declaring Defence for Children International – Palestine (DCI-P) and five other Palestinian human rights organisations in the Occupied Palestinian Territory to be “terrorist organisations”. SC is not in agreement with this assessment, but as an international organisation is obliged to act on this claim. This has not affected programme implementation, but SC is undertaking discussions with home donors (NMFA and Norad) to address the possibility of continuing working with this partner in oPt, outside the SC system – direct support.

Covid-19 specific (Risks 12.2)

- Continued closure of schools (including extracurricular activities) leading to suspension or delays of programme activities.
- Limitations for SC staff to conduct physical support or monitoring visits, leading to challenges with provision of in-situ capacity building for partners and proper programme follow-up.
- Continued intentional staggering attendance of students to reduce overcrowding of classrooms. Some stakeholders (teachers, children, community members) may not be willing to participate in activities for fear of contracting coronavirus.
- The response measures put in place have partially worked and as schools gradually reopen, SC has rolled out the Back to School campaigns in 2021 which aimed at minimising this risk. Working hand in hand with national government to support their response to the pandemic has been a priority for the organisation.

Challenges to collect data for MT and to meet programme targets due to school closures

For midterm data collection in 2021, investment was

done in capacity building of staff. While data collected overall is of good quality, selected countries faced the challenge of multiple data collections and time constraints as access to the field was limited. This has led to delays in data collection and analysis. SCN applied scenario planning with country offices to prepare for the MT: scenario 1 data would be comparable with baseline, while in scenario 2, data could not be comparable, hence change would not be measurable. Scenario 2 has applied primarily to education related data, in countries where schools were fully or partially closed at time of data collection. This has been the case for seven of 12 reporting countries on learning outcomes. Countries have also sought to assess the results of Covid-adapted implementation modalities and draw lessons from this.

RISKS THAT CAN HAVE POTENTIAL NEGATIVE EFFECTS ON THE BROADER COMMUNITY AND SURROUNDINGS, INCLUDING ANALYSIS ON CROSS-CUTTING ISSUES

Human rights/disability inclusion

The challenges in reaching CwD worsened during the pandemic, and it was evidenced in the results of the MT, which show that CwD achieved lower proficiency levels in literacy skills, had less access to education materials and lacked appropriate support from teachers and parents/caregivers. Challenges in collecting data on CwD were intended to be addressed by increasing knowledge on the use of tools such as the WGSSQs. 5 countries managed to collect good quality data to allow comparative analysis. The remaining countries that did collect data, showed a very low prevalence of CwD at schools, deeming the data unreliable. The main reason for the small number of CwD identified during the data collection indicates that most CwD are out of school and cannot be identified during data collection done in school settings. Towards 2023, there needs to be a stronger focus on identifying the CwD that are out of school and initiate more targeted actions to ensure their enrolment and retention in school.

Climate and environment

We see that climate change is a root cause of threats to child rights that we have to address, currently gravely exemplified by the four failed seasons in the Horn of Africa at the point of becoming a major famine situation. The consequences of climate change, natural disasters and related hazards have affected all countries in the Norad agreement, although at different degrees and depending on their geographic location (i.e. heavy rain, extensive flooding, severe and prolonged drought, heatwaves and fires, tropical storms and hurricanes). As part of their continued efforts to mitigate these risks, almost all the COs have embarked on capacity strengthening interventions to children, teachers, members of school governance and district disaster management structures on disaster risk management

(DRM) and climate change adaptation. Climate change and the environment is one of the focus areas of SCN's new strategy (2022-2024), as well as becoming a key thematic area of SC international strategy. This will represent increased efforts both to strengthen our work in this area and raise new funds to address the challenges we see across the globe.

Women's rights and gender equality

The need to postpone and modify programming due to Covid restrictions has resulted in less interaction with the communities in many places, and thereby the girls and boys have not received information and services to the extent needed. Combined with not being in school, this has impacted adolescents' access to sexual and reproductive health and rights information and services, and it has likely contributed to the increased child marriage and teenage pregnancy rates observed in several countries. SC has continued to encourage gender to be mainstreamed throughout the programmes and that all country offices disaggregate all data by gender. This will allow us to better understand the challenges faced and adapt our programmes accordingly. The Safe Back to School Campaign is also being adapted and rolled out in several countries.

Anti-Corruption

Global trends

SC's focus in 2021 was adjusting to a new norm of increased remote working and responding to new challenges due to the pandemic. SC's Global Fraud Team continued implementing its strategy (working holistically along the pillars of awareness, reporting, responding, and preventing) and adapting to the remote working modality. Where face-to-face reporting may have not been possible, the global availability of Safecall for whistleblowing and Datix for function-specific incident reporting has made reporting possible at any time from anywhere.

Fraud cases related to Norad funding

In 2021, SCN received fraud and corruption incident reports from SC, and established four fraud and corruption cases from our international programmes; one of the four cases was related to Norad-funded programmes. The case was reported to Norad in line with the Agreement. The case is still being investigated and is not yet closed. In 2021, SCN closed 14 cases related to fraud and corruption, of which four were Norad-related cases. Total returned funding to Norad was 283 557 NOK in 2021, and in three of the four cases, SC saw it necessary to suspend the partnership agreements. SCN has seen a decrease in reported cases in 2021 compared to the two previous years. This is in part due to the fact that fraud and corruption attempts are much more prevalent in the early phases of implementation, as fraudulent activities tend to occur

during procurement and the early stages of cooperation with new partners. Once the projects have settled, we see a decrease in cases as long-term prevention efforts come into effect.

SC's work on anti-corruption and fraud management in 2021

SC works holistically with whistleblowing and our work builds on four strategy-pillars: Awareness, Reporting, Responding and Prevention. Some examples from each pillar are presented below.

Awareness:

In 2021, 4,291 SC staff completed the mandatory Fraud, Bribery & Corruption Awareness e-learning module. SC welcome and encourage country offices driving awareness-raising initiatives, such as radio alerts to programme areas, on-screen and poster messaging in office buildings, and including fraud as a standing agenda item in stakeholder meetings. In addition, SCN developed and launched new electronic compulsory training on whistleblowing and code of conduct.

Reporting:

In SC, a whistleblowing policy and process are established and communicated to all stakeholders, which includes a simple, widely publicised and free-to-access toll-free line for feedback and complaints from across all programme areas. In addition to suggestion boxes and help desks; on-site and Post Distribution Monitoring also help to unearth any issues affecting beneficiaries, like money extortion. In SCN, the whistleblowing policy and process is communicated and made available to staff and stakeholders in Norway. SCN has also made the website information on whistleblowing available in English as Norad pointed out in its yearly meeting with SCN in 2020.

Responding:

In 2021, SC continued strengthening the internal investigation capacity, across regions and countries. An improved investigation reporting template was developed and rolled out in Q3 of 2021, which has seen and improved quality of investigation reports across the organisation.

Prevention:

Fraud prevention, detection training and code of conduct is compulsory for all staff members and applicable to partner organisations, including any sub-recipients of funds from SC. Refresher training is run every 1-2 years.

In 2021, the Global Fraud Team reviewed its fraud risk assessment methodology, launching new guidance in Q4. SC developed a Fraud Data Analytics Strategic Plan, which involved identifying four key objectives for all data analytics work in 2022. This works in tandem with our Global Strategy and follows donor guidelines/recommendations:

1. Building expertise in the discipline of data analytics to provide added value across the organisations – focusing on exploiting and developing capabilities in Descriptive Analytics, Diagnostic Analytics, Predictive Analytics and Prescriptive Analytics.
2. Enhancing strategic intelligence/risk assessment to inform the Internal Audit Plan and ensure the most effective use of audit resource.
3. Enhancing data matching capabilities to help identify and combat fraud and irregularity.
4. Embedding data analytics as part of the standard audit process and support management auditing against the risk “hot spots” across the organisation.

Examples on how fraud or corruption cases are managed following SC systems:

- When an incident (involving staff or partners) is reported through whistleblowing or other well-established reporting channels, the incident is logged and uploaded on Datix (the SC online incident reporting and case management system) and automatically a case number is assigned by the system.
- SC members are timely notified of any fraud/corruption incidents for onward reporting to donors.
- The fraud case is then reviewed in the system by relevant regional and headquarters staff; and where necessary an investigation is conducted at Country Office level; after which, an update is made on Datix. Investigation outcomes are shared with SC members/donors.
- Lessons learnt are drawn including mitigation actions to prevent similar cases from occurring in future.
- Mitigation actions are followed up to ensure they are timely implemented.
- The Country Office has a Fraud Focal Point who among other things ensures that all reported incidents are uploaded on Datix, investigated, followed up with action owners and that cases are timely closed. In addition, they ensure that all fraud awareness, prevention, detection and reporting mechanisms are effectively working with unwavering management support.

Cost-efficiency/effectiveness

SCN has committed to implement several initiatives linked to cost-efficiency and cost-effectiveness throughout the framework agreement with Norad; this is done in close collaboration with the SC movement. It is estimated that SC will save USD 213 million of benefits from 2016 to 2023, through system efficiencies and cost reductions. The section below provides a status on a selection of ongoing initiatives

Effort reporting and Costs Allocation Methodology (ER/CAM):

An automated system to record how SC spend time and a global cost allocation method, so costs are distributed

fairly. It has been rolled out to 17,000 staff and is recording how they spend their time and single global allocation methodology implemented for charging shared costs to donors fairly and consistently, reducing manual effort, increasing data quality, and improving donor compliance. The Cost Allocation Methodology has been implemented by SCN, and helps us achieve further efficiencies across our Norwegian and International donors. It has also been fully automated in 52 countries and insures a globally consistent allocation. Globally, 87% of all timesheets are now completed on time to be charged to awards. We have reduced time spent manually collecting timesheets; what used to take days now takes minutes, and we save an estimated 192,000 sheets of paper.

Human Resources (Oracle HR):

Eighty per cent of the Movement’s workforce are using the system. The system provides greater control over who we hire and retain, reducing risk to children and our staff. SCN have continued to introduce various Oracle HR modules, which helps to increase efficiency and the usefulness of the tool.

Single Treasury Unit:

Meaning one treasury management function across members and countries, so money can move smoothly to where it is needed, which is best practice among INGOs. This has greatly improved controls across accounts payable, bank reconciliation and fund transfers. It has also given greater visibility of country office cash requests.

Supply Chain Transformation and Fleet Cost Recovery Model:

The Supply Chain Transformation has been completed and implemented, establishing a strong and effective permanent supply chain function with efficient, cost saving practices and processes. The transformation has already delivered more than USD 27.1 million in financial benefits and has been critical to our Covid-19 response. The Fleet Cost Recovery Model will improve maintenance and safety issues, reducing road traffic incidents as well as reducing our carbon footprint by up to 40%. SC operates a fleet of more than 1,100 cars or 4x4 vehicles, plus an additional estimated 600 rented vehicles at any one time, with annual running costs totalling approximately USD 37 million. Our fleet is significantly over-aged and the operating model to date has not included effective cost recovery or fleet rejuvenation. The Fleet Cost Recovery Model aims to introduce a global standardised cost recovery mechanism that will make it possible to charge the use of vehicles to awards.

Source to Pay:

Provides SC with a safe, online, and automated way to produce and pay for goods and services. The project has gone live in 38 countries, enabling staff to create and

approve purchase requests, run tenders, sign contracts, and conduct other procurement activities with ease. The final countries will go live in the first half of 2022. When fully implemented across SC, Source to Pay will reduce the time it takes to get supplies with around USD 300 million per year to programmes, reduce manual effort for country offices, reduce fraud losses and improve donor compliance. By the end of 2021, approximately USD 30 million in spend went through the ProSave system, bringing much greater efficiency to procurement and invoicing.

Project Management Methodology (PMM):

Is providing more than 1,900 staff across 72 countries (including members) with a consistent project management methodology, process, terminology, and tools for managing programmes across the SC movement. The PRIME system, for capturing results, progress and impact, went live in July 2021. Once fully implemented, PPM and PRIME will enable us to deliver more and higher impact programmes for children on time, in full, to budget.

Awards Management System Re-Platform (AMS RP):

A new, more stable platform for AMS was implemented, improving usability and disaster recovery as well as enabling integration with new systems and future additional functionality. The system meets SC's requirements for storage, protects against data loss, enables better reporting and enables remote management and maintenance of the system.

Global Technical Expertise Transformation:

Has brought 133 technical experts closer to SC programmes and to the children in need. SC are aiming for a significant increase in the next two years. These technical experts, who understand the local context, can easily visit SC's programmes, engage and build relationships with local donors and work closely with local governments and other relevant stakeholders in-country, increasing SC's impact for children.

Monitoring salary levels at country offices:

SC actively monitor salary and benefits in the country offices to ensure that SC are in line with local salary benchmarks, and that local and international staff are fairly remunerated. SC has a well-established Talent Management process, where SC actively promote local talent. SC continue to increase female talent in leadership roles. Talent reviews are conducted three times a year for country office leadership to ensure that the talent pool is managed actively. The drive to get local talent is also reducing costs for the country office through reduction in expatriate benefit packages.

Child safeguarding

In 2021, SCN had ten child safeguarding cases and three Protection from Sexual Exploitation, Abuse and Sexual

Harassment (PSEAH)/adult safeguarding cases in Norad-supported projects. SCN management assessed that four of these cases required reporting to the donor. All four cases concerned child safeguarding:

- The first case is from Malawi. It was reported to Norad on 15.02.2021 and closed by Norad and SCN on 30.04.2021.
- The second case is from Uganda. It was reported on 01.09.2021 and is still open.
- The third case is from South Sudan. It was reported on 14.12.2021 and closed by Norad and SCN on 20.04.2022.
- The fourth case is from Nepal. It was reported on 14.12.2021 and closed by Norad and SCN on 15.03.2022.

Safeguarding is at the foundation of everything we do, and we take our commitment to keep children safe very seriously. SC has a robust Safeguarding system with policies, procedures, and routines to guide our work

at all levels. To ensure all children and adults we work with are safe, we work along four pillars: Awareness, Prevention, Reporting, and Response.

Awareness

- Ensure staff are trained regularly
- Ensure policies and mandatory documents are accessible
- Ensure partners, volunteers, visitors etc. are trained
- Ensure children and guardians understand our commitments and know where to report concerns

Prevention

- Ensure robust recruitment measures are adopted, including police records
- All programmes designed with a safeguarding lens to actively reduce risk of child safeguarding violations

Reporting

- Ensure reporting mechanisms are in place and made available to all in a safe and confidential manner
- Ensure routines and procedures for reporting to donors are in place

Response

- Follow-up victims/survivors
- Support staff who have reported



GEOGRAPHICAL PRESENCE

AFRICA

Malawi

In 2021, the Covid pandemic continued to affect the country. Schools were closed for about a month and reopened again with strict regulations for prevention and containment. These measurements affected teachers, leaving them to work overtime, resulting in a 5-week teachers' strike, prolonging school closure. The inflation rate on essential commodities increased from 8% in 2020 to 12% in 2021, putting additional strain on the most vulnerable people. The country also experienced several nationwide anti-government demonstrations due to growing discontent with the government.

Despite these challenges, the programme continued to be implemented by adapting its activities and developing alternative plans to fit the context. The adaptation of activities resulted in an increased number of sessions in order to abide by the government's health restrictions, and reduced the number of targets in some cases.

The programme

Leaving no Child Behind⁵¹ is implemented in four districts of Mwanza and Neno in the South, Lilongwe

(Urban and Centre), and Mzimba South in the North. The main goal of the programme is to contribute to the strengthening of civil society in Malawi, achieve quality education with a focus on learning outcomes, inclusion, protection from child marriage and teenage pregnancies, and access to sexual and reproductive health and rights (SRHR). The programme is multisectoral and integrated founded around the United Nations Convention on the Rights of the Child (UNCRC).

The midterm was conducted through qualitative and quantitative data collection from schools and communities surrounding the sampled schools. The study followed the same method and time of data collection as the baseline.

Results achieved

Issue 1

The midterm results show an improvement in level of literacy in Chichewa among grade 4 students from 14% at baseline to 21% at midterm. Gender-wise, girls scored a higher passing rate than boys (G:14% BL, 23% MT. B: 14% BL, 20% MT). District-wise performance varies; Neno district has the highest passing rate followed by Mwanza and Mzimba South. Several factors may have influenced this variance. First, in Neno and Mwanza, literacy promotion interventions were included in the

⁵¹ In Malawi the programme is known as Securing Children's Rights through Education and Protection (SCREP)



former Norad framework agreement, while in Mzimba South, this was introduced in 2019 under the current framework agreement. Secondly, the midterm shows that more children from Neno had access to learning materials; contact with a teacher; and someone who followed up with their work during school closure. Thirdly, the language barrier could have played a key role for poorer results in Mzimba South. The local language for Mzimba South is Tumbuka, while for Mwanza and Neno, it is Chichewa. Consequently, children in Mzimba South may have had challenges with understanding Chichewa reading lessons. Coupled with this, children in Mwanza South may not have been properly supported with Chichewa lessons at home and reading camps. This is due to the reading camp facilitators and parents/guardians in Mzimba South not being fluent in Chichewa.

Midterm data on disability was collected using Washington Group questions. From the sampled 644 learners, 40 (6%) students (G:19/B:21) were identified with some sort of functional disability, but only two boys passed the literacy threshold.

On numeracy, there is a significant increase in performance (BL 9%, MT 52%). Children have achieved more on numeracy than literacy. Gender-wise, as with literacy, girls scored higher on the passing rate than boys (G: 7% BL and 54% MT; B: 11% BL and 50% MT). District-wise, the trend is the same as with literacy; Neno has the highest rate at 55%, Mwanza 50% and Mzimba South 43%. Disability-wise, results show that 17 learners out of 335 learners with functional difficulties passed the minimum proficiency level in mathematics. At baseline, the disability variable was not

calculated; as such, these results will only be compared to the endline.

At midterm, 151 858 students were enrolled in the targeted schools: 78 483 are female and 73 375 male and 1 550 are children with disabilities.

There have been many interventions that might have contributed to these results, such as the introduction of learning camps as well as maths and reading practices at home, which supported children to continue to practise reading in their communities and at home. The project distributed 4,800 home-based learning kits for maths and Chichewa to support continued learning during school closures.

The midterm result shows an increase in the use of effective teaching practices from 18% in the baseline to 58% (F: 58%, M: 57%). By district, Mwanza has the highest score (BL 8%, MT 64%), followed by Neno (BL 18%, MT 55%) and Mzimba South (BL 30%, MT 50%). The increase of performance can be attributed to various teacher professional development activities including training on effective and inclusive teaching, Continuous Professional Development (CPD) and teacher mentorship support visits, in the targeted districts. In total, 507 teachers were trained on inclusive literacy and numeracy; 166 teachers and school inspectors were trained on mentorship. In addition, the programme facilitated CPD workshops on inclusive literacy and numeracy for 916 teachers (F: 338, M: 507), and supported mentorship support visits to teachers in all the targeted districts,

The midterm identified the least and most achieved competencies by teachers. It revealed that most of the teachers (95%) across the three districts develop,

follow, and adapt lesson plans to the needs and abilities of learners in their classes. During the baseline, it was at 20%, and this was the competency most teachers struggled with. Adequate space for learning is still a challenge; only 33% of schools have an area or space for learning that is safe for all learners. This is a finding across all the targeted districts.

The midterm results indicate that 73% of the assessed learning camps were functional. Mwanza has the highest rate of functional learning camps at 78%, followed by Neno and Mzimba at 71% and 57% respectively. On community support to learning camps, 50% of learning camps reported to be supported by members of community structures. Mwanza has the highest (56%), followed by Neno at 45% and Mzimba (43%). The assessment has also revealed that learning camps have helped improve learning outcomes of the learners. More than 50% of the sampled children attending learning camps have improved performance in school. The learning camps provided extra time for children to continue to learn after classes.

The better performance in Mwanza and Neno might be because learning camp facilitators and supervisors are more experienced in the learning camp concept than their counterparts in Mzimba South. Neno and Mwanza have had learning camps since 2015, while in Mzimba South, this was introduced in 2019. In 2021, the programme further strengthened the learning camp concept in all the targeted districts through cluster-level mentor-based training sessions of 1,186 learning camp facilitators (F: 742, M: 444). Similarly, members of school governance structures from Mwanza and Neno districts have played critical roles in lobbying for learner attendance, reporting and following up learners who are absent from camp sessions. Communities also supported learning camps by ensuring safety, hygiene, and sanitation in the camps. In Mzimba South, members of school governance structures have not yet been adequately engaged in the concept, thus they have played a low profile.

The programme conducted regular community engagement meetings at different levels such as Village Development Committees (VDCs), Village Heads, Group Village Heads, Parent-Teacher Association (PTA), School Management Committees (SMCs) and Headteachers in Mwanza and Neno districts. In these sessions, participants were sensitised on the learning camp concept and their respective roles. In Mzimba South, only chiefs and head teachers were sensitised. As such, members of community structures in Mzimba South are not aware of their roles on learning camps.

The midterm findings have shown that 15% (6 out of 40) of the schools sampled have functional risk-informed school improvement plans, compared to baseline that was at 10%. There is an increase in schools with safe and secure environments evidenced by 76% of students who reported that their school has secure environment compared to 36% at baseline. Gender-wise, boys feeling secure are lower than girls,

though there is significant increase from baseline to midterm for both genders (B: 38% BL to 75% MT and G: 34% at BL to 77%). Disaggregating by disability, the results revealed that 56% (14 out of 25) of children with disabilities said they feel secure in their schools, which is lower than for children without disabilities. Compared by gender, more boys with functional difficulties (62%) reported that they feel secure in their schools than girls (50%).

Regarding physical punishment by teachers, there is a slight improvement. The midterm shows that 56% (BL 65%) of learners reported to have been physically punished by a teacher in the last 12 months. Out of these, a higher percentage of boys (59%) reported to be physically punished by teachers compared to girls (53%). Disaggregating data by disability, the results revealed that 45% (13 out of 29) children with disabilities (G:42%/B:47%) said they were physically punished in the past 12 months.

The programme has supported various interventions to promote learner safety. This includes development of school-level disaster risk management plans (DRM), mentoring of 432 teachers in positive discipline; training of 1,054 child protection stakeholders including teachers in psychological first aid (PFA), remote PFA and Social-Emotional Learning (SEL). Mentoring of 36 child protection workers in case management, establishment of school level child-friendly reporting mechanisms, and development of inclusive and child-friendly school regulations/code of conduct.

In addition, the programme has contributed to institutionalisation of child participation in schools by supporting MoE to develop and print 2,770 copies of government-approved Learners' Council Guidelines. Conclusions from qualitative assessment show that learners' involvement in decision-making has a great influence in creating a safe learning environment. However, more advocacy is needed to secure inclusion regardless of status, class and disability.

Recommendations

The programme will further strengthen literacy and numeracy promotion interventions in Mzimba South, and for children with disability in all the targeted districts. Mzimba South will also be supported with teacher materials, textbooks, and supplementary readers. Teachers in all targeted areas will be supported with targeted refresher training and continuous mentoring on literacy, numeracy, inclusive teaching, and inclusiveness. In addition, the programme will develop a separate module on how to teach literacy to children with a different mother tongue.

Issue 2

The midterm results show that 86% (721 community members out of 837) held a strong stand against child marriages, an increase from the baseline, which was 80% (611 out of 765 community members).

Neno has the highest number of community

members not in favour of child marriages, with 88% followed by Mwanza at 87% and Mzimba at 78%.

The increase may be attributed to programme interventions, such as awareness-raising campaigns against child marriage, gender-transformative community dialogue to challenge discriminatory gender and social norms using Societies Tackling AIDS Through Rights (STAR) methodology,⁵² and improved coordination of child protection case management in the districts.

Fifty-two per cent of the communities (17 out of 33 communities assessed) made some form of social collective actions against child marriage, an improvement from the baseline results, which were 20%. Neno District has the highest score with 82% followed by Mwanza (38 %) and Mzimba South (33%).

The improvement may be attributed to a range of programmatic interventions, such as structured community dialogues and awareness-raising campaigns, particular targeting and engaging traditional and religious leaders, along with counsellors and children from child and youth clubs. In Mzimba South and Neno districts for example, traditional chiefs were removed from their positions because they did not reject child marriage.

The midterm shows that 244 out of 831 girls (29%), who dropped out of school due to pregnancy or child marriage, returned to school. This is a slight increase from the baseline results where 131 girls out of 513 (26%) returned to school.

There has been a significant increase in the total number of girls dropping out of school, from 13% at baseline to 31% at midterm (831 of 2706 girls). The increase is across all three districts with Mzimba at 50% (BL 14%), Mwanza 41% (BL 17%) and Neno 26% (BL 8%). This increase should be seen in relation to the impact of the Covid and the combination of closed schools during the pandemic and the general social restrictions.

The Covid-19 pandemic has hampered implementation and contributed to exacerbating child protection risks and vulnerabilities. The Rapid Assessment conducted by the Ministry of Gender in 2020 shows that in the programme districts, a higher case of teenage pregnancy and early child marriages were registered during the pandemic. Factors such as increased poverty, closed schools, and lack of opportunities for girls coupled with reduced programme activities played a significant role. There was less access to contraceptives and sexuality education and information as well as face-to-face national and community awareness raising. Though the programme made adaptations to work around the restrictions, the effects of the pandemic were visible in compromising the programme's ability at reducing child marriages and teenage pregnancies.

Recommendations

The programme proposes to intensify efforts by targeting duty-bearers, traditional community leaders

and parents with child-friendly advocacy meetings and further dialogue on ending child marriage and reducing teenage pregnancies and strengthening interventions at a family level by introducing the Responsible, Engaged and Loving father (REAL) approach. It has been tested in other programmes, such as the Keeping Girls in School programme, and has shown reliable results in addressing child marriages. It focuses on developing conducive and safe environments for girls and boys within their homes and schools, by ensuring positive adolescent development, academic progress, positive parenting skills and provision of economic support.

Issue 3

The midterm found that children perceive their participation in the supplementary report writing to be particularly important. They feel that they can express their voice and influence decisions made by government. Similarly, it has shown that participation enables children to acquire skills, build competencies, and gain confidence to facilitate the entire process of writing the supplementary report. "I find the whole process beneficial. Not only will I participate in the writing of the report but also, I will deepen my understanding on how questionnaires are developed and how I can collect data. This process will help me gain knowledge and skills even relevant for my education and I will be able to effectively support other children in my district.". Key informant interview with Mzimba Children's parliament Deputy Speaker. One of the respondents also said, "I am here to represent my fellow children and my role will be to make sure that I have put in the report, all things that concern us children for our government to address". The programme supported the submission of child-informed CSOs' complementary report on UPR (2015), and the development of child-informed CSOs' supplementary report on ACRWC and Child-led report on ACRWC whose submission was awaiting the State party report submission.

The midterm shows that at least 85% of issues on UPR/ACRWC/UNCRC recommendations were influenced by civil society organisations (CSOs) and child-led supplementary reports (BL 60%). The child rights-related recommendations in the UPR have increased thanks to comprehensive awareness raising on accountability mechanisms and capacity strengthening of CSOs' and children's groups.

One hundred and fifty three recommendations were received, where a total of 60 recommendations were fully resourced by the government. For example, the government allocated USD 110 000 for the establishment of National Children's Commission, and increased resources to Ministry of Gender Community Development and Social Welfare from USD 37.3 million to USD 48.2 million in the 2021/2022 national budget. In addition, the government allocated funds for the enrolment of 380 special needs student teachers. The government also increased the number of bursary beneficiaries for secondary school students from

⁵² STAR Circle is a gender transformative approach, which demands duty bears to take actions on social-cultural norms, which fuel child marriage and teenage pregnancies. A STAR circle comprises of 25 to 30 community members with a 60/40 gender. The members use different tools to identify and analyze social cultural norms that cause child marriage and duty bearers who can address the issue. The duty bearers take part in STAR circle meetings for a discussion, agree on action points and follow ups.

16,800 to 24,000 students in the 2021/2022 national budget. This is a welcome development considering that the Covid-19 pandemic has exacerbated the already vulnerable economy of the country.

During the reporting period, two policies on children's rights have been finalised by the government: the National Guidelines and Strategy for Child Participation, and the Law to Establish the National Children's Commission. These policies will enhance and formalise meaningful implementation of child participation initiatives across the country.

The programme developed capacity enhancement milestones for seven partners, based on identified gaps. Examples of gaps identified were availability of policies such as on child safeguarding, gender, whistleblowing, anti-harassment, and gaps in the financial management system and MEAL. The midterm shows that 61% of the partner capacity enhancement milestones have been met. The milestones achieved include development of gender policies and development of MEAL systems. Training was also given in financial and awards management, report writing and corporate governance.

The partner, Blantyre Synod Health and Development Commission (BSHDC), replaced the Association of Progressive Women (APW) in Mwanza district.

Recommendations

The programme needs to increase efforts to ensure that it supports the drafting and submission of quality supplementary child -informed and child-led reports, with recommendations to the accountability mechanisms for children. The programme should further ensure that it does not stop at the submission stage of the report, but also supports the pre-session stage where the accountability mechanism is engaged and further influenced.

The programme should continue lobbying for the Government to allocate enough resources to the Ministry of Justice and Constitutional Affairs and the Ministry of Gender in order to ensure timely support to children. The programme shall continue to collaborate with other stakeholders in redoubling its advocacy efforts for the progressive resourcing of the recommendations by the State. The programme will also scale up the lobbying and tracking meetings with key and specific government ministries and departments on the implementation of UPR, UNCRC and ACRWC recommendations.

Mozambique

Mozambique is vulnerable to extreme weather. The area of implementation was hit by cyclone Idai in 2019, and it remains prone to floods every rainy season, limiting activities. Due to Covid-19, schools were closed

for more than seven months in 2020 and for three months in 2021. Since schools reopened in December 2020, the education authorities have adopted a hybrid teaching system to limit the number of children present in class at the same time. This meant shorter sessions and only 2–3 face-to-face lessons a week. When schools restarted, the children were automatically transitioned to the next grade. An accelerated curriculum of the previous grade was delivered the first 3–5 months of the 2021 school year to make up for the missed year, before the children started the normal curriculum of their current new grade. Covid-19 also exacerbated pre-existing difficulties and prolonged denial of fundamental rights, such as reduction in access to child protection, Sexual and Reproductive Health, and Rights (SRHR), as well as social protection services.

A wave of armed attacks in the southern part of Manica province caused intermittent suspension of the programme in Machaze district in 2020. The security situation is expected to improve since the leader of the military junta was shot dead in October 2021. The conflict in the northern province of Cabo Delgado continues to be the centre of attention in Mozambique, although not directly affecting implementation of the programme.

The Programme

Leaving no Child Behind is a multi-sectorial integrated programme addressing Education, Child Protection, Early Marriage, Teenage Pregnancy and Children's Rights and Governance issues in 122 schools in the districts of Machaze, Macossa, Manica and Tambara in Manica province. The programme is implemented at district and national level, with relevant authorities and ministries, and in partnership with various civil society organisations (CSOs).

Schools were open and accessible when the midterm was conducted, although due to Covid-19, the sample size was reduced compared to the baseline. This reduction, however, followed SCN's sampling guidelines to ensure comparability to the baseline. The programme team encountered a challenge with the translation of the Washington Group Short Set of Questions into the local language. This led to children not understanding the questions properly and resulted in invalid data. Unfortunately, this means that SC is not in position to provide reliable disaggregation disability-wise. Further training on the use of the WGQ tool is planned to ensure proper disability data disaggregation at the endline stage.

Results achieved

Issue 1

The percentage of children retained in school rose from 89% (G: 89%, B: 90%) to 95% (94% girls, 95% boys) in the 115 primary schools. Despite Covid-19, retention

has increased due to the Safe Schools approach, including awareness on the importance of parental and guardian involvement in their children's learning issues. The capacities of local community coordination platforms were strengthened, and in coordination with schools and community groups, contributed to recover students that were about to drop out. Girls were given special attention.

The midterm results of children with a minimum level of proficiency in literacy show no increase from the baseline value of 0%. The thresholds for minimum proficiency is set at fluent text reading and listening comprehension. When separating the two competencies, it is interesting to see that for fluent text reading, there was a decrease from 9% (F:9%/; M:9%) at baseline to 0% at midterm. However, there was an increase of 14%-points in comprehension and text interpretation of both girls and boys, from 9% (F:10%/M:9%) at baseline to 23% (F:26%/M:20%). On the other hand, on proficiency in numeracy, the percentage of girls and boys who achieve the minimum level remains the same (24%) as the baseline. The reasons for the poor performance are many. Lessons were shortened (from 45 to 25 minutes), subjects of 1 year were compacted to be taught in 3-5 months, students are automatically transferred from one grade to another without considering abilities, and the students' home language differs from the language of instruction. In addition, there is poor school management, and teachers struggle to teach Portuguese as well as show weak commitment. The challenge with teacher absenteeism has worsened. The midterm indicates that 67% of the teachers (F: 70%, M: 64%) were present at school compared to 72% at baseline (F: 76%, M: 69%). The baseline showed that 69% of the teachers (F: 70%, M: 67%) were present in the classroom against 59% at midterm (F: 62%, M: 57%), signifying 41% partial absenteeism. Lack of commitment seems to be the main cause for absenteeism, aggravated by a lack of internal supervision. On the other hand, the teachers who are attending pedagogical centres and/or distance learning faculties end up being on extended leave to follow up their studies. Low salaries and debt have been mentioned by the teachers themselves as the cause of excessive absences. They miss classes, because they have extra jobs in order to make ends meet.

At baseline, 16% of the teachers (F: 23%, M: 13%) demonstrated professional practices in teaching Portuguese against 18% at midterm (F: 31%, M: 7%). For mathematics, the percentage changed from 36% in the baseline (F: 21%, M: 41%) to 43% in the midterm (F: 11%, M: 58%). The teachers have low initial competency, and new graduates are teaching the lower grades. As regards to teacher mobility, trained teachers are transferred to urban schools. Covid-19 hindered provision of sufficient continuous training, support, and mentoring.

The percentage of schools that complied with

standards and quality indicators rose considerably to 61% from 15% at baseline. This result is due to the constitution and training of district supervision teams in school and pedagogical supervision as well as the introduction of peer coaching.

Eighty-three per cent of the schools surveyed have a functional risk-informed school improvement plan, an increase from 48% at baseline. This is the result of training of school managers, school councils and community coordination platforms leading to an active participation of the school community in the management of the schools. Community coordination platforms contributed to sanitation and ensuring safe toilets for all children and access to drinking water in schools. School-based emergency preparedness training was gradually rolled out in the targeted schools. Small-scale traders working in the school communities contributed to the improvement and safety of the schools within the framework of their cooperative social responsibilities. Forty-five per cent of the schools reached the infrastructure standard in the baseline, against 86% at midterm. This is due to the training of school managers, school councils and community coordination platforms as well as an active participation of the school community in school management issues.

Recommendations

Strengthening literacy and numeracy efficiencies remains one of the main priorities. This goes hand in hand with strengthening the teachers' skills and competences. This competency strengthening includes enabling exchange of experience between teachers to learn from best practices, continuous training of teachers and the strengthening of support from the pedagogical teams, especially to teachers with weaker capacities. Advocacy towards the school managers is recommended to overcome the teacher absenteeism, as well as advocacy to the local education authorities to retain trained teachers longer at the same schools.

Issue 2

At midterm, 93% of the community members (F: 96%, M: 91%) had demonstrated a change in attitude towards early marriage. The change in attitude is measured by adherence to campaigns against premature unions, complaints made by community members, follow-up of cases, active participation of girls in prevention actions and combating premature unions. The percentage of the community that took steps to make their communities free of premature unions was 0% at baseline, up to 29% at midterm. Several factors contributed to these results: 1) Massive mobilisations and awareness of communities on the child marriage law 19/2019 and increased awareness on children's rights through social alliances with community structures and children; 2) Empowerment of children to promote their rights through children's clubs and peer support; 3) Engagement of the Community Child Protection Committees (CCPC), community leaders, matrons to

create monitoring and protection mechanisms as well as to ensure better care for children; and 4) Increased technical capacity of the reference group to ensure coordinated and efficient care of children at risk of premature unions.

At baseline, the Law on Prevention and Combating Premature Unions had been submitted to the parliamentary committee for amendment and enactment. After extensive collaborative and advocacy work by SC together with other national and international NGOs and CSOs, the Assembly of the Republic approved the law and the one-off revision in 2020 of the Family Law (in force since 2004), eliminating the article that allows marriage of persons under 18 years of age with parental consent.

Twenty-six girls or 9% (26 girls) have dropped out of school because of early marriage/or early pregnancy, compared to 153 girls (12%) at baseline. While 30 girls returned at baseline, 25 of 26 re-enrolled at midterm. The relatively high re-enrollment rate at midterm are the results of coordinated work between the school council, school managers and the CCPCs, which contributed positively to the identification, reference, and psychosocial support of girls. The girls also received regular home visits, didactic and hygienic material kits to stay in school, as well as facilitation of access to basic health and social care services. Reduction of cases of girls who marry and/or get pregnant early was achieved because of consistent awareness raising against drop-out in both communities and government authorities, including police, prosecutors, and courts in the target districts.

The level of knowledge about sexual and reproductive health for adolescents and young people in the supported schools increased from 48% (F: 50%, M: 47%) in the baseline to 60% (F: 61% female, M: 59%) (target 51%). This was achieved due to the investment made in Home-based Health Brigades, with the support of a multisectoral team of health professionals, as well as community outreach activities which increased the availability and access to services for adolescents in schools and in the communities.

At baseline, 19% of schools met emotional and psychological protection standards against 79% at midterm. This achievement is the result of strengthening capacities of gender focal points in intervention schools on the basic psychosocial support package on identification and support to children in need. Children in targeted schools reporting of having been physically punished by teachers over the last 12 months was 58% in the baseline (G: 54%, B: 62%) against 35% at midterm (G: 30%, B: 39%). For children who reported having had experience of physical punishment by their parents or guardians in the last 12 months, this was reduced by 7%, with 30% (G:23% and B:38%) reported at baseline and 23% (G:15% and B:31%) at midterm. The positive results can be attributed to the training of school managers, teachers,

and students as well as the communities on Positive Discipline.

Recommendations

Increased awareness of community members on positive discipline is one of the main recommendations to compensate for the adverse effects of confinement due to Covid-19, which contributed negatively to increased violence against children within the family circle. More focus on addressing physical punishment against boys is necessary. Strengthening the enforcement of the family law is a main priority as well as increased awareness of parents and to children, especially girls, about the risk and disadvantages of getting married early. Advocacy with relevant authorities will continue to ensure that denounced cases are responded to accordingly. More efforts towards increasing knowledge of reproductive sexual health from Grade 5 to 7 is recommended in addition to strengthening SRHR services access and availability.

Issue 3

At baseline, no progress was recorded in the implementation of the recommendations of the CRC Committee; at midterm, the result showed that of the 51 CRC recommendations, 21% had been completed, 47% was in progress and 31% had not had any progress. This is the result of a joint advocacy undertaken by SC and its partners.

Four of five implementing partners are equipped to advocate, influence, and monitor the fulfilment of child rights, corresponding to 67%. In terms of building up the capacity and coaching on advocacy, 50% of agreed milestones were met. The decision to have a CSO-led process instead of a consultant during production of UPR and CSO reports was critical in enhancing the capacity of the CSO partners. Ten child rights services (43%) were influenced by the CCSA processes against 34 targets. The roll-out process of CCSA interventions requires face-to-face interaction. Covid-19 restrictions affected these rollouts since most of members of the CCSA do not have the means for remote or virtual engagement, hence all activities were reduced during the pandemic.

At midterm, 67% of government institutions provide regular public reports or feedback on child rights issues compared with 33% at baseline. The positive increase is a result of joint planning and regular training.

Recommendations

No drastic recommendations or changes are proposed for Issue 3. SC intends to continue to provide technical and financial support, as well as capacity building, to child leadership and to partners, hoping that Covid-19-related restrictions will be lessened moving forward to allow more face-to-face interactions with the different stakeholders which are key to the achievements under this thematic area.

Niger

Since 2019, Niger has experienced a deterioration of the security situation, with an escalation of attacks perpetrated by non-state armed groups and counter-terrorism offensives by the Nigerien Security and Defence Forces in the border area between Niger, Mali and Burkina Faso (Liptako-Gourma) and in Diffa, one of the programme's areas of intervention. Access to schools and communities in Diffa has been challenging and unstable, with the effect of delaying the implementation of some activities.

Education, for girls in particular, is a deliberate target of many attacks. Because of the elevated level of threats, 758 schools were closed in Niger by the end of 2021. Currently, 2.6 million children in the country are estimated to be outside of the education system.

In addition to being exposed to attacks from Boko Haram and other jihadist groups active in North-East Nigeria, the region of Diffa is hosting approximately 200,000 refugees from Nigeria. Because of the growing insecurity, the number of IDPs and people on the move has also increased: approximately 265,000 people are currently internally displaced in the country.

Moreover, conflict and displacement are compounding factors of the rapidly deteriorating food security crisis in the whole Sahel region. As the 2022 lean season is projected to represent an unprecedented spike of food insecurity, it must be noted that the current situation is built on three consecutive poor harvests, from 2019 to 2021. In these last years, the rainy season has both been delayed and caused devastating floods throughout the country. An increasing number of households, also in the programme's areas of intervention, has exhausted its livelihood assets, and consequently resorted to negative coping strategies such as child marriage, child labour, survival sex and recruitment into armed groups. Seasonal migration is another challenge for children's education and well-being, particularly in certain districts.

So far, Covid-19 has only had a limited impact on Niger. Restrictive measures have had short duration and a minor impact on education and livelihoods. Schools closed in May 2020 and reopened extraordinarily in July 2020 to catch up on the time lost. No further disruptions due to Covid have occurred.

The programme

Leaving no Child Behind is implemented in the South-East of the country, in Diffa, which is marked by conflict and displacement, and Zinder. The programme targets 82⁵³ schools and surrounding communities.

The thematic objectives are to ensure that all girls and boys learn and are safe in a quality learning environment; reduce child marriage and teenage pregnancies among schoolgirls to enable them to grow, learn and acquire life skills; ensure that the government, held to account by a strong civil society, meets its

⁵³ Originally 80 schools, but two schools have split.

obligations to implement children's rights.

To achieve these objectives, SC cooperates with seven local civil society partners organisations and the regional Directorates of Primary Education in Zinder and Diffa.

In 2021, a midterm evaluation was conducted through qualitative and quantitative data collection from schools and communities surrounding the sampled schools. The study followed the same method and time of data collection as the baseline. However, due to security challenges in Diffa, midterm data collection for some indicators was done in Zinder only. To ensure comparability, baseline results have been adjusted when necessary.

Results achieved

Issue 1

To achieve improved learning outcomes for all children, SC focuses on the professional development and competency strengthening of teachers, the participatory improvement of the school environment in terms of quality and safety, and the strengthening of the education system at regional and national level.

To provide teachers with inclusive, gender-sensitive and child-centred pedagogical tools and methodologies, SC is implementing the Teacher Professional Development approach. In this approach, teachers assess their proficiency level on 18 competencies, where they rate themselves on four levels, from beginning to advanced. SC has followed a cohort of 130 teachers, and they rate themselves as having mastery in 84% of the competencies assessed, compared to 13% at baseline. They rate themselves as "Developing" in 13% and "Beginning" in 2% of the competencies compared to, respectively, 46% and 39% at baseline.

Female teachers rated themselves as having mastery in 82% of the competencies, against 12% at baseline. This score is significantly lower than the self-assessment made by male teachers, who rated themselves as having mastery in 96% of the competences, against 22% at baseline. It will be useful to deepen the research with a qualitative data collection that would allow SC to clearly identify underlying factors for the observed gender difference and strategise programme adjustments according to the Nigerien context. Eighty-five per cent of students agree with the positive statements of teachers' competencies.

The strengthening of participatory school management and community engagement is pursued through the ILET approach, which is centred on the participatory development, implementation and evaluation of School Improvement Plans (SIPs). There is a 14 %- points increase in scores for schools with functional risk-informed SIPs in place from baseline value of 47% of sampled schools to 61% of sampled schools at midterm.

The sub-scores show that the domain with the highest increase across all sampled schools (on average),

with 20%-points increase, is the quality of the content of the SIPs, it being risk-informed, holistic and focusing on quality education. SC and partners have supported schools and communities during the elaboration of the improvement plans, encouraging sharing and emulation between schools. Each target school has now a functioning Community Mobilisation Committee (CMC).

Schools have upheld their high degree of implementing the SIPs (78% average across all sampled schools) from baseline to midterm⁵⁴. Implementation of the SIPs is secured through provision of small grants to each school by SC, and level of community engagement achieved. But there is a slight decrease in school community participation (teachers, School Management Committees, and children's) through the whole cycle of SIPs. It should be noted that almost half of the targeted schools are located in the department of Kantché (Zinder region), which is highly affected by seasonal and long-term migration. This might explain the discontinuity in participation, but on a positive note, remittance is used in the implementation of the SIPs. It should also be noted that Nigerien society is strongly hierarchical, and the cultural change needed to allow children to be included and heard in decision-making processes is slow and particularly challenging.

SC works to strengthen the education system both at regional and national level in close cooperation with the Ministry of Education, through the training of staff and the contribution in the development of strategies and policies. This programme supported the development and ratification of the national EiE Strategy, which had long been the subject of SC's advocacy towards the government.

In 2020, the government formed a committee to develop the strategy, composed of members of the education cluster, representatives of distinct levels of education and the ministry in charge of disaster management. In this regard, UNICEF joined SC in funding the organisation of various workshops.

In view of the security situation, SC's initiatives in the Diffa region laid the foundations for the new strategy, feeding into the work of developing the national vulnerability strategy for Niger's education system. SC's institutional support consisted of strengthening the Ministry's framework on EiE, sharing experiences on the Diffa initiative, and developing data collection tools. SC also leads the Safe Schools Group and co-leads the Education Cluster, both of which have provided support to the Ministry of Education.

As a result, Niger has since 2021 a normative framework for emergency response and preparedness in the education sector, which is now being disseminated and implemented by the Ministry with the support of SC and other actors.

To measure the learning and well-being outcomes for children, a total of 699 Grade 3 children were sampled at baseline. Following the cohort, the same children were sampled at midterm. In case the children could no

longer be found in the school, a suitable replacement strategy was used to reach the same numbers as in baseline. It is important to note that children with disabilities in Niger are mostly out of school, and when included in the education system, they are often enrolled in dedicated schools. Therefore, the prevalence of children with disabilities is low in partner schools, and the statistics disaggregated with respect to functioning limitation should be treated with caution.

At midterm, 27% of the tested Grade 6 children reached the minimum proficiency level in reading, against 6% at baseline. Girls showed a larger improvement than boys, with 29% of girls reaching the threshold and 25% of boys.

The observed improvement is supported by the investments made by SC in children's literacy, consisting in the implementation of the Literacy Boost approach, the promotion of a literate environment in all partner schools, the donation of manuals (for Grade 1 and 2 only, though) to partner schools and, not least, the professional development of teachers, which strongly focuses on literacy. However, the improvement is clearly also related to the age of children, who at midterm are two years older than at baseline.

The fact that 73% of Grade 6 children do not reach the proficiency threshold is alarming and has multiple underlying elements. Firstly, it should be noted that Nigerien children learn to read and write in French, which is not their mother language. In addition, the ratio of school manuals per child is one to six in Zinder and Diffa, which implies that children learn to read on blackboards, with hand-written characters, whose graphic is different from the printed one. Moreover, the already mentioned seasonal and long-term migration affecting the department of Kantché (Zinder region) clearly has a negative impact on the learning outcomes, as many children migrate along with their parents and lose several months, even years, of schooling before coming back. On top of this, a large proportion of Nigerien teachers does not have the necessary recognition and contractual stability. Eighty per cent of them only have short-term employment contracts and are poorly paid, which causes frequent teacher strikes and absences, and consequently disruptions in the learning and the non-completion of programmes. Finally, the difference between boys and girls may be explained by the fact that many boys are involved in agro-pastoral work and find it hard to combine this with the school hours.

The study on children's well-being was designed to examine the non-cognitive skills of primary school students and the changes over time in response to social and emotional interventions. It focuses on three elements of well-being: self-motivation, social awareness, and nurturing school environment, which are indexed on a scale from 0 to 10.

Children showed a limited positive effect on the well-being domains in Niger over time, with an increase of 0.7 index points from baseline (7.6) to midterm (8.3).

⁵⁴ The ILET approach had already been implemented in some partner schools when the programme started in 2019, which can explain the high baseline value.

This may be due to the already high levels of well-being registered at baseline. The increase in the aspiration to complete secondary school, which is one of the elements assessed to measure self-motivation, is a relevant exception. The percentage of students who aspired to complete secondary school in 2020–2021 grew significantly compared to baseline.

Girls showed a slightly higher well-being than boys, with 8.3 index points versus 8.1 index points for boys. As shown above, girls have better learning achievements than boys, and this may also affect their well-being in school.

The higher well-being of girls may be partially explained as well by the fact that boys are more involved in agro-pastoral work which collides with school hours, resulting in humiliation and physical punishment by the teachers. As confirmation, girls (BL: 60%, MT: 51%) report to be physically punished or beaten less frequently than the boys (BL: 68%; MT: 65%).

At midterm, the use of physical punishment by teachers has declined for both boys and girls. The decline is measured in 9%-points for girls and 3%-points for boys, while at aggregated level the decrease is of 5%-points. Despite the positive trend, the proportion of children reporting being physically punished is still extremely high. More than half of the girls and almost 2 out of 3 boys have been physically punished at school. The small size of the sample of children with disabilities imposes caution in the analysis. However, it must be noted that the proportion of children with disabilities physically punished is higher than both girls and boys without disabilities.

Unfortunately, the Teacher Professional Development approach implemented through this programme does not provide training in positive discipline, despite focusing on the code of conduct for teachers and children. Teachers are made aware of the fact that physical punishments are not acceptable but are not provided with alternative tools. In the previous framework agreement, SC trained teachers on positive discipline, but many of them have since been transferred and left partner schools. To mitigate this challenge, SC trained 122 teachers on positive discipline in April 2022.

Recommendations

To improve the professional development of teachers, SC will focus on gender aspects and provide leadership training for female teachers and support their access to leadership positions in schools. To limit the use of physical punishment by teachers, training on positive discipline has already been restored as a fundamental part of their development curriculum.

The engagement with the communities will be further reinforced, with an even stronger emphasis on child participation in the continuous revision process of the SIPs and their implementation.

To improve learning outcomes for children, SC

will, when possible, reinforce the ongoing work to favour teaching in national languages and increase the donations of manuals to target schools. Moreover, SC will dedicate additional efforts to the sensitisation of the communities, advocating for boys' education which should not be hindered by work or migration. However, with the current dramatic deterioration of food security, the exhaustion of livelihood assets and the risk of famine, it is likely that even more boys will be forced to work and migrate, and more girls will be at risk of early marriage.

Issue 2

SC supported state structures, CSOs, UN agencies and other partners in the development of the national strategic plan to end child marriage in Niger and pursued the sensitisation of local communities against child marriage through two distinct campaigns that reached more than 20,000 people in the region of Zinder. However, the findings from the midterm review do not show the expected results.

The analysis of midterm results on community attitudes towards child marriage shows, compared to baseline, an overall downward trend in the opinions of community members on the unacceptability of the practice of child marriage (BL: 42% versus MT: 33%). The observed downward trend is likely linked to the deterioration of food security and increased socio-economic constraints. For vulnerable families, the marriage of young daughters is one of the first coping strategies being adopted, and this logically also affects the attitude towards the practice. Nonetheless, the midterm result invites SC to review its approach and to choose a different strategy for the rest of the project, which is presented in the paragraph dedicated to recommendations.

To monitor the results in sexual and reproductive health and rights (SRHR) education, SC posed a questionnaire to 372 adolescents in target communities testing their knowledge on HIV prevention, on risks related to child pregnancy and on family planning. The result showed that 62% of adolescents (G: 60%, B: 63%) has the required level of knowledge on adolescent SRHR. Since this indicator was not measured at baseline, it is not possible to quantify the improvement achieved.

The low prevalence of children with disabilities (only 18 of 372) in the sample does not allow us to draw significant conclusions on this group. The inclusion of children with disabilities in this activity has been challenging, despite the efforts of the project team and the implementing partner Leadership Challenge in taking their needs into account. To overcome the challenges, it is planned to intensify the cooperation with the Nigerien Federation of People with Disabilities (FNPH) to integrate ARSHR elements into their support and follow-up of children with disabilities.

The registered number of girls who dropped out of school as a result of child marriage and/or teenage

pregnancy has been low since baseline, with a tendency of further reduction. While 26 cases were registered in 2019, in 2020 and 2021, SC identified 15 and 17 cases respectively. This low prevalence may be partially explained by the extremely high rate of out-of-school adolescent girls in the country. Moreover, schoolgirls who get married or pregnant continue to be officially enrolled in their schools, and a significant proportion of them resumes the school cycle or vocational training. However, the low number of identified cases indicates, in the context of Niger, that it is necessary to revise the identification methods and increase the focus on girls who already are out of school in target communities or who drop out in the transition between primary and secondary school.

Finally, 15 (47%) out of the 32 girls who dropped out of school in 2020 and 2021 due to teenage pregnancies or child marriage were re-enrolled in vocational training, received scholarships during the training and support to start working at the end of the professional curriculum.

Recommendations

SC will intensify awareness raising and capacity-building activities targeting parents, adolescents and communities on the risks related to child marriage, with differentiated communication strategies adapted to the motivations of men and women. SC will also strengthen community-based protection committees in their prevention and awareness-raising function, considering that such committees are currently not equipped to address illiterate populations.

The implementation of the ASRHR curriculum will benefit from the intensified cooperation with the partner FNPH to ensure the inclusion of children with disabilities. Moreover, to reinforce and secure the durability of the intervention, SC is now training and accompanying secondary school teachers, enabling them to adopt and improve the ASRHR curriculum in schools.

Methods and sources used to identify girls dropping out of school because of child marriage or teenage pregnancy will be revised, as school-based data do not seem effective in grasping the phenomenon. The sensitisation and follow-up activities towards families and school authorities will be strengthened to facilitate the re-enrolment of girls that have dropped out.

Additionally, SC considers the introduction of school allowances as support for the most vulnerable girls in order to protect them from being forced to engage in survival sex, a coping strategy which is becoming alarmingly frequent in the areas of intervention.

Issue 3

The programme developed capacity enhancement milestones for seven CSO and two governmental partners, based on identified gaps. Examples on gaps identified were availability of policies such as on child safeguarding, gender, whistleblowing, safety and

security, and gaps in financial management system. The midterm analysis shows that 91% of the partner capacity enhancement milestones have been met. Training was given in financial and administrative management, safety and security procedures and child safeguarding.

Following up on the Concluding Observations from the CRC Committee to the state of Niger, SC has advocated with and supported state structures, CSOs, UN agencies and other partners in the development of the national strategic plan to end child marriage in Niger. In 2021, the Ministry for the Advancement of Women and Child Protection and the Ombudsman's Office received SC's support for the organisation of the 1st National Forum on Ending Child Marriage in Niger. This forum brought together a vast number of stakeholders including political and traditional leaders, religious institutions, civil society and other duty-bearers.

The average annual budget allocation to sectors related to children's rights over the last five years has been about 13% of Niger's national budget. For the year 2021, this allocation was about 15%. SC and partners have continued to advocate for increased investment in the sectors of education, health, and child protection, including by organising three workshops training government officials on budgeting for children.

No child-led or child-informed supplementary reports were prepared and submitted to international bodies from Niger. SC is working at the establishment, coordination and capacity strengthening of youth clubs, with the aim of preparing an alternative report to be submitted to the Convention of the Rights of the Child in 2023.

Recommendations

The continuation and intensification of training initiatives for all elected municipal officials in the programme intervention areas in 2022-2023 will aim at improving awareness on children's rights and thus increase investments in child rights sectors in the Municipal Development Plans and Annual Investment Plans of the municipalities.

The capacity enhancement milestone programme will be continued, and new elements may be added, based on the good results achieved so far.

Strong focus will be dedicated to the support of youth clubs to enable them to lead, or at least effectively inform, the alternative report to the Convention of the Rights of the Child in 2023.



Somalia

Somalis have endured decades of conflict, recurrent climate shocks, and disease outbreaks, including the impacts of the Covid-19 pandemic. It is estimated that 3 million out of the 4.5 million school-aged children are currently out of school.

A combination of three consecutive dry seasons has made Somalia the Horn of Africa's most severely drought-affected country. By the end of 2021, the number of people affected was 3.2 million, of whom 2.2 million require urgent humanitarian assistance and protection. The drought emergency has created a displacement crisis, where half of the displaced are women and girls facing a heightened risk of sexual violence. The education cluster estimates 1.4 million school-aged children are affected by the drought, and 420,000 school-aged children (45% girls) are at risk of dropping out of school. School dropouts put children at risk of recruitment into armed groups, sexual violence, child labour, and early marriage.

Conflict and insecurity, exemplified by the continued threat posed by Al-Shabaab, remain widespread across the country. According to the Secretary General's annual report on Children Affected by Armed Conflict (CAAC), Somalia is the world's most dangerous conflict for children. Female Genital Mutilation (FGM) and child marriages are among the highest in the world.

Somalia also continues to exhibit some of the highest infant and child mortality, maternal mortality, and fertility rates in the world, and Covid-19 has exacerbated these dynamics.

The programme

Leaving no Child Behind is implemented in Puntland (Nugal 6 Karkaar regions) and South-Central Somalia (Galgadudand Hiran regions) covering 47 schools. The programme targets 21 540 children (G:10 770, B: 10 770) and covers Education, Child Protection and Children's Rights, with the collaboration of the two partners, Tadamun Social Society (TASS) and Somali Peace line (SPL).

In 2021 a total of 17,531 learners (G: 8816, B: 8715) were enrolled in the 47 supported schools out of which 605 learners (G: 295, B: 310) were children with Disabilities.

Collection of data for the midterm review were conducted in April–May 2021 after reopening of all the 47 supported schools, with the exception of literacy data which had to be collected later. The review followed the same methodology and used same sample size as the baseline except for literacy assessment for which the sample size was reduced in accordance to SCN's guidelines to adhere to data quality standards and enable comparability with baseline.

Results achieved

Issue 1

The midterm result shows that 59% (F: 61%, M: 58%) met the competency threshold on percentage of teachers demonstrating their professional teaching practices. The indicator value increased by 29 percentage points from 30% at baseline to 59% at midterm.

Assessment of teacher's competency focused on measuring attainment in key teacher competency areas and the study was conducted in 33 schools across four regions. A total of 99 teachers out of which 81 (82%) were male and 18 (18%) females were assessed.

Seventy per cent (BL 40%) of teachers assessed in Nugal met the competency threshold, followed by Karkar where 67% (BL 6%) of teachers assessed met the threshold. Fifty-three per cent (BL 50%) in Galgadud and 40% (BL 0%) in Hiran met the competency threshold.

The reasons for the progress are SCs teacher professional development initiative, constant on-the-job training by the Ministry of Education (MoE) staff and in-service programmes, and continuous teacher provisional development support provided by the Garowe teacher training college, and most importantly retaining trained and experienced teachers. The WhatsApp programme for improving teachers' skills, which focuses on lesson planning, work preparation, use of positive disciplining methods, classroom management, test constructions and the use of assessments, also contributed to the success.

The midterm data generally shows considerable progress in improving teachers' professional development, which contributes towards better learning outcomes. But the gender disparity in schools, with a pre-dominance of male teachers in supported schools still exists. To bridge that gap, the MoE and school management through the support of the programme, recruited 20 female teachers in the Galgadud region. More female teachers have shown to be significant for the girls' enrolment and retention. A similar approach will be used for the remaining regions.

The programme supported the Ministry of Education in Puntland in developing and finalising an Early Childhood Education (ECE) policy, syllabus and strategy. The programme piloted the ECE programme in Early Child Development (ECD) centres and trained five female teachers and ten male teachers. The next step will be disseminating the policy to regions where the programme is implemented.

The programme, moreover, supports teacher training and recruitment policy and development of five-year Education Sector Strategic Plan (ESSP) in Galmudug. In Puntland, teacher training manuals were reviewed to make sure that topics on child rights and child protection were incorporated.

The programme will continue to support the MoE of Puntland to disseminate and implement the existing policies including the policy of quality assurance, gender, and an advocacy plan for female recruitment and retention.

The midterm found that 76% of school children (G: 79%, B: 73%) feel safe in and around school. Overall, there was a significant increase of 24-percentage points from the baseline value of 52%. Improvement has been noticed on girls' safety, as girls describing their schools as safe zone increased by 34-percentage

points from 45% at baseline to 79% at midterm. Boys describing their schools as a safe zone, on the other hand, increased by 15-percentage points from 58% at baseline to 73% at midterm.

These findings were obtained from a survey of 807 school children (50% female) from 35 schools in four regions on whether their schools are perceived as safe zones considering set of criteria on safety.

Region-wise, the review results show that 51% in Hiran (31 percentage point increase from baseline), 77% in Nugal (38 percentage point increase from baseline), 81% in Karkaar (25 percentage point increase from baseline) and 87% in Galgadud (13 percentage point increase from baseline) children felt safe in and around schools.

The achieved results can be attributed to implementations such as of child clubs in the school, follow-up of safety related school activities, and involving the community in issues related to safety. The programme also worked closely with Community Education Committees (CECs) to develop, review, and implement functional risk-informed Improvement Plans and Disaster Risk Reduction (DRR) Plans. At baseline, only 3% of the 35 schools assessed had FRI SIPs (met the threshold), whereas 26% of the 34 schools assessed at midterm did so.

Furthermore, all supported schools have functional DRR clubs that work closely with CEC and Child Welfare Committees (CWC) on identification of recurring hazards and school risks and resource mapping in their respective schools. Community dialogues have also taken place, with focus on raising awareness on risks within the school and the community, and how to mitigate and be prepared. This will enhance children's safety, which is an integral part of the inclusive School Improvement Plans.

Recommendations:

A lot remains to be done though the midterm shows improvement on teachers' professional skills. The programme will continue providing capacity strengthening initiatives as well as teaching materials/ aids to teachers to enable them to deliver quality lessons.

Behaviour change is a long-term process requiring long-term and ongoing reinforcement. The programme will explore electronic messaging to reinforce key PwV messages to caregivers and will introduce Interactive Voice Response (IVR) content on Parenting without Violence (PwV), which is expected to contribute to a change in the attitude of parents. The programme, furthermore, will continue the PwV sessions to the target parents and children, and community mobilisation on prevention of physical and humiliating punishment to transform discriminatory norms and promote gender equality.

Issue 2

The midterm shows the substantial progress that has

been achieved in changing parents' acceptance towards physical and humiliating punishment (PHP), as it has been reduced from 86% at baseline to 43% at midterm.

The study was conducted in four regions and targeted nearby communities for the target schools using simple random sampling. A total of 834 caregivers have been interviewed, out of which 94% were female. The gender distribution of the sampled respondents is dominated by female respondents because male parents most of the time are not at home, and few of them participate in caring for and raising their children. But the result showed that the male respondents tended to have more positive view on parenting, as 78% of male caregivers interviewed answered that PHP is not acceptable and should not be tolerated, compared to 55% among female respondents.

The noticeable decrease in the proportion of parents who believe that punishment is acceptable could be attributable to social desirability bias as the midterm assessment was conducted after Parenting without Violence (PwV) sessions. Having said this, well-tailored context-specific positive parenting awareness sessions intended to promote caregivers' knowledge, skills and practice toward positive parenting could explain the observed decrease. A total of 3,840 (1,920 children and 1,920 adults) parents/caregivers and children participated in PwV sessions on positive discipline. In addition, structured and creative group sessions were organised and provided to children aged 10–13, in supported schools and adult child interaction sessions were conducted after each series of parents and children session.

The programme, furthermore, trained community-based structures and other groups/associations operating in the community on prevention of physical and humiliating punishment, to transform discriminatory norms and promote gender equality.

Seventy-one per cent of Community-Based Child Protection Mechanisms (CBCPM) were found to be active in identifying, registering and referring the child protection cases. Overall, there is significant progress on this indicator. At baseline, only 46% of CBCPMs were active, while 71% of CBCPMs are active at midterm.

All CBCPMs are active in Nugal and Karkar followed by Hiran where 83% of CBCPMs assessed met the criteria of being active. CBCPMs assessed in Galgaduud region performed poorly as only one-quarter is active.

A total of 35 community-based child protection mechanisms have been assessed using four core criteria, 52% of the members interviewed were female and 48% were male. The main reason for progress is that all supported schools have well-structured and functional Child Welfare Committees (CWCs), which are focal points of child rights issues. The programme supported and built their capacity by providing case management training on identification and referral as well as confidentiality of child protection cases. The programme also supported quarterly and annual meetings for CWCs representatives and CP focal points

for experience sharing at regional level, which increased the linkage and relationship among these groups.

Recommendations

The quality of case management has been weak, and this can be attributed to the absence of enough and qualified case workers on the programme and there is thus a need to invest in case workers to improve this service

The programme will focus more on the Galdugud region to ensure activeness of the CWCs in the region to support CP case management. This will be accomplished by providing training and materials support for new members of the CWCs to effectively manage the CP cases.

Issue 3

The midterm shows that 69% of the capacity strengthening plan has been achieved. Somali Peace Line (SPL) and Tadamun Social Society (TASS) partners have gained vast experience working with communities on child protection, child rights, education and FGM, and built a strong collaboration with local grassroots communities in Puntland and Southern areas. The partners are involved fully in all stages of the project, from design to implementation, which boosted their capacity and sustainability of programme.

In 2021, SC together with SPL and TASS jointly conducted a five-day organisational self-assessment workshop in Moqdisho to develop a tailored package of capacity development and locally driven capacity strengthening plan for the two partners. The partners after the workshop produced a two-year comprehensive capacity strengthening plan (2022–2023). Different modalities and approaches will be used to implement the plan through training, coaching, mentoring, peer-to-peer support and engagement of consultants where necessary. Partners have already identified strategic priority areas including capacity building policy, manuals and strategy developments for advocacy, MEAL, resources mobilisation, communication, security, procurements, gender, and inclusions.

SC also supported the national child rights coalition known as the Somali Child Rights Coalition (SCRC) to develop a five-year strategic plan. In 2022, SC plans to enter into a strategic agreement with the Coalition to advocate together for the rights of the children of Somalia.

SC is a lead organisation for advocating ratification of the African Charter and Rights of the Children (ACRWC) and provided technical and financial support for the ratification of the charter. SC, furthermore, continues to advocate for implementation of UNCRC and Convention on the Rights of Persons with Disabilities (CRPD) and the National Plan of Action for the Children has been developed with the support of Save the Children.

Female Genital Mutilation (FGM) and child marriages remains among the highest in Somalia. SC has been at the forefront of campaigns to change legal and policy frameworks related to FGM at both federal and state level. One way of such efforts has been supporting initiatives of children to address FGM/EM by amplifying their voices and facilitating/helping them to meet with relevant decision makers.

SC has also played a significant role in developing the Civil Society Code of Conduct to fight FGM and leads a consortium on the issue in mobilisation of media coverage. Consequently, a bill on FGM has been approved by the cabinet of Puntland and lobbying and advocacy for the approval of the bill by the national parliament continues. The programme will continue to organise consultation meetings with key government officials on the ratification process of ARCWC and strengthen further a task force led by government that coordinates the ratification through technical and financial support.

Recommendations

The programme together with its partners and civil society organisation such as Somali Child Rights Coalition (SCRC) will continue to support and advocate for ratification and implementation of UNCRC and the African Charter and Rights of the Children (ACRWC). The programme together with partners will also continue to push for submission of CRC and the Universal Periodic Report (UPR) reports the government which is pending.

The programme will also continue to work closely with the FGM programme to address harmful practices against children, including child marriages and FGM.

South Sudan

South Sudan has suffered from numerous challenging circumstances ranging from weak governance, inter- and intra-communal clashes, economic crisis, poverty, and lack of infrastructural development. The country has also been hit by severe weather conditions causing widespread flooding.

The economy, peace and stability are among areas that have been hardest hit by the political instability, causing mass displacement that in turn has a devastating impact on the social fabric and structures of communities. Despite the signing of the revitalised peace agreement in 2018, formally putting an end to the internal conflict, uncertainties remain, depriving children of their childhood, and of their right to education and protection. The economic crisis has affected service delivery across all sectors including the payment of teachers' salaries affecting teachers' motivation leading to absenteeism and leaving in search of better opportunities.

The emergence of Covid-19 pandemic coupled with serious floods continue to be major challenges in many areas of South Sudan. The pandemic led to school closure for 14 months interrupting learning for children who already had difficulties to access education.

The programme

The programme is implemented by SC in close collaboration with four local partners: Smile Again Africa Development Organisation (SAADO), Action for Children Development Foundation (ACDF), Disabled Agency for Rehabilitation and Development (DARD) and the Organisation for Children's Harmony (TOCH) in Rumbek (Lakes State) and Bor (Jonglei State) covering a total of 42 schools roughly divided between the two States. The programme focuses on education, protection of children and children's rights.

The midterm followed the same method and time of data collection as the baseline. Collection was conducted in two phases, first the community-based data collection, then the school-based data, when schools reopened after 14 months of closure.

Results achieved

Issue 1

Classroom observation was conducted to assess if teachers have demonstrated professional teaching practices. A total of 39 (33 males, 6 females) teachers, were observed during lesson delivery in the primary level.

Overall, those who demonstrated professional teaching practices score are 59% (F: 83%, M: 55%). This is an increase by 22%-points compare to the baseline. Those with competency scores below 75% have decreased from 64% at the baseline to 41% during the midterm review. In Rumbek, teachers with competency scores greater than 75% increased from 33% at the baseline to 55% during the midterm review, while those with competency scores below 75% were 45% in the midterm. In Bor, teachers with competency scores greater than 75% increased from 40% at the baseline to 63%, while 37% are scored below 75% in the midterm. Overall, more teachers in Bor (63%) demonstrated professional teaching practices than 55% in Rumbek.

The above result was attributed to the close engagement with State Ministry of General Education last year through capacity building of teachers, refresher training, mentoring and orientation of five selected tutors on South Sudan's new curriculum. The effort to improve teachers' professional skills and knowledge is expected to continue with special attention to female teachers.

Looking at the gender gap, five out of six female teachers assessed (83%) had competency scores greater than 75%, while 18 out of 33 male teachers (55%) had competency scores greater than 75%. While the total number of female teachers remain small, they scored higher than their male colleagues. The

programme will continue its effort to improve teachers' professional teaching skills and knowledge, which will in turn contribute to the quality learning of children.

Overall, the reading proficiency level of learners during the midterm review has increased from 5% in the baseline to 12% in the midterm. More learners are able to read with fluency and comprehend stories at midterm compared to baseline. There are variations in reading proficiency levels in the two programme locations. Generally, reading proficiency levels are much higher in Rumbek compared to Bor. Rumbek scores were 18% at midterm, compared to 2% at baseline, while Bor scores were 7% at midterm compared to 8% at baseline. Boys' reading proficiency was 16% compared to 6% at baseline, while girls' reading proficiency was 7% at midterm compared to 3% at baseline. Though both boys and girls improved their reading proficiency levels, 12% of girls (21 out of 169) are still on level 0 (Cannot identify letters) which remains a concern. The midterm also found that a higher percentage of boys, 28%, were able to correctly perform addition and subtraction, while it is 12% for girls showing a clear disparity.

By the time learners enter primary level 3, they are expected to read a simple story. Thirty-four per cent (146 out of 427 learners) achieving both the literacy and numeracy skills threshold clearly shows that the majority of learners in primary level 3 cannot read, comprehend, or correctly perform addition and subtraction. It is presumed that schools store reading materials instead of distributing them to learners and some of the teachers lack capacity to instruct on reading skills. Teachers trained on the new curriculum⁵⁵ moreover, remain very few, and teachers have mentioned that they struggle with teaching as they need more support and training on the new curriculum.

The overall increase in literacy competency compared to the baseline could be attributed to refreshers on teaching methodologies, lesson planning and schemes of work, learner assessment, coupled with monitoring, supervision and mentoring activities jointly conducted by state education officials and teacher trainers.

This midterm sought to examine how safe and well children felt in school. A total of 427 (258 Boys and 169 girls) learners were asked whether they felt well and safe in school.

A total of 59% (252 of the 427) learners reported feeling well and safe within schools, an increase from 36% in the baseline. The findings are consistent in Bor and Rumbek with a very small difference between boys in Bor and in Rumbek. Fifty per cent (43) out of 86 girls in Rumbek felt safe, compared to 59% (49) out of 83 in Bor.

In Bor, 73 boys out of 138 (53%) expressed fears for abductors and poor classroom conditions such as dilapidated structures, lack of furniture and enough learning spaces, while 46 girls out of the 83 (55%)

expressed fear for abductors and road accidents.

In Rumbek, 44 out of 120 boys (37%) mentioned feeling unsafe due to armed youths "Gelweng" who cross their compounds with guns, intercommunal conflicts, being punished by teachers, accidents, dilapidated classroom structures/cracks and snake bites. Thirty-six girls out of 86 (42%) in Rumbek mentioned fearing the presence of soldiers in and around schools, presence of local villagers around their schools, being punished by teachers, poor classroom structures, intercommunal conflicts, and flooding of their schools.

Recommendations

The overall midterm result shows that there are more opportunities to perform better. The number of teachers demonstrating professional teaching practices increased, but continued effort on this is required in close engagements with relevant stakeholders.

The plight of children with disability comes out clearly, that they are left behind as demonstrated by results of learning and safety assessments, a concern which calls for more focus on the issue with an inclusive approach streamed in all thematic areas.

The programme will continue to focus on constructions and renovations of classrooms and improving the school environment in addition to advocating and supporting the implementation of the Safe School Declaration, training with teachers on positive discipline and ensuring that schools are safe for all children.

Issue 2

Child protection cases responded to by Community-Based Child Protection Mechanisms (CBCPMs) during the last 12 months were analysed with the denominator being the total number of cases registered, by case management actors and CBCPMs. Overall, 73% (72 out of 99) of the reported cases were responded to by CP mechanisms. The cases included incidents of child marriages, neglect, and physical abuse. Sixty-four out of 99 (65%) identified cases were girls, and 35 (35%) boys, while children with disability constituted ten (10%) out of the total 99 identified cases.

Overall, 40% of the CBCPMs (10 out of 25 CBCPMs) were found to be active in identifying, reporting, and referring child protection cases, carrying out community awareness and mobilisations, holding meetings regularly and implementing actions.

The midterm found that 29% of parents/caregivers believe that physical and humiliating punishment (PHP) is acceptable, which is lower than the 88% during the baseline. Further details reveal that about 20% (24 out of 121) of males assessed still believe in physical punishment, while 34% (90 out of 266) females assessed believe in physical punishment. The study also noted a generally higher number of parents in Bor

⁵⁵ With support from its partners, the government of South Sudan in 2015 developed the first comprehensive national education curriculum for the country. Its implementation was launched in 2018 and training of teachers on the new continues to date

(32%) practising PHP, compared to 26% in Rumbek. who practise physical and psychological violence against children.

Recommendations:

The Programme identified the number of CBCPMs that are still struggling despite the training, regular visits and support, with the main challenge being the lack of incentives which results in loss of interest. The programme will need to allocate some funds for community structures' motivation through offering certificates, recommendation letters and some material support. The frequent engagement and close monitoring will be jointly conducted with respective Ministries as part of capacity strengthening and sustainability.

While progress has been made in terms of changing perceptions on physical punishment due to child protection intervention and contributions by other actors, more women still accept physical punishment mainly because they spend more time with children. Moving forward, more gender-sensitive approach will be employed alongside awareness on the negative effects of physical punishment during the coming years focusing on mothers and female caregivers.

Issue 3

South Sudan has successfully prepared and submitted one child-led report to the Office of the High Commissioner for Human Rights (OHCHR). The supplementary report preparation started in 2018, but submission is still pending as the state report has not been submitted. SC supported and facilitated child rights coalition members, which eventually led to the consolidation of reports prepared by eight child-led groups. Groups of children were engaged in one-day conferences in Lakes, Northern Bahr el Gazal, Juba and Jonglei states. After the conference, the children participated in focus group discussions and got involved in advocacy, lobbying, promotion, and protection of child rights in South Sudan focusing on issues affecting them. The data collection for the report, which started in 2018, resulted in a report that was finalised, updated and submitted in 2020, with 28 recommendations, including translation of the Child Act into local languages, dissemination of the Child Act in the communities, the development of the National Plan of Action for Children, the establishment of a data collection team, the establishment of a child rights department in the Human Rights Commission and the formation of a child parliament.

Assessment of the four partners was conducted using the baseline assessed capacity milestone template to assess progress made on achieving the agreed milestones.

The study shows that a total of 79% (15 out of 19) capacity enhancement milestones are met for the four partners (ACDF, TOCH, SAADO, DARD). Overall achievement indicates good progress towards

meeting agreed milestones, though progress varies when it comes to individual partner organisations' achievements. It is noted that procurement processes and organisational cultures require more attention.

Recommendations

It is recommended for SC to develop a detailed training and capacity building plan to support partners on procurement and logistics processes and procedure as well as aspects of organisational culture.

Uganda

Covid-19 had a profound effect on the education, health, social development and economic sectors in Uganda, and the prolonged lockdowns affected programme delivery. The education sector was among the worst hit, and learners, especially in grades 1–3 were kept out of school for close to two years. School-based interventions were therefore considerably disrupted and/or suspended.



The lockdowns furthermore considerably weakened the country's social protection systems. The school closure worsened the child protection situation. Many children were exposed to neglect, abuse, and violence, which resulted in exponential rise in child protection cases, including teenage pregnancies and child marriages. The pandemic also impacted child rights programming. The government-imposed school closure limited SC's ability to engage with children, as most of the direct engagement with them was designed to take place within a school setting. Curfews, movement restrictions and limitations on gatherings also restricted meetings and training with children, civil society organisations (CSOs), government and other stakeholders. The handling of the pandemic was the main priority for the government, and most partners and government officers were not available for engagements and consultations on child rights programming issues. The 2020 presidential poll also caused disruptions in programming as incumbent leaders were reluctant to make commitments as the

elections approached and their terms were ending.

The programme

Leaving no Child Behind is multisectoral and integrated, addressing education, child protection, early marriage, teenage pregnancy, children's rights, and governance issues in nine districts: Kotido, Moroto, Napak, Nabilatuk, Nakapiripirit, Amuru, Gulu, Nmwoya, and Omoro, in the northern and eastern part of Uganda. The programme is implemented at local, district and national level, with relevant authorities and ministries, and in partnership with various CSOs.

Schools were closed and inaccessible during the midterm meaning that school-based outcome indicators have not been obtained. Adaptations were made, however, to generalise data for instance for home-based learning approaches. The midterm included a combination of quantitative and qualitative methodologies. Primary data collection was undertaken, targeting 92 supported schools and the surrounding communities. Quantitative data was obtained from children and parents who directly benefitted from the services. Qualitative data was obtained from project documents, child beneficiaries, members of parent support groups, local government officials, teachers and SC country and field staff. The midterm methodology for issue 1 varied compared to the baseline, from school-based to community-based data collection, using a reduced sample size due to Covid-19 restrictions.

Results achieved

Issue 1:

In 2021, SC supported the Ministry of Education and Sports to carry out a documentary on inclusive pedagogy and the challenges faced by schools in dealing with inclusive education. The documentary aimed at bringing the plight of schools and children with disabilities to light before policymakers with less knowledge of the realities in schools, especially in rural communities. The Ministry was able to strengthen the National Inclusive Education Policy (NiEP) from the information in the documentary. The planned finalisation of the policy in 2021 was affected by the pandemic, and the status at midterm is that the draft and costed implementation plan has undergone final review and is awaiting certification and approval by the Cabinet.⁵⁶

The pandemic had a profound impact on programme delivery, especially components delivered through school-based interventions. As a result, school-based activities, such as students' enrolment and attendance, teacher training, parents and school management committee meetings were stopped. Other activities were redesigned to align with infection prevention and control measures. Such adaptations included provision of self-study with home learning packages, facilitation of community-based small group learning sessions,

smaller group meetings and facilitation of radio learning lessons. This chapter highlights outcomes based on these adopted activities implemented to keep children learning while schools were closed.

To support and sustain continuous learning at home, SC, with support from the Norwegian Embassy, worked with the National Curriculum Development Centre (NCDC) to develop and distribute to learners' self-study at home learning material. This material benefitted SC-supported schools and catchment communities as well as other learners at national level. Home learning packages were distributed to 47,200 learners (G: 23,986, B: 23,214) in the 92 targeted school communities. These packages enabled children to continue learning while schools were closed. SC partnered with district and local leaders as well as school authorities for identification of learners, harmonisation of plans, distribution, and coordination of teachers. The packages were supplemented with guidance and support on remote learning, how to keep children safe, and how to engage families and parents. Multiple community mobilisation approaches were adopted that included the use of multimedia, such as radio talk shows, radio spot messages and mobile speakers to alert learners, families, and communities of the availability of the material, designated points, and persons to be reached out to for support. The materials included self-study packages, newspapers, readers and Covid-19 awareness literature and printed messages.

SC supported 291 teachers through the project (F: 101, M: 190) to deliver community-based learning support reaching 36 808 children (G: 19 215, B: 17 593) and 634 children with disabilities (G: 315, B: 319 boys). The teachers and community reading club facilitators received training before they were commissioned to support home learning to children residing within the catchment communities. The teachers were supported with bicycles to reach children in their communities. Other support items provided included backpack bags for storage of learning material, personal protective equipment (masks and hand sanitisers), as well as lunch facilitation and a modest stipend for their sustenance while in the field. Community members were sensitised on their roles in supporting children by ensuring a balance between learning and household chores. Home-based learning activities were also supplemented by community radio learning programmes, such as radio talk shows, radio learning sessions and drama series with education community mobilisation messages.

Literacy and numeracy assessment based on home learning was conducted as a proxy for measuring students learning outcome. This was based on sampled grade 3 learners who participated in the home learning intervention with a total sample of 298 learners (g:148/b:150). Literacy tests were conducted in the local languages of Acholi and Ngakarimojong. The assessment tested children's ability to read and comprehend at their level. A child who scored 50% and above was considered to have passed. Results showed

⁵⁶ This result under issue 1 that is comparable with the baseline.

that only 39% (116 out of 298) of grade 3 learners who received home learning packages were able to correctly answer literacy questions, with boys performing better than girls (G: 32%, B:45%). The numeracy assessment tested grade 3 learners' competencies in operation of numbers, counting, addition, subtraction of two and three-digit numbers. In addition, SC also tested learners' competencies in working on fractions and their application of knowledge. Just like in literacy, a child who scored 50% and above was considered to have passed. 67% of the learners assessed passed at least 50% of the questions and thus classified as passed. The numeracy assessment included questions on filling in missing numbers in ascending and descending order, sets, addition of two and three-digit numbers, and fractions. Boys performed better than girls at 73% and 61% respectively. Thirty-one per cent passed both literacy and numeracy questions with a higher proportion noted among the boys (36%) compared to the girls (27%). The disparity in performance between girls and boys was due to girls being more engaged with household chores compared to boys, and boys were allowed to spend more time on home learning activities.

A qualitative assessment of the Home-Based Learning programme was carried out to collect additional evidence and lessons learnt, as well as to inform 2022 planning and implementation. The main learnings from the assessment were that early involvement of key stakeholders, such as district officials and community structures, was crucial in creating the commitment and ownership to the programme. The local and district communities were, therefore, involved in the mobilisation and facilitation of the home-based learning programme from the start. Continued support from teachers and engagement of children after school closure improved their reading and writing skills. Small groups and a door-to-door-approach made it simpler for children with disabilities to attend the learning sessions and teachers had more possibility of facilitating to the individual learners' needs. Seventy-seven per cent of parents supported their children to learn from home by providing resources, allocating time and space for home learning.

Recommendations

The programme will have a continued focus on parents and community mobilisation to ensure that all children, especially the most marginalised, get back to school, and do not drop out. Focus will be on getting parents more engaged and supporting their children's learning. To improve teachers' capacity for facilitating inclusive teaching in schools and to increase attendance, focus will be on promoting the teachers' social well-being as an entry point for supporting students' well-being and improved learning outcomes. Key activities to improve teacher well-being include psychosocial support, reward management for attendance, and keeping schools safe for reopening through provision of teaching material which builds teachers' confidence. Teacher

professional development will be strengthened, with focus on equipping teachers with knowledge and skills that address identified capacity gaps and facilitate remedial learning to bridge the students' learning loss partly attributed to school closure. Emphasis will be on supporting teachers on how to use the new abridged teaching curriculum, and intensifying mentorship and coaching to bridge the capacity gaps.

Issue 2

SC conducted an assessment on risks and effects of teenage pregnancy and child marriage among girls due to the effects of Covid-19 at the end of 2021. The assessment revealed that 22% of out-of-school girls and 10% of girls in school became pregnant or got married during lockdown. The report further indicates that 7% of girls in school are likely not to return to school due to pregnancy or marriage. This implies that a higher number of girls are likely to drop out of school in the post-Covid-19 context if compared to the 3% drop-out rate before school closure.

A total of 656 (F:425/M:231) community members were interviewed, and 82% of the respondents (F: 81% female, M: 84%) demonstrated a change in attitude towards child marriage. The baseline was 73% (F: 72%, M: 74%). The change in attitude was due to community sensitisation activities using media, periodic community dialogue sessions that equipped the communities with knowledge on child marriage. Commitment of religious leaders and government officials were highlighted by community members as important for eradicating child marriage. In addition, partners including Straight Talk Foundation, KIDEP (Karamoja Integrated Development Programme) and THRIVE Gulu also supported the community-wide spread of messages against child marriage. The midterm results showed that 28% of the communities have declared themselves free from child marriage and made social action/commitments towards child marriage against the baseline value of 15%. Three communities in Kotido, Napak and Omoro had members individually sign commitments. Social action included reprimand of child marriage perpetrators by clan leaders, agreements not to formalise any child marriages, prompt reporting of cases (139 cases reported) and effective implementation of the child marriage ordinance. The declarations were achieved through the purposive selection of members based upon leadership roles, exemplary behaviour, and willingness to take part in community dialogue meetings. Eighty-seven community dialogue groups were formed and, on average, there were three groups per community with a mentor facilitating sessions on key topics agreed upon by members based on prevalent issues in their community. In some meetings, however, documentation of actions plans was inconsistent, with only 64% of the groups documenting sessions. Findings from the midterm indicate that only 48% of the para-social workers had plans in place for mobilising and engaging the wider community.

Three hundred and sixty-nine (G: 57%, B: 43%) adolescents in and out of school age 10–19 years were asked five questions on Adolescents Sexual Reproductive Health Rights (ASRHR). Forty-two per cent of the adolescents (F: 40%, M: 45%) demonstrated knowledge compared to 26% at baseline (F: 27%, M: 26%). Progress was due to capacity strengthening of ASRHR and life skills resource trainers in supporting the School Family Initiative learning sessions in and around the community and schools. Sessions were implemented from 2019 across all schools and communities.

At midterm, only 30% of the child protection cases reported over the last 12 months have been responded to, against the baseline of 22%. Of 1,617 cases identified by child protection actors, 479 were responded to. On average, 18 cases were identified per school catchment area in the past year. The case response rate by informal and formal actors was only 22% and 58% respectively. The low rates of case identification and response were attributed to gaps in human resource and planning at the district action centres, inefficiencies within the community-level child protection structures, poor linkages, and the lack of collaboration between the formal and non-formal structures.

At the time of the midterm, 34% of parents (F: 33%, M: 36%) still believed that punishment is acceptable, 48% at baseline (F: 53%, M: 39%). Physical forms of discipline accounts for 40% of punishment given to children, and 46% of the parents expressed having rights to punish their children. Forty-four per cent of the caregivers (F: 45%, M: 43%) also expressed that lockdown, and the lack of access to services, loss of employment and fear of being infected made them more aggressive towards their children. Small group sessions on Parenting without Violence were held with between 15–20 parents over six weeks. The sessions were facilitated by mentors within the communities.

Midterm shows 80% of the children (G: 79%, B: 82%) had experienced physical punishment and/or psychological aggression by parents, a decline of 9% compared to the baseline of 89% (G: 90%, B: 87%). Ten per cent of the children assessed had some form of functional disability. Of these children, 82% (G: 79%, B: 85%) had encountered some form of physical or psychological aggression. The proportion of children encountering aggression is widespread across all locations in Karamoja and northern Uganda. Prevalence of violence against children is also attributed to the failure of parents to discuss rules with their children and inadequate application of positive parenting practices due to limited caregiver to child interaction. Although 83% of the parents have rules in place to guide the upbringing of their children, only one in every ten parents have had a joint discussion with children under their care on acceptable behaviours, obedience,

and consequent punishments for contrary behaviour. Parents also hardly compliment their children upon accomplishments of little tasks, and many admit to physical punishments as correctional measures for children considered undisciplined.

Recommendations

In the next period, efforts will be geared towards strengthening collaboration between formal and informal structures at national and sub-national levels. The Ministry of Gender, Labor, and Social Development (MGLSD) will be engaged to support the roll-out of the para-social worker curriculum and guidelines, starting in the worst-affected communities in Gulu and Karamoja. A social welfare officer will be seconded to support case management activities at the district action centres, and to empower children's peer-to-peer initiatives. It is recommended that Parenting without Violence sessions continue to be rolled out in the wider community for both parents and guardians, including home visits to enhance positive parenting practices. Role model parents can be selected from among mentors and previously enrolled parents to strengthen adherence and to share experiences on alternatives to physical punishment.

Issue 3

Two supplementary reports on the situation and rights of children in Uganda were prepared and submitted to the respective review committees: One supplementary report submitted to the UN Human Rights Council for Uganda's 3rd Universal Periodic Review (UPR) in 2021. SC provided technical and financial support to the preparation of this report.

The child-informed supplementary report on Uganda's implementation of the African Children's Charter and a child-led report on children's voices were submitted and presented to the AU Committee on the Rights and Welfare of the Child (ACRWC). SC provided financial assistance towards compilation of the report by bringing together national and international child-focused NGOs to validate the findings. SC was a member of the NGO Technical Committee that guided the process of report development and submission. SC further printed both the child-informed supplementary report and the Voices of Children report that were shared with NGO coalition members and local government officials in districts where the programme is implemented. The process of preparing these reports was led by the Uganda Child Rights NGO Network (UCRNN), a coalition that brings together national and international child-focused NGOs working for children in Uganda.

Around 52% of the milestones in the partner capacity assessment plan were achieved at midterm, including capacity strengthening on fundraising, gender mainstreaming and training on the SC safeguarding policy. A considerable number of the partners did



not make considerable progress towards achieving development of a safeguarding policies, MEAL (Monitoring Evaluation Accountability and Learning) function strengthening, procurement and financial systems.

SC supported the drafting and advocated for the enactment of the Prevention and Prohibition of Human Sacrifice Act. The Human Sacrifice Act addresses gaps in the existing legislation that did not address the practice of child sacrifice as a specific crime. SC also influenced the National Child Policy 2020 that replaced the National Orphanage and Vulnerable Children Policy. The new policy demonstrates the government's commitment to ensuring the well-being of all children in a holistic manner. This policy is structured around four broad categories of children's rights, namely survival, development, protection, and participation, plus systems strengthening to anchor and sustain its effective and coordinated implementation. In addition, SC also supported the development of the child-friendly version of the National Child Participation Strategy and the roll-out of this version in Karamoja and the northern region as well as to children in schools/communities.

At a national level, the midterm results show an increase in resource allocations to child-centric sectors since 2019. In the 2021/2022 budget, 32% of Uganda's national budget was allocated to key child rights sectors (Education, Health, and Social Development) up from a 28% allocation in the 2019/2020, showing a 4% increase. Within these sectors, Education and Health received larger percentages of the budget for 2021/2022 with 11% and 10% allocations, respectively. The increase in the education budget is geared towards transforming education delivery to improve learning outcomes, especially with the recent experience with the pandemic. The increase in health budget was meant to facilitate the purchase of Covid-19 vaccines, improving the skills of health workers and health facilities. The Social Development budget remains low, but with a slight increase from 0.67% in 2019/2020 to 0.7% in 2021/2022. At the local government level,

there has been an upward trend in budget allocations to the child-centric sectors. The education programme across the districts where the programme is being implemented had a large share of the 2021/2022 local government budgets. Even so, allocations decreased from 2019/2020 and 2020/2021 due to the school disruptions caused by the pandemic. In Omoro district, the education budget was reduced to 51% in the 2021/2022 budget from 53% in 2020/2021 and 55% in 2019/2020. In Napak district, the allocation to the education programme was 37% in 2019/2020 but was reduced to 34% in 2021/2022. The share of budget allocations to the community development sector, where child protection belongs, remains low in most district budgets. Nabilatuk district local government increased the social development budget up from 0.3% in 2019/2020 to 4% during 2021/2022. In Moroto district, the social development budget increased from 0.3% in 2019/2020 to 5% of the entire budget for 2021/2022. For most of the districts, allocations to the child protection sector remained below 1%.

Recommendations

The reports supported by SC during the midterm have not been as child-led or child-informed as originally planned for, due to a staffing and capacity gap in the country office, and due to the limited time made available for consultations and staff training. For future programming, it is recommended to have an increased focus on child-led and child-informed processes, as well as on engaging CSOs and various parts of the organisation – and to prepare for the submissions and consultations well ahead of time. SC also sees the need to strengthen its advocacy capacity based on the recommendations that the State of Uganda receives to improve the child rights situation for children, in addition to empowering CSOs to monitor and support government implementation of the recommendations.

MIDDLE EAST

Lebanon

Lebanon is facing an unprecedented economic and financial crisis, adding to the pre-existing vulnerabilities in the population. The main concerns are loss of income, loss of job opportunities and high inflation, particularly as regards food items, adding to the shortages of fuel and medication. Food insecurity is rising, and it is expected that many children will go to school hungry. In addition, many families are struggling to afford education-related costs, driving children into work to support their families.

Fuel shortage has been a major challenge for the programme, as it restricts movement of staff, partners, and beneficiaries. Vehicle fuel and generator diesel are mostly unavailable, which leads to long queues at the gas stations and long power cuts.

The pandemic has affected implementation over the past two years, with learning centres being closed for 20 months, and limited opportunities for face-to-face activities and interactions with beneficiaries. The learning cycles have been implemented mainly through WhatsApp, focusing on reaching vulnerable and out-of-school children. The midterm collection, therefore, had to also be conducted remotely which affected the comparability of this data with the baseline that followed a face-to-face collection methodology.

The programme

Leaving no Child Behind is implemented in Palestinian camps in Beirut, Mount Lebanon, and the South. SC is focusing on ensuring that girls and boys, including children with disabilities, learn and are safe in quality learning environments. SC is also providing case management support to the most vulnerable children, and ensuring that learning centres and the community are sensitised in child protection, prevention and the response mechanisms. In addition, SC and partners implement child rights governance interventions at both a community and at a national level.

Due to school closure and other Covid-19 related restrictions, data for the midterm review is not comparable with the baseline. Data was collected by using online tools. Data collection for the Functional Risk-Informed School Improvement Plans (FRI SIP) was postponed due to the delay in SIP implementation. This had to be a face-to-face exercise, and could only start in the last quarter of 2021. Additionally, the Parenting without Violence tool, which was used for the first time during midterm, was intentionally delayed, awaiting the restart of face-to-face activities, which allowed for more quality data to be collected.

Results achieved

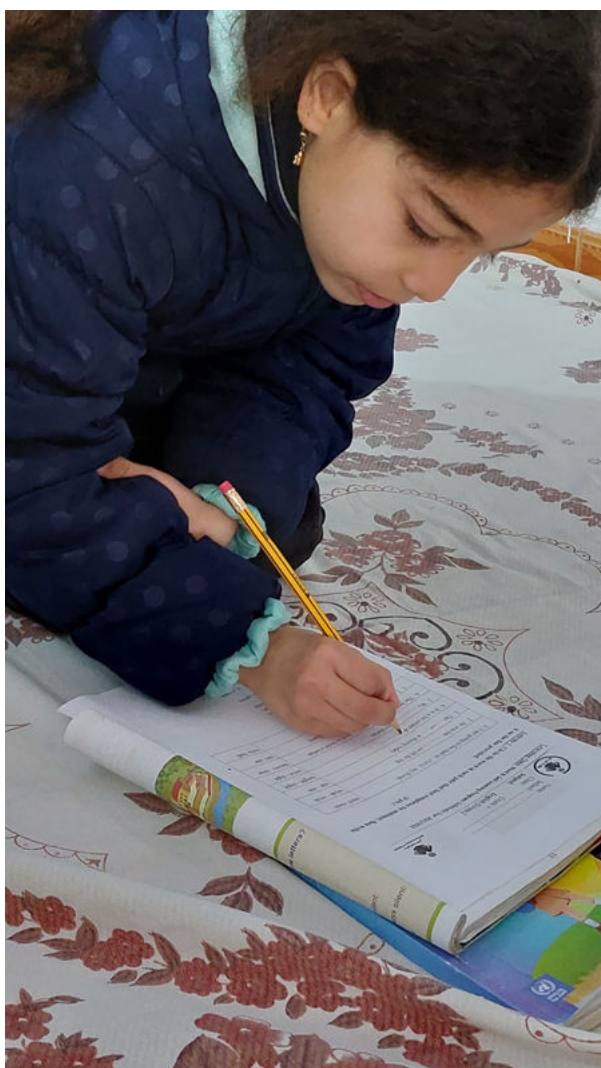
Issue 1

In 2021, a total of 1,237 children were enrolled in education support: 944 children (73%) in the remedial support classes and 293 children (24%) in the basic literacy and numeracy (BLN) classes. Forty-four per cent (B: 47%, B: 41%, CwDs: 42%) of the children tested met the minimum proficiency level in literacy. The minimum threshold for basic literacy and numeracy students is achieving level 2 and above, while for the remedial support students, the minimum threshold is achieving level 4 and above. These thresholds are set because the remedial support are catch-up classes for children already enrolled in formal education, meaning that the literacy and numeracy levels are expected to be higher. Basic literacy and numeracy classes are supporting children who do not have prior education or have been out of school for several years.

For education, the learning outcomes were lower in general than the set target for the midterm. For basic literacy and numeracy, learning outcomes were better than for remedial support, mainly due to the availability of a curriculum, as well as more intensive courses/enhanced frequency. For remedial support, learning outcomes were significantly weaker.

Not being able to implement face-to-face education has impacted children's learning, which can partly explain the results. Internet connectivity issues and lack of devices have impacted learning, and in the second half of 2021, there was also more frequent power cuts affecting remote education. Despite many opportunities for online contact and follow-up over the phone, it was difficult to create meaningful interaction between teachers and parents. The circumstances for children to study at home have likewise been increasingly difficult, often with several families living in one house, due to increased rent or payment in dollars. Additionally, not all parents have the capacity to support their children's learning due to limited numeracy and literacy levels/skills.

These difficulties affect both children in remedial support and basic literacy and numeracy; however, there are many individual differences, such as the child's home environment, and despite these challenges, the remote approach was generally successful, as evidenced by the basic literacy and numeracy results. The main reason for the low achievement of children in remedial support classes is related to the limited education in public schools, affecting their general acquirement of learning outcomes. Even though the remedial support classes continued remotely and have supported students, they are complementing the education provided in the formal education system, and cannot replace this.



No significant trend can be flagged from results between children with disabilities and children without disabilities in achieving the literacy minimum threshold. Forty-two per cent of the children with disabilities reached the minimum threshold compared with 45% of children without disabilities. This indicates that the tailored support provided to children with disabilities, including through the Student Needs Action Pack (SNAP), has helped them achieve better learning outcomes.

The performance of 51 teachers was assessed during midterm, of which 80% were female. A spot check modality like the one applied at baseline was used, however adapted to facilitate remote assessment instead of face-to-face. Teacher performance reached 39% (F: 44%, M: 20%), which remained significantly below the set midterm target of 60%. An important factor impacting this result was the difficulty getting a comprehensive picture of their strategies through remote teaching and remote data collection. Some of the weakest results were in terms of ensuring positive gender roles and linking learning to the daily life of teachers. The results did show that many practices are

observed partially, meaning they are present but not observed frequently enough to be considered fully present. Teachers with at least one year of experience achieved better results (49%) than more inexperienced teachers (27%), confirming the importance of practice and capacity strengthening over time. No further correlation between 1st, 2nd or 3rd years or more employment was observed, indicating that the first year of employment is the most crucial to obtain relevant teaching skills.

During the last quarter of 2021, relevant staff in the learning centres were trained on establishing risk-informed school improvement plans (SIPs). These plans were developed and implemented starting in December 2021. Data collection to monitor if the plans were functional took place at the end of February 2022 using the FRI SIP tool. According to the findings, currently none of the centres meet the threshold required for them to be considered as having functional plans in place. This can be explained by the fact that this process is still new, and it takes time to fully integrate a new approach in the learning centres. Data on follow-up of previous actions/plans (% SIP actions implemented) was not collected since this approach is new.

A case study was conducted on local civil society's (communities) contribution to learning outside school. A qualitative approach was used for this, utilising child-friendly and participatory data collection tools. Participants included community members (parents/caregivers, community, social workers and teachers) as well as refugee children aged 6–14 years enrolled in SC's non-formal education interventions. Furthermore, SC's strategic partners, Developmental Action Without Borders (NABAA), Palestinian Women's Humanitarian Organisation (PWHO) and Tadamon were involved in the study.

The case study confirmed some of the expected challenges for children to access quality education over the past years. Many children live in challenging home environments, there is limited space in their houses and there is increased stress and pressure on households due to the multiple crises in Lebanon. Attending education remotely has made it even more difficult for children to engage in learning. It was difficult to connect to online classes and to concentrate in the home environment to study for long hours as required for formal education. Many children experienced negative emotions during the pandemic, with decreased motivation and increased stress levels. To help address this, the importance of having community spaces for children to play and learn was emphasised by many.

Parents do try to support children in their learning as much as they can; however, this is not always possible for caregivers who work or who do not have sufficient literacy/numeracy levels. In addition, the pressure/stress parents are currently facing is hindering their engagement in their children's education.

Civil society organisations and communities contribute to improved learning in many ways, by

providing Non-Formal Education services, a range of recreational and psychosocial support activities, follow-up on drop-out, and by raising awareness among parents on key education and child protection issues. Especially the Popular Committees (Palestinian community-based groups inside the camps) play an important role in raising awareness and sensitising parents. There are, however, limitations as to what they can do, as the focus is on surviving for many families and education is not a priority.

There has been limited implementation of literacy boost activities. The community-based activities have been started; however, in many cases this only began after the case study data collection took place. In addition, implementing literacy boost through remote modalities was challenging and the impact limited. It became clear from the case study that community stakeholders are ready to engage in learning activities and can/should play a key role in embedding the literacy boost into the local communities, helping to ensure long-term implementation and impact.

Recommendations

Based on the midterm findings, programmatic adaptations are recommended to be included in the next phase of the programme by: 1) Further investing in foundational literacy and numeracy skills, including for children participating in the remedial support classes, so that they can catch up on learning loss due to school closure in the two previous school years; 2) Increasing the knowledge and understanding of caregivers on child protection and specifically around different types of abuse through the inclusion of caregivers' workshops; 3) Implementing the social behavioural change strategy and activity package to address social and cultural norms which remain a root cause of violence in parenting, child marriage, and child labour. With the economic crisis, the rates of children experiencing these risks have increased as a coping mechanism due to the challenging economic situation. In order to address this, SC will solidify efforts to mainstream social behaviour change across all activities implemented with adolescents, caregivers, and key community members to raise further awareness; and 4) Enhance focus on child-centred programming, including through a tailored mental health and psychosocial support programme Child and Youth Resilience and targeted support for those most at risk, such as those engaged in child labour

As children were not physically exposed to teachers during most of the period measured for the midterm assessment due to the remote learning approach, the use of physical punishment could not be measured. It is recommended to closely monitor the situation and continue preventive activities in 2022 when children return to face-to-face education.

Issue 2

For child protection, the findings at midterm were generally not as good as expected. The aggregated

results of the Parenting without Violence assessment showed that 86% of the 273 parents assessed may resort to physical punishment and/or psychological aggression towards their children. In terms of attitude towards violence, almost half the caregivers (43%) still believe punishment in some degree is acceptable. Implementing partners in direct contact with caregivers validated this finding and attributed it to deeply rooted traditional and social norms around childhood and physical violence as a disciplining method. Similarly, when looking at the use of psychological aggression as a way of punishing children, a high percentage of caregivers, 85% (compounded), would use psychological aggression to some degree.

An issue that came up in discussions with caregivers and implementing partners was the caregivers' mental health, and the understanding that when parents are stressed and/or feeling anxious themselves, they are more likely to use verbal aggression towards their children. This seems to be exacerbated by the ongoing crisis which is leading to an inability to provide psychosocial support to their children, and positive listening and communications skills.

The tool for assessing the rate of physical punishment and/or psychological aggression by parents was changed for the midterm data collection. During the baseline, the tool was targeting children and asking them directly about being physically punished by their caregivers or teachers. The results were found not to be realistic, and to be contradictory when triangulating the data from different sources. It was therefore changed to Parenting without Violence where all the participating parents (273) were assessed. Results are thus not comparable between the baseline and the midterm.

Recommendations

As identified throughout the year and based on the input from the caregivers in 2021, social and cultural norms remain a root cause of violence in parenting, as well as for child marriage and child labour. With the economic crisis, the rates of children experiencing these risks have increased as a coping mechanism. To address this, SC will continue to deliver social behavioural change activities to adolescents, caregivers, and key community members to raise further awareness on child marriage and child labour.

So far, SC did not include any work with children other than case management in the programme. Based on analysis of the midterm data, it is recommended to add child-centred interventions to increase children's psychological well-being, their knowledge and understanding of age-appropriate curricula, such as the child protection/child rights governance package for them to better understand protection concerns and to learn how to actively and safely participate as agents of change, as well as how to identify and safely report abuse. This will also provide the children with the needed skills to develop their resilience, perception of self, and provide them with the practical skills and

capacities to manage their emotions and relationships with others, focused on the protective networks and systems in place.

Following the increased child labour rates in parallel with the findings from the Cash Plus programming, it is recommended to integrate this under the Norad programme as well, to ensure appropriate services are in place to address child labour concerns in parallel with other services provided.

Issue 3

SC has supported three partners (PWHO, NABAA, Al Tadamon) to conduct a two-day workshop, where they each conducted a thorough assessment of their operational capacities. This assessment focused on the partner organisation's governance structure, strategy and strategic objectives, human resources, finance and supply chain, advocacy, MEAL and feedback mechanisms.

After the workshop, each partner designed their own organisational capacity development plan, with suggested activities that best fit their needs, identified gaps and structure. These plans are regularly discussed to ensure more robust governance and structure.

Overall, the midterm results proved the programme's contribution to enabling children and civil society to hold duty-bearers to account. The children who participated in the evaluation reported a positive experience engaging in the programme's interventions under issue 3. They expressed the impact of the programme on their self-confidence and on their ability to contribute to change. While the overall feedback from children was positive, their perception regarding the inclusivity and representation of the programme activities varied between different age groups.

A case study was conducted to analyse children's own perception on the quality of their participation in child rights advocacy, according to nine basic requirements of child participation. The vast majority of the participants from all age groups (97%) reported receiving clear information about the activity, that their roles were clear, that they had enough time to make their own decision regarding their participation, that their participation was relevant, that the topics addressed were relevant to them, and that child-friendly material was used during the activities. Twenty-four per cent of the participants reported that their participation in the Participatory Action Review/advocacy/alternative reporting sometimes hinders their ability to play and study, 65 of whom were 11-14 years old.

On the inclusivity of activities, while the majority of participants reported that children with disability always (42%) or often (25%) had access to the activities, 26% of the participants felt that children with disability only sometimes were given equal chance and opportunities of participation. Also, only 70% of the participants felt that girls and boys always had an equal chance to participate, while 22% of them felt that equal

chances are often rather than always available. For those who felt that girls and boys rarely or sometimes have equal chances, 85% were female, 50% of whom were 11-14 years old. More than half of the participants (52%) reported that some participants did not speak much, and they referred to reasons such as being afraid of saying the wrong answer, lack of clarity in some questions, and having nothing to say.

More than 90% of the children reported feeling safe during their participation and knowing where to go for help in case they felt unsafe. Partners have been extensively trained on risk assessment related to child participation, and they have conducted risk assessment at each advocacy opportunity in which children were participating.

In terms of accountability, 11% reported that they do not know who will read their reports and check their work, while the others mentioned a variety of readers including civil society organisations, teachers, schools, ministers and ministries, decision makers. Fifty-four per cent of the participants believe that the above-mentioned parties will do something to change the situation; however, around 40% were not certain that they would.

Ninety-four per cent considered that research, advocacy and report work will change the situation of children for the better. According to them, these approaches build the children's capacity, confidence to know their rights and defend them, raise awareness about child rights in the community, and provide the children with spaces to speak up. While more than 70% of the participants were positive and optimistic about their recommendations and work being taken seriously and brought forward, 20-30% were not certain about it.

Recommendations

Moving forward, SC recommends that more emphasis is put on mainstreaming and applying additional measures to ensure inclusive and gender-sensitive/representative participation of children. Moreover, more efforts should be dedicated to support child-led initiatives as well as child-led campaigning and advocacy efforts targeting stakeholders identified by children rather than limiting it to national duty-bearers. Training children on the Young Activist Manual (developed by SC based on requests and input from children) is also recommended for continuation in 2022 in response to children's and partners' request for more capacity on advocacy.

Activities related to preparation and submission of supplementary reports were not yet implemented, as the supplementary report to the Committee on the Rights of the Child is only due in 2023. These will thus be a priority in 2022.

The partners' experience with child participation approaches, case management, and psychosocial support have already developed drastically because of SC support, including training, on-the-job coaching, and online courses. Based on the midterm findings, to ensure that girls and boys continue to safely and

meaningfully participate in the programme, speak up about their rights, and participate in alternative reporting, SC will train partners on the SC Adolescent Safe Spaces Guide. A plan will be developed with each partner to ensure gender sensitivity and equality throughout programme implementation.

Palestine

Palestine remains a protracted protection crisis, where many Palestinians struggle to meet their most basic needs and to live in dignity. The crisis is characterised by more than 54 years of Israeli military occupation, lack of respect for international humanitarian and human rights law, internal Palestinian political divisions, and recurrent escalations of hostilities between Israel and Palestinian armed groups.

The Gaza Strip continues to face an acute crisis since the imposition of the Israeli blockade in 2007 and local authorities are unable to ensure adequate protection and basic services such as clean water, health, education, food security, electricity, and employment opportunities. Hostilities between Palestinian armed factions and Israel in May 2021 led to widespread destruction and displacement, with 85% of households who reported damage having “no capacity” to repair their homes. The May 2021 escalation led to the early termination of the school year, directly affecting access to education. Economic crisis and political dispute have placed further pressure on Gaza. The Covid-19 pandemic and associated stressors including lockdowns have deepened the crisis, closing schools and educational facilities, causing loss of livelihoods, and further restricting access to essential goods and services. Fifty-three per cent of households report that their monthly income has decreased as a result (Multi-Sector Needs Assessment (MSNA). Unemployment in the final quarter of 2021 ran at 45%, with around 80% of households receiving some form of social assistance.

In 2020, the Palestinian authorities declared a state of emergency after the first cases of Covid-19, resulting in a complete lockdown of all educational institutions in the West Bank and Gaza. In May 2021, the infection rate had shown continuous decline and schools reopened partially and end-of-year exams were completed. During the school closures, many activities shifted from face-to-face to virtual modalities, but largely remained within the scope and objectives of the programme. Some planned activities did not take place, such as teacher training and face-to-face activities with children and parents. The hybrid learning (a mix of virtual and face-to-face) modality, implemented by the MoE and UNRWA, encountered many challenges. Online lessons disconnected many students, due to the limitations of access to the internet and electronic devices. Also, the lack of technical competencies among the teachers and lack of effective monitoring systems due to inability to observe teaching in practice played

a part. This resulted in lower learning outcomes among the students, especially in the lower grades.

The Programme:

Leaving no Child Behind is implemented in the West Bank and Gaza. The education component targets 22 UNRWA schools in Gaza and 28 public schools in the West Bank, in marginalised communities, including schools in area C and East Jerusalem.

The overarching objective of the programme is to ensure access to quality education in a safe learning environment by strengthening the capacity of national authorities along with civil society actors. The programme has an integrated approach, combining the thematic areas of Education, Protection and Child Right Governance. The goal is to improve basic learning competencies, focusing on marginalised children and children with disabilities, and enhancing school safety and creating violence-free and conducive learning environments.

Most of the programme activities are implemented through seven local Civil Society Organisations (CSOs), and in coordination with relevant stakeholders, such as the MoE, UNRWA and Ministry of Social Development (MoSD). Other activities such as overall management, Training of Trainers (ToTs), schools' physical rehabilitation and partners' capacity building is directly implemented through SC.

Despite the limitations because of school closures, the midterm review followed the same method of data collection as the baseline, except from indicators on teachers' practices, where the modality was changed from a classroom observation at baseline to a self-assessment methodology at midterm. SC used quantitative tools to collect data, but also qualitative methods, such as group discussions with partners, parents and MoE/UNRWA representatives in both the West Bank and Gaza. Results were also shared and validated by organising children's sessions.

Results achieved

Issue 1

The percentage of children meeting expected proficiency level in grade 3 on literacy was 46% in the baseline (F: 49%, M: 43%) and 20% at the midterm (F: 23%, M: 16%)⁵⁷. The midterm sample included children entering 3rd grade having lost more than one year of regular education due to schools' closure. For children with disabilities, the sample was not representative, and disaggregation was unfortunately not possible. The midterm showed a 27%-point decrease in the result compared to the baseline. The decrease can be explained by several factors. Teachers were not proficient in the usage of the virtual modalities; families were unable to meet the technological needs of children to facilitate their learning online. The high number of children per household affected students' accessibility to virtual learning; students expressed that with limited

⁵⁷ Gaza 54%; West Bank: 46%

resources, parents prioritised their senior siblings' access to virtual classes. Children in Gaza experienced additional limitations, such as war, accelerated levels of poverty, and the fact that the virtual classes were pre-recorded across all UNRWA schools, which did not involve interaction between teachers and students. Also, unified classes do not consider the students' individual needs. As a result, students lost their motivation to learn and there was a lack of sufficient follow-up provided by their teachers.

The percentage of children currently attending school who have been physically punished by a teacher during the last 12 months was 50% in the baseline (F: 45%, M: 58%) and 41% in the midterm (F: 36%, M: 48%).⁵⁸ The midterm shows a decrease in physical punishment compared to the baseline but is likely a result of classes being dominantly virtual, with less interaction between student and teacher. It is expected that physical punishment will increase when students return to physical classes. Anti-violence awareness sessions, Positive Discipline in Everyday Teaching (PDET), were planned to take place, but SC could not conduct teachers' training in 2020, due to the Covid-19 related lockdown. SC therefore reprogrammed the interventions to focus on parents.

The percentage of children reporting feeling well and/or safe within the school was 89% in the baseline (F: 89%, M: 91%), and 93% in the midterm (F: 95%, M: 92%). This contradicts both national and international research on violence rates during Covid-19. The explanation for this might be the timing of the data collection, which was during summer camp, which may have affected students' understanding of being "in/around" schools. In general, the findings of this indicator are higher than expected and may also be explained by how the indicator is measured. The methodology and tool will be further considered at endline.

The percentage of teachers who demonstrate professional teaching practices was 67% in the baseline (F: 70%, M: 54%), and 100%⁵⁹ in the midterm. The midterm used self-assessment instead of classroom observation conducted by an external evaluator, which was used in the baseline. The reason was that SC did not have access to classes. For the endline, classroom observation will be used again.

Teacher capacity building on professional teaching practices was planned during 2020; however, due to Covid-19 lockdown resulting in school closure and a shift in learning modality to online, teacher capacity building and coaching activities were postponed, and they had not yet been implemented at the time of the midterm data collection.

The percentage of schools with functional risk-informed school improvement plans in place was 65% in the baseline (17 of 26 schools) and 55% in the midterm (12 of 22 schools⁶⁰).

Nine out of ten schools assessed in Gaza reached the threshold (average score 85%), whereas only three out of 12 schools in West Bank did so (average score

72%). The main gap in the West Bank is related to how participatory the school improvement plan was, especially for children, where scores were quite low (40%) compared to Gaza (80%). There was likewise a gap in parents' and governments' participation score. The reason for the difference might be the accessibility. In Gaza, they were able to work with the schools. In the West Bank, the work with the School Development Committees was delayed and later, due to Covid-19 closures, it was not possible to access schools. This component is therefore postponed to the second phase of the programme, but physical rehabilitation was conducted, in consultation with MoE and school principals.

SC contracted an external consultant to conduct a case study on suggested ways to promote learning outside schools, in order to impact children's overall learning outcomes. Community contribution to children's learning outside of school is an important element in the programme. Project interventions included different activities to reinforce this relationship, such as awareness-raising events for parents and community members, and provision of educational materials, including tablets, and training for teachers on the use of Ed-Tech. Because of school closures, adaptations were put in place for the case study to proceed, such as switching to electronic campaigns and online resources. Findings from the study concluded that parents believed that community interventions in the project have improved their children's learning and learning outcomes, as well as improved their habits to follow up homework. It also increased children's learning motivation, and relationship with parents. It highly improved the interest of mothers, while the change for fathers was more limited. This can be explained by cultural context, as traditionally, it is the role of mothers to follow up their children's education and learning. The project also improved parents' relations with schools, and the community organisations involved in the project. Before the project, schools restricted parents' and community members' visits to once a week, regardless of the type of activities conducted. After the project, parents' and community members felt that they had an increased role and participated more with the school.

Recommendations

The midterm result stressed the importance of focusing on enhancing students' proficiency levels in literacy, conducting teacher training and include school counsellors in the teachers' capacity building to ensure all education personnel is trained to best support children's educational needs. Also, most importantly, focus efforts on students' protection for the coming Covid-19 recovery period such as increase teacher-parent sessions that allow for interaction and discussions on violence-free discipline but also, increase summer camps activities and fun days that have an impact on students' well-being and motivation.

⁵⁸ Gaza: 46%; West Bank: 34%

⁵⁹ The number of female teachers exceeds male teachers, therefore no disaggregation of results by sex.

⁶⁰ It was not possible to assess 50 schools as planned, at time of the midterm. Only 25 schools had been identified, 3 of which were closed due to COVID-19. The remaining 25 schools have not been selected.

Issue 2

The percentage of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by parents/caregivers in the past month was 39% in the baseline (F: 34%, M: 47%) and 31% in the midterm (F: 23%, M: 42%).

The midterm result shows that the violence rate caused by caregivers has fallen by 9%-points compared to the baseline. This contradicts the expected increase in violence based on both national and international research of the Covid-19 impact. However, partners, parents and children in the midterm data collection sessions, explained the contradictory results might be due to less or no scholastic assignments, which usually is a main factor for clashes between children and their parents. They expect that the level of violence at home will increase as children are back to school, which highlights the need for continued emphasis on violence prevention work with parents and caregivers. An important finding from the case study mentioned under issue 1, was that parents felt that Positive Discipline in Everyday Parenting (PDEP) and community interventions, such as reading awareness sessions for parents, enhanced their relationship with their children, creating a positive environment for communication.

Anti-violence awareness sessions with parents including Positive Discipline in Everyday Parenting (PDEP) were planned activities. During the implementation period, the first year of the project included PDEP Training of Trainers followed by school selection, conducting 3–5 of parents' PDEP and anti-violence sessions. However, in 2020, due to the lockdown, the series of PDEP sessions were not completed as planned. The programme adapted its interventions targeting parents through virtual platforms, such as WhatsApp groups and some limited face-to-face activities when possible. In 2021, school access was partially restricted, and a blended-learning modality (virtual and face-to-face) was applied until schools reopened.

Recommendations

The programme will proceed with the original pre-Covid-19 plan on conducting awareness raising of caregivers/parents and teachers on the importance of creating a violence-free environment, with approaches such as Positive Discipline in Everyday Parenting (PDEP). Stakeholders, partners, and children participating in different midterm analysis sessions, pointed out the importance of awareness raising on violence-free environment because of post-pandemic stress.

Issue 3

Proportion of civil society partner capacity enhancement milestones was 49%⁶¹ at midterm (35 of 72 milestones set for 2019-2023).

Assessment was completed for all six partners in 2019 and 2020. This was based first on self-assessments. The gaps identified were used to develop plans and prioritise areas that needed urgent interventions. Implementation of the activities proposed in the plans was completed partially by midterm.

The number of supplementary reports prepared and submitted to international bodies that are child-led/informed was one at midterm⁶².

One child-informed supplementary report was submitted to the Committee on the Rights of the Child in June 2019, led by SC's partner, Defence for Children International (DCI), and supported by SC. Around 19 recommendations from civil society organisations were included by the CRC UN Committee in the concluding remarks submitted to the State of Palestine.

The Committee on the Rights of Persons with Disabilities (CRPD) state report was submitted in 2019, but the deadline for supplementary reports was postponed due to Covid. The session is scheduled for 2022.

In 2021, the Israeli Government branded six Palestinian organisations as terrorist organisations, shrinking the space of the Palestinian civil society. The programme is affected as DCI is one of the six organisations on the Israeli list; DCI is SC's partner working on child rights and documentation of violations.

Recommendations

All activities that needed face-to-face interaction, such as the child meetings and training, accountability sessions, and data collection had to be switched to take place virtually. Although it was safer from a political and health perspectives, the children reported that they recommended direct and social interaction, especially since not all children had internet/good internet or devices, which increased the equity gap.

⁶¹ NA at baseline

⁶² BL: NA

ASIA

Myanmar

SC activities and operations were significantly impacted by the political crisis ignited by the coup d'état in 2021 by the government's military, while still being affected by Covid-19. Nationwide protests together with Civil Disobedience Movements against military rule is widespread across Myanmar, and local militias calling themselves People's Defence Forces have sprung up. This has resulted in crackdowns by the government's security forces, and thousands of civilians have been arrested and killed. A non-engagement principle with government has been set and applied by almost all of the local and international organisations.

State Administrator Council was forced to reopen the basic education schools in June and November 2021. Though some of the schools have reopened, only a small number of students have gone back to school, resulting in lower school enrolment rates compared to previous years. There are several reasons why children are not attending school. Parents are anxious seeing heavily armed soldiers and policemen guarding the school compound. Some parents have only enrolled their children in the schools but would not let them physically attend, because they are afraid that they might be recognised as pro-regime. Most community members do not accept military-led education and are encouraging the teachers to join the Civil Disobedience Movement (CDM).

SC has suspended all activities that include direct support to the military regime. This includes direct support to government schools and mobilising communities on education issues through their Safe Back to School campaign. Parents, instead of the village education committee or community volunteers, were mobilised to support child learning continuity through SC's Home-Based Learning initiative in 2021.

The conflict-affected areas of mixed and ethnic control, which characterise central and southeastern Myanmar, is rapidly changing context with shutdowns in communication, restrictions on movement, and fears for safety, leaving rural villages isolated and reliant on existing resources and structures. Confronted by these pressing challenges, SC and its local partners were quick to adapt the programming to continue project implementation and maintain contact with children and communities. The adaptations were done with the priority of ensuring safety of its staff, partners, volunteers, and beneficiaries. The programme's understanding of the context has allowed it to focus on approaches and activities adapted to the changing context, such as increasing work through local communities and community-based volunteers.

Despite efforts, SC lost two colleagues in Kayah

state, as they were caught up in a crackdown by the military on pro-democracy protesters.

The programme:

Leaving no Child Behind is implemented in the areas of Kayah state and Magway region through an integrated programme focusing on children's learning and safety in schools, protection of children against violence, and child rights. The programme reaches 180 schools and more than 56,470 children (52% girls) and 21,530 adults (52% women). During this reporting period, SC reached 268 villages in Magway and Kayah regions.

Pauk and Myaing in Magway region are very challenging to access because of frequent armed conflict between the government and local militias. Land mines, attacks, shooting and airstrikes are frequent especially in the border area of Myaing and Saw. Loikaw township in Kayah region has seen intense fighting and most of SC's staff were relocated to southern Shan State and safer areas within Kayah, including Internally Displaced People Camps (IDP camps) in Nyaung Shwe, Pin Laung and Inn Lay Townships in Shan State.

The data collection for the midterm is not comparable with the baseline because of the many challenges with closed schools, violence and disruption. Face-to-face interviews and field observations were not possible, and tools were adapted to remote data collection to suit and fit to the contextual changes. Sample size had to be reduced to an acceptable size facilitating remote collection. Similarly, for surveys, the second stage of sampling was based on available contact information of community members. The survey data is as such not representative for the overall programme implementation but gives useful insight from surveyed areas and participants.

Issue 1

Despite the significant challenges of school closure, limited or no access to communities, and strict regulations on group gatherings, the programme was able to support children's continued learning process and well-being by providing Home-Based Learning (HBL) materials. Ninety-one per cent of children in the programme areas received and accessed HBL materials to continue their learning. As schools in some of the areas are still closed, and those that are open are not able to deliver what was expected, SC provided HBL materials for all the children and community educators to ensure children's learning continuity. Where possible, supplementary learning materials were provided to support children's learning at schools. The teaching and learning materials supporting children's long-term learning, including literacy skills, will be provided to the

children in the programme areas as well as to displaced children in IDP camps during the remaining project period.

The programme used a community educator/volunteer approach as an alternative way to support the children learning when schools are closed, and most teachers are involved in the civil disobedient (CDM) movement. Community educators/volunteers were trained to conduct community actions such as Learning and Well-being in Emergency (LWiE) training to run reading clubs that supports children's learning and well-being. Although volunteers demonstrating child-friendly and well-being practices were planned to be observed, it was not possible as the villages are not accessible. Instead, the volunteers' knowledge on HBL and LWiE community programmes was tested and showed a score of 83%; meaning that volunteers gained from the training. As the programme will depend on volunteers in the future because of current circumstances, the programme will continue to support volunteers with further capacity building and training. In the endline assessment, volunteers are expected to be assessed not only with knowledge tests but also their practices.

According to the response from the parents, 81% of the sampled parents responded that their children are currently attending the Community-Based Education provided in their community. One hundred per cent of the parents responded that they are currently using the HBL kits provided, 80% of them are currently attending reading clubs, and 80% are borrowing books from the book banks.

During the reporting period, the local partners were supported through the provision of technical and non-technical training, including that of organisational development. However, SC did not want to be involved or interfere with any political activities of the partners and cause any additional security risks⁶³ as the conflict continued in the programme areas. SC has planned to conduct cross functional monitoring of the three partners to seek sufficient insight so that they can be supported further.

The result obtained from the midterm reveals that 86% (G: 86%, B: 88%) of the children felt safe within and on their way to/from the learning spaces, which is the community-based education sites. It is noted that there is a big difference between results obtained from baseline, which was measured at school, with only 15% (G: 20%, B: 9%) of the children feeling safe. Based on the responses received from the sampled children, it is revealed that volunteers in general tend to be more supportive (97%), compliment/praise (70%), listen (98%), do not threaten (91%), treat children equally (84%), and volunteers do not practice disciplinary methods (95%).

Issue 2

Despite the challenges, SC has continued to implement programmes on child protection. SC ensured the continuity of critical child protection support by working closely with Community Social Workers (CSWs) and partners through monthly meetings and regular coaching. However, when partners, staff and CSWs had to flee because of violence, communication with the CSWs became challenging. For the midterm review, SC were only able to conduct 37 (F: 24, M: 13) assessments out of the 86 CSWs, who were trained on phase 1 case management training. The result showed that 89% of CSWs were able to apply at least 75% or more competencies.⁶⁴

During the midterm, 56 cases (G: 30, B: 26) out of 65 (G: 39, B: 26) responded to were closed as case workers, child and caregivers confirmed their needs are fully addressed. In addition, 109 low-risk child protection cases (G: 35, B: 74) were identified and referred to appropriate services by using skills for psychological first aid during emergencies.

As the child protection situation in Myanmar in the post-coup context continues to deteriorate, exacerbating pre-existing child protection risks, SC started providing case-based support since mid-February 2021. The difference from case management support is that this does not always include the six key steps of case management (identification, assessment, case planning, implementation, follow-up, and case closure.), but instead provides basic needs and/or psychosocial support based on the needs of individual children and their families. Most support is delivered via remote mechanisms including phone calls and online messaging. Most of those cases were reported by 6 (F: 2, M: 4) volunteers and community members in the conflict areas and referred to by community social workers and other services/agencies. The programme tried to support children directly by monitoring social media. SC, partners and volunteers provided case-based support to 245 children (G: 103, B: 142). The programme completed support for 196 children (G: 83, B: 113), and is providing ongoing support for 49 children (G: 20, B: 29).

Countless lives of young girls and boys are threatened by physical and emotional violence. Discipline through physical and mental punishment is perceived as normal. The baseline found that 97% of children in the project locations experienced physical punishment and/or psychological aggression by caregivers. It had been expected that caregivers' stress, enhanced by the ongoing conflict and the socio-economic situation, could increase violence against children. In the midterm, the level of children who experience physical and/or psychological aggression remains high in five of six surveyed townships, ranging from 91% to 100%. These are townships located in Kayah where partners have had limited access

⁶³ The indicators under outcome 3: policy engagement, were not measured in the midterm, as the activities related to policy engagement were not conducted in order to be in line with non-engagement principle.

⁶⁴ The competencies fall under 3 key categories for phase 1: Encourage all community members to play their part in protecting children; Support communities in preventing the harm that can be caused to children's development by violence, abuse, exploitation, and neglect; and helping communities to respond to children experiencing violence, abuse, exploitation, and neglect.



(Bawlakhe, Hpruso and Loikaw), and in two townships in Magway region where violent disruptions are ongoing (Myaing and Pauk). Magway township is an outlier, where 44% of the children (F: 45%, M: 43%) experienced violence. Across all townships, 19 of 21 children with disabilities, have experienced physical and/or humiliating punishment.

The trends between townships are also visible when looking at parents' attitude towards physical punishment and/or psychological aggression. In Magway township, there is a distinctive lower percentage of parents who believe punishment is acceptable, than in remaining townships. One possible reason for the distinct results in Magway is that our CSO partner working in the township has been particularly active. In addition to the awareness-raising sessions, the partner has developed and disseminated leaflets and brochures with key messages in positive parenting, hence the caregivers have been more engaged. Another reason is that the township has been less affected by the coup than Pauk and Myaing (severely affected) and Kayah where it is more volatile. A third plausible explanation is an anticipated bias in communities where a high level of awareness raising is ongoing; more time is needed to assess whether the change in attitude is translated into practice, and if these practices are sustained.

Issue 3

SC and the NGO Child Rights Working Group (NCRWG), advocated allocating a budget for CRC committees at different levels in child rights law

advocacy. However, after the military coup, the development of the rules related to the child rights law was stopped and the committees are not functioning on the ground in accordance with the law.

In order to know the impact of Covid-19 on the lives of children, SC, its partners and NCRWG members conducted a survey with children. The survey, which looked at the effects of Covid-19 on children, included a total of 21 NCRWG member organisations and disability organisations. A total of 344 children, including children with disabilities, from 41 townships in 10 regions and states participated in the survey. The survey studied the situation of children's right to health, education, protection, adequate living standards, participations and also studied the situation of children with disabilities. The findings are produced as a report, and it was used as advocacy material. This report was shared with the Myanmar National Human Rights Commission and the members of parliaments to reflect children's situation when they develop the Covid response plan. For public education, the report findings were also shared with the public through NCRWG's Facebook page.

In 2021, the Myanmar Child Rights Watch Group (MCRWG) was established, consisting of eight child rights focused NGOs (three international and five local), including SC. MCRWG monitors and reports on the situation of, and conducts advocacy related to, the children's rights violations committed by the security forces of Myanmar following the military coup on 1 February 2021. During the year, they have produced 2 reports: a Child Rights Situation Report

(published in July) and a Child Rights Violations from the Coup in Myanmar (published in October). At the end of both reports are recommendations to civil society organisations in and out of Myanmar, to The Association of Southeast Asian Nations, UN agencies and mechanisms and to foreign governments.

In September 2021, Myanmar Child Rights Watch Group created an online children's forum. This platform is intended to provide psychosocial well-being support for children, to listen to their concerns and impacts of the political crisis and to empower them to be able to directly interact with the stakeholders at regional and international level. Currently around 40 children are participating in this platform and conducting online forums twice a month. In 2022, children will be trained to become children as human rights defenders and will be able to advocate their rights with duty-bearers at the regional and international levels.

Recommendations

The programme will continue to support ongoing collaboration, as well as create and expand local opportunities for engagement where possible. Considering the immediate context, initiatives will continue with adaptations from 2021. Shifting towards community-led education, and capacity building at community and local levels. The programme will pursue two approaches to promote current and future coordinated service delivery.

Approach I: Create opportunities for relationship building between communities and SC.

Approach II: Seek opportunities to reinvigorate and develop institutional relationships among children, community, partners and programme staff.

Nepal

Despite the Covid-19 pandemic affecting the lives worldwide, and schools being closed from mid-April 2021 to mid-September 2021, the programme was able to reach children and communities, pushing the project team to innovate new ways of working. As such, the project could still address the needs of children during the pandemic and meet the predetermined outcomes. Planned interventions and activities that were affected by the pandemic were adapted whenever possible. Activities that were not possible to conduct were postponed or diverted to serve targeted beneficiaries in the adverse situation. The children and communities benefitted from the on-time deliveries whether it was education material support, mental health and psychosocial support (MHPSS), food support, or Covid-19 response items that the project supported. This is reflected by the local government's recognition of the project's efforts in providing immediate and effective support to the government aimed to improve the well-being and protection of the children in the areas of Education, CP and CRG.

⁶⁵ The programme is called «The Sahayatra II» in Nepal

⁶⁶ 19 580 primary level children and 1 277 teachers

⁶⁷ 62 community-based, and 239 school-based

The programme

Leaving no Child Behind⁶⁵ is implemented, together with local partners, in five Rural Municipalities and Municipalities (R/Municipality) of three remote hilly districts (Dailekh, Kalikot and Jajarkot) in collaboration with civil society organisations and local government from Karnali state. It works with 49 wards, 249 schools,⁶⁶ 301 Early Childhood Care and Development (ECCD) centres (Total 6,072 children and 301 teachers)⁶⁷ and 49 Ward Child Protection Committees (WCPC). The programme is a comprehensive and integrated program that builds on the legacy of previous Norad framework agreement in Karnali state as well as an active portfolio in CP, health, CRG and education. Sahayatra II seeks to create an environment for survival, protection, development, and participation, with a focus on children's learning, development, and protection from violence; safe schools; reducing teenage pregnancy and child marriage; and the underlying framework of child rights governance. The project contributes at the state and federal level to bring change at scale and sustainable impact.

The midterm was conducted through qualitative and quantitative data collection and followed the same methodology as the baseline and as such, midterm data are comparable with the baseline.

Results achieved

Issue 1

The average midterm score of the Development and Early Learning Assessment is 51% (F:49%, M:54%), which increased by 13%-point in comparison to baseline. Likewise, the score of children with disabilities increased by 14%-point to 51%, which shows equal development level as children without disabilities.

The midterm shows that a total of 361 children out-of-school children in five Palikas. Among them, 87% (315) out-of-school children were enrolled in formal education. The enrolment percentage is similar for boys (88%) and girls (87%). Among 315 out-of-school children enrolled in schools, 28% (88) were children with disabilities. In this sense, among 117 out-of-school children with disabilities, 76% are enrolled in schools, which is significantly high as compared to the baseline (22%). Analysing the reasons of being out of school, poverty (45%) is the biggest barrier due to loss of parents' income during Covid-19. Other barriers are proximity to schools (17%) and physical disability (16%). This shows that the programme has had a positive impact on enrolment. However, there are remaining challenges, especially in reaching children with multiple disabilities and the most poor and marginalised families.

There has been an increment in both reading and numeracy compared to baseline. The reading proficiency of children has increased from 57% to 61% (a 4%-point increase) whereas the increment of numeracy proficiency was from 29% to 58% (a 29%-point increase), which is significant. There is no

significant difference in the average reading score of boys and girls; however, boys (61%) are slightly better than girls (55%) in mathematics. During school closure, 96% children received self-learning materials, and there is a notable difference on learning outcomes. Children who received self-learning material have close to a 25%-point higher average score on both literacy and numeracy than their peers who did not receive self-learning packs. In addition, teachers' assistance to children during school closure and increased study-time at home have contributed to the positive impact on the overall reading and numeracy proficiency.

Furthermore, the attendance rate after Covid-19 in grade one to five reached to 77%, which is a 12%-point increment from baseline, showing no significant difference between girls and boys. However, further actions are needed to retain and increase the regularity of students. Regarding Children with disabilities, the average attendance rate has been increased by 17%-points.

Moreover, the percentage of teachers who demonstrated professional teaching practices has increased to 48% (F: 42%, M:61%) from BL (11%). This shows that despite Covid-19, the interventions have had a positive impact in increasing results in all four domains of professional teaching practice. However, 56% of teachers have not received any training during the school closure and need more attention in the remaining project period.

The programme provided technical support to analyse the educational policy needs and gaps of five municipalities (Tilagupha, Shubhakalika, Gurans, Chhedagaad and Kushe), and supported four municipalities to formulate education policies (all except Chhedagaad). Technical support has also been provided to the Karnali Province to draft the new provincial education policy, education sector plan and their ECCD strategy. Thus, more support and follow-up are still needed to finalise and endorse the education policy at province level and remaining one working municipality (Chhedagaad).

Additionally, 28 out of 56 (50%) schools have adapted parameters of Quality Learning Environment (QLE), a 36%-point increment from baseline value (14%). This shows that the working municipalities have made good progress in terms of adapting the QLE framework as a planning framework and self-assessment tool.

Out of the 56 sampled schools, 41% met safety and protection standards. This is good progress on schools' facilities meeting standards of safety and protection in comparison to baseline (5%). However, the data shows that more awareness and support is needed to make disabled-friendly infrastructure in schools.

Schools with risk-informed school improvement plans have increased to 27% from 4% at baseline. Plans are more holistic and there is more participation from school stakeholders seen. These findings are in line with more schools practising school self-assessment.

Similarly, 63% (F:64%, M:62%) of the sample children reported feeling safe and protected at school, an increase from 53% at baseline (F:53%, M:53%). Analysis also shows a clear relation between schools which are implementing QLE principles and not. In schools where QLE is actively used, close to 70% of the children state they feel well and safe, while only 30% in schools, which do not practice QLE, underlining the use of quality framework and participation, positively influencing children's well-being.

Three (Tilagupha, Shubhakalika and Chhedagaad) out of five local governments, have adapted safe school policies – minimum school safety procedures, and more attention is needed for the effective implementation of these policies/strategies. Furthermore, the proportion of schools implementing at least 50% of SZoP parameters has reached 75%, which is a 55%-point increment to the baseline (20%).

Recommendations

The results show that the support provided during the school lockdown during the pandemic has been effective in terms of keeping up children's engagement and stimulation for continued learning and well-being at home. SC supported with home-based teaching and learning materials, capacity building of teachers in distance learning, and supporting broadcasting of teaching and learning activities for parents and children on TV and radio. This has led to continued learning and prevention of learning losses.

There is a need to continue the work in Teacher Professional Development (TPD) meaning strengthening school leadership and management (SLaM pilot project), ensuring sustainability and continued support and follow-up for teachers, and continued school improvement processes involving the wider school community and local education authorities. Likewise, to reach more children with disabilities and ensure their uninterrupted access, participation, and learning, the programme needs to continue strengthening TPD on inclusive education and individual education plans.

Issue 2

The midterm depicts that 78% (F:76%, M:80%) of community members believe that child marriage is an unacceptable practice, which was 66% (F: 64%, M:68%) in the baseline, showing an increment of 12%-points. Thus, this increase needs to be retained and improved. Furthermore, despite significant progress, no ward has been declared as child marriage-free. So, there is a need for close technical support and frequent follow-up of the local governments to accelerate the ward declaration process.

Community data shows that the proportion of children affected by child marriage/teenage pregnancy, who go back to school has increased from 11% at baseline to 15% at midterm. School closures during the pandemic has led to many children discontinuing



their education, often due to pressure of sustaining the family's income generation during lockdowns. It was also observed that children migrated to cities with their family members for employment opportunities.

Furthermore, out of 365 girls affected by child marriage, 31% dropped out of school, which is a decrease of 30%-points in comparison to the baseline (60%). This encouraging progress needs to be increased, or at least retained, through the mobilisation of religious leaders, child champions, adolescent girls' group, and local stakeholders.

A total of 147 cases of child marriage were intervened by law enforcement agencies (78 in BL). Training of police and WCPC on their roles to reduce child marriage has greatly contributed to identifying, reporting, preventing, and responding to cases of child marriages. It has also strengthened and further improved the correct reporting and responding mechanisms.

Despite the challenge of Covid-19, child marriage has been reduced by 9 %-points (BL:30 %, MT:21%). This significant progress was made through collaboration and mobilisation of WCPC, child champions, traditional healers, para-social workers, and the police through awareness-raising efforts (radio drama, community

miking), reporting, and responding to likely cases of child marriage during the reporting period.

All five working R/Municipality have developed and endorsed the multisectoral strategy to end violence against children in consultation with children, teachers, parents, CSOs, police, school management committees, and community members. Additionally, a total of 4,433 (F: 2,144, M: 2,289) child protection cases were identified and registered during the last 12 months, of which 280 (F:144, M:136) were children with disabilities, of which, a total of 88% (F:88%, M:87%) were responded to by child protection mechanisms at ward and municipality level. Likewise, 74% of the total reported cases of children with disabilities were responded to through child protection mechanisms. The cases not responded to were cases including children with multiple disabilities. Hence, more advocacy is needed for treatment of these cases.

The midterm results show that 33% of children (10–14 years) have a positive attitude to gender equality. This is an increase of 8% compared to the baseline (25%). Furthermore, a total of 29% children responded that they feel valued, respected, and safe in their community. This is a 5%-point increment from baseline (24%). Meanwhile, only 2 (17%) out of 17 children with

disabilities responded that they were feeling safe in the community. Children responded that they feel safer in schools (67%) than in the community, therefore community-based interventions need to be carried out as a part of smooth implementation of the strategy to end violence against children.

There was a 31% decrease in parents who believe physical punishment is acceptable between baseline (62%; F:65% M:59%) and midterm (31%; F: 37%, M:24%). Despite this positive development, the level of physical and psychological aggression experienced by children remains at 66% (F:62%/ M: 71%). It is primarily the psychological aggression, which is constant, while there was an 8%-point decrease in children who had experienced physical punishment between midterm (31%; F:18%, M:34%) and baseline (39%; F:40%, M:38%). Efforts towards positive parenting in the next phase of the project is needed to ensure not only attitude, but also practice will change.

Out of 49 WCPCs, 13 (27%) were found active in identifying, referring and/or responding to child protection cases. All 49 WCPCs (100%) have identified children in jeopardy and referred to appropriate service providers for support; however, the capacity of WCPC in generating and utilising local resource needs to be strengthened in efforts to ensure sustainability.

Recommendations

To continue to reduce child marriage and re-enrol more girls to school; home- and community-based special remedial classes, motivation sessions with parents and girls, and increasing access to adolescent-friendly Sexual and Reproductive Health and Rights (SRHR) services need to take place. Technical support to local municipalities to endorse the draft procedures to declare “child marriage-free wards” will also be conducted.

Main recommendations to ensure that more children feel safe, and are protected, include increasing coverage of parenting without violence sessions, community-based social and behaviour change communication activities, focusing on child protection issues. Reporting and responding mechanisms at municipal level will also need to be strengthened to address concerns related to violence against children. Increased support for children with disabilities will include enhancing capacity of para-social workers to handle cases, and through advocacy efforts for increased rehabilitation of children with multiple disabilities.

Issue 3

A total of 33 policies/guidelines/procedures/strategies related to children were formulated and endorsed by five working rural/municipalities. SC together with the partners played a significant role in organising consultations and drafting those policies at local level.

SC provided technical support to CSO networks and children in the submission of one child-centric and one child-led supplementary UPR report to the Human

Rights Council. The submission of the child-led UPR supplementary report is a first-time initiative in Nepal, and second time worldwide.

According to the midterm results, the partner KIRDARC has met the minimum threshold score in the agreed capacity enhancement milestones, whereas PTYSM has the lowest score. KIRDARC has always been a strong partner in terms of human resources and well-established organisational portfolio. The two partners, SOSEC and PTYSM, were more affected by Covid-19, as the staff were infected by Covid-19, so they could not participate in organised training and virtual meetings.

Moreover, according to the preliminary findings of a qualitative study, the practice of government's systematic consultation with children and CSO is gradually increasing in trend, with the majority of CSOs, including children, expressing they have been consulted for the local level planning process. However, when it came to systematic consultation in policy making process, the participation of CSOs and children is low. One of the key challenges found is that there is no clear provision to engage or involve CSOs and children in the legislation formulation process. Additionally, the CSOs, including children, may lack the knowledge about the policy making process.

There has been an increase in the percentage of total local government spending on essential services (education, health, child protection and social protection) by 4%-points in midterm (10%). The overall budget allocation and spending rate is on an increasing trend, but it is important to continue with budget advocacy at a local and state level, which was also one of the conclusions of a study conducted in 2021.

Recommendations

The next round of advocacy should focus on the implementation of the 33 endorsed policies/guidelines/procedures/strategies related to children in the five working rural/municipalities. Likewise, lobbying and advocacy should be continued through CSO networks to endorse the new Children's Act in Karnali State.

LATIN AMERICA

Colombia

The programme is implemented in the department of Norte de Santander in the Catatumbo region of Colombia. Norte de Santander is a highly vulnerable community due to armed conflict, high levels of inequality, and a large population living in poverty (40%). The region is also characterised by high unemployment rates and limited access to public services, including education. In addition, it has experienced an influx of migrants from Venezuela in recent years, a significant escalation in armed conflicts, and an extensive national strike in 2021. Unfortunately, all of these conditions have impacted humanitarian access and project implementation.

In response to Covid-19, the national government closed the schools in March 2020. A gradual reopening of schools started in September 2021. The school term closed in the middle of November 2021, thus leaving limited time for in-person instruction and school activities. The pandemic has also significantly affected teachers and parents. Teachers' workload increased with the transition to remote teaching and the effort to catch up on missed learning. In addition, the economic impact of Covid-19 has been negative for families, leaving many vulnerable families with even fewer resources to support their children's education.

School closures highlighted the inequalities between urban and rural areas concerning access to education and technology. In addition, inadequate infrastructure and internet connectivity problems further widened the access gap. Moreover, parents and caregivers lacked the skills to support children's distance learning activities. Therefore, despite the challenges encountered in mitigating these problems, the project adopted alternative implementation modalities to reach the target beneficiaries through virtual learning.

The programme

Leaving no Child Behind⁶⁸ aims to directly benefit 1,500 children (750 boys and 750 girls) and 725 adults (377 women and 348 men). The programme is implemented in six municipalities⁶⁹ with 15 educational institutions located in Norte de Santander.⁷⁰ This is an integrated programme that addresses education, focusing on the capacity strengthening of municipal education, protection systems, and school communities. The programme also focuses on Children's Rights, especially on strengthening the capacity of civil society actors, children, and government entities ability to fulfil children's rights.

SC implements the programme with support from 13 partners (ten local civil society organisations and three strategic partners). SC also cooperates with various

coalitions, alliances, and governmental entities at the local and national levels.

Covid-19 presented substantial challenges to the midterm evaluation of the programme. However, while most of the indicators were measured, not all the indicators are comparable to baseline measures, as the evaluation team opted for significantly smaller samples due to reduced access to educational institutions. Limited access to schools also limited face-to-face data collection and field observation. As such, the midterm data may not be representative. Nevertheless, the midterm evaluation results provide valuable programme insights.

Results achieved

Issue 1

Enrolment figures in the supported schools show 17,351 students registered (F: 8 981/ M: 8 370). These include 230 CwDs (F: 107/CwD M: 123). There is an almost equal enrolment of girls (51%) and boys (49), and 1.3% children with disabilities.

Due to limited accessibility to schools, the sample size of teachers using knowledge-based, inclusive, and child-centred methodologies and pedagogical tools was too small (only three teachers). Therefore, it could not be compared to the baseline. Despite not being able to report on this indicator, the programme has made significant efforts to support teachers, especially under the challenging circumstances of the pandemic, by adopting a "blended approach", which consists of face-to-face and virtual activities.

278 teachers were trained on SC's common approach, "Literacy and Numeracy boost," ensuring their teaching practices include children with different abilities. Peer learning circles between teachers were created to exchange experience with participants representing the 15 schools. WhatsApp groups facilitated the communication between teachers, creating a technical support network among peers.

Moreover, through an agreement with the University of Francisco de Paula Santander, an online training course on the use of Information and Communications Technologies (ICT) tools has been developed and rolled out, benefitting more than 1,140 teachers across the entire department beyond the intervention schools. The course aimed to strengthen teachers' skills in using virtual teaching tools and the pedagogical use of ICTs to improve teaching and learning during school closures and in-person classroom teaching.

Together with partner organisations – Saldarriaga Concha Foundation, Corpoeducation, and Laboratorio de Psicometría – the programme offered training sessions on inclusive education, resilience, and

⁶⁸ Called "Catatumbo Loves Education" (CLE) in Colombia

⁶⁹ Abrego, La Playa, Convención, Teorama, El Carmen and Ocaña

⁷⁰ Originally, the project had 16 schools targeted, but intervention in one school community was not possible due to security situation.

compassion. These sessions aimed to strengthen inclusive policies, cultures, and good practices, and reached teachers (537), principals (15), and students (79) in the 15 target schools. They reached public officials in the municipalities of intervention and civil society organisations. In addition, teaching and learning processes in mathematics and language were strengthened in 15 targeted schools by transforming and updating their curricula following national guidelines, standards, fundamental learning rights, and the priorities and interests of the educational communities.

The midterm evaluation show that 73 of the 147 students assessed met the minimum proficiency level in literature. Among these were 46 girls and 27 boys. This result is in line with other learning assessments. This could be attributable to boys being more likely to work and at higher risk of recruitment by armed groups.

The percentage of parents/caregivers with enhanced capacities to engage and support their children's learning process shows that women have a much higher representation than men. Of the 88 individuals surveyed, 55 respondents (88%) were females. This was expected and is a trend observed in other programmes as well.

SC established five different types of training where 235 parents/caregivers could improve their skills on how to support their children's learning at home. This was particularly valuable during school closures, as children relied more on their parents' support. The feedback received from parents was also positive, indicating that parents and children benefitted from these training sessions.

SC supported six target municipalities to develop territorial capacity-building plans focusing on inclusive education. In addition, supported by our disability inclusion partner FSC, strategies were designed to promote the inclusion of children with disabilities in the planning of Secretariats of Education (SED) and educational institutions to ensure that their needs are considered. As a result, teachers are equipped with skills to support them in the same classroom as their peers. Likewise, with the support of partner Corpoeducación, civil servants representing the SED were trained to complement curricular management in maths and language subjects. In addition, guidance was provided on improving classroom teaching plans and making reasonable adjustments in the classroom.

SC managed to secure political commitment with public funds to include capacity building on quality, inclusive and safe access to education in the Territorial Development Plans (TDPs) of the six intervention municipalities. As a result, as of 2020, a total of \$630,528.25 (approx. MNOK 6.2) has been committed. This is a 5% increase in public investment compared to the baseline, which is significant progress toward achieving local ownership and sustainability of the programme.

84% responded not to feel afraid on their way to or from school. However, of note is that fewer male respondents reported feeling safe. This might suggest the existence of specific child protection risks affecting boys, such as recruitment and use by criminal gangs or the threat of physical violence.

SC developed life skills training attended by 119 teachers and principals (F: 74, M: 45) on preventing the recruitment and utilisation of children and adolescents in conflict by strengthening their social-emotional skills, identifying risks, and activating referral pathways. In addition, training sessions were held on identifying and managing risks associated with recruitment, activating referral pathways, and ways to mitigate these risks. A total of 135 children and adolescents participated (G: 88 girls, B: 47) in these sessions, along with 58 adult leaders, public officials, and parents/caregivers.

The pandemic has had a negative impact on the well-being of children. Reports of depression and anxiety have increased significantly. To address this, a strategy was developed to promote "caring environments" focusing on the well-being of children through emotional regulation, healthy eating habits, and creating new spaces for play at home. A workshop based on the strategy was delivered remotely due to Covid-19-related restrictions.

However, lack of connectivity was a barrier to full participation. A total of 272 teachers (F: 193, M: 79), 193 parents/caregivers (F: 158, M: 35), and 80 students (G: 45, B: 35) participated. In addition, a manual was developed for schools, parents, children, and adolescents to promote a safe return to school with contributions from SC, principals from 15 educational establishments, and officials from the Departmental Secretariat of Education. The exercise was so successful that it was adopted and published by the Departmental Secretariat of Education as a guide for all schools in Norte de Santander on safe return to school.

The midterm evaluation shows that 8 out of 14 schools had a code of conduct with an inclusion and gender focus. It is important to note that 11 out of the 14 schools have established protocols to resolve situations of violence and abuse against students, sale, and consumption of alcohol and psychoactive substances, and attempted recruitment and use of students by criminal gangs within the school. By establishing protocols for addressing these issues, schools will have a standardised approach to ensure a quality and timely response.

In addition, 6 of the 16 schools developed actions to promote an inclusive approach. These actions include awareness raising on inclusion and discrimination, including steps to mitigate any form of discrimination against students based on disability. Schools were also encouraged to identify the types of disabilities and encourage both caregivers and teachers to understand ways to promote individual students' learning. The Ministry of Education has developed technical

orientations on inclusive education for students with disabilities to help guide schools in the implementation of inclusive education.

Recommendations

Due to limited access to technological devices and connectivity during the pandemic, SC needs to ensure that the learning gap does not widen in the next two years.

SC will prioritise the development of risk-based school improvement plans, ensuring they are comprehensive and respond to the multiple hazards and risks in and around schools with an inclusion and gender lens. In addition, SC will encourage the participation of parents/caregivers and student representatives in the process.

The midterm evaluation underscores the importance of working on diversity, inclusion, and prevention of discrimination. SC will focus on equipping teachers with skills in gender-responsive pedagogy and ensure that schools have clear plans to mitigate violence and promote peace from a gender and inclusion perspective. The training sessions on inclusive education received positive feedback from teachers and schools. However, those interviewed also requested more hands-on support and practical tools in the classroom. Therefore, in 2022, the focus will be more on providing direct support to teachers so that they are equipped with skills to support learning across the continuum of abilities.

SC will continue to support parents on non-violent parenting practices. However, one of the midterm findings is that violence is still used daily. Therefore, it will be essential to sensitise parents on the negative impact of violence on children. In addition, SC will take measures to reach more male caregivers.

Issue 3

The government of Colombia submitted its report to the Child Rights Committee in August 2021. However, additional information is due in late 2022/early 2023, once the pre-session is scheduled. Therefore, SC has started gathering inputs from children across the country in preparation for the alternative report. This process will continue into 2022.

SC has supported the six municipalities in designing and implementing development plans to include issues relevant to children. Recommendations were made to the municipal councils, which accepted the proposals and adjusted their plans accordingly, including budgetary allocations. In addition, civil society organisations and children continuously monitor the implementation of local development plans. As a result, four municipalities⁷¹ have been willing to provide information on the public budget. This monitoring shows an increase of 59%⁷² in investment in children.

A memorandum of understanding was drafted between SC and the Office of the Ombudsman at the national level. The goal is to promote the realisation of the human rights of children, adolescents, and young

people living in Colombia.

Through a coalition of NGOs and academic institutions, SC was able to technically support the development and approval in March 2021 of the Law against Physical Punishment.

The programme works with ten Local Civil Society Organisations (LCSOs), three of which were new partners in 2021. To date, 80% of the capacity strengthening milestones have been achieved. However, there remains to strengthen capacities on climate change; three of the ten LCSOs have yet to be trained on issues related to the care of children with disabilities. Furthermore, regarding organisational aspects, the LCSOs still need to receive training on internal and external communication of the organisation and fundraising and strategic alliances.

Recommendations

In 2022 and 2023, the programme will continue working closely with the LCSOs to strengthen their capacities. The focus will be on developing and implementing small projects with children's participation, whose implementation will be funded by the programme.

The midterm findings have also shown that through SC's advocacy and facilitation of children's participation in and monitoring of local decision-making, it is possible to influence the implementation of and budget allocation for programmes and projects that guarantee children's rights. At the national level, we will continue advocating for the signature of the Safe Schools Declaration.

Guatemala

The Covid-19 pandemic has been the most impactful crisis in recent decades. It directly affected access to education for children and adolescents in the country. As a result, the Ministry of Education (MINEDUC) ordered the reduction of school activities. In addition, it implemented other restrictions according to Covid-19 infection levels in each municipality. However, most schools have been closed for almost two years. The alternative has been virtual and hybrid education activities; however, the lack of access to technology, including computers, mobile phones, internet, and electricity, has disproportionately affected indigenous populations, children with disabilities, and rural areas. In addition, internet platforms are challenging for teachers who do not have previous training using them.

Over the past year, the socio-economic conditions have deteriorated for children and families. They have been affected not only by Covid-19 but also by hurricanes Eta and Iota, which caused a devastating loss in crop and livestock production in areas already affected by high poverty and malnutrition levels. This has resulted in reduced food production and access and reduced demand for agricultural labour, one of the significant sources of income for indigent households.

⁷¹ Corresponds to the municipalities of Ábrego, Ocaña, El Carmen and La Playa

⁷² From MNOK21 in 2018 to MNOK34.



Additionally, increased food and transport costs have further limited the ability of families to secure an income. These conditions have led to people migrating internally or to the United States via Mexico.

The programme

Leave no Child Behind includes three areas of intervention: 1) children learn and live safely; 2) children are protected; and 3) children's rights. The programme design and implementation were done in collaboration with six CSO partners, including ASSAJO, APPEDIBIMI, Central American Institute of Fiscal Studies (ICEFI), Institutional Coordinator for the Promotion of the Rights of Children (CIPRODENI), Association for the Training and Technical Assistance in Education and Disabilities (ASCATED), and PRODESSA, as well as in collaboration with strategic government partners.

The programme is implemented in 51 schools located in four municipalities. These include Nebaj, Cotzal, Chajul, Jocotán, and the marginalised areas of Guatemala City. However, limited access to programme schools-imposed challenges to conducting face-to-face data collection and field observations for the midterm evaluation. Therefore, the evaluation team resorted to a reduced evaluation sample. As a result, the midterm data are not comparable with the baseline and thus not representative of overall programme implementation. Instead, the data provide valuable insights from surveyed areas and participants to inform the programme.

Results achieved

Issue 1

A total of 60 students (30 girls, 30 boys) completed the literacy assessment, from which 75% obtained satisfactory to excellent reading test results. Girls (40%) had better results than the boys (22%). The regional differences suggest that students in the rural area of Ixil had lower scores than students from the urban region in Guatemala City.

A total of 42 teachers were interviewed from the three areas of intervention. More than half of those who participated (53%) confirmed the use of three or more Likert scale criteria to evaluate professional teaching practices: planning 62% (26 teachers); the use of the two mathematical logics, the vigesimal and the decimal, 64% (27 teachers); and the promotion of reading and writing 71% (30 teachers). For the literacy practice, 86% (36 teachers) have implemented procedures to promote reading and writing at school or home; and 71% (30 teachers) of them considered these practices useful to help students improve their reading and writing skills. Differences in performance were not significant when divided by gender and region.

Based on the teachers' information, SC has started to focus on different strategies to help them improve their skills for e-teaching, including ways to create a more dynamic learning environment that makes higher participation in the learning process through questions and debates.

The study was conducted in 18 of the 51 schools from the three areas of the intervention, from which

94% reported applying tools for conflict resolution and psychosocial support. However, the sample is too small to be representative; and the number of teachers sampled can hardly represent their school. Therefore, the information gathered through interviews with 42 teachers from the three regional areas rendered a complementary view of the issue. Interviewed teachers and directors were familiar with these tools thanks to their training in 2020 and 2021 in emotional well-being and psychosocial support and conflict management, resolution, and mediation. However, they also reported not having applied these tools yet as many require face-to-face activities, which was impossible when closed schools were. In addition, the teaching environment has not returned to normal due to Covid-19. Therefore, SC should continue to support them to improve their capacities to apply these protocols appropriately.

Out of the 18 schools participating in the study, 91% have established safety and security standards. This indicator also captured the response of 42 teachers, from which 95% (40) mentioned there is a disaster risk reduction management committee at their schools; but 57% (24) said their schools do not coordinate with it, and 90% (38) said their schools have an updated evacuation plan. On the other hand, 74% (31) said their schools have a physical first aid plan. In addition, 76% (32) have received information about referring violent cases against children. Lastly, only 43% (18) said that they had an updated database of students and contact information in case of an emergency.

SC sees the need to increase efforts to disseminate information among teachers, directors, and students about these tools and ensure that schools apply these protocols once they reopen.

Recommendations

- To strengthen teachers' strategies, inclusive methodologies, and teaching of literacy skills, including reading for pleasure. This includes continued focus on reading materials in the mother tongue and culture (such as stories and fairy tales).
- To support parents in developing skills for home learning, radio spots, and other low to medium-tech solutions and inclusive education (e.g. braille).
- To improve spaces for the children's participation and the community, both face-to-face and online.
- To increase awareness among teachers about the importance of socio-emotional monitoring and follow-up of students, especially during and after the pandemic.
- Raise awareness among parents about practices that entail violence, particularly psychological violence.
- Encourage educational communities to promote the protection of children aligned with the Integrated Risk Management protocols of the MINEDUC, the school response guide, and the Safe Schools Common Approach.

Issue 2

The purpose of the community protection committees (CCP, in Spanish) is to develop preventive and awareness-raising activities in the community to protect children and adolescents and are vital to attaining this indicator. There are currently 18 established CCP out of the 20 planned within the project. CCP members have been trained on essential tools for case management and referral, information about the child and adolescent protection services, active listening, and how to give support in difficult situations. As part of the data collection of this evaluation, SC interviewed 21 members from 5 CCP in Chiquimula.

Some CCPs are considered inactive because they do not meet the five implementation requirements. However, they are in the process of fulfilling them. Currently, 48% of CCP conduct at least two actions, and 33% conduct up to three steps. Some of these include community meetings to create awareness of child protection risks and problems and organise in this regard.

The data collection included surveying 43 parents (32 women, 11 men) who recognised violent punishment as unacceptable. However, five of the parents (three women, two men) have used some form of physical or psychological violence to educate their children. This draws attention to a discrepancy between discourse and practice. Some forms of violence, especially psychological violence, are normalised in society and not recognised. Additionally, it is worth highlighting that some parents have children with functional difficulties.

One can conclude from these observations and experience that SC must continue to work closely with parents (both fathers and mothers) and caregivers to help them identify these attitudes through sensitisation and training using the Parenting without Violence common approach. So far, these sessions have helped them recognise different types of violence, such as physical, psychological, emotional, sexual abuse, and negligence. It is also essential to include psychosocial and emotional training to help them unlearn behaviours, and violent attitudes learnt in the family dynamics.

Recommendations

- To prioritise training and management of protection cases.
- CCP to strengthen their support and guidance in family and children's vulnerability.
- To enhance communication from SC to the communities providing them with information about guarantor institutions and their work protecting children and adolescents.
- To provide communities with materials to implement violence prevention training.

Issue 3

The goal was to get at least one policy adopted, which has been currently approved in the municipality of Jocotán. Furthermore, a second municipal public policy on children and adolescents is being developed in the Nebaj municipality. Additionally, through our advocacy work, SC influenced the local government in Jocotán, which has reactivated the Municipal Office and the Municipal Commission for Children and Adolescents. Also, the local government in Nebaj has established a Municipal Office and the Municipal Commission for Children and Adolescence. These government bodies are responsible for promoting public policy favouring children at the municipal level.

The daily per capita investment in children has increased from USD 0.95 allocated in 2018 to USD 1.23 in 2021. However, accounting for inflation, comparing the allocations using constant values for 2015, the daily per capita investment in children has increased by 27% (from 2015 USD 0.84 in 2018 to 2015 USD 1.07 in 2021). Investment in children is mainly financed through tax collection, which has increased by 33% in 2021 compared to 2018. However, there remains much room for growth – considering the government's plan to decrease taxes to address the increased cost of living – despite Guatemala having one of the lowest tax burdens and lowest tax collection capacity in the world. Due to this, SC has worked closely with our partner, ICEFI, influencing decision makers by making recommendations to improve tax collection and the efficiency of public investment in children and adolescents.

Civil society contributions, informed by children themselves, were submitted to the UN Committee on the Rights of the Child (CRC) on 14 July 2021, to notify the list of priority issues (LOIPR) of the Committee. This is the first step in the Committee's review of Guatemala's implementation of the Convention on the Rights of the Child (UNCRC) since Guatemala is being reviewed under the Simplified Reporting Procedure. In addition, the partner organisations conducted training and socialisation processes on the recommendations that the CRC had previously issued to the State of Guatemala. These recommendations are vital in advocacy processes to improve public policy and children's rights legislation. As for the Universal Periodic Review (UPR) Report, in 2021, the network of children's civil society organisations (RedNNA) reviewed the progress in compliance with the recommendations Guatemala received during its last UPR review. As a result, a corresponding report was prepared and disseminated among the network members as an advocacy tool in 2022.

A functioning Observatory of Children's Rights tracks the status of the indicators of children's rights at the national level. In addition, the Observatory of Public Investment in Children and Adolescents publishes monthly updates on budget allocation and execution of programming for children. Both inform the advocacy

efforts of civil society, including the alternative reports submitted to international accountability mechanisms.

A milestone enhancement plan has been developed according to each partner's needs, identified by the Partner Assessment Tool (PAT), conducted in 2019, and updated in 2021. Improvements include finance, monitoring evaluation and learning (MEAL), human resources (HR), communication, governance, and organisational capacities. Additionally, SC has prepared several pieces of training on education, protection, Child Rights Governance (CRG), gender, inclusion, intercultural strategies, violence-free raising, psychosocial care, public investment, participation in decision-making, empowering reading, and community protection committees. Much inclusion-related training has been delivered by, or in close collaboration with, our partner ASCATED, the Association of Training and Technical Assistance in Education and Disability.

SC provides an update to partners on SC policies annually. For example, the Safe Partnership Project's objective was to improve the partner's capacity to safeguard children, adults, and staff.

Recommendations

- To strengthen the capacities of civil society to help them demand the fulfilment of their rights.
- To improve advocacy and training programmes for guarantors to help them fulfil their role.
- To ensure a more significant public investment in children and adolescents from tax revenues.
- To improve the capacity of the Directorates of Bilingual Education and Special Education of the MINEDUC.

PHASE-OUT COUNTRIES

Ethiopia

The programme was implemented during a period in Ethiopia marked by war, drought, flood, inflation, Covid-19 and ethnic violence. While 2019 saw political and civil society reforms with international recognition for positive change, 2020 was marked with uncertainty over political transition, new and ongoing conflict, climate shocks, a severe desert locust invasion and the ongoing socio-economic impact of the pandemic. In April 2020, the pandemic resulted in a national state of emergency that caused a complete closure of the education system for seven months, limited gatherings, travel and reduced access. In November 2020, political uncertainty grew following the withdrawal of the Tigray Peoples Liberation Front (TPLF) from the government. Tensions between the TPLF and the central government resulted in an open conflict in Tigray, when TPLF called elections, which were not recognised by the government. The war in the northern part of the country and the Oromo Liberation Front (OLF)/Shene insurgency in central, western and southern part of Oromiya was devastating. Schools, hospitals, clinics, government offices, airports and roads were destroyed. As a result, resources were mobilised from all areas for the war, creating financial limitations for development activities like education and protection services. The pandemic disrupted implementation and caused increased absenteeism in the target woredas as in South Omo. Furthermore, as a Covid-19 prevention measure, the government banned (and restricted) training and workshops requiring gatherings of people, which heavily affected work with communities in rural locations.

The programme

Leaving no Child Behind is being phased out; therefore, 2019-2021 was the final implementation period. During this period, SC implemented education, child protection and child rights governance activities in Amhara region, South Omo zone, and Lideta sub-city of Addis Ababa City Administration. The overall goal of the programme was securing children's rights to education and protection. SC implemented the programme in partnership with the government and civil society organisations and contributed to capacity development and advocacy work. In addition, SC self-implemented activities focused on alternative community-based childcare at national level in close collaboration with the Ministry of Women, Children and Youth.⁷³

Issue 1

Through the education component, SC sought to ensure that girls and boys, including the most deprived,

attended quality basic education in an inclusive learning environment, with an overall goal of securing children's rights to education and protection in Amhara and Southern Nations, Nationalities and Peoples' (SNNP) regions.

The programme was phased out of the Amhara region in 2019, having had great impact on enrolment, improving the quality of the learning environment, school buildings, separate latrine provision, WASH, menstrual hygiene, introducing disaster risk reduction (DRR), capacitating teachers, PTA members and the community at large. Training to strengthen positive discipline methods in Amhara was conducted for 188 school directors (12 female) who cascaded this information to teachers and conducted observations to assess the use of newly acquired knowledge. As a result, teachers, students and PTA members are not only knowledgeable on emotional, psychological and physical well-being of children, but are following up children's safe movement and well-being in and out of school. This was witnessed during discussions held with PTA and community members.

Building on work from the previous phase and following refresher training, no serious cases of abuse, sexual harassment or other forms of Code of Conduct violation were reported in Amhara schools. School management and children confirmed that corporal punishment is understood as violating children's safety and well-being and risk factors have declined. Zonal and woreda education offices include monitoring of the Code of Conduct in their supervision checklists. SC also conducted an advocacy event at regional and national level to promote and ensure the scale-up of the Code of Conduct, which was attended by representatives of eight regional administrations and one city administration (22 officials, 3 female). The workshop focused on how the Code of Conduct was developed and trained stakeholders on how it is put into practice, with experience-sharing led by representatives from Amhara. Participants committed to introducing the Code of Conduct in their regions, prepared action plans, and recognised the need to mobilise the resources needed to introduce the Code of Conduct in their region. To date, three regions have applied the Code of Conduct implementation manual.

Due to the situation in South Omo, implementation continued in three woredas (Hamer, Dassenech and Gynagatom) of the South Omo zone covering 30 schools (10 schools per woreda) through 2021 to achieve sustainable results. SC extended the project period by six months after baseline showed catastrophically low literacy results. The objective was to improve the quality of education through an inclusive approach, interconnecting primary schools and early childhood

⁷³ The Ministry of Women, Children and Youth is currently restructured as Ministry of Women and Social Affairs

care and education services. The focus was on improving the learning outcomes through enhancing the quality of the learning environments and strengthening the reading skills of children, building the capacity of teachers, school directors and involving other stakeholders from grass root up to regional level.

SC implemented the project in South Omo in partnership with the woreda education offices and consulted them about activities from the start. Woreda offices assigned six officials (two per woreda) to follow up and support SC activities. Officials monitored bi-monthly, conducted joint quarterly monitoring with project officers and participated in the partners quarterly review meeting.

The literacy promotion initiative is ongoing in North Gondar, with all ten woreda education officials reporting that teachers are still enhancing literacy skills of students as agreed during closeout. So far, SC has received positive feedback despite the war in the intervention woredas. Debark, Wogera, Chilga, Lay Armchiho and Ebnat have been the most affected, with many schools looted and destroyed. During documentation, the situation in North Gondar was not conducive for data collection as roads were unsafe, and most schools were not properly functioning. Nevertheless, woreda education officials informed SC that the footprints of the terminated project are still there and gave assurances that they are determined to continue with the sustainability plans they prepared despite the challenging situation.

Findings from the 2019 and 2021 ASER assessment showed that children who scored level four (story reading level) increased by 6% (from 3% to 9%). Learners' score on paragraph reading increased from 14% in 2019 to 19% in 2021. The letter identification level score also showed significant improvement. Furthermore, learners who could not identify a single letter decreased from 47% in 2019 to 22% in 2021. Teachers are now capable of using the ASER tool and they have committed to continue using the ASER test to enhance the literacy and numeracy in their schools. There was also an improvement in students' numeracy skills' performance. Learners who were able to do subtraction of double-digit numbers with carryover rated 4% in 2019 increased to 10% in 2021. Proficiency of learners in doing addition of double-digit number increased from 9% in 2019 to 16% in 2021. Learners' numeracy skill of identifying double-digit number was 37% increased to 45%. The percentage of children meeting the expected level increased from 4% at baseline to 10% in 2021.

An assessment was conducted in 2021 on teachers' professional teaching practices, assessing the capacity of 24 (9 female) teachers who teach mostly language and numeracy subjects to the lower primary level in 12 sampled primary schools. The findings indicated that only 10% (18% female, 6% male) demonstrated professional teaching practices. The combination of high teacher turnover and the pandemic could be a partial

explanation for this. The findings were discussed in a meeting with woreda education officials who resolved to organise short-term training for these teachers and intensify work on the provision of technical support.

The female to male enrolment ratio in primary schools was 1:7.4 indicating high gender disparity. The average drop-out rate in primary schools in 2019 and 2020 was 17% (16% boys, 18% girls) and 9% (9% boys, 10% girls) respectively, showing a decrease of 8%. Contributing factors for enrolling and retaining students were the house-to-house registration and the provision of scholastic material and other need-based support to students, the improvement of quality of the learning environment, the engagement of the community in conversation and awareness creation.

Field offices conduct quality benchmark assessments annually, hence the QLE assessment was conducted three times. The results indicated that 80% of the interventions schools attained QLE benchmarks in 2019 and 2020. However, the recent assessment showed that only 77% of the schools had achieved the quality benchmark standards. The major reason for not attaining the standards was the lack of water and school fences in most schools.

Allocating additional budget for non-salary recurrent expenses has been difficult due to financial constraints. Nevertheless, continuous discussions with woreda administration officials resulted in adjustments being made and in a 14% increase in the education budget. The total government allocated education budget for the three woredas (i.e. Dassench, Gynangatom and Hamer) was ETB 277,443,104. The additional allocated budget is ETB 1,56493,099 and this makes the increase 20%.

Issue 2

Through the child protection component of the programme, SC aimed at ensuring children's protection from abuse, violence and exploitation, closely coordinated with the education and child rights governance teams. In 2019, child protection activities were implemented in Amhara region, Lay Armachiho and Tache Armachiho woredas of Central-North Gondar zone in partnership with the University of Gondar-Community-Based Rehabilitation and in Metema woreda of West-North Gondar zone in partnership with Mahiber Hiwot for Social Development. These activities were implemented for two years (2019 and 2020) in four woredas (W1, W2, W3 and W4) of Lideta sub-city of Addis Ababa City Administration in partnership with Love for Children Organisation. SC self-implemented activities focused on alternative community-based childcare at national level in close collaboration with the Ministry of Women, Children and Youth. Activities carried out from 2019 to 2021 focused on strengthening existing community-based child protection mechanisms/structures and ensuring proper phase out as well as sustainability of the project.

As part of the phase-out strategy and to ensure sustainability, SC strengthened 26 community-based child protection mechanisms/structures that actively engaged in prevention of as well as identifying, documenting, reporting and responding to issues of abuse, violence and exploitation. During the project period, nine capacity-building training and review meetings were facilitated. In addition, 24 school-based child protection mechanisms/clubs were strengthened with material support and training on child protection concepts, school Code of Conduct and related issues. Project staff and zonal/woreda-level government stakeholders also conducted joint supportive monitoring visits and provided on-site technical support for kebele level entities.

Children in the project-targeted areas received different child protection services through strengthened community-based child protection mechanisms, such as the Iddirs Unions, woreda/kebele-level child protection committees/community care coalitions. Findings from the endline assessment show that SC provided direct support to a total of 2,504 children (1,444 girls and 1,060 boys) who received child protection services through established child protection systems, including children with disabilities, children living without parental care and children at risk and survivors/affected by violence. This was against a target of 2,686 (1,346 girls and 1,340 boys). The support included educational material, medical, assistive devices, house-to-house rehabilitation and other psychosocial support. In addition, 211 children (114 girls, 97 boys) who had physical, mental and hearing disabilities were supported to access schools through collaboration with Love for Children Organisation, the Ministry of Women and Social Affairs, schools and the education office in Lideta sub-city. During the reporting period, 200 (50% girls) children with disabilities accessed community-based protection services. Positive attitude changes towards children with disabilities among parents of children with disabilities/orphaned and vulnerable children, community-based child protection mechanisms/committee members, government stakeholders, local leaders and school community were observed. Particularly, in the University of Gondar's community-based rehabilitation (UoG-CBR) programme implementation areas (Lay Armachiho and Tach Armachiho woredas), children with disabilities are making significant improvements in education, health and social integration.

Issue 3

The child rights governance programme has helped Ethiopia build better and more resilient governance structures, methods, and institutions to ensure that disadvantaged children's rights and participation are realised. SC made concerted efforts, particularly with the Ministry of Women and Social Affairs, to implement child policies, the National Plan of Action for Children, a child rights coordination mechanism, establishing

and strengthening regional and local child parliaments, as well as making children visible in budgeting. SC has advocated for the inclusion of critical child rights governance concerns into national policies, strategies, and programmes, such as in the ten-year strategic plan (2020–2030), as well as the resourcing of such child-focused initiatives. The child rights committees were revitalised and enhanced at the local, regional, and federal levels to better coordinate the activities of sector government offices and other stakeholders. Children's issues continued to be mainstreamed in sector ministries' and bureaus' objectives and plans. Child-centred social accountability groups and child-led structures (child parliaments and children's networks) were established and strengthened to monitor service delivery, identify and report on key child rights issues, as well as engage with service providers and government officials to address identified priorities and rights. Children are regarded as crucial stakeholders in matters affecting their rights and are encouraged to participate. As a result, civic space has been created for them and civil society organisations to hold duty-bearers accountable.

SC worked closely with the Ministry of Women and Social Affairs and other civil society organisations to strengthen the governance structure of sector offices at different levels. Notably, SC supported the Ministry technically and financially with the preparation and submission of state party reports to the African Union (4th and 5th state party report on African Charter on the Rights and Welfare of the Child (ACRWC)) and the UN Committee on Child Rights (6th and 7th state party reports on UNCRC, supplementing the state report to the Child Rights Convention. SC technically and financially supported the preparation of a child-led and a civil society organisation (CSO)-led alternative report that will be submitted to UN Committee on Child Rights. The CSO alternative report is being finalised. A validation workshop was conducted involving more than 30 local CSO organisations and critically reviewed. The report will be submitted on time to the committee. However, the UN CRC Committee of Expertise on the Rights of the Child will not examine the Ethiopian Report in 2022, hence, both the CSO alternative report and child-led report will be updated and finalised and in 2022 and submitted when they open for submissions of CSO alternative reports.

SC and CSO partners enhanced the capacity of children to prepare the child-led alternative report on the 6th and 7th periodic reports to UN CRC. SC and CSOs provided hands-on technical support (developed terms of reference, action plan, data collection tools and checklists, provided training etc.) to 22 child-led structures from Norad and SIDA-supported CSO partners. From Norad-supported child-led structures, 10 children's parliaments (4 children parliaments from Mary Joy, and 2 child parliaments from Mahiber Hiwot for Social Development and 4 child parliaments from South Omo) were involved in the report preparation,

with an average of 9–15 children from each child-led structure. SC facilitated children's consultation on the African Charter on the Rights and Welfare of the Child 4th and 5th state party report. Twenty-four children (8 girls) between the ages of 14–18 participated representing children from 10 Sub-Cities of Addis Ababa. Children's perspectives, concerns and recommendations were captured and documented.

With financial and technical support from SC, the Ministry of Women and Social Affairs enhanced its capacity to coordinate and monitor child rights and protection issues at national and local level. The development of a national children's policy, budget advocacy work to allocate a budget for a child-focused programme, training of child rights experts and officers, monitoring and evaluation framework of a child mainstreaming programme, the development of a child policy implementation strategy have improved the capacity of the Ministry to implement the recommendations of the UN CRC Committee on the Rights of the Child. Furthermore, the Ministry developed a monitoring checklist to track the implementation and progress of the national children's policy across sector ministries and bureaus. To translate the policy, the Ministry prepared a ten-year strategic plan on children's rights and protection issues. The Ministry prepared workshops for sharing experiences and follow-up among sector government offices in collaboration with SC.

Seven ministries (Health, Education, Social Affairs, Women, Children and Youth Affairs, Agriculture, Justice, Culture and Tourism) have started allocating resources to implement the national child policy. This is against a baseline of 0 in 2019. In addition, 215 government officials (87 females) from key sector ministries and national human rights institutions were trained on policy to integrate this into their plans, and to allocate budget for implementation. Thirty-five government officials received training on the policy to integrate child right issues in their plans and programmes. Thirteen sector ministries have integrated children's policy issues into their programmes to benefit children, especially disadvantaged children, and they have all prepared annual plans that they will execute.

Nicaragua

Children are approximately 42% of the population in Nicaragua of around 6.5 million inhabitants. In the 3-year duration of this phase-out programme, the country faced several challenges: the socio-political crisis, the Covid-19 pandemic, and the impact of the hurricanes Eta and Iota. According to unofficial information, many teachers left the country due to the political and economic crisis, and, for the most part, those still working are overloaded with extracurricular activities. Officially, the school year did not close due

to Covid-19, but families did not send their children to school. This resulted in a decrease in attendance by 40% between May and June 2020, according to the World Bank. SC observed that attendance dropped even more, with only around 20% of school enrolment during the peak of the pandemic.

The re-election of President Ortega in November 2021 increased the risks of social and political unrest and restriction of the political and human rights. The government cancelled the legal status of more than 50 local NGOs (including our partner CODENI) and six INGOs (including OXFAM). In addition, the country faces an economic crisis, food insecurity, and increased migration. Despite these challenges, SC continued its work with partner organisations that work for child rights, and centred activities to the community and municipal level.

The programme

Leaving no child Behind was implemented in 13 different departments in Nicaragua in collaboration with experienced partners in a long-term strategic partnership. Despite the political challenges, SC managed to work closely with the Education and Family Ministries, training their teachers and influencing some of their national programmes. The programme had three components: 1: Children learn and are safe; 2: Children are protected, and 3: Children's rights are implemented.

The Covid-19 led to SC carrying out most of the activities with fewer participants or they were carried out remotely. The budget was redirected to include the provisions of biosafety measures during the activities. Officially, the schools were open, but the assistance was minimal, complicating the process of having comparable data towards the baseline information.

Issue 1

SC worked with eight Teacher Schools (Escuelas Normales), introducing learning literacy pedagogical strategies to 121 teachers (F: 60, M:61). The strategies were related to the methodological steps of the phonic, analytical, and synthetic method (FAS), which is the method adopted by the Ministry of Education (MINED).

Three training processes were carried out. Twenty regular and special schoolteachers (all women) from the MINED were trained to better understand child development and child learning, disability, and inclusion.

Additionally, 70 people (F:46, M:24) were trained. Our partner implemented the campaign "Los Pipitos at home", a pedagogical strategy to inform and share tools with families to carry out educational activities for children with disabilities. For our partner, Los Pipitos, the guide served to support teachers and other professionals related to children with disabilities. The parents and caregivers who form Los Pipitos have acquired knowledge, information, and a greater understanding of their children's disabilities. The processes carried out have contributed to creating a

positive and supportive environment for children with disabilities.

At the national level, SC signed and implemented a work plan with the Ministry of Education that provided pedagogical advisers and teachers with a greater knowledge of strategies for improving skills of literacy, reaching 135 educational staff members (F:72, M:63). In 2021, a total of 103 people were trained in the use of the classroom observation method “Stalling tool” (60 women teachers of Primary and Normal Schools, school directors, and municipal pedagogical advisers). The personnel from the Ministry of Education have strengthened their capacities, and improved their analysis related to children’s reading and learning. Our partners, CECESMA and FUNARTE, coordinated at a local level in Jinotega and Matagalpa to strengthen 315 teachers’ (170 female) knowledge on the Phonic, Analytical, Synthetic Method (FAS method).

In collaboration with the Education and Health Ministries, 65 targeted schools were supported with preventive health practices, reaching 3,655 primary school children (F: 2,062, M: 1,593) in 10 municipalities located in Jinotega and Matagalpa. This included basic Preventive Health and Sexual Reproductive Health actions aimed at building the capacities of the teaching staff and pedagogical advisers. The methodological processes are described in the educational curriculum and contextualised for different educational levels. In 2021, a total of 871 student leaders (F:497, M:374) had been part of this process through study circles at schools and their communities.

A total of 16 plans were developed (the original goal was four) to prevent violence, with the participation of 247 community members (F:57, M:8) using SC Safe School Common Approach. The process included training in context analysis, protection regulations, prevention of sexual abuse, and prevention and responses to a pandemic.

SC implemented the Safe Schools Common Approach in 56 schools in partnership with CECESMA, FUNARTE, and Los Pipitos with a reach of 17,019 children (F: 8,274, M: 8,745), including 3,047 children with disabilities (F: 1,183, M: 1,864), and 10,867 children from ethnic minorities (F: 4,434, M: 6,433). The total number of education staff trained was 751 (F: 458, M:293), including teachers and non-teaching educational staff such as staff from the Ministry of Education, supervisors, and others.

Issue 2

One of the key achievements was having the possibility to influence and work together with the Ministry of Family (MIFAN) on their deinstitutionalisation strategy; the aim to place children currently living in institutions into family care. In collaboration with MIFAN, SC identified points for improvement, and developed recommendations to strengthen the capacities of civil servants. As a result, 351 (F:236, M:115) children were reintegrated; guaranteeing them the right to live

and grow in a family environment. SC participated in 37 home visits and 63 visits to the Special Protection Centres, which were made to carry out a psychosocial study to evaluate the family environment. SC developed a preparation course for adoptive parents in which 75 people participated (2019); a manual of the training was later finalised and codified (2020).

SC also visited 99 children and adolescents (F: 60, M: 39) who were removed from institutions and placed in family care to compile basic information and carry out the first assessment of the deinstitutionalisation strategy. The assessment informed improvements to strengthen the case management process, including designing an induction course and teaching materials in collaboration with the MIFAN for all the personnel of their case management department. We also supported MIFAN in developing a protocol for the operation of Specialised Attention Centres for survivors of sexual violence, the first centre to respond to the need for shelter, care, accompaniment, and recovery of girls who are sexual violence victims. As part of the MIFAN activities, 84 people (F:23, M:61) were referred for psychological attention to the Esperanza Monge Collado Clinic.

Issue 3

71 CSO partners strengthened their capacity to monitor children’s rights. CODENI’s Observatory, the partner’s tool to monitor the implementation of child rights in Nicaragua, also analysed and processed public information that feeds the public investment indicators through SC’s technical advice on child rights governance and advocacy. As a result, 55 indicators were updated. The data generated by this monitoring informed CODENI’s campaigns, lobbying and advocacy efforts together with other national organisations, and international and regional bodies, to defend the rights of children and adolescents. This monitoring process was strengthened through participation of 1,993 (F: 1,195, M: 798) staff from partner CODENI in activities to consolidate their capacity and knowledge of child rights and participation.

In addition, the Observatory’s monitoring and the publications and campaigns informed by it, included children’s voices. This process of participation has helped children and adolescents to recognise themselves as people with rights, dignity, and worth. It has strengthened their security and sense of commitment. Furthermore, children have recognised their ability to promote their views and interests through developing advocacy communication campaigns.

In 2020, two consultations were carried out, with more than 900 children and adolescents participating face-to-face and remotely, giving insight about the effect of the pandemic on their lives. As a result, SC made four infographic bulletins related to public investment in children and adolescents. However, not all the activities planned under this outcome for 2021

were implemented due to Covid-19.

SC partner MILAVF formed 38 interest groups (sports, drawing, painting, and crafts) where children can participate and choose from according to their interests. Through these groups, 1,403 children and adolescents (F: 747, M:656) participated, from 4 to 18 years old. The Girls' Network is one of these groups, with a total of 80 girls and adolescents. Unfortunately, due to socio-political pressure, these participation groups have been reduced.

SC, through its CRG programme, supported two municipalities in the North area. This support included funding recreational spaces in La Mora, a community in La Dalia, Matagalpa, and donating construction material to restore the community park so children had a safe recreational space.

Through Child-Friendly Spaces, SC was able to collect the voice of children and adolescents on topics such as the socio-political crisis, the pandemic, and the impact of the hurricanes. This resulted in the following reports:

- a) Save the Children's contribution to the implementation of the Convention on the Rights of the Child in Nicaragua (2019).
- b) Children and adolescents are facing Coronavirus (2020).
- c) Consultation on the violence effects on children and adolescents in the context of the Covid-19 pandemic (2020).
- d) Children and Adolescents' Perceptions of the Coronavirus Pandemic (2020).
- e) Documentation of children and adolescents' good practices, monitoring their Human Rights with the accompaniment of the CODENI's Observatory of Children's Rights 2010–2020.

SC developed audio-visual materials to document the impact that SC, together with MILAVF and specifically the Girls' Network, had celebrated during the last two years at the International Girls' Day. This activity was done together with girls from semi-rural communities and vulnerable to gender-based sexual violence.

Zimbabwe

Zimbabwe's economy continued to weaken, and the country is also marked by widespread shortages of power and fuel. The United States Dollar (USD) which had been the currency in use was replaced with the Zimbabwe Dollar (ZWD), resulting in inflation, high prices, and shortages of foreign currency.

During 2020 and 2021, schools were closed for prolonged periods because of Covid-19. Many children, especially those in the hard-to-reach rural communities were not able to access quality education. Though some schools started online classes and some lessons were broadcasted via radio, children in the hard-to-reach areas could not access due to lack of internet and

devices. The lockdown also resulted in an increase in early marriage and teenage pregnancies, sexual and gender-based violence.

The Programme

Leaving no Child Behind was a three-year phase-out programme, where the main goal was strengthening the local civil society organisations, and phase-out initiatives ensuring sustainability. Thematically the programme focused on education, disaster risk reduction, child protection and child rights governance. The programme was implemented in 7 districts: Mbire, Rushinga, Gokwe North, Gokwe South, Binga, Matobo, and Beitbridge.

Issue 1

SC sought to consolidate of the gains made in providing quality education in 146 schools over the last ten years. The 2019-2021 implementation period focused on increasing the capacity of the government and civil society to support schools to improve the learning environment. Mechanisms were put in place to sustain the Quality Learning Environment Framework (QLE). With partner J.F Kapnek, a Quality Learning Environment manual was developed to be used as a reference resource to all schools. In cooperation with the University of Zimbabwe, two manuals were produced: the Reflective Teaching Manual and how community volunteers can run community reading camps and conduct reading competitions. These manuals are resource materials that the schools and the Ministry of Primary and Secondary Education, as well as the communities, will use long after the programme has phased out. The programme also successfully equipped school coordinators with QLE to sustain the approach at school level. Findings from the legacy report on the phase-out countries, show that all the schools had these coordinators who were working closely with the District Schools Inspectors (DSIs) in undertaking QLE at schools.

The endline study shows a slight increase of school attendance from 90% at baseline to 91%. The target for attendance across all the 8 districts was 97%. Attendance was affected by Covid-19, as students were only allowed to attend classes on rotational basis to limit the spread of Covid-19. In addition, the unfavourable macro-economic environment also contributed to school dropouts, with parents and guardians lacking the resources to support the education of their children.

SC with partner Education Coalition of Zimbabwe (ECOZI) lobbied the government to put in place policies that ensure safe schools and inclusive environments. The advocacy work with ECOZI resulted in the amendment of the Education Act in 2020, which provide free basic education, free sanitary wear for girls, allowing girls to continue their education even if they fall pregnant and abolishment of corporal punishment in schools. SC further supported ECOZI to conduct advocacy meetings for the inclusive

education policy. Together with the Ministry of Primary and Secondary Education, the coalition submitted recommendations for the draft inclusive education policy of Zimbabwe. These recommendations were adopted by the government and included in the National Disability Policy that was launched in 2021. The Disability policy provides for an inclusive education system for all learners and the establishment of disability resource centres at educational institutions to cater for the needs of educators and learners with disabilities.

SC worked in partnership with the Department of Civil Protection and MoPSE to build capacity on DRR in schools. All the targeted 146 schools received DRR training in an effort to make children disaster conscious. Following the training, schools identified hazards and risk within their environment and came up with drills which they then simulated regularly. Participation in the development of the DRR plans at school level was done, with each school having at least 100 students identified to be in the DRR club to lead in the formation of the DRR plan with the assistance of the DRR focal point teachers. Children with increased knowledge on DRR systems at school have increased from 39% at baseline to 53% at endline. Furthermore, MoPSE revised school curriculum to include DRR as a component of study under the New Science and Technology textbooks. With children learning DRR in the class this will increase their knowledge, and this contributes to the sustainability of the programme. Despite a growing increase in disasters like droughts, floods and cyclones, there is still limited budget allocation at national level on DRR. This is an area that will require more advocacy.

Issue 2

SC, in partnership with the Ministry of Information and Communications Technology, established Zimbabwe Child online Safety Protection Committee (ZICOP). This is a multisectoral committee that oversees online safety issues in the country. Thanks to the work done by ZICOP in raising awareness on online safety, Zimbabwe signed up to the “We Protect” and became a pathfinding country in 2019. We Protect is a global alliance working on ending online child sexual abuse and exploitation. By joining this alliance, Zimbabwe has committed to implement the Model National Response Framework and is eligible to get funding from The Global Partnership and Fund to End Violence Against Children (EVAC) on child online protection initiatives. SC, in partnership with Childline, provided training to teachers and parents in positive discipline, contributing to the reduction of violence in schools and in families. During the endline study, children reported a reduction in physical and psychological aggression from their parents and caregivers which was 90% at the baseline to 81% in the endline. The endline also reported a reduction in caregivers’ perception when it comes to physical punishment; 23% of the caregivers believed that physical punishment was acceptable compared to

28% in the baseline.

With support of SC, the Zimbabwe Republic Police (ZRP) conducted community and school outreach programmes on online safety. Other stakeholders like Childline and UNICEF have shown interest in participating in the technical meetings and support ZRP to respond to online cases. SC also provided ZRP with technical support, so that the police will be able to manage the database for online abuse cases as per the international guidelines provided by Interpol. SC supported ZRP to provide a reporting platform to children and adults on cases of online violence. To ensure project sustainability, SC has trained ZRP on investigations skills, and handling tip lines.

Issue 3

SC continued to provide technical support and capacity strengthening to CSOs as part of the phase-out strategy. The Child Rights Coalition received training on data collection and drafting supplementary reports. The Coalition produced a comprehensive CSO supplementary report to the Africa charter of the Rights and Welfare of the Child (ARCWC). In addition, the Coalition also received further training on internal governance, advocacy and how to contextualise child rights governance activities in the context of Covid-19.

Zimbabwe National Council for the Welfare of Children (ZNCWC) received support to improve its communication protocol. With support from SC, ZNCWC developed a communication strategy that helped them to increase their visibility and gain platforms to raise pertinent advocacy issues. They managed to coordinate the child rights sector, which is now able to speak with one voice on children’s issues through development of press statements and petitions. This was demonstrated at the onset of the Covid-19 pandemic; the coalition was able to highlight child rights concerns, such as the impact of Covid-19 to children’s protection, access to education, health and other needs. The ZNCWC gets part of its funding through members’ annual subscriptions and other international donors. This is a sustainable way to ensure that the coalition continues even after the programme phases out.

In addition, SC, in collaboration with Plan International and ZNCWC, successfully held four meetings with the Parliament of Zimbabwe, which resulted in the establishment of the first ever Parliamentary Caucus on Children’s Rights in Zimbabwe.

RESULTS AND EVALUATIONS

Studies and Evaluation

Covid-19 presented considerable challenges to SCN's 2019 -2021 Evaluation and Learning Plan. Due to international travel and local mobility restrictions, two external studies adapted implementation strategies and transferred more responsibility to in-country colleagues for data collection. Despite these adjustments, both studies were finalized in 2021 as planned. Covid-19 restrictions also affected the start date of several planned studies. As of May 2022, these studies are either in the start-up phase or planned to be started in 2022.

By the end of 2021, three studies and evaluations were finalized. These include the School Leadership and Management (SLaM), the Keystone Partnership Survey 2021 – Save the Children and an evaluation of Save the Children's Programme to end Child Marriage and adolescent pregnancy in Malawi. The first part of this section summarizes the studies completed in 2021.

Three studies/evaluations are in progress. These include a report on Mapping of Teacher Development (TPD), a review of the Washington Group Questions Trainings, and a synthesis of the phase-out countries. The second part of this section outlines the studies expected to be completed in 2022.

Studies finalized in 2021

School Leadership and Management (SLaM) Pilot Project in Nepal – using a Developmental Evaluation Approach/ Issue 1: Children Learn and are Safe

The School Leadership and Management (SLaM) pilot focuses on Foundation 5 of Save the Children's Quality Learning Framework. The project model aims to improve school leadership and focuses on learning, distributed leadership, and effective management. Model development started in 2019 and concluded in 2022.⁷⁴

A Developmental Evaluation (DE) approach guided the SLaM pilot. This approach is well suited for developing social change initiatives in complex and uncertain environments. Developmental evaluation facilitates the incorporation of (close to) real-time analysis and timely feedback to program staff resulting in continuous collaboration between stakeholders and school leaders.

The evaluation of the project finds that the developmental evaluation approach was instrumental in securing buy-in and building consensus in the school community during the project. As a result, the project model is sensitive to the context in which it is implemented, including building on the national government's approaches to education.

The developmental approach also enabled continuous learning for project staff and the education community. In addition, it facilitated communication and trust-building among stakeholders and transparency in project design. Furthermore, the flexibility of the developmental approach facilitated adjustments, including resource allocation and project deliverables. This was seen as essential to carrying out the project under Covid-19 restrictions.

However, SCN and Save the Children Nepal were new to the developmental approach. Because of Covid-19 restrictions, virtual capacity-building sessions became more prominent than face-to-face sessions. In addition, to ensure progress, Save the Children Nepal and its partner assumed greater responsibility for data collection and documentation than initially envisaged. These adjustments influenced time schedules and data collection efforts. Further, not all planned developmental evaluation questions were answered, due to implementation delays.

It is recommended that the developmental evaluation approach refine the SLaM model and inform the development of a global project model (not specific to Nepal) before an impact assessment is carried out.⁷⁵

Save the Children's Programme to end Child Marriage and Adolescent Pregnancies in Malawi / Issue 2: Children are protected

SCN commissioned a study on teenage pregnancy in Malawi conducted by Joar Svanemyr and Vibeke Wang, affiliated with the Christian Michelsen Institute in Norway, and Wanangwa Chimwaza Effie Chipeta at the College of Medicine, Blantyre in Malawi.

The resulting 2022 report on teenage marriage and adolescent pregnancy is based on two fieldwork rounds in Malawi in February 2020 and January 2021. The first round of fieldwork explored context-specific factors, including social norms that uphold child marriage and adolescent pregnancies in communities where Save the Children Malawi implements programmes. The second round of fieldwork looked at the driving factors contributing to reducing child marriage and adolescent pregnancies.

The study relied on in-depth interviews and focus group discussions with girls and boys between the ages of 16 and 19, key community informants, including community leaders/chiefs, mother groups, child protection officers, teachers, youth groups, health workers, and officers representing the community. The fieldwork was carried out in three villages – Kagonamwake, Ng'ozo, and Ngadziwe - located in the Mwanza district of Malawi.⁷⁶

SCN hosted two sessions with the Norwegian and the Malawi research teams. The objectives of these

⁷⁴ See global chapter, section Issue 1 for more information of the SLaM pilot.

⁷⁵ "SLaM Developmental Evaluation Report (December 2021)"; InformEd and Save the Children

⁷⁶ "Save the Children's Programme to end Child Marriage and Adolescent Pregnancies in Malawi"

sessions were to present the study's findings and discuss possible programme adjustments. In addition, SCN arranged several internal events to secure organizational learning.

The Keystone Partnership Survey 2021 – Save the Children / Cross-cutting

In 2021, SC conducted a Keystone Partnership Survey with its constituents around the globe. SC sought to collect feedback from its constituents about the general partnership dynamic with this survey. The final report presented the feedback from a representative sample of SC partners about the organization. In addition, it provided credible data on how well SC carries out its role in the partnership, as seen from the partner's perspective. The Keystone survey questionnaire was sent to 855 partners with a 50 percent response rate.

Keystone employs the Net Promoter Analysis to compare SC's data with Keystone's global cohort of social change organizations. This methodology also allows SC to benchmark itself from 2013 where possible. SC's performance was analyzed by focusing on six main categories: (1) financial support, (2) non-financial support, (3) administration and finalizing the agreement, (4) relationship and communication, (5) monitoring and reporting, and (6) understanding and learning.

The Keystone report concluded that SC's respondents indicate a strong relationship with SC and a high level of confidence regarding using the survey to improve the way it works and interacts with its constituents. SC has received positive feedback on its (1) relationship and communication, (2) monitoring and reporting process, and (3) understanding and learning. The areas where respondents indicated room for improvement are (1) financial support, (2) non-financial support, (3) some aspects of strengthening the technical abilities of partners, and (4) specific aspects within the administration and agreement finalization process.

SCN has arranged two sessions on the Keystone survey results. The first session aimed to stimulate discussions in the leadership group, and the second invited all employees of SC to discuss survey results and organizational learning.

Studies under development

Teacher Professional Development–Building evidence on the Teacher Professional Development training approach / Issue 1: Children are Safe and Learn

A mapping of Teacher Professional Development (TPD) critical interventions was conducted in 2021. Two findings are highlighted: 1) the type of TPD activities implemented and 2) changes made to the TPD program during Covid-19.

The mapping showed that several countries had implemented an assessment of teachers' needs. For example, efforts to align the TPD course with the National Competency Frameworks (NCF) are

undertaken in Nepal, Somalia, and Uganda. In countries where national competency frameworks are in place, including Malawi and Mozambique, collaboration with the government is ongoing to support them where needed. In terms of continuous professional development for teachers, there is a shift toward supporting teachers more than attending expert-led workshops. Almost all country offices are implementing peer learning in Leaving no Child Behind.

During Covid-19, virtual learning platforms have been introduced in several countries. However, the target group for the online training varies from country to country. For example, teachers are targeted in Somalia, Lebanon, Myanmar, and Nepal, while only headteachers receive online training in Uganda. Half of the countries changed teachers' activities during Covid-19, and some countries had all training on hold. In five countries, alternative learning forums for teachers were developed. For example, teacher training sessions were provided remotely via Zoom, WhatsApp, and Skype in Somalia, Myanmar, Nepal, and Lebanon. Overall, virtual training and online peer network and learning have been positive. However, many teachers and stakeholders do not have access to smartphones, digital devices, or the Internet.

The mapping has provided a comprehensive overview of what is being done and has already been utilized to inform the "TPD learning sessions," as described under Issue 1.⁷⁷

Washington Group Questions (WGs) / Cross-Cutting

A Review of Washington Group Question training and disability data collected for midterm (2020/21)

When SCN together and country offices collected disability data using the Washington Group Questions during baseline 2019, only six country offices were able to provide good quality data. To respond to this, a 16-hours of the practice-oriented training session was developed and delivered remotely by SCN. This course focused on disability data in general and collection and analysis in particular. The training was given to seven country offices.

To learn from this extensive effort, it was decided to do an internal review with main objectives:

1. To document the capacity-building project conducted by describing the project's design, the training materials, participants, feedback from participants, and follow-up made by SCN technical advisors.
2. To evaluate any progress made from 2019 to 2021 in terms of the quality of disability data collected and the use of disability data to inform program/planning decisions by Country Offices
3. To identify gaps in capacity-building efforts and provide recommendations on improving the CO's ability to collect and utilize disability data for improved inclusion.

⁷⁷ Teacher Professional Development Mapping Report (2021); SCN internal document

The review is ongoing, with primary data collected through key informant interviews (KII). In addition, it focuses on group discussions (FGD) from four Save the Children country offices in Malawi, Somalia, South Sudan, and Lebanon. The review is expected to be finalized in 2022.

Phase-out countries – Final Evaluations: Cambodia, Ethiopia, Nicaragua, and Zimbabwe / Cross-Cutting

In Leaving no Child Behind, four countries – Cambodia, Ethiopia, Nicaragua and Zimbabwe got a two or three year agreement to phase-out the Norad funding. To document achievement over several years of Norad funding, each country programme evaluated the most recent Norad framework agreements focusing on impact and sustainability of programming. The evaluations covered the framework agreements from 2010-2014 and 2015-2018 and the two-year 2019-2020 phase-out.

SCN is currently developing a report synthesizing the findings and the lessons learned from the Norad programmes in these four countries. A summary of main achievements and recommendations are presented in the next chapter.

Final Evaluations of phase-out countries

Over the last three decades, SC has implemented various projects and programmes with Norad funding to promote Children's rights in education, protection, and child rights governance. In 2019, four countries – Cambodia, Ethiopia, Nicaragua, and Zimbabwe implemented a two-year phase-out agreement. Celebrating programme achievements from 2010 to 2020, SC evaluated the three most recent framework agreements focusing on impact and the sustainability of programming. The evaluation covered the frameworks from 2010-2014 and 2015-2018 and the 2019-2020/2021 phase-out framework. This section provides a synthesis of the programme achievements in each of these countries and the recommendations issued by the evaluation teams.

Cambodia

The evaluation of three Norad frameworks implemented in Cambodia between 2010 and 2020 found that the programmes successfully responded to the needs of children in the areas of education, safety, and rights protection. The review also concluded that these programmes were aligned with the United Nations Sustainable Development Goals, the United Nations Convention on the Rights of the Child, and the United Nations Convention on the Rights of Persons with Disabilities.

The Norad programmes directly benefitted 274,791 Cambodian children, of which 48% were girls and 52% were boys. 92% of these children were enrolled in

primary school. In Child Protection and Child Rights, 42,197 children benefitted directly from Norad programming, of which 59% were girls and 41% were boys. The subsequent section summarizes the positive impacts of the Norad programmes implemented in Cambodia from 2010 to 2020.

Impact

The Norad programme's focus on education resulted in substantial improvements in literacy and numeracy scores. For example, in the 2015-2018 Framework, the literacy scores increased from 27% to 78% among girls and from 23% to 72% among boys. In the same period, the literacy scores among children with disabilities improved from 7% to 44%. For the numeracy component, the scores increased from 29% to 75% among girls and 13% to 75% among boys. Notably, the numeracy scores improved from 7% to 56% among children with disabilities.

These achievements in literacy and numeracy were sustained in the 2019-2020 phase-out framework. However, among children with disability, the literacy scores decreased from 75% to 51%. Similarly, one observes a slight decrease in the numeracy scores. The negative change in both education components may be attributed to Covid-19 restrictions and school closures, which disproportionately affected children with disabilities.

Furthermore, the evaluation team found significant improvements in the Quality of the Learning Environment (QLE). For instance, in the 2015-2018 Framework, the QLE score increased from 58% to 85%. In the same period, the net enrolment rate improved from 89% to 98%, and the dropout rate decreased from 4.9% to 1.7%. These improvements were also sustained in the 2019-2020 phase-out framework.

The Norad programme started supporting the School-based Management Model in 2010. Since then, the model has been successfully upscaled and implemented nationally. Moreover, the programme has supported the creation of teacher manuals, textbooks on health education, and national guidelines for developing standardized tests in primary education.

Furthermore, the programmes contributed to protecting Cambodian children from violence, abuse, neglect, and exploitation. Support for developing and implementing the Positive Parenting Strategy was endorsed by community-level social workers, village volunteer service delivery organizations, and many working with child protection case management systems. Similarly, the programme's support for advocacy also resulted in increased investments by local and national governments in child protection. It should also be noted that the Norad programme contributed to drafting the 2017 Juvenile Justice Law, the finalization of the 2020 National Policy for Child Protection System, and the Child Protection Guidebook.

Sustainability

The 2019-2020 phase-out framework increased the programme's focus on advocacy, accountability, government ownership of local resources, and access to services ensuring child rights. The evaluation concluded that a well-planned, monitored, and documented phase-out process would contribute to the sustainability of the results achieved. In particular, the evaluation team highlighted the phase-out framework's clear articulation of goals and handover plans as best practices developed because of the collaborative efforts by the government and civil society organizations.

Moreover, capacity-building and systems strengthening of the government, schools, and civil society organizations facilitated partners' sustained use of the Norad programme approaches and best practices.

Recommendations

The evaluation team issued several recommendations to increase the Norad programmes' sustainability potential. First, they recommended that education programmes adapt to changing circumstances and focus on climate change, food security, and access to technology for learning. Second, to strengthen the knowledge base, the evaluation team saw a need to monitor replications of the Norad programme by International Non-Governmental Organizations (INGOs), Civil Society Organizations (CSOs), and government partners. Third, the evaluation team suggested taking advantage of technical support grants to support CSOs and government partners in building technical capacity to ensure the sustainability of the Norad achievements. Fourth, the evaluation team stressed ensuring inclusive programming focusing on inclusion and children with disability. Lastly, the evaluation recommended widely adopting the Norad programme's phase-out approach to secure well-developed handover plans facilitating successful programme handovers.

Ethiopia

The evaluation focused on programme implementation between 2010 and 2020, in which three Norad programmes were implemented.

Significant improvements were observed in the Quality of the Learning Environment (QLE) in the Norad programming schools. Notably, the programme funded 221 primary school classrooms and 80 early learning centers. In addition, it supported establishing 227 latrines, 28 water points, and 157 water catchment facilities managed by the district government and local communities. As a result, 75% of the schools participating in the Norad programme achieved established QLE standards, representing an increase from 29% at the baseline. In addition, one observes improvements in school enrollment rates. For instance, in the remote districts of South Omo, enrollment has

increased from 25% to 40%. Notably, in North Amhara, the enrollment rate of children with disabilities has increased by 136%.

75% of the programme schools have adopted operational Disaster Risk Reduction (DRR) plans. In addition, school gardens have improved the school environment. Many schools have generated income to support vulnerable children by cultivating vegetables. These initiatives have increased community participation in school activities and contributed to a sense of communal ownership.

The Norad programme also contributed to the school code of conduct. In addition, to improve the school environment, students, teachers, and parents participated in training sessions aiming to raise awareness of safe and inclusive learning. In turn, awareness-building is associated with a reduction in school violence.

The school code of conduct has been adopted in the Amhara region, the Ethiopian Southern Nations, Nationalities and People's Region (SNNPR), and Somali region. Currently, 90% of the participating schools have fully implemented the code. In addition, the National State Education Bureau has scaled up its implementation in non-intervention schools located in the Amhara region.

The Norad programme established more than 300 reading camps in 190 schools and local communities. Local teachers and community members facilitate the operation of these camps under the supervision of district education officers. As a result, a 10% increase in reading proficiency is observed in monitored areas. Furthermore, a consortium of 25 Non-Governmental Organizations (NGOs) has established an education network in the Amhara region. This is considered an outstanding initiative, ensuring the continuity of these programmes.

The development of Child Protection (CP) systems and guidelines have been an integral part of Norad programming. CP programmes have focused on building and enhancing national and local child protection systems responding to and preventing abuse. In collaboration with established structures, the project has supported about 5,000 girls who have experienced sexual abuse. In addition, standard guidelines on child justice administration were promoted at the national level. These guidelines have enabled the Ethiopian justice system to establish standard procedures for case administration.

Several policy developments and legislative changes have been achieved in CP. These include the National Strategy and Action Plan on Harmful Traditional Practices (HTPs) against Women, the National Action Plan to Eliminate the Worst Forms of Child Labor, and the National Social Protection Policy.

Furthermore, the Child Rights Governance (CRG) programme has influenced changes in policy, legal frameworks, and various other platforms. These include the national child policy development, the

enhancement of child participation in child parliament, the establishment of a national CRG forum, the creation of social accountability groups, and a community coalition committee. Overall, these programmes have also contributed to strengthening the engagement of the civil society organizations by facilitating various capacity-building programmes.

Sustainability

Local governments have adopted several Norad programme initiatives, including Disaster Risk Reduction plans, mensural hygiene management, and the school code of conduct. For example, the Amhara and Somali Regional State Education Bureaus have implemented the school code of conduct. In addition, the Child Parliament is sustained in Addis Ababa and the Amhara region.

At the end of the Norad project, a plan for sustainability and phase-out was signed between Save the Children Ethiopia and partners in the South Omo region. The initiatives were then handed over to national and local governments, civil society organizations, and local communities.

Recommendations

The evaluation team recommended that SC Ethiopia and its implementing partner(s) monitor progress, evaluate sustainability, and develop a clear and transparent handover strategy. Second, the evaluation stressed building on SC Ethiopia's work with existing government structures to mitigate the challenges associated with programme implementation. Third, the evaluation team suggested that NGOs learn from SC Ethiopia's system-building approach rather than aiming for stand-alone interventions. Fourth, the evaluation team emphasized that partner organizations continue documenting lessons learned and share the experience with SC Ethiopia on implementing flexible and effective CRG initiatives.

Nicaragua

38,160 children in Nicaragua benefitted from Norad's focus on education from 2010 to 2020. In addition, the Learning for Life Center, with a strong focus on disability-inclusive programmes, benefitted 4,393 children with disabilities. The evaluation team concluded that the Norad programmes successfully responded to the needs of children in the areas of learning, safety, and rights protection. These programmes were also aligned with established public policy on education, violence prevention, and the restitution of rights.

Impact

The evaluation team documented substantial improvements in the quality of the learning environment (QLE). For example, at the end of the 2015-2018 Framework, 84% of targeted schools met Save the Children's threshold for a quality learning

environment. In addition, the evaluation noted that 94% of teachers who taught grades one to three employed child-centered teaching methodologies. Moreover, all the schools targeted by the 2015-2018 framework implemented a disaster response plan to ensure a safe learning environment.

In collaboration with Los Pepitos, a national civil society organization, the Norad programme contributed to developing the Family Educates Guide to support home learning for children with disabilities. This guide was also used to aid children with disabilities attending established Life Centers. Furthermore, the guide was widely distributed to parents of children with disabilities.

In Child Protection, the programme helped registered 149,025 children with municipal governments. As a result, the proportion of unregistered children fell from 38% in 2006 to less than 19% in 2014. In addition, the registration of these children enabled their guardians to access state-administered services.

The Norad programme contributed to developing and changing policy and legislative provisions affecting child rights. For example, the Family Code was amended to prohibit corporal punishment at the national level. Similarly, the Law Against Trafficking was improved to include provisions for comprehensive care for victims.

Sustainability

The 2019-2020 phase-out framework enabled Save the Children Nicaragua to consolidate the processes developed in previous frameworks. Furthermore, an exit plan was incorporated into the Cooperation Agreements with partners, enabling them to establish strategies for sustained implementation of programmes. As a result, schools have adopted the QLE methodology improving the quality of physical school environments and teaching-learning approaches. In addition, various program components promoting reading skills, including a reading campaign, the "story corners" initiative, and children's stories to promote reading for pleasure, were incorporated into schools. It is worth noting that even if the Ministry of Education decided not to include the Family Educates Guide into the education curriculum, Los Pipitos has taken responsibility for ensuring sustainable use of the guide for teacher training in public schools. In addition, the programme has contributed to the transfer of the safeguarding approach to the Ministry of Family.

Recommendations

The evaluation team emphasized that the programme needs to adapt to the changing socio-political environment in which it is implemented without compromising the core components of the Norad programmes. First, the evaluation recommended strengthening the capacity of civil society organizations and their respective ability to upscale effective

programmes. Second, the evaluation stated that more effort is needed to introduce the programme's approaches to government authorities formulating public policy. Third, the report emphasized the need to revisit existing partnerships and base partnerships on complementarity to ensure that all contribute social capital to mutual gains.

Zimbabwe

The evaluation team concluded that the Norad programme was essential in meeting the developmental needs of its beneficiaries. These programmes were aligned with global, national, and local priorities.

In Zimbabwe, critical interventions focused on supporting a Quality Learning Environment (QLE), improving learning outcomes, and school attendance. Overall, child protection interventions were aligned with the national child protection framework and the development strategy. In CRG, the programme focused on strengthening civil society and umbrella organizations, a focus considered decisive in promoting child rights.

The team found that 75% of the schools participating in the programme complied with the physical safety and learning standards established as objectives. For instance, the 'I'm Learning Approach' resulted in the customization of the QLE approach. Participating schools trained a QLE coordinator to conduct school inspections and monitor the learning environment. In addition, the creation of district education cluster meetings contributed to the scaling-up of the QLE approach to 438 non-intervention schools. The replication of the programme attests to the broader impact of quality and inclusive education practice.

The Norad programme implemented several initiatives benefitting 7,300 teachers attending teacher training sessions. In addition, teachers were trained on reflective and child-centered teaching practices. These trainings contributed to teachers seeing their role as "learning facilitators." In turn, a change in perception of teacher roles facilitated the adoption of more child-sensitive and inclusive teaching approaches. In addition, 309 reading camps organized by local communities were established to sustain positive programme impacts.

One observes substantial improvements in literacy scores. For instance, among seventh-grade students, the pass rate has increased from 33% in 2012 to 47% in 2019. In addition, as observed by the evaluation team, a collaborative project design is evidence of the successful cultivation of reading proficiency.

Promoting sensitization sessions at the local level increased school enrollment, especially for children with disabilities. As a result, the attendance rate increased from 87% to 97%, with a 99% retention rate. Further, nearly 3,000 out-of-school students re-enrolled in the schools participating in the Norad programme.

In policy and advocacy, joint efforts between Save the Children and the Education Coalition of Zimbabwe (ECOzi), a network of NGOs, INGOs, teacher unions,

and civil society organizations, resulted in the amendment of the Education Act in 2020. This coalition also contributed to developing a multi-sector education strategy. Similarly, the Norad programme helped revise the Disaster Management Bill and formulated the Disaster Management Strategy.

Furthermore, the Norad programme contributed to developing technical and financial support for developing Internet safety guidelines for children. This initiative succeeded in attracting the attention of government ministries and influenced legislative changes and the formulation of a Cybercrime bill. As a result, Internet safety was also incorporated into the National Protocol to manage sexual abuse and violence.

Together with partners, the Norad programme contributed to securing the establishment of the first Parliamentary Caucus on Children's Rights. The successful cooperation of partner organizations also increased the pressure on the government to draft the Children's Bill and the Child Justice Bill. As a result of these lobbying efforts, the Ministry of Public Service, Labor, and Social Welfare allocated the first-ever stand-alone budget for child protection in 2019. In addition, the Norad programme facilitated the participation of the children group in decision-making, contributing to child-sensitive planning and programming.

Sustainability

The transition phase (2019-2021) helped strengthen stakeholders and facilitate handover to partners' organizations. The joint monitoring visits, assigning QLE School Coordinators, and strengthening civil society were some of the sustainable interventions. In addition, the school financed all programme schools, businesses, and activities of the Junior Councils, the Junior Parliament, and child-led groups. School clubs are also funded under the school programme and continue even after the end of the programme. However, some interventions require continued funding, such as providing girls with assistive devices and sanitary pads.

Key recommendations

The evaluation team recommended that partners consider sharing the lessons learned in QLE and the achievements of the Norad programme. Second, the evaluation suggested that partners support each district's handover and review of the quality of the learning environment, reflective teaching programmes, DDR plans, and the programme components on protection. Third, the evaluation team recommended that Save the Children Zimbabwe and its partners consider increasing joint lobbying efforts to promote the enactment of outstanding policies, such as the National Action Plan on Online Safety, the Child Online Safety Policy, the Children's bill, the Marriage Bill, and Child Justice bill.

Conclusion

Sustainability is a vital concern among those in charge of implementing programmes promoting and protecting children's rights. As all programmes have been implemented in complex and constantly changing environments, it is important to recap the evaluation team's focus on the handover of vibrant programmes benefitting many children. To increase the sustainability of the programmes already implemented, the evaluation

teams shared a focus on a well-planned, monitored, and documented phase-out processes. In particular, the evaluation highlighted the importance of creating an articulated handover plan based on the collaborative efforts of partner organizations. Moreover, the evaluation team stressed the importance of capacity-building and knowledge transfer between programme designers and implementation teams to ensure programme continuity.

ANNEXES

ANNEX 1: NORAD MENU OF INDICATORS FOR EDUCATION

ANNEX 2: REVISED RESULTS FRAMEWORK

ANNEX 3: METHODOLOGY

ANNEX 4: UPDATED CONSOLIDATED RISK MATRIX

ANNEX 5: FINANCIAL REPORT

ANNEX 1:

Results Framework/Menu of Indicators for Norwegian ODA to Education for Development									
Objectives/Outcomes/Outputs	Indicators	Disaggregation	2019 Annual Report SCN	2020 Annual Report SCN	2021 Annual Report SCN	Reporting countries	Indicator level	Context (Emergency/ Low stress/ Development)	Suggested Means of Verification
Core Indicators:	CI.1. # of students enrolled in target education	See Primary, lower secondary, TVET, upper secondary If available: Type of marginalization (disabilities, minorities, orphans, etc.)	Basic Education: Total 647,281 (0.020,334.8-326,727) CWI: 17,331 (0.7,438.8-9,493)	Basic Education: Total 631,483 (0.213,287,831,287) CWI: 3,584 (0.4,201.7-8,549)	Basic Education: Total 498,380 (0.248,081,8-220,299) CWI: 7,722 (0.3,345.9-4,377)	Cambodia*, Colombia*, Ethiopia, Guatemala, Lebanon*, Malawi*, Mozambique*, Myanmar*, Nepal*, Nicaragua*, Niger*, OPI*, Somalia*, South Sudan*, Uganda*, Zimbabwe	Output	Emergency, LTO	EMIS, enrollment records
	CI.2. # of classrooms constructed or rehab	Primary, lower secondary, TVET, upper secondary Type of learning space: Permanent, temporary, tent Constructive/rehabilitation	Basic Education: Total 422 Permanent schools: 214 (Constructed: 0, rehabilitated: 148) Temporary/semi permanent: 188 (Constructed: 19, rehabilitated: 149)	Basic Education: Total 815 Permanent schools: 688 (Constructed: 26, rehabilitated: 642) Temporary/semi permanent: 223 (Constructed: 42, rehabilitated: 181)	Basic Education: Total 1,334 Permanent schools: 1,033 (Constructed: 40, rehabilitated: 993) Temporary/semi permanent: 301 (Constructed: 68, rehabilitated: 233)	2019: Cambodia, Lebanon, Mozambique, Nepal, Somalia, South Sudan New in 2020: Uganda, Niger	Output	Emergency, LTO	Project records, completion reports
	CI.3. # of students in target educational institutions provided with learning materials	See Primary, lower secondary, TVET, upper secondary Mother tongue/non-mother tongue	Basic Education: Total 31,320 (0.11,306.6-20,214) CWI: NA	Basic Education (not home learning kits): Total 194,433 (0.41, 771.8-82,465- CWI: 1,782 (0.2, 734)	Basic Education (not home learning kits): Total 76,818 (0.36,181.8-42,214) CWI: 437 (0.197, 8,966)	2019: Cambodia, Ethiopia, Lebanon, Nepal, South Sudan 2020: Cambodia, Ethiopia, Lebanon*, Malawi, Mozambique, Myanmar, Nepal*, Niger*, OPI, South Sudan, Uganda, Zimbabwe, Pakistan, Cote d'Ivoire	Output	Emergency, LTO	Project records
	CI.4. # of parent teachers associations or school management committee members trained	See primary, lower secondary, TVET, upper secondary	Basic Education: Total 7,473 (0.3,712.4-1,759)	Basic Education: Total 10,290 (0.4,383.4-1,308) (Cumulative numbers)*	Basic Education: Total 11,268 (0.3,388.8-3,881) (Cumulative numbers)*	Columbia, Ethiopia, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Somalia, Uganda, Zimbabwe New in 2020: South Sudan	Output	Emergency, LTO	M4E, EMIS, school records, minutes from meetings
	CI.5. # of educational staff trained	See Primary, lower secondary, TVET, upper secondary	Basic Education: Total 3,288 (0.4,201.4-1,241) Teachers: 4,910 (0.2, 2,201.4-4,201) Government education staff: 2,149 (0.1, 983.4-1,027) Other educational staff: 938 (0.1, 247.4-109)	Basic Education: Total 14,449 (0.4,383.4-1,308) Teachers: 10,291 (0.2, 201.4-3,881) Government education staff: 2,389 (0.1, 198.4-1,182) Other educational staff: 2,021 (0.1, 138.4-4,875) (Cumulative numbers)*	Basic Education: Total 17,282 (0.4,483.4-1,308) Teachers: 12,894 (0.1, 376.4-4,374) Government education staff: 2,243 (0.2, 261.4-1,280) Other educational staff: 2,187 (0.1, 236.4-911) (Cumulative numbers)*	Cambodia, Colombia, Ethiopia, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Nicaragua, Niger, OPI, Somalia, South Sudan, Uganda, Zimbabwe New in 2020: Columbia, Guatemala	Output	Emergency, LTO	Attendance records
* In low income difficult for countries often to report cumulative numbers for numbers of parent teacher associations/school management committees and educational personnel trained. Where complete databases across the years have not been available, an estimation has been done, looking at the highest reach between the years, based on the assumption that many of the most school committee members and education staff have participated both years. It may be this represents an under-reporting.									
Menu of indicators									
Programme objective 1: All children start and complete basic education	1.1. % and # of students in supported educational institutions who complete primary/lower secondary/alternative learning programmes	See Male, Female If available: Type of marginalization (disabilities, minorities, orphans, etc.)	NA	NA	NA	NA	Outcome	LTO	Examination records, school records
	1.2. % and # of students enrolled in grade 6 in supported learning institutions that remain in the learning institution the following year (choice grade that is relevant to your programme)	See	NA	NA	NA	NA	Outcome	Emergency, LTO	EMIS, school records
Outcome 1.1: Parents and local communities are engaged in education	1.1.1. # of out of school children supported to attend into educational institutions	See If available: disabilities, minorities, orphans, etc.	Total 194 (0.125, 9-71) CWI: 33 (0.07, 8-38)	Total 670 (0.384, 396) CWI: 95 (0.07, 8-18) (Cumulative numbers)	Total 3,978 (0.1, 891.8-1,397) CWI: 242 (0.1, 8-112) (Cumulative numbers)	2019: Nepal*, South Sudan New 2020: Niger* Reporting CWIs	Output	Emergency, LTO	Enrollment records
Outcome 1.2: School infrastructure	1.2.1. # of toilets constructed or rehabilitated	See, both sexes	Total: 44 (Constructed: 10, Rehabilitated: 14)	Total: 62 (Constructed: 32, Rehabilitated: 63)	Total: 176 (Constructed: 28, Rehabilitated: 148) (Cumulative numbers)	2019: Lebanon, Nepal, Somalia, South Sudan New 2020: Myanmar, Niger, OPI, Uganda	Output	Emergency, LTO	Project records, completion reports
	1.2.2. # and % of supported educational institutions with feeding programmes		27	26	0	Uganda	Output	Emergency, LTO	Project reports
	1.2.3. # of educational institutions with (improved access to) clean and safe drinking water		10/6/55 (New water source: 9, Improved water source: 46)	Total: 185 (New water source: 19, Improved water source: 166) (Cumulative numbers)	Total: 233 (New water source: 30; Improved water source: 183) (Cumulative numbers)	Lebanon, Mozambique, Nepal	Output	Emergency, LTO	Project record
Outcome 1.3: Education policies and plans promote equality and inclusion	1.3.1. # of policies and plans developed/revised to include inclusive education (national or provincial)	National, Provincial	2 (plans at sub-national level)	2 (Cumulative numbers)	3 (Cumulative numbers)	Columbia	Outcome	LTO	Project record
	1.3.2. # of scholarships/beneficial cash transfers/fee waivers etc to marginalized students	See Primary, lower secondary, Type of marginalization (eg. disabilities, minorities, orphans, etc.)	Basic Education: 440 (0.325, 8-120) CWI: 33 (0.13, 8-18)	Basic Education: Total 234 (0.136, 8-94)	Basic Education: Total 395 (0.213, 8-162) *Reporting CWIs	2019: Somalia*, South Sudan 2020: Somalia	Output	Emergency, LTO	Project record
Programme objective 2: All children and young people learn basic skills and are equipped to tackle adult life	2.1. % and # of students in supported educational institutions achieving minimum proficiency levels in reading/mathematics/other subject (choice topic that is relevant to your programme) in grade 6 (choice grade that is relevant to your programme)	See If available: Type of marginalization (disabilities, minorities, orphans, etc.)	Reported at 81, 2019	NA	NA	Columbia, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, OPI, Somalia, South Sudan, Uganda	Outcome	Emergency, LTO	National learning assessments/Project specific assessments
Outcome 2.1: Schools have improved teaching and learning materials and methods	2.1.1. # of textbooks provided to supported educational institutions		14,894	42,945 (Cumulative numbers)	14,533 (Cumulative numbers)	2019: Nicaragua, OPI, Somalia, Uganda New 2020: Malawi	Output	Emergency, LTO	Project records
	2.1.2. # of (improved) curricula developed	Type of curricula	NA	Total: 3 Curricula corrections per linguistic community: 2 (0/2/1)	Total: 1 Upper primary curriculum - Portland	Guatemala, Somalia	Output	Emergency, LTO	Curricula documents
Outcome 2.2: Improved teacher workforce	2.2.1. # of teachers supported to obtain teacher qualification as per government set standard	See	20 (0.4, 14)	Total: 191 (0.77, 1-14) (Cumulative numbers)	Total: 452 (0.242, 1-330) (Cumulative numbers)	2019: Somalia New in 2020: Mozambique, Uganda	Output	LTO	Teachers diploma proof of qualification
	2.2.2. Pupil-qualified teacher ratio		NA	NA	NA		Output	Emergency, LTO	EMIS, school records
	2.2.3. # of teacher management policies and plans developed		NA	NA	NA		Output	LTO	Policy and plan documents
	2.2.4. # and % of supported educational institutions visited by inspectors/supervisors one or more times in last twelve year		58 % (260 formal schools)	78% (387 formal schools)	89% (127 formal schools and 14 non-formal schools visited out of 143 schools)	2019: Mozambique, Niger, Somalia, Uganda 2020: Mozambique, Somalia, Uganda	Output	Emergency, LTO	School records, witness book

ANNEX 2:

Results Framework SNC Norad Framework Agreement 2019 – 2023

Reader guide:

- This results framework should be read in conjunction with the annexes provided in the document.
- The framework is organized to have two rows per indicator
 - The first row contains what was submitted at baseline in addition to needed corrections and updates. This includes updates to baseline values as well as end-line targets. This row will be used for comparison with end-line data in 2023. All additions are in blue font, and incorrect/not relevant info is marked with strikethrough format. Footnotes are added to explain the change.
 - The second row concerns mid-term data. This includes mid-term achievements and baseline values and mid-term targets for mid-term reporting countries only.¹ This means that mid-term row reports on only comparable data with baseline (Scenario 1).

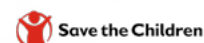
Outcome indicators: Children learn and are safe

Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
1.1	1.1.1 # of Countries showing a progression in literacy (by country)	See Annex 1 on CO reporting ²	-----	Mid-term target: All countries showing a minimum of 3%-point increase from baseline End-line target:	Project/national assessments for example EGRA, UWEZO, ASER	At country level the indicator will be % (& #) of children meeting expected proficiency level in grade X in literacy (by sex and	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine,

¹ To best reflect actual achievement towards mid-term target, only targets from reporting countries which have comparable data between baseline and mid-term have been used in the analysis in the main report.

² 2019 pending baselines from Niger, Somalia and Nepal are now updated.

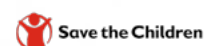
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Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
				All countries showing a minimum 5%-point increase from baseline Revised EL target: 8 out of 12 countries showing a minimum 5%-points increase from baseline.		<i>disability) (Norad 2.1)</i>	Somalia, South Sudan, Uganda
	1.1.1 Mid-term	See Annex 1 on CO reporting	Mid-term achievement: 3 out of 6 countries (50%) met the mid-term target of 3%-point increase from baseline.	No change			Reporting Countries: Palestine, Somalia, Malawi, South Sudan, Mozambique, and Nepal. + Niger ³ Feill Bokmerke er ikke definert.
1.2	1.2.1 % (& #) of children currently attending school who have been physically punished by a teacher during the	Baseline values: 50% (2543 children) (g: 47%; b: 52%)	-----	Mid-term target: Total: 37% (g: 36%; b:39%; CWDs 47% (CWD g: 44%; b:50%) End-line target: Total: 25% (g: 25%; b: 25%)	Survey/child self-reporting		Guatemala, Lebanon, Malawi, Mozambique, Niger, Palestine, Somalia, South Sudan, Uganda, Myanmar

³ Niger data is not reported against the global target because they are following cohorts rather than cross-sectional at MT. With that in mind, Niger met their own target set at country office level. Niger will report on cross sectional at end-line (grade 4).

2



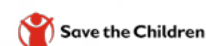
Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
	last 12 months (by sex and disability)	CWDs: 56% (g:49%; b: 62%) ⁴ Updated baseline values: 51% (g: 49%; b: 54%) ⁵ CWDs: no change		CWDs: 25% (g: 25%; b: 25%) Revised end-line target: Total: 35% (g: 35%; b: 35%) CWDs: 35% (g: 35%; b: 35%)			
	1.2.1 Mid-term	Baseline for MT reporting countries: 59% (g: 57%; b: 62%)	Mid-term achievement: 49% (g: 44%; b: 54%) This falls short by 10%-points from the mid-term revised target.	Mid-term target for reporting countries: 39% (g: 37%; b: 41%)			Reporting countries: Palestine, Niger, Somalia, Malawi, Mozambique, and South Sudan.
1.2	1.2.2 # of Countries showing a progression in % (& #) of children reporting feeling well/and or safe	See annex 2 on CO reporting	----	Mid-term target: 9 of 12 countries 7 out of 10 countries ⁶ with 10%- point increase from baseline End-line target: 6 out of 10 countries with 20%-point	Survey/child self-reporting	At country level the indicator will be % (& #) of children who report feeling well/ and or safe within	Colombia, Guatemala, Malawi, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda

⁴ Reporting COs on CWDs at baseline: Lebanon, Palestine, Myanmar, Guatemala.

⁵ 2019 Pending baseline values for Niger and Somalia are updated

⁶ There was a typo in the LF submitted at BL. Total reporting countries is only 10, therefore mid-term and end-line targets are now corrected.

3



Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
	within the school (by country)			increase from baseline ⁷ Revised EL target: 5 out of 10 countries with 20%- point increase from baseline ⁸		the school (by sex and disability) ⁹ Country contextualized forms will be developed hence indicator cannot be aggregated	
	1.2.2 Mid-term	----	Mid-term achievement: 4 out of 5 countries (80%) achieved the mid-term target of 10%-points increase.	No change			Palestine, Nepal, Somalia, Malawi, and South Sudan ¹⁰ + Niger ¹¹
	Colombia, Malawi, Uganda						

⁷ Due to high baseline values, three countries do not expect a 10%-points increase for midterm, and four countries do not expect a 20%-points increase for end-line. See annex 2 for country level details.

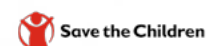
⁸ Due to high baseline or midterm value, five countries do not expect a 20%-point increase for endline.

⁹ Countries disaggregating on CWDs at baseline: Palestine, Myanmar, Nepal, Guatemala.

¹⁰ Mid-term data were not collected from Myanmar, Uganda, and Guatemala.

¹¹ Niger used a different methodology at both baseline and mid-term and reported on average score rather than % children. Therefore, mid-term target was not relevant for them. However, Niger has achieved their own target, set at country office level.

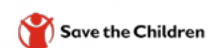
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Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
1.3	1.3.1 # of countries showing a progression in % of teachers who demonstrate professional teaching practices, by sex	See annex 3 on CO reporting		Mid-term target: 9 of 12 countries with 10%-point increase from baseline End-line target: 8 of 12 countries with 25%-point increase from baseline¹² Revised EL target: 7 of 12 countries with 25%-points increase from baseline	Monitoring data; Classroom observation, teacher self-assessments	At country level the indicator will be % (&#) of teachers who demonstrate professional teaching practices, by sex. COs will define thresholds of professional teaching practices based on interventions and context hence indicator should not be aggregated	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	1.3.1 Mid-term	----	Mid-term achievement: 5 out of 6 reporting countries met the mid-term expected target of 10%-points increase.	No change			Reporting countries: Nepal, Niger, Somalia, Malawi, Mozambique, and South Sudan

¹² Three countries do not expect a full 10%-points increase for midterm, and four countries have targets less than 25%-points increase for end line, see annex 3 for more information.

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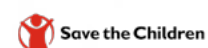


Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
1.4	1.4.1 % (& #) of schools with functional risk informed school improvement plans, in place	23% (100 schools) Updated baseline: 23% (99 schools) ¹³		Mid-term target: 50% of schools End-line target: 75% of schools Revised End-line target: 60% of schools	FRI-SIP tool		Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	1.4.1 Mid-term	Baseline for MT reporting countries: 24% (70 schools)	Mid-term achievement: 34% (82 schools)	No change			Reporting countries: Lebanon, Palestine, Nepal, Niger, Somalia, Malawi, Mozambique, and South Sudan. ¹⁴
	Malawi, Nepal, Somalia, Uganda						
	Guatemala, Lebanon, Palestine, Uganda						

¹³ Baseline values were updated for Somalia.

¹⁴ Mid-term data were not collected from Myanmar, Uganda, and Colombia.

6



Outcome	Indicator	Baseline	Mid-term achievements	Targets	Data Sources	Comments	Countries reporting
1.5	1.5.1 # of educational policies and plans developed and/or revised, including policies on inclusive education, with support by SC, by type of policy and level (national and/or sub-national) (Norad 1.3.1)	See footnote on gap analysis ¹⁵		Mid-term target: 5 documents developed/revised End-line target: 17 documents developed/revised 4 on national level and 13 on sub-national level	Gap analysis and project reports		Colombia, Nepal, Niger, Somalia, South Sudan, Uganda
	1.5.1 Mid-term		Mid-term achievement: 12 policies and/or planning documents have been updated. (1 at national level and 11 at sub-national level)	No change			No change
	Mozambique, Myanmar, Nepal, South Sudan						

Table 1: Outcome indicators: Children learn and are safe

¹⁵ Gap analysis have identified the needs within thematic area: Inclusive education policy; Early Development policy; general education policy/procedures, and school security and safety. Four documents will be at national level, while remaining 13 on sub-national level.

Outcome indicators: Children are Protected

Outcome	Indicator	Baseline	Mid-term achievements	Targets	Frequency	Data Sources	Comments	Countries reporting
2.1	2.1.1 % and/or # married girls and teenage mothers re-enrolled to schools	260 girls Updated baseline: 296 ¹⁶		Mid-term target: 1000 girls End-line target: 2000 girls Revised End-line target: 1000 girls	Baseline (2019) Midterm (2021) End line (2023)	Project case follow-up records and school records		Malawi, Mozambique, Nepal, Niger, Uganda
	2.1.1 Mid-term	Baseline for MT reporting countries: 209	Mid-term achievement: 331 girls	No change				Reporting countries: Malawi, Mozambique, Nepal, Niger ¹⁷
	2.1.2 Proportion of girls who drop out of school because of child marriage and teenage pregnancy	10% ¹⁸		Mid-term target: 6% End-line target: 3% Revised End-line target: 11% ¹⁹	Baseline (2019) Midterm (2021) End line (2023)	Attendance registers and records from target schools		Malawi, Mozambique, Niger, Uganda, Nepal ²⁰

¹⁶ Nepal baseline values were added later after baseline report submission to NORAD.

¹⁷ Uganda did not collect mid-term data.

¹⁸ SCN has concerns for under-reporting and will investigate further how to better capture this data at country level.

¹⁹ The higher end-line targets is primarily driven by the high midterm value in Malawi. Due to different development at midterm and few countries with comparable data, the end-line should pay more attention to country specific reporting, rather than aggregated results.

²⁰ Nepal will not report directly on this indicator. They will report on proportion of girls affected by early marriage and/ or teenage pregnancy, who drop out of school.

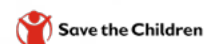
	2.1.2 Mid-term	Baseline for MT reporting countries: Malawi: 13% Mozambique: 12%	Mid-term achievement: Malawi: there was an increase from 13% at baseline to 31% at MT. Mozambique: There was a decrease from 12% at BL to 9% at MT.	No change				Reporting countries: Malawi, Mozambique ²¹
2.2	2.2.1 % (& #) of community members who believe child marriage is an unacceptable practice, by sex ²²	64% (2328 community members) (f:63%; m: 65%) Updated baseline: 66% (2,315 community members) (f: 66%; m:67%) ²³		Mid-term target: 71% (f: 71%; m: 71%) End-line target: 80% (f: 80%; m: 80%)	Baseline (2019) Midterm (2021) End line (2023)	Knowledge, attitudes and practice surveys		Malawi, Mozambique, Nepal, Niger, Uganda
	2.2.1 Mid-term	No change	Mid-term achievement: 74% (f: 75%; m: 74%)	No change				No change
	2.2.2 % (& #) of communities which have taken collective	11% (18 communities)		Mid-term target: 35% End-line target:	Baseline (2019) Midterm (2021)	Project reports, public declarations		Malawi, Mozambique, Nepal, Uganda

²¹ Mid-term data were not collected from Niger and Uganda

²² This indicator is rephrased from: % of community members who have demonstrated a change in attitude towards early marriage, disaggregated by sex & age

²³ Updated baseline value from Niger due to a change in the implementation area.

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	social actions against declared themselves free of child marriage ²⁴			65% Revised End-line target: 50%	End line (2023)			
	2.2.2 Mid-term	No change	Mid-term achievement: 30% (37 out of 135)	No change				No change
	2.2.3 % (& #) of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by parents/caregivers in the past month (sex and disability)	Reported by caregivers: 81% (2373 children) (g: 81%; b:81%) CWDs: 100% ²⁵ Reported by children: ²⁶ 32% (g: 27%; b:39%) CWDs: 32% (g: 31%; b: 36%) Updated baseline: ²⁷		Reported by caregivers Mid-term target: 65% (g:65%; b: 65%) End-line targets: 50% (g:50%; b: 50%) Revised End-line target: 62% (f: 62%; b: 62%) Reported by Children Mid-term target: 32% (g:27%; b: 39%) CWDs: 40% (g:32%; b: 48%) End-line target:	Baseline (2019) Midterm (2021) End line (2023)	Caregiver survey (Parenting without violence) Child self-reporting		Guatemala, Myanmar, Nepal, Somalia, South Sudan and Uganda Mozambique, Palestine Lebanon

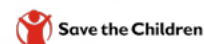
²⁴ Indicator phrasing updated to better reflect work done through the programme

²⁵ Only Myanmar reporting at baseline.

²⁶ See summary baseline 2.2.3 and annex for concerns of under-reporting by children and challenges setting targets.

²⁷ 2019 pending baseline values for Somalia are updated, and Lebanon MT values were included under caregiver reporting and excluded from child self-reporting due to change of methodology and tool.

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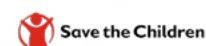


		Reported by caregivers: 84% (f: 84%; m:84%) Self-reported by children: 35% (g: 28%; b:43%)		24% (g: 24%; b: 24%) CWDs: 24% (g:24%; b:24%)				
2.2.3 Mid-term	Baseline for MT reporting countries: Reported by caregivers: 88% (f: 88%; m:88%) Self-reported by children: 35% (g: 28%; b:43%)	Mid-term achievement: Reported by caregivers: 74% (f: 72%; m:76%) Lebanon: 86% (g: 86%; b: 87%) Self-reported by children: 27% (f:19%; m:36%)	Mid-term target for reporting countries: Caregivers' reporting: Use target of 67% (F:67%/ M: 67%) Self-reported by children: (28%; F:22/ M: 33%)				Lebanon has changed from child's self-reporting at BL to caregivers reporting at MT, hence, not comparable between to aggregate between BL and MT.	Reporting countries: Caregivers: Nepal, Somalia, South Sudan and Uganda + Lebanon Child's self-report: Mozambique, Palestine
2.2.4 % (& #) of parents who believe that punishment is acceptable, by sex	63% (2054 parents/ caretakers) (f:65%; m: 57%) Updated baseline: ²⁸ 67% (f: 69%; M:59%)		Mid-term target: 52% (f:54%; m: 48%) End-line targets: 42% (f:42%; m: 42%) Revised End-line target: 30% (f: 30%, m: 30%)	Baseline (2019) Midterm (2021) End line (2023)	Caregiver survey (Parenting without violence)			Guatemala, Myanmar, Nepal, Somalia, South Sudan and Uganda + Lebanon ²⁹
2.2.4	Baseline for MT reporting countries:	Mid-term achievement:	Mid-term target for reporting countries:					Reporting countries: Nepal,

²⁸ 2019 pending baseline values for Somalia are updated, and Lebanon MT values were added to the BL as a new reporting country.

²⁹ Lebanon included this indicator at midterm due to uptake of the SCI Parenting without Violence (PwV) approach.

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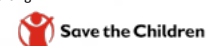


	Mid-term	71% (f: 73%; m: 61%)	34% (f:37%; m:25%) Lebanon: 43% (f:43%; m:43%)	58% (F: 61%/ M:55%)				Somalia, South Sudan, Uganda + Lebanon
2.3	2.3.1 % (& #) of child protection cases, among those reported during the last 12 months, that were responded to by CP mechanisms (sex and disability)	42% (406 cases) (cases on girls: 39%; cases on boys: 48%) Updated Baseline ³⁰ 55% (478 cases) (g: 57%; b: 54%)		Mid-term target: 60% (for girls; 60%; for boys 60%) End-line target: 75% (for girls: 75%; for boys: 75%)	Annually In depth analysis at midterm (2021) and end line (2023)	Reports and records of child protection referral and response actors		Guatemala, Myanmar, Nepal, Somalia, South Sudan and Uganda ³¹
	2.3.1 Mid-term	Baseline for MT reporting countries: 50% (406 cases) (g: 50%; b: 52%)	Mid-term achievement: Total: 67% (g: 67%; b: 66%) CWDs: 77% (g: 73%; b: 77%) South Sudan: 73% (g: 80%; b: 60%) CWDs: 80%	No change			South Sudan collected at MT but did not report on BL, thus not aggregated.	Reporting countries: Nepal, Somalia and Uganda + South Sudan

³⁰ Reporting at baseline in 2019: Nepal, Somalia and Uganda. BL is updated to include South Sudan BL values collected in 2021.

³¹ Myanmar and Guatemala will establish reporting system in parallel with programme implementation, and will be included for end-line reporting.

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2.3.2	% (& #) of community child protection mechanisms supported by SC that are active in reporting and referring child protection cases	33% (30 CBCPMs) ³² Updated baseline: ³³ 35% (40 CBCPMs)		Mid-term target: 60% End-line targets: 80% Revised End-line target: 70%	Baseline (2019) Midterm (2021) End line (2023)	Project reports		Guatemala, Myanmar, Nepal, Somalia, South Sudan and Uganda
2.3.2	Mid-term	No change.	Mid-term achievement: 52% South Sudan: 40%	Mid-term target for reporting countries: 62%			South Sudan collected at MT but did not report on BL, thus not aggregated.	Reporting countries: Nepal, Somalia and Uganda ³⁴ + South Sudan
2.3.3 Qualitative studies: How have child protection mechanisms supported children with disabilities								Guatemala and South Sudan

Table 2: Outcome indicators: Children are protected

³² Reporting countries at baseline: Nepal, Somalia, Uganda.

³³ BL is updated to include South Sudan BL values collected in 2021.

³⁴ Due to limited access to field, Guatemala could not collect data in 2021.

Outcome indicators: Children's Rights

Outcome	Indicator	Baseline	Targets	Frequency	Data Sources	Comments	Countries reporting
3.1	3.1.1 Proportion of civil society partner capacity enhancement milestones met	N/A ³⁵	50% midterm 75% end line	Annually In depth analysis at midterm (2021) and end line (2023) including case studies	Project reports, capacity strengthening plans	This is also a global indicator for all SC international programs	Colombia, Guatemala, Lebanon, Malawi, Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	3.1 Mid-term	71%	No change				Reporting countries: all except Guatemala and Myanmar
	3.1.2 Qualitative study: Practice of systematic government consultation with civil society actors engaged with children's rights on policy formulation, legislation and programming						Colombia, Guatemala, Nepal; Myanmar; Mozambique ³⁶
3.1.3: Qualitative study: An analysis of capacity building of children and youth participating in child-clubs and their active participation in civil society in general, and advocacy work in particular.							TBD ³⁷
3.2	3.2.1 Number of supplementary reports prepared and	N/A	60% mid term 75% end line	Midterm (2021)	Project reports	Baseline is MTR data from current Norad programs	Colombia, Guatemala, Lebanon, Malawi,

³⁵ This indicator does not have a numerical baseline as the capacity strengthening initiative will commence with the start of the programs. 70 partner organisations have done capacity assessment upon which capacity milestones have been identified.

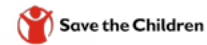
³⁶ Myanmar and Mozambique are new countries reporting on this indicator.

³⁷ Based on annual reporting 2019 SCN will do an assessment of the quality of activities and groups within this area for each country office. This will be the foundation for selecting which country offices are best suited for reporting on this indicator.

	submitted to international bodies that are child-led/informed		Revised End-line target: 22 reports (7 child led)	End line (2023)			Mozambique, Myanmar, Nepal, Niger, Palestine, Somalia, South Sudan, Uganda
	3.2 Mid-term	8 (2 Child led reports)					No change
	3.2.2 Qualitative study: Children's own perceptions on the quality of their participation in supplementary reporting processes						Malawi, Myanmar; Somalia and Niger ³⁸
3.3	3.3.1 # of policies or legislative change to institutionalize children's rights that has been adopted with support of Save the Children ³⁹ Properly resourced government children's strategy or implementation plan (including national plan of action, children's act or follow-up on UNCRC recommendations)	N/A	End-line target: 75 (7 Laws, 16 Policies, 52 Guidelines and procedures, at national and sub-national level)	Annually In depth analysis at midterm (2021) and end line (2023) including case studies)	Country annual budgets, reports from UNCRC, etc.	This is global indicator being introduced for all SC international programs.	Colombia, Guatemala, Malawi, Mozambique, Myanmar, Nepal, Uganda, Somalia

³⁸ Niger is a new country reporting on this indicator.

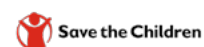
³⁹ Change in indicator to better reflect work in programme, shared with Norad annual report 2020.



3.1 Mid-term	44 (3 Laws, 11 Policies, 17 Guidelines, 13 procedures)	
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	No change
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Table 3: Outcome indicators: Children's



Annex 1: Indicator 1.1.1

Country	Baseline values						Revised EL targets					
	% children are proficient			% CWD are proficient			% children are proficient			% CWD are proficient		
	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total
Lebanon	49%	41%	46%	41%	31%	36%	50%	50%	50%	50%	50%	50%
Palestine	56%	32%	46%	53%	25%	39%	61%	37%	49%	58%	30%	44%
Myanmar	14%	9%	12%	34%	7%	10%	25%	28%	25%	21%	20%	21%
Niger	6%	6%	6%				10%	10%	10%	10%	10%	10%
Somalia	47%	43%	45%				49%	51%	50%	49%	51%	50%
Malawi	14%	14%	14%				25%	25%	25%	25%	25%	25%
Uganda	4%	9%	7%				20%	20%	20%	20%	20%	20%
Colombia	12%	8%	10%	4%	0%	2%	40%	40%	40%	30%	30%	30%
Guatemala	36%	33%	34%	33%	27%	30%	45%	43%	44%	33%	43%	42%
South Sudan	3%	6%	5%				15%	15%	15%	15%	15%	15%
Mozambique	0%	0%	0%				5%	5%	5%	5%	5%	5%
Moz (fluency)	10%	9%	9%									
Moz (listening comprehension)	9%	9%	9%									
Nepal	60%	54%	57%	40%	20%	30%	67%	67%	67%	40%	40%	40%

Note 1: Pending 2019 baseline values for Niger, Somalia and Nepal are updated, endline targets updated in 2021

Country	Comparability with BL	MT values						MT targets						Assessment information Midterm				
		% children are proficient			% CWD are proficient			% children are proficient			% CWD are proficient			Sample size	Language	Type of test		
		% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total				N children MT	N CWD MT
Lebanon	Not comparable	47%	41%	44%	48%	33%	42%	50%	50%	50%	50%	50%	50%	1237	101	Basic Literacy/Arabic	ASER (remote assessment)	
Palestine	Comparable	23%	16%	20%				61%	37%	49%	58%	30%	44%	307	4	Grade 3 (end)	Arabic	ASER
Myanmar	Not collected	29%	25%	27%				21%	19%	20%	28%	16%	27%					
Niger	Comparable	29%	25%	27%				17%	24%	20%				694	15	Grade 6	French	LB (EGRA)
Somalia	Comparable	32%	37%	34%				63%	67%	65%				396	8	Grade 3	Somali	EGRA
Malawi	Comparable	23%	20%	21%	0%	10%	5%	20%	20%	20%				644	40	Standard 4	Chichewa	EGRA
Uganda	Not comparable	32%	45%	39%				13%	17%	15%				298	0	Primary 3	Acholi/Kari	UWEZO
Colombia	Not comparable	55%	42%	50%				22%	22%	20%	25%	14%	13%	147	62	Grade 1	Spanish	HALDO
Guatemala	Not comparable							39%	38%	39%	25%	35%	34%					
South Sudan	Comparable	7%	16%	12%				10%	10%	10%				497	0	Grade 3	English	ASER
Mozambique	Comparable	0%	0%	0%				14%	14%	14%				622	0	Grade 5	Literacy	LEGRA
Moz (fluency)	Comparable	0%	0%	0%				5%	5%	5%				612	0	Grade 3	Portuguese	LEGRA
Moz (listening comprehension)	Comparable	26%	20%	23%				14%	14%	14%				612	0	Grade 4	Portuguese	LEGRA
Nepal	Comparable	61%	61%	61%				67%	61%	64%				310	2	Grade 3	Nepali	NARN Government test

Note 2: We have included all literacy data collected at midterm regardless of comparability with baseline. This is designated in first column, and non-comparable data is in italic.

Annex 2: Indicator 1.2.2

Country	BL values						Revised EL target					
	All assessed			CWDs			All assessed			CWDs		
	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total
Palestine	89%	91%	89%	65%	94%	79%	96%	98%	97%	70%	99%	84%
Myanmar	20%	9%	15%	0%	12%	5%	31%	28%	30%	20%	20%	20%
Nepal	53%	53%	53%	29%	41%	35%	82%	82%	82%			
Somalia	45%	58%	52%				83%	80%	82%			
Malawi	34%	38%	36%				80%	80%	80%			
South Sudan	39%	34%	36%				75%	75%	75%			
Uganda	42%	41%	41%				75%	75%	75%			
Colombia	68%	65%	67%	33%	100%	43%	71%	69%	70%	40%	100%	50%
Guatemala	71%	71%	71%	69%	35%	55%	78%	80%	80%	70%	41%	64%
Niger	7,67	7,53	7,6				8,7	8,5	8,6			

Note 1: Pending 2019 baselines for Somalia and Niger are updated, endline targets updated in 2021

Country	Comparability with Baseline	MT values						MT target						Assessment information	
		All assessed			CWDs			All assessed			CWDs			Grade/age tested	Type of test
		% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total	% girls	% boys	% total		
Palestine	Comparable	95%	92%	93%				94%	96%	95%	70%	99%	84%	Grade 3	Child Satisfaction Survey
Myanmar	Not collected														
Nepal	Comparable	64%	62%	63%				67%	67%	67%				Grade 6-10	SCIN Safety in school and community
Somalia	Comparable	79%	73%	76%				74%	70%	71%				Multiple	Adapted SCN children feel safe/well
Malawi	Comparable	77%	75%	76%	50%	62%	56%	48%	44%	46%				Grade 4	SCN Children feel safe/well
South Sudan	Comparable	54%	62%	59%				50%	50%	50%				Grade 3	SCN Children feel safe/well
Uganda	Not collected														
Colombia	Not comparable	66%	76%	70%				71%	69%	70%	40%	100%	50%	Grade 8-11	SCN Children feel safe/well
Guatemala	Not collected														
Niger	Comparable	8,41	8,12	8,25				7,6	7,6	7,6				Grade 3	Adapted ISELA using average score from 1 to 10.

Note 2: We have included student data collected at midterm regardless of comparability with baseline. This is designated in first column, and non-comparable data is in italic.

Annex 3: Indicator 1.3.1

Country	Baseline value			Revised EL target		
	% of teachers demonstrate			% of teachers demonstrate		
	% female	% male	% total	% female	% male	% total
Lebanon	0 %	0 %	0 %	60 %	60 %	60 %
Palestine	70 %	54 %	67 %	77 %	61 %	69 %
Myanmar	5 %	0 %	5 %	31 %	29 %	30 %
Nepal	8 %	12 %	11 %	58 %	62 %	60 %
Niger	12 %	22 %	13 %	80 %	80 %	80 %
Somalia	32 %	28 %	29 %	67 %	65 %	66 %
Malawi	17 %	19 %	18 %	65 %	65 %	65 %
Mozambique	23 %	13 %	16 %	35 %	10 %	22 %
South Sudan	100 %	34 %	37 %	75 %	75 %	75 %
Uganda	22 %	29 %	26 %	48 %	52 %	50 %
Colombia	69 %	67 %	69 %	75 %	75 %	75 %
Guatemala			10 %	25 %	25 %	25 %

Note 1: Pending 2019 baselines for Somalia and Niger are updated, endline targets updated in 2021

Country	Comparability	MT value			MT target			Assessment information		
		% of teachers demonstrate			% of teachers demonstrate			Sample size	Teaching grade level	Type of assessment
		% female	% male	% total	% female	% male	% total			
Lebanon	<i>Not comparable</i>	44 %	20 %	39 %	60 %	60 %	60 %	51	NFE	Classroom observation
Palestine	<i>Not comparable</i>	100 %	100 %	100 %	75 %	59 %	67 %	73	Grade 3	Self-assessment
Myanmar	<i>Not collected</i>								Grade 1 & 2	Community volunteers assessment
Nepal	Comparable	42 %	61 %	48 %	33 %	38 %	35 %	93	Grade 2 & 3	Classroom observation
Niger	Comparable	81 %	96 %	84 %	44 %	46 %	45 %	130	Grade 1 to 3	Teacher self assessment
Somalia	Comparable	61 %	58 %	59 %	46 %	46 %	46 %	99	Grade 1 to 3	Classroom observaton
Malawi	Comparable	58 %	57 %	58 %	28 %	28 %	28 %	40	Grade 4	Classroom observation
Mozambique	Comparable	31 %	7 %	18 %	33 %	28 %	31 %	28	Grade 1 to 3	Teacher self assessment
South Sudan	Comparable	83 %	55 %	59 %	100 %	55 %	56 %	39	Grade 3	Classroom observation
Uganda	<i>Not collected</i>									
Colombia	<i>Not comparable</i>	67 %	NA	67 %	75 %	75 %	75 %	3	Grade 1	Classroom observation
Guatemala	<i>Not comparable</i>	NA	NA	53 %				42	Grade 3	Teachers interview

Note 2: We have included student data collected at midterm regardless of comparability with baseline. This is designated in first column, and non-comparable data is in italic.

ANNEX 3:

Methodology

Covid-19 adaptations

The midterm evaluation was conducted between May 2021 and February 2022. While the data collection was initially planned for 2021, Covid-19 restrictions and school closures led to delays in the collection effort.

However, despite the uncertainties imposed by Covid-19, the country offices and Save the Children Norway (SCN) adopted two scenarios to ensure data for the midterm review.

Scenario 1: *"The Covid-19 pandemic is under control during data collection, children are back in school, and most planned activities have resumed or are implemented through alternative modalities"*. For this scenario, country offices have collected data comparable with baseline data using the same tools and modalities, including face-to-face data collection. In addition, a reduced sample size was applied in several countries (see below *"sampling adaptations"* section).

Scenario 2: *"The Covid-19 pandemic is still active at the time of data collection, adapted activities with social distancing is the norm of implementation. Schools are closed or only partly open"*. For countries where schools were closed, indicators on children's learning, the experience of safety, performance of teachers, and participatory school management were not relevant and/or not possible to collect in a way comparable to baseline data. Therefore, these countries have assessed results based on adapted activities, and results are reported independent of the baseline.

During planning, Scenario 2 was assessed to apply primarily to school-related data under Children Learn and are Safe (Issue 1). For Children are Protected (Issue 2) all indicators except documentation on married and/ or pregnant girls' drop-out and re-enrolment in schools, were assessed to be under Scenario 1 due to community data-collection modalities. However, access to communities has been hampered in Myanmar¹ and Guatemala, limiting the midterm comparability with baseline in these countries on protection data. Data collection for Children's Rights (Issue 3) has been done according to baseline (Scenario 1).

Table 1: Scenario for each country collecting midterm data under Issue 1.

Scenario 1 Countries	Scenario 2 Countries
Palestine, ² Niger, Somalia, Malawi, South Sudan, Mozambique, and Nepal	Lebanon, Myanmar, Uganda, Colombia, and Guatemala

The main report includes the countries with comparable baseline and midterm data. The midterm achievements in the remaining countries are reported separately.

For aggregated indicators under Scenario 1, the reported baseline and revised midterm targets are based on reporting countries only. Hence, the values may vary from the results framework submitted in

¹ In Myanmar the military coup has change implementation, and selected indicators where not relevant to collect. In addition, access has been severely affected and only availability sampling have been possible.

² While Palestine is generally a scenario 1 country, the indicator 1.3.1 on teachers' professional practices is considered not comparable with baseline due to a change in the methodology.

November 2019. Additionally, baseline values pending in the November 2019 baseline report have been updated in this report and the results-framework shared, based on the collection and/or verification in late 2019/early 2020. This concerns selected indicators for Somalia, Niger, and Nepal.

Sampling adaptations

The general sampling methodology followed the baseline methodology of two-stage sampling (cluster, then a random sampling of individuals within clusters). The following formula was used to determine the number of sampled participants from each cluster/school:

$a = (\text{SRSn}/b) \times (1 + (b - 1) \times \text{ICC})$; where $(1 + (b - 1) \times \text{ICC})$ is the DEFF

- **a** is the number of schools to be sampled.
- **b** is the average number of students we decide to sample from each sampled school.
- **ICC** is the intra-cluster correlation.
- **SRSn** is the sample size calculated initially before adjusting using a DEFF (a design effect).

SCN's guideline to country offices was to reduce the sample size for the midterm data collection while adhering to quality standards compared with baseline data collected.³ Therefore, an adjustment (reduction) of the sample size was made through the following adjustments where needed:

- Adjusting the margin of error from 5%, which was used at baseline, to 7% for the midterm while maintaining the confidence level of 95%.
- Adjusting the response distribution rate based on the baseline results for each country office and indicator (the proportion of children/adults meeting the indicator). For example, if the sample size at baseline was calculated with a response rate of 50%, a lower or higher response distribution rate was used to reduce the sample size at midterm.
- Moreover, adjusting the design effect between the recommended 1.3 and 1.5 and not greater than 1.9, as country offices recommended using a design effect of 1.3 at baseline.

The matching method

The suggested sampling approach ensures this comparability as we pay attention to population characteristics that influence the performance of indicators. The midterm sampling approach ensured that the midterm sample matched the sample's primary characteristics at baseline. The main relevant characteristics are defined in terms of the demographic and community variables of the data subjects. These variables (such as gender, district, and urban/rural characteristics) were identified from the country office's baseline dataset for a specific indicator of interest. A reduced sample would be proportionately representative of the baseline sample.

The midterm sampling frame

While the entire population of the Norad programme targeted clusters (schools or communities) is the sampling frame, limiting the midterm clusters' selection from the baseline sample of clusters ensures a good match between baseline and midline data. In addition, this approach may provide a better understanding of how Covid-19 might have impacted the targeted communities' performance on

³ Some countries chose to collect data with the same sampling method and size as the baseline: Lebanon, Niger and Somalia.

indicators of interest. Therefore, when a two-stage sampling technique is used, the midterm sample will be selected from the clusters' baseline sample (schools or communities).

Data collection tools adaptations

The same tools are used at baseline for midterm data collection to enable comparability to the extent possible.

However, there were cases where comparability was not possible between baseline and midterm data because of an alteration of the tools used or the adaptation of a different methodology for data collection. For example, remote data collection methodology where there was no or limited school access. This lack of access to schools has also affected the relevance of some questions about some tools related to the school's physical environment. Therefore, questions were either adapted to a remote/home-based learning environment or were taken out. Furthermore, some indicators were phrased as conditional to children's or teachers' presence in schools in the past year and were not collected at the midterm collection round.

Some changes were applied to the tools based on their learning from the baseline. For example, Lebanon has changed their data collection tool for the indicator on children being physically punished by their caregivers (indicator 2.2.3) from children self-reporting at baseline to reporting by caregivers as a proxy using the Parenting without Violence (PwV) tool at midterm. This was based on learning from the baseline, where results showed a lower-than-expected percentage of children that have been subject to physical or verbal abuse at home. During analysis sessions with partner staff, assumptions were raised that children did not feel comfortable sharing their honest feedback with the collected data and might consider some violent forms of discipline the 'norm.'

Documenting children with disabilities

The Washington Group Short Set of questions, and the WG/UNICEF Child Functioning Module (CFM) Set of questions (referred to as WGQs) are used to identify children with disabilities for disaggregation of relevant indicator values by disability. Based on guidelines from the Washington Group (reliable disability data to have a disability prevalence between 6% and 12% of the total population) and WHO, global estimates of the proportion of children with disabilities in the age group 5 to 15 years to be 5% - SCN applies a threshold of a disability prevalence of 5% or above as indicator of reliable disability data. At baseline, several countries did not meet this threshold.

To respond to the capacity gaps in the collection of disability data at baseline, SCN developed and facilitated a 16-hour online training course on administering WGQs and disability data in 2020 in seven⁴ of the twelve country offices in the Framework Agreement. After receiving this training, four country offices (Malawi, Somalia, South Sudan and Uganda) out of the five⁵ which did not have reliable disability data at baseline managed to collect reliable disability data (>=5% disability prevalence) at the midterm on the child protection indicator 2.2.3. Data for this indicator was collected from the community by interviewing caregivers as proxy respondents for their children.

Table 2. Indicators on which disability data were collected using WGQs at the baseline and the midterm

⁴ Countries are Colombia, Guatemala, Malawi, Mozambique, Somalia, South Sudan, and Uganda.

⁵ Countries are Malawi, Mozambique, Somalia, South Sudan, and Uganda.

Relevant indicators in the NORAD Framework Agreement	WGQ Set used	Countries planned to collect disability data at the baseline and the midterm	Disability prevalence >=5% at the baseline	Disability prevalence >=5% at midterm
1.1.1 # and % of children meeting expected proficiency level in grade x in literacy, gender, and disability.	WGSS	Lebanon, Palestine, Somalia, Malawi, Colombia, South Sudan, Mozambique, Nepal, Niger, Myanmar , Guatemala	Lebanon, Palestine, Myanmar, Colombia, Guatemala	Lebanon, Malawi
1.2.1 % of children currently attending school have been physically punished by a teacher during the last 12 months by gender and disability.	WGSS	Lebanon, Palestine, Malawi, South Sudan, Myanmar , Guatemala	Lebanon, Palestine, Myanmar, Guatemala	Malawi ⁶
1.2.2 % of children report feeling well and/ or safe within the school by gender and disability.	WGSS	Palestine, Malawi, South Sudan, Nepal, Colombia, Myanmar , Guatemala	Palestine, Myanmar, Guatemala, Nepal	Malawi
2.2.3 # & % of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by parents/caregivers in the past month, by gender and disability.	WGSS	Mozambique, Palestine, Lebanon	Palestine, Lebanon ⁷	
	CFM	Somalia, South Sudan, Uganda, Myanmar	Myanmar	Somalia, South Sudan, Uganda, Myanmar

* Countries in **bold** collected disability data at the baseline but did not plan to collect at midterm, or the indicator was irrelevant.

However, as shown in the table above, only a few country offices collected reliable disability data on the education indicators 1.1.1, 1.2.1, and 1.2.2. In addition, the data on these three indicators were collected from a school setting by directly asking the survey questions, including WGQs, to children who were enrolled in targeted schools and who were in school compounds at the time of data collection. The disability prevalence in the datasets for these indicators was substantially less than 5% in most of the sample of students assessed.

Some of the country offices that collected less reliable disability data on these education indicators have provided detailed clarifications for the low disability prevalence in data collected from school settings. The clarifications from Somalia and Palestine are presented here as examples for highlighting the challenges.

⁶ While the prevalence rate for CwDs among the sampled students in Malawi was only 4%, the actual count of CwDs (29; girls: 12, boys: 17) was large enough for disaggregation of indicator value by disability and gender.

⁷ Lebanon used WGSS at baseline but not at midterm due to the introduction of a new tool at midterm. CFM will be used at the end line.

The explanation from Somalia country office regarding the low disability prevalence in its literacy data is attributed to the low enrolment rate of CwDs in schools in the targeted regions. This may also be the case in South Sudan, as these two countries have a high level of out-of-school children.

[Sources with the latest information](#)⁸ show that only 33% of school-age children are enrolled in schools in Somalia. A [World Bank's report](#)⁹ states that about 62% of school-age children were out of school in South Sudan in 2015. As children with disabilities are generally more disadvantaged in terms of accessing education compared to their peers without disabilities, this high proportion of out-of-school children indicates that the majority of children with disabilities are out of school and thus justifiable to get only a small proportion of children with disabilities when disability data is collected from school setting using the Washington Group Questions. Moreover, Niger also has high out-of-school rates. In addition to high out-of-school rates, another reason for the low prevalence on disability in datasets mentioned in Niger is that most children with disabilities which are in school attend special classes, and these were not sampled for the surveys.

In the case of Palestine, even though school enrolment records show that about 6% of the learners in the targeted schools were children with disabilities, the midterm data collection was administered during a summer camp that followed Covid-19. This has severely limited the number of CwDs present and resulted in a low disability prevalence reported from the midterm literacy dataset than the disability prevalence reported at baseline (9%).

Staff turnover also contributed to less reliable disability data. For example, in Colombia and Nepal, the MEAL staff who led the data collection process at baseline were not in the country office at midterm. As a result, these countries are still verifying their data. In addition, in Mozambique, the Washington Group Short Set of Questions was translated into four different mother tongues languages. As a result, it was identified that questions were not well interpreted and needed further piloting.

As a small number of children with disabilities accessing education in several countries, Save the Children realizes the need to emphasize supporting out-of-school children with disabilities to enrol in school. Moreover, based on the results of the SCN training conducted in 2020, the need to build and refresh disability data collection capabilities at country offices before end line data collection has been identified.¹⁰

Conducting the midterm – process, and involvement

SCN encouraged country offices to undertake the midterm evaluations and only employ external consultants when necessary. In addition, SCN supported country offices through the planning and implementation of midterm data collection and analysis, including but not limited to adapting the methodology to fit better the new context imposed by Covid-19.

For most countries, the midterm was administered with internal resources.¹¹ The programme and operational staff, partner staff, teachers, and government employees administered data collection. In

⁸ <https://www.aa.com.tr/en/africa/with-only-33-of-children-enrolled-schooling-in-somalia-takes-multiple-hits/2489755>

⁹ <https://data.worldbank.org/indicator/SE.PRM.UNER.ZS?locations=SS>

¹⁰ SCN is currently preparing a report provided

¹¹ Exceptions were Guatemala and Palestine. In the latter, only the data collection process was outsourced to the same enumerators that collected the baseline.

some instances, and for access purposes, the data collection was outsourced to external enumerators trained on the tools and methodology by SC staff.

Data cleaning and numerical analysis were mainly done at the country office level, with guidance and support from SCN. At the country office level, Monitoring, Evaluation, Accountability, and Learning (MEAL) and programme staff were engaged in discussions about analysing the data collected and identifying the implications of the findings to inform programming. Partners were included where relevant.

Feedback from country offices has been that the broad involvement has given ownership to the data at several layers in the organization and among partners. Several countries report on useful and engaging discussions around the midterm data. On the other side, some country offices have had challenges finding time for all relevant staff to participate in the process.

Building MEAL capacity at country offices has been a priority from SCN's side throughout the process, especially given the complexity and volatility of the situation in most countries due to Covid-19 and internal violent conflicts. As a result, SCN has focused efforts on providing support to country offices to identify appropriate methodologies and tools that would better suit each context. In addition, SCN focused on data analysis and learning from the baseline and Covid-19 output and monitoring data collection for 2020 and 2021.

SCN has attempted to apply proper internal documentation of the process at each country office, including storing tools used, sampling method, and calculation and analysis approaches. In addition, SCN has established an access-restricted storage space for datasets, including personal information, to protect data from unauthorized processing, use, or transfer.

Revising end line targets

The revisions of end line targets in the aggregated results framework are based on country programme revisions. For targets that have been reduced, the assessments of country programmes have primarily been a lack of progress toward the midterm target. For example, despite possible reprogramming to boots efforts in the two last years of implementation, the set-back by Covid-19 restrictions is assessed as too large to meet the original set end line target. Conversely, for indicators where country programmes have met the midterm target, initial end line targets have been kept or, in some instances, increased where the midterm target was surpassed, and country programmes have decided to continue the activities at a similar level.

In cases where country programmes were not able to collect comparable midterm data (Scenario 1) or assess other relevant information, SCN has advised them to consider if midterm targets would be feasible to reach, or they have drawn on aggregated trends seen from baseline to midline from countries which have comparable data. However, it has been challenging to revise the end line target with confidence for countries that have not been able to collect similar data on learning outcomes and have less information available on possible learning loss during school closure.

All aggregated indicators are based on a simple average across reporting countries.

Data collection burden

The midterm presented new challenges imposed by Covid-19 and school closure which required country offices to spend great efforts on re-assessing the relevance and functionality of all the tools developed at baseline, adapting them where needed, and different mapping scenarios of data collection (remote versus face to face). In addition, constant re-planning to respond to later pandemic waves brought new restrictions. All this has limited the ability to distribute the preparation, data collection, and analysis processes over a more extended period as initially planned.

On the other hand, country offices applied a reduced sample size to reduce the data collection burden while following quality standards mentioned under the *Sampling Adaptation* section (above). In addition, many country offices prioritized quantitative data collection as this is most time-sensitive and delayed the start-up of qualitative indicators.

Ethics and child safeguarding

Save the Children is attentive to adhering to ethics and child safeguarding guidelines during data collection, analysis, and dissemination. To protect personal data and the privacy of data subjects, Save the Children collected data from data subjects (both children and adults) that gave informed consent or informed assent. The administration of informed consent/assent varies from country to country based on the usual practice in each country.

The emphasis was not to collect data from a data subject without first providing sufficient information about who the data collector was, why the data were to be collected, why the individual respondent was selected to answer the survey questions, and how the data will be protected and about the right of the respondent to participate in the survey voluntarily.

Country offices were also advised to protect personal data by anonymizing data using a unique respondent (data subject) identification number. It was discouraged to collect personal data, including names, that could enable identifying a person unless it was necessary, and its collection was justifiable. Save the Children has provided restricted storage space to store data collected at baseline, midterm, and end line.

In addition to the ethics guidelines and practices, sufficient follow-up was done to ensure that the country office adhered to Save the Children's Child Safeguarding Policy and Code of Conduct. For example, the country office staff, consultants, and external enumerators who participated in collecting, processing, and transferring or storing collected data were required to be trained on and signed to adhere to the Child Safeguarding Policy and Code of Conduct. Furthermore, country offices were required to closely monitor the midterm review process to identify and redress the soonest possible, any risks and potential harms against children. For this purpose, a short guidance note on child safeguarding, ethical considerations, and data protection was prepared by Save the Children Norway and communicated with country offices that did the midterm review.

ANNEX 4:

ANNEX: RISK MATRIX NORAD FWA

Updated with Progress Report 2021

Identification	Annual Report Analysis		
	Did the risk materialize?	What impact did it have on the program?	Did the risk management measures implemented have the expected effect?
Risk			
RISKS THAT MAY HINDER RESULTS ACHIEVEMENT			
(1) Lack of staff or staff without specific technical skill-sets in country office or with partners (high turn-over, recruitment challenges) resulting in poor quality programs, not achieving results.	Partially/ in some countries	Medium	Staff turnover in some country offices and with partners continued to be a challenge in 2021. The mitigations measure only partially helped address this challenge as during and post-pandemic, resources channeled to emergency responses, increased the pressure on human resourcing.
(3) Country office and partners are not able to meet donor demands and expectations resulting in the programme not operating in line with policies and guidelines. (3.1) New* 2022: Slow procurement process	No	N/A	N/A
(4) Weak partner capacity: *Poor organisational capacity and structure (financial systems, HR systems, Procurement/ Logistics, over-stretched capacity) *Partner and/or increased number of partner agreements *Local reputation and associations of a partner affecting SC negatively	Partially/ in some countries	Medium	No change for 2021: *During COVID19 lock down, reaching partners with capacity building activities has become more difficult. Follow up of partner capacity strengthening plans has required adapting to the new circumstances and re-prioritizing. *(ref. point 1) Capacity strengthening activities provided to partners and own staff had to be moved to virtual platforms, generating some delays in onboarding, roll-out of capacity building plans and in-situ support. This has had consequences on how much partners can take on terms of program delivery, where upskilling was identified as a need.
(5) Data quality and challenges with data collection: (5.1) Poor quality in monitoring or data collected, and/or lack of data available makes tracking results and improvements challenging	Partially/ in some countries	Medium	Partly. With the COVID-19 onset several COs conducted rapid assessment, utilizing real-time data for needs-assessment and/ or monitoring, to inform programming. Similarly, increased use of technology made data collection and analysis more efficient. On the other hand, the increased demand of data due to COVID-19 led to a temporary down-prioritization in other areas either to monitor and/ or in terms of capacity building. For midterm data collection in 2021 investment were done in capacity building of staff. While data collected overall is of good quality, selected countries faced the challenge of multiple data collections and time-constraints as access to field was possible. This has led to delays in data-collection and analysis.

Identification	Annual Report Analysis		
	Did the risk materialize?	What impact did it have on the program?	Did the risk management measures implemented have the expected effect?
Risk			
RISKS THAT MAY HINDER RESULTS ACHIEVEMENT			
*New for 2021: (5.2) Challenges to collect data for Mid-Term Review due to school-closures. We may not be able to get relevant and reliable-comparable data on progress (or set-backs) from BL to Midterm.	Partially/ yes/ in some countries	Medium / in selected countries	SCN applied scenario planning with country offices to prepare for the MTR planning. In scenario 1 data would be comparable with baseline, while in scenario 2 data could not be comparable, hence change would not be measurable. Scenario 2 has applied primarily to education related data, in countries where schools were fully or partially closed at time of data-collection. This has been the case for six of 12 reporting countries on learning outcomes. In addition restricted access has hampered comparability for two countries under child protection. Rather than measuring progress or set-backs from baseline, these have sought to assess the results of covid-adapted implementation modalities, and draw lessons from this.
(6) Insufficient unrestricted funds raised to match funding (relevant to SCNorway)	Partially	Low	In 2021SCN decided to reduce its voluntary contribution to the Norad FW (12MNOK were presented as voluntary contribution in the 2021 annual plans, taken from the match waiver granted by Norad in 2020). This was done for two reasons: 1- High pressure on SCNs unrestricted funding necessary to meet our match commitment. 2- Recurrent under-expenditure from country offices in 2019-2020, denoting reduced capacity to absorb funding, likely due to the restrictions to fully roll out programs during the pandemic.
(7) Corruption and/or mismanagement of funds (7.1) New*2021: Myanmar: increased likelihood of mismanagement of funds due to SC increasing the COs local in-country cash-holding funds limit.	Partially	Low	There was 1 detected fraud case in 2021 related to the NORAD program. No material impact on program in 2021. Communication on these cases was sent to the donor. The internal systems in place to detect, report and act on cases of fraud and corruption have worked appropriately. Information has been shared in time with sufficient detail and proper follow up has been done. Communication about the changes in banking practices- cash reserves limits in Myanmar- was sent to Norad and an agreement on shared responsibility was requested in case of banks withholding funds. This was not possible according to Norad's current guidelines and policies.

Identification		Annual Report Analysis		
Risk	Did the risk materialize?	What impact did it have on the program?	Did the risk management measures implemented have the expected effect?	
(8) Political cooperation and relationships with governments: (8.1) Programme is politically sensitive in country or perceived as non-impartial Shrinking space for civil society.	Partially/ in some countries	Medium	<p>We continue to see a tendency of increasing or overcomplicating operating procedures for INGOs in some countries. Special permits or reporting to the government can slow down necessary approvals of plans, limit access to implementation areas and ultimately increase operational costs. Working with local partners and building trust with local government partners and key stakeholders has been key to overcome these challenges. (Nicaragua, Myanmar, Guatemala).</p> <p>Update 2021: The civic space has decreased significantly in Nicaragua over the last years, and one of our close partners, Codeni, lost their registration recently (April 2022). Thanks to the trust SC has built with the government over time, we have managed to keep a working relationship with the Ministry of Family and Ministry of Education as well as keeping the registration and to continue our work in the country.</p> <p>The Israeli Ministry of Defence issuing a military order on October 19 declaring Defence for Children International – Palestine (DCI-P) and five other Palestinian human rights organizations in the Occupied Palestinian Territory to be "terrorist organizations." This has not affected SCI programme implementation but SCN is undertaking discussions with home donors (UD and Norad) to address the possibility of continuing working with this partner in oPt, outside the SC system- direct support.</p>	
⁹ New for 2020/2021: (8.2) Weakened cooperation with key government contacts in Norway and in implementing countries due to government reprioritization of resources, including personnel, to respond to the pandemic.	Partially	Low	<p>Partially: Some of the planned engagement and advocacy activities planned for 2020 and 2021 had to be postponed due to government competing priorities with the COVID response. This was a challenge but also an opportunity for SCI at country level to support national government in their response efforts, helping to reach out to the communities with awareness raising on the disease and prevention measures. In several countries, PPE's, home schooling packages, hygiene kits and food was distributed at the school. Helping local governments to adapt education to distance modules and prepare back to school guidelines has also been a key role for some SC offices. Ensuring that children, including CVD, are well informed and that the measures adopted take into account the needs of children has been one of SCs key contribution in many implementing countries, hand-by-hand with governments response efforts.</p> <p>¹⁰In Norway the risk did not materialize, as SCN was able to maintain the contact with key actors on global issues throughout 2021.</p>	
(9) Country Office Salary not aligned with local labour market, affecting programs cost-efficiency.	Partially	Medium	<p>The recent cost efficiency/effectiveness evaluation carried out of SC operations found that some COs are struggling in attracting and retaining qualified candidates, partly due to salary levels that are below country average (this was the case of Colombia and Malawi). Both these countries are reviewing their salary policies to address this challenge.</p>	

Identification		Annual Report Analysis		
Risk	Did the risk materialize?	What impact did it have on the program?	Did the risk management measures implemented have the expected effect?	
(10) SC resources being diverted to proscribed groups including 'terrorist'	No	Low	<p>Despite we assessing this risk as not having materialized, there is an ongoing case with one of partners in oPt, DCI-P, having been in a list of "terrorist organizations" by the Israeli state in November 2021. We disagree with that assessment and are in active dialogue with UD to find alternatives so we can continue our work with this key CRG partner in OPT.</p>	
(11) Unexpected exchange rate fluctuations	Yes	Low	<p>Yes- Management measured had expected effect. Despite significant fluctuations during 2021 in some currency's, thanks to SCI Treasury's constant hedging of NOK towards local currency's, and the COs monitoring of the project in donor currency (NOK), the projects in general have been implemented as planned, without major over/underspending due to FX variations.</p>	
(12) Security situation and sudden-onset disasters affect implementation capacity negatively (e.g. denial of access, political unrest)	Yes	Medium	<p>In Myanmar, the military coup resulted in upsurge and clashes between civilians and the military. In December last year, junta forces killed at least 38 people and set their bodies alight along with their vehicles on the afternoon of 24th of December 2021 near Moos village in Kayah's Hpuso township. Two of the victims were Save the Children staff who were on their way back to the Loikaw office after conducting humanitarian response work in a nearby community.</p> <p>Poverty is also on the rise, generating more vulnerability and insecurity. Political unrest, strikes and public demonstrations turning violent started to become more common in 2020 and may continue in 2021.</p> <p>The management measures can only partially mitigate the effects, keeping as main objective the safety of the staff, partners and stakeholders. Open and regular communication with community leaders, local governments and other NGOs operating in the same areas allow us to operate safely and respond rapidly to threatening situations.</p>	
12.1 COVID10-specific risk ¹¹ Persistent closure of schools (including extra-curricular activities) and hence suspension of all school activities. ¹² Continued suspension of programme activities in the communities that require large public gatherings ¹³ Continued health risk to SC and partner staff when implementing activities that involve large numbers of people. ¹⁴ Limitations for SC staff to conduct physical support or monitoring visits, leading to challenges with provision of in-situ capacity building for partners and proper checks and balances on compliance and quality assurance issues.	Yes	High	<p>Not fully despite the Country Offices undertaking all the necessary mitigation measures as continuity of home learning programs were compromised because majority of children in very poor households, especially those in hard-to-reach remote areas, do not own a radio, computers, mobile phones or have access to internet connections. Therefore, while some children received instruction via radio and online programs, increasing the risk of girls and boys falling behind. They are hence in danger of dropping out of school.</p> <p>Save the children is to roll out the "back to schools campaigns" in 2021 which aims at minimizing this risk.</p> <p>¹⁵Integration of COVID-19 prevention and management messages in the activities content created more awareness and increased knowledge on COVID-19 amongst the stakeholders.</p> <p>¹⁶Strict observation and adherence to COVID-19 prevention measures and provision of PPEs to participants during activity implementation also motivated stakeholders to continue participating in programme activities</p>	

Identification	Annual Report Analysis		
Risk	Did the risk materialize?	What impact did it have on the program?	Did the risk management measures implemented have the expected effect?
*New for 2020/2021: (13) Working from home due to lock-down measures because of the pandemic, across all implementing countries, affecting program implementation and quality	No	Low	During 2021 most country offices returned to regular operations or some hybrid modalities, better equipped to respond to the challenge of virtual/home working, but also with improved access to implementation areas.
*New for 2020/2021: (14) Originally set program targets not met due to school closures and difficulty in reaching students, teachers and key stakeholders with remote learning/digital tools.	Yes	Medium/ high	Largely. Based on the scenario, comparable data was collected from six to XX countries on education indicators. For learning outcomes three of six countries did not meet set target. On the remaining education indicators there is in general progress, several of them meeting set target. This trend is also visible for child protection and child rights governance.
RISKS THAT CAN HAVE POTENTIAL NEGATIVE EFFECTS ON THE BROADER COMMUNITY AND SURROUNDINGS, INCLUDING ANALYSIS ON CROSS-CUTTING ISSUES			
CHILD SAFEGUARDING			
(15) Child safeguarding incidents involving SC staff, partners and volunteers	Yes	Low	four cases were reported Norad in 2021. Management measured had expected effect: Increase awareness on Save the Children's reporting mechanisms and on SC's commitments to the protection of children. SC has done extensive work in improving its Child Safeguarding procedures, making it mandatory for all new staff and partners to take CS trainings, and regular refresher. The system is not perfect, there are still bottle necks in the process and quality issues with reporting, but the system is working, cases are being reported and work is continually being done to identify weaknesses and improve this important aspect of our work.
HUMAN RIGHTS AND DISSABILITY INCLUSION			
(16) Failure to ensure equal access and programme benefits to intended beneficiaries	Yes, the risk did materialize and the country offices/partners have reported back about challenges in reaching children with disabilities as planned because of restrictions, inaccessible technology/platforms or increased risk to COVID19 among some children with disabilities because of underlying disease.	High: When the schools closed down and people were restricted to their homes an important platform for engaging children with disabilities disappeared. Program staff have not been able to follow up on these children as planned because of restrictions, inaccessible technology/platforms and increased health risk to COVID19 for some CwDs with underlying disease. CwDs in general had less access to learning materials according to SCI study. The pandemic has meant that the program staff have been forced to rethink their methodologies and procedures and develop alternative solutions/approaches.	Same assessment as in 2020 still applies in 2021: The mitigation measures have to some degree been effective and allowed CwDs to access and benefit. Through awareness raising and targeted training we have seen more and better disaggregation by disability across the program, although there are still gaps. This awareness has led to more focus among program staff on the importance of CwDs and their specific risks of exclusion. Also increased number of partnerships with DPOs have contributed to this increased awareness. We have seen some good program adaptations that have secured participation and basic rights of CwDs.

Identification	Annual Report Analysis		
Risk	Did the risk materialize?	What impact did it have on the program?	Did the risk management measures implemented have the expected effect?
CLIMATE AND THE ENVIRONMENT			
(17) Elevated carbon footprint	No	Low	Still applied in 2021: Due to Covid-19 travelling and visits to other countries, as well as internally in Norway, have been drastically reduced/ stopped, hence this risk has not materialized. It will be important to learn from this experience and take with us best practices adopted during COVID that help us reduce travelling where possible. Communication with members and Country offices has taken place through conference calls to replace field monitoring and member meetings. The risk management measures have not purposefully been implemented but the effect has been the desired one.
(18) Unnecessary consumption (of materials and printed materials, energy, and electricity) that is harmful to the environment	No	N/A	Due to Covid-19, the office facilities and services have been barely used by a very small number of employees, hence this risk has not materialized.
(19) Environmental shocks such as droughts, floods, etc...which may affect programme implementation	Yes	Medium	Droughts and food shortages continue to affect many countries especially in Africa: Somalia, South Sudan, Niger. Floods in Malawi, have diffculted access to some implementation areas.
WOMEN'S RIGHTS AND GENDER EQUALITY			
(20) Failure to ensure equal access and programme benefits to intended beneficiaries	Partially	Medium	SC has improved substantially on ensuring equal access for girls and boys. Sex disaggregated data is collected, awareness raising is done and there is a high degree of awareness of equal representation of girls and boys, women and men in programming. There are, however, challenges with male caregiver participation, but all in all this risk has not materialized on a big scale. However, when we take Covid into account, risks have materialized and are accounted for below.
(21) *New from 2020: During the pandemic we have seen that girls are at higher risk of child marriage, FGM, sexual and gender-based violence and of not returning to school, not accessing SRH services and information	Yes	Medium	The need to postpone and modify programming due to Covid restrictions has resulted in less interaction with the communities many places, and thereby the girls and boys have not received information and services to the extent needed. Combined with not being in school, this has impacted adolescents access to sexual and reproductive health and rights information and services, and it has likely contributed to the increased child marriage and teenage pregnancy rates observed in several countries. SC has continued to encourage gender to be mainstreamed throughout the programmes and that all country offices disaggregate all data by gender. This will allow to better understand the challenges faced and adapt our programs accordingly. The Safe Back to School Campaign are also being adapted and rolled out in several countries.

ANNEX 5:

Save The Children Norway
Norad - Leaving no Child Behind



Resultatregnskap 1.1.-31.12.2021 (i NOK)

	Noter	Budsjett 2021	Regnskap 2021
INNETEKTER			
Inntekter		273,603,210	257,051,731
Renteinntekter	2	0	1,772
Sum inntekter		273,603,210	257,053,503

KOSTNADER

Lønnskostnader		62,315,710	50,218,546
Reisekostnader		3,276,714	2,596,171
Konsulenter og andre eksterne tjenester		120,000	43,045
Driftskostnader (landkontor)		20,684,195	16,913,540
Investeringer		2,405,001	2,109,125
Andre kostnader knyttet til implementeringen av prosjektet		130,226,825	136,781,602
Kostnader til revisjon, monitorering, evaluering)		34,326,171	29,012,517
Indirekte kostnader (ICC)		15,047,000	14,522,628
Uganda - Education and COVID-19	5	5,201,594	4,854,558
Sum kostnader		273,603,210	257,051,731

Tilbakebetalte renter		0	0
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DRIFTSRESULTAT (STØTTEBEHOV)		0	1,772
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FINANSIERING

Norsk næringsliv og privatpersoner		38,401,616	30,208,435
Sum finansiert av Redd Barna		38,401,616	30,208,435
Norad		230,000,000	230,000,000
Uganda - Education and COVID-19	5	5,201,594	4,854,558
Ubenyttet tilskudd fra Norad (carry over fra 2021)			-8,011,262
Sum finansiert av NORAD		235,201,594	226,843,296

SUM TOTALFINANSIERING		273,603,210	257,051,731
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Balanse pr. 31.12.2021 (i NOK)

	Noter	2021
EIENDELER		
Utestående fordringer mot partner		0
Likvider i bistandsland/ hos SCI		8,011,262
Likvider i Norge		0
Sum eiendeler		8,011,262

EGENKAPITAL OG GJELD

Ubenyttet tilskudd fra Norad (carry over fra 2021)		8,011,262
Sum egenkapital og gjeld		8,011,262

Oslo, 31. mai 2022

Adam Berg
Head of Finance, Redd



Noter til regnskapet

Note 1 - Prinsipper

Prosjektregnskapet er satt opp i samsvar med regnskapsloven og foreløpig regnskapsstandard for ideelle organisasjoner.

Kostnader

Kostnadene er klassifisert som kostnader til organisasjonens formål, kostnader til anskaffelse av midler og administrasjonskostnader.

Kostnadene er i størst mulig grad direkte henført til den aktiviteten de hører til.

Kostnader tilhørende mer enn én aktivitet, er så godt som mulig fordelt på en rimelig, pålitelig og konsistent måte på de ulike aktivitetene i henhold til antall årsverk pr aktivitet.

På prosjektnivå gjøres det avsetninger for enkelte kostnader, for eksempel revisjonskostnader.

Inntekter

Tilskudd inntektsføres i takt med forbruk til den aktiviteten tilskuddet er ment for.

Mottatt tilskudd oppføres som gjeld i balansen inntil de kan inntektsføres i takt med forbruk.

Note 2 - Renter

Opptjente renter følger kontoutskriften fra egen bankkonto for Norad. I 2021 har Norad rammeavtale og Infostøtten hatt samme bankkonto i Redd Barna. Det er for 2021 opptjent 1772.46 NOK i renter til NORAD, og disse vil bli tilbakebetalt. Rentebeløpet er i sin helhet knyttet til Norad rammeavtale.

Når pengene mottas fra Norad, er disse i 2021 overført til SCI for viderefordeling til landkontorene og partner iht. til de enkelte avtalene.

Note 3 - Resultat

Norads andel av kostnadene utgjør NOK 226,793,136.

Detaljert budsjett og kostnader er vedlagt i tabell nedenfor:

PROJECT TITLE: QZA-18/0373 Leaving No Child Behind

Budget currency: NOK

Financial report 2021

Grant application/agreed amount	
Norad contribution, original budget 2021, incl. remaining funds on Uganda	
Covid19 addenda	235,201,594
Norad contribution, original budget 2021	230,000,000
Uganda- Education and COVID19	5,201,594
Total Norad 2021 contribution	235,201,594

Direct project costs Norad	
Norad contribution to direct project costs	207,466,110
Norad contribution to Indirect Costs	14,522,628
Norad Total contribution to project costs	221,988,738

INCOME/FINANCING PLAN DIRECT PROJECT COSTS	Revised budget	Actual share	Actual share - %
Grant Funding NORAD	214,953,000	207,466,110	87.29%
Own Contribution per contract	31,274,000	30,208,435	12.71%
Additional SCN voluntary contribution outside the contract	7,127,616	-	0.00%
Total income/financing plan direct project costs	253,354,616	237,674,545	

*Approved budget 2021 as presented with annual plans 2021

DIRECT PROJECT COST BY COUNTRY	Revised budget	Actual cost	Balance/ Variance	Burn Rate - %	Comments:
Colombia	7,820,098	7,678,967	141,131	98%	
Guatemala	10,827,686	11,024,627	(196,941)	102%	
Lebanon	13,958,850	12,580,600	1,378,250	90%	
Malawi	30,366,014	28,055,375	2,310,639	92%	
Mozambique	26,000,000	26,075,092	(75,092)	100%	
Myanmar	19,166,943	13,990,211	5,176,732	73%	Underspending is a result of the partial suspension of operations and related safety and security lockdown measures due to the military coup on 1 February 2021 and increase Covid-19 cases during the second half of the year.
Nepal	23,301,676	22,250,051	1,051,625	95%	
Niger	17,015,924	16,661,354	354,570	98%	
OPT	17,340,001	17,239,474	100,528	99%	
Somalia	24,077,416	23,933,346	144,070	99%	
South Sudan	19,208,857	19,299,509	(90,652)	100%	
Uganda	19,353,090	19,470,533	(117,543)	101%	
Ethiopia	4,015,466	3,887,543	128,924	97%	
Nicaragua	3,340,856	3,340,919	(63)	100%	
Zimbabwe	1,567,525	1,651,228	(83,703)	105%	
Norway	15,855,838	10,398,241	5,457,597	66%	Underspending resulted mainly from savings in salary-related costs driven by staffing gaps throughout the year and reduced travel due to Covid-19 restrictions. Also, delays in implementing MEAL activities led to the postponement of evaluations from 2021 to 2022 and 2023. This was mainly caused by re-prioritizations having to be made in 2021 due to the pandemic.
Cambodia	137,376	137,377	-	100%	
Total per Country	253,354,616	237,674,545	15,680,071	94%	
Uganda- Covid-19 education project	5,201,594	4,854,558	347,036	93%	Addendum to the NORAD framework, and ended in 2021.
Total direct project cost 2021	258,556,210	242,529,103	16,027,107	94%	
Own Contribution (Save the Children Norway)	(38,401,616)	(30,208,435)	(8,193,181)	79%	
Norad contribution to Indirect Costs	15,047,000	14,522,628	524,372	97%	
Total project costs 2021	235,201,594	226,843,296	8,358,299	96%	Remaining NOK 8.011.262 will be carried over to 2022. (= 230,000,000-221,998,738) The 347,036 on Uganda covid-19, will be reimbursed to NORAD.

DIRECT PROJECT COSTS BY THEMATIC AREA/SECTOR	Revised budget	Actuals YE2021	Balance/ Variance	Burn rate - %	Comments:
Issue 1 - Children learn and are safe	130,857,653	130,910,282	(52,629)	100%	
Issue 2 - Children are protected	31,114,774	29,009,642	2,105,132	93%	
Issue 3 - Children's right	36,371,823	31,828,564	4,543,258	88%	
Issue 4 - Research, evidence and results monitoring	34,326,171	29,012,517	5,313,654	85%	
Issue 5 - Operating costs	20,684,195	16,913,540	3,770,655	82%	Under this budget category we report the shared costs registered via the Cost Allocation Methodology (CAM), as well as administration costs in Norway. The underspend in this budget category for 2021 has two-fold explanation: - Changes in methodology of delivering programs due to Covid-19, with more online and virtual activities taking place, leading to reduced travel costs and other related shared costs. - Improved operational efficiencies across the organization as a result of the various initiatives taken over the past years to this purpose, among them: the utilization of the CAM methodology, the roll out of one HR system and procurement system, among others. It is important to note that operating costs based on CAM calculation will vary dependent on the size of the portfolio in a given Country Office and the nature of the programs being implemented.
Total direct project costs 2021 including own contribution	253,354,615	237,674,545	15,680,070	94%	
Norad contribution to Indirect Costs	15,047,000	14,519,346	527,654	96%	
Uganda- Covid-19 education project	5,201,594	4,854,558	347,036	93%	
Total project costs 2021	273,603,209	257,048,449	16,554,760	94%	

DIRECT PROJECT COSTS(based on cost category)	Revised budget	Actuals YE2021	Balance/ Variance	Burn rate - %	Comments:
Salaries (Lønnskostnader)	8,745,593	6,589,712	2,155,880	75%	Underspending is mainly from savings in salary-related costs driven by staffing gaps throughout the year and reduced travel due to Covid-19 restrictions. This is salaries only for Issue 1-3.
Travel (Reisekostnader)	173,000	-	173,000	0%	Due to Covid-19 pandemic, travel restrictions made it difficult to travel to different countries.
Consultants and other external services (Kostnader til konsulenter og andre eksterne tjenester)	120,000	43,045	76,956	36%	Consultants and other direct activity costs; The deviation in project spending is due to the challenges related to school closures in several countries, hindering the start up of some pilots. In addition, Covid-19 meant that a number of governments set up different types of digital or radio/tv-based distance learning programs, so SCN's technical advisors on edtech spent a significant amount of time providing technical support to tech components in new and ongoing programs.
Procurement (Kostnader til innkjøp)					
Other direct activity costs (Andre kostnader til implementering av prosjektet)	520,000	373,251	146,749	72%	
Audits, monitoring and evaluations (Kostnader til revisjon, monitorering og evalueringer)	6,297,245	3,392,233	2,905,012	54%	Delays in implementing MEAL activities led to the postponement of evaluations from 2021 to 2022 and 2023. This was mainly caused by re-prioritizations having to be made in 2021 due to the pandemic.
Direct project costs (Head Quarter- Norway)	15,855,838	10,398,241	5,457,597	66%	
Salaries (Lønnskostnader)	53,570,117	43,628,833	9,941,284	81%	
Travels (Reisekostnader)	3,103,714	2,596,171	507,543	84%	
Operating costs (Driftskostnader)	20,684,195	16,913,540	3,770,655	82%	Ref. comment under issue 5- table above.
Procurement (Kostnader til innkjøp)					
Other direct activity costs (Andre kostnader til implementering av prosjektet)	2,405,001	2,109,125	295,876	88%	
Audits, monitoring and evaluations (Kostnader til revisjon, monitorering og evalueringer)	129,706,825	136,408,351	(6,701,526)	105%	
Audits, monitoring and evaluations (Kostnader til revisjon, monitorering og evalueringer)	28,038,926	25,620,284	2,408,642	91%	
Direct project costs (Country offices)	237,498,778	227,276,304	10,222,474	96%	
Total direct project costs 2021 including own contribution	253,354,616	237,674,545	15,680,071		
Norad contribution to Indirect Costs	15,047,000	14,522,628	524,372	97%	
Uganda- Covid-19 education project	5,201,594	4,854,558	347,036	93%	
Total project costs 2021	273,603,210	257,051,731	16,551,479	94%	

Note 4 - Kommentarer på forbruk +/- 20% avvik fra budsjett

Følgende budsjettlinjer overstiger +/- 20% avvik fra budsjett:

(Head Quarter- Norway)	
Salaries (Lønnskostnader)	Underspending is mainly from savings in salary-related costs driven by staffing gaps throughout the year and reduced travel due to Covid-19 restrictions. This is salaries only for Issue I-3.
Travel (Reisekostnader)	Due to Covid-19 pandemic, travel-restrictions made it difficult to travel to different countries.
Consultants and other external services (Kostnader til konsulenter og andre eksterne tjenester)	Consultants and other direct activity costs; Edtech; The project underspending is due to the challenges related to school closures in several countries, hindering the start up of some pilots. In addition, Covid-19 meant that a number of governments set up different types of digital or radio/tv-based distance learning programs, so SCN's technical advisors on edtech spent a significant amount of time providing technical support to tech components in new and ongoing programs.
Other direct activity costs (Andre kostnader til implementering av prosjektet)	
Audits, monitoring and evaluations (Kostnader til revisjon, monitorering og evalueringer)	Delays in implementing MEAL activities led to the postponement of evaluations from 2021 to 2022 and 2023. This was mainly caused by re-prioritizations having to be made in 2021 due to the pandemic.
(Country offices)	
Operating costs (Driftskostnader)	Under this budget category we report the shared costs registered via the Cost Allocation Methodology (CAM), as well as administration costs in Norway. The underspent in this budget category for 2021 has two-fold explanation: <ul style="list-style-type: none"> - Changes in methodology of delivering programs due to Covid-19, with more online and virtual activities taking place, leading to reduced travel costs and other related shared costs. - Improved operational efficiencies across the organization as a result of the various initiatives taken over the past years to this purpose, among them: the utilization of the CAM methodology, the roll out of one HR system and procurement system, among others. <p>It is important to note that operating costs based on CAM calculation will vary dependent on the size of the portfolio in a given Country Office and the nature of the programs being implemented.</p>

Note 5 - Uganda - Education and COVID-19

Budsjett totalt 2020-2021	7,742,000
Totalt forbruk	7,394,964
Forbruk rapportert 2020	2,540,406
Forbruk rapportert 2021	4,854,558
Resterende midler	347,036
Burn rate pr.31.12.21	96%

Redd Barna mottok tilleggsmidler på NOK 7 742 000 i 2020 med implementering 2020-21, jfr avtale QZA 18/0373.

Finansiell rapport for 2021 viser forbruk på NOK 4,854,558, og forbruket var NOK 2,540,406. Det tilsvarer 96% av revidert budsjett.

Oslo, 31. mai 2022

Adam Berg
Head of Finance, Redd Barna



Redd Barna