

April 2025



# Evaluation of Right to be a Child 2022-2024, Sierra Leone

Project by Save the Children,  
Iceland

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Evaluation of Right to be a Child 2022-2024, Sierra Leone – Project by Save the Children, Iceland

April 2025

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# 1. Background

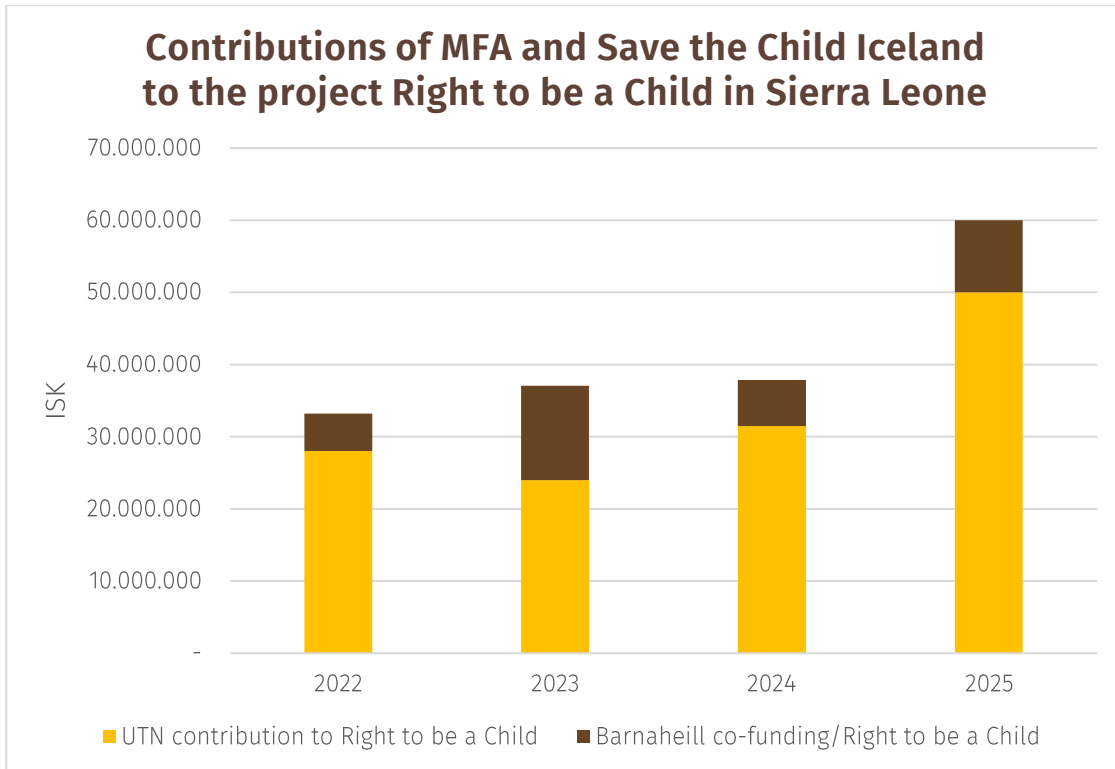
This Terms of Reference (ToR) is intended for a mid-term evaluation to be conducted of Save the Children's project, Right to be a Child 2022–2025 in Sierra Leone. Iceland's [policy for international development cooperation 2024–2028](#) defines civil society organizations (CSOs) as important partners in the field of development cooperation and humanitarian assistance. The Ministry for Foreign Affairs of Iceland (MFA) cooperation with Icelandic CSOs is guided by the aforementioned policy and the [Civil Society Organization Cooperation Strategy](#).<sup>1</sup> As per [rules no. 1035/2020](#), the CSO recipients of grants shall commit to co-financing the respective development projects by 20%.

Iceland conducted an [evaluation of its CSO strategy](#) in 2021. As a result of the evaluation and the demands of civil society for more predictable, flexible funding arrangements, the MFA adopted framework agreements with four of the largest Icelandic CSOs in the beginning of 2022. These framework agreements, in the fields of humanitarian assistance and development cooperation, were recently renewed for the years 2025–2028. [A new strategy for CSO partnerships](#) was approved in October 2024. CSOs received just under 7% of official development assistance (ODA), for a total of ISK 888.5 million (USD 6.3 million) in 2022 and ISK 789 (USD 6.3) in 2023. The vast majority of ODA to CSOs (93.2%) goes to Icelandic CSOs and their counterparts among international NGOs. Also, the majority of CSO funding (85%) is disbursed through the aforementioned framework agreements.

Save the Children, Iceland is one of the partners the MFA has a framework agreement with and has been the recipient of 359 m. ISK since 2022. Of these grants, 180 m. ISK has been allocated towards humanitarian assistance, and the remaining funds towards development projects. Save the Children has operated in Sierra Leone since 1999 and operates in seven of Sierra Leone's 16 districts: Western Area Urban, Pujehun, Kailahun, Kenema, Bo, Bonthe and Port Loko. Their programming covers multiple sectors including education, child protection, health, food security and livelihoods. Save the Children Iceland has been partnering with Save the Children Sierra Leone since 2021. Support to Icelandic CSOs that operate in Sierra Leone, is channeled through and administered by the MFA Capital in Reykjavik. Figure 1 illustrates the MFA and Save the Children contribution to the Right to be a Child project funding 2022–2025, total 168 m. ISK.

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<sup>1</sup>The updated strategy from 2024 is currently only available in Icelandic. The previous version from 2022 can be found in English here: <https://www.government.is/library/01-Ministries/Ministry-for-Foreign-Affairs/Int.-Dev.-Coop/Publications/EN%20-%20Civil%20Society%20Organization%20Cooperation%20Strategy.pdf>



**Figure 1 Save the Children, Iceland and MFA funding for Right to be a Child 2022-2025**

## 1.1 Save the Children – Sierra Leone

The project, Right to be a Child, aims to ensure all girls and boys are safe, protected from violence and experience improved wellbeing, in school, in the community and at home, with a specific focus on the marginalised populations in Pujehun, Sierra Leone. The project is a direct follow-on to the MFA-funded Say No to Violence project, that has prioritised a safe environment for children’s protection in and around target schools. The biggest lessons learnt from that project was the crucial need to get commitment and involvement of wider community stakeholders to ensure effective child protection measures enforcement at school and community. A selection of 10 communities in Pujehun district, based on participatory needs assessment with children and authorities in the district, was done in June 2022. The findings from the assessment were used as the basis for the development of the Right to be a Child project. In the project proposal from 2022, it was assumed that the project would reach 10.127 beneficiaries.

## 2. Methodologies

The evaluation will apply a document review, interviews, and data collection. The evaluation will be conducted using a participatory and inclusive approach geared towards the production of tangible evidence to reflect on the evaluation questions. The evaluation will specifically examine the integration of cross-cutting issues and innovation. The evaluation shall be conducted in accordance with [Iceland's evaluation policy 2024-2028](#), to include any ethical considerations.

The evaluation will be based on mixed methods data collection and analysis with project beneficiaries and key actors in the project implementation process. By using multiple methods and triangulating data from different sources, findings will provide more relevant and credible answers to the evaluation questions.

Data collected in the field will be supplemented by:

- Analysis of routine data and statistics generated by the stakeholder monitoring systems;
- Documentary review of project and action plans as well as annual implementation reviews and program monitoring and evaluation reports;
- An iterative process of dialogue with key stakeholders in the implementation of the project. This multi-stakeholder dialogue may also serve as an opportunity to reconstruct the project's intervention logic;
- Suitable data collection will be done in appropriate location for each development initiative. This may include the use of surveys, focus groups, key informant interviews and participatory or non-participatory observations.

Existing data and documents will be made available to the evaluation team by the MFA desk officer responsible for CSO collaboration, the MFA Director of Internal Affairs and Save the Children. An indicative list of documents is set forth in annex I.

The consultant will submit an evaluation inception report with a detailed methodology, which includes both quantitative and qualitative elements, designed to accurately answer the evaluation questions. To demonstrate that the evaluation team has a clear understanding of the program content and the key questions addressed by this evaluation, the inception report should provide a critical summary of the information contained in the program documents made available to the evaluation team. The inception report should also indicate, for each of the evaluation questions, the following information (evaluation matrix): a suggestion for data collection methods and tools that will be used to answer evaluation questions, from whom the data in question will be collected (including the sampling strategy), what analytical methods will be used to interpret the data, what measures will be adopted to ensure the quality of the evaluation, and how the data will be disseminated. It should also propose measures to ensure that the evaluation process is ethically sound and that the confidentiality and dignity of those involved in the evaluation are protected.

### 2.1 Evaluation questions

The overall objective of the evaluation is to objectively assess the results from MFA's efforts in supporting Save the Children's Right to be a Child project in Sierra Leone. The evaluation shall adhere to the [MFA Evaluation Policy 2024-2028](#) and follow the current OECD-DAC Quality Standards for Development Evaluations, as appropriate.

This evaluation will be guided by seven (7) criteria: six (6) are based on the OECD DAC evaluation dimensions (relevance, coherence, effectiveness, efficiency, impact, and sustainability) and one complementary for thematic emphasis for the cross-cutting issues of gender, human rights, and environmental considerations. Additionally, the

consultant is requested to consider the factors of shocks, such as the implications of the Covid-19 pandemic and natural disasters. Below are more details for each of the seven criteria:

- The criterion of **Relevance** assesses the objectives of the actions undertaken by the Ministry for Foreign Affairs and its CSO partner. Through this criterion, the extent to which the interventions' objectives and design respond to beneficiaries' global and partner as well as institutional need is evaluated. Policies and priorities will moreover be assessed.
- The **Coherence** criterion estimates how well the interventions fit with other development interventions, whether there are duplications of efforts and if synergies are maximized.
- The criterion of **Effectiveness** is used to assess the extent to which the project has achieved its objectives and intended results. The evaluation should measure possible gaps, analyze them, and identify success factors and bottlenecks.
- The **Efficiency** criterion will guide the data collection and analysis work in order to measure the extent to which the intervention delivers - or is likely to deliver - results in an economic and timely manner.
- The criterion of **Impact** will guide the evaluation in assessing whether the intervention has generated or is expected to generate significant positive or negative, intended, or unintended higher-level effects. Due to the limited time in which the development interventions have been ongoing, the consultant may determine to exclude assessments pertaining to impact, in the inception report.
- The **Sustainability** criterion measures to which extent the net benefits of the interventions continue or are likely to do.
- The **thematic** criterion, as per the evaluation policy 2024-2028, takes into account the cross-cutting themes in Iceland's international development cooperation: **gender equality and human rights; and environment and climate change**. The evaluation shall verify the extent to which these principles were considered in the design, implementation, and monitoring of the development initiatives. An addition to this, the evaluation team is asked to add the consideration of innovation; to outline if any indications or evidence exist that show that **innovation** has been derived from the development initiatives or that efforts can be re-designed to stimulate innovation.

Guided by the seven evaluation criteria mentioned above, the consultant team will be asked to answer the questions listed below in order to achieve these evaluations. The inception report submitted by the evaluation team may suggest modifications or additions to the questions. These suggestions will be assessed and if accepted based on their relevance, will be incorporated into the respective evaluation. It is important to note that the respective CSO and its partners are not only under evaluation, but also the MFA as their partner.

### **2.1.1 Evaluation questions for the Right to be a Child project**

The questions below are derived from the main evaluation criteria discussed in the previous section. **The evaluation shall answer the following questions:**

#### **Relevance**

- To what extent are the objectives of the programme aligned with the (1) SDGs, (2) Government of Sierra Leone (to include local government/county) plans, (3) the CSO mission, (4) partners<sup>2</sup> and (5) Government of Iceland policies, priorities, and plans?<sup>3</sup>

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<sup>2</sup> This may include sister organization, local organizations or institutions, authorities, and persons.

<sup>3</sup> To include whether the fundamentals of the MFA of principles of non-discrimination of religion is upheld, thereby to not engage in missionary work through is international development cooperation?



### **Coherence**

- To what extent are synergies ensured?<sup>4</sup>
- Do programme activities overlap or duplicate efforts by other donors, government or community actors in the sector and in each locality?
- To what extent has the MFA's partnership with Save the Children Iceland been successful and what are the challenges?<sup>5</sup>

### **Effectiveness**

- To what extent have planned project outputs and outcomes been achieved?
- What were the major factors that influenced the achievement<sup>6</sup> of these outputs/outcomes?
- What are the unmet needs, particularly among the most vulnerable beneficiaries?

### **Efficiency**

- To what extent have outputs/outcomes of the projects been achieved (1) within the planned time frame, (2) within budget and at a lower/higher cost than other similar interventions, (3) with sufficient (in terms of quantity) and adequate (in terms of quality) human/financial resources and inputs mobilized?
- Have the financial contributions/co-financing by the CSO to the project verifiably been made?

### **Impact**

- Has the project contributed to strengthening or influencing positive changes for the long term?
- Are there any notable changes in attitudes, behaviours or other factors that may indicate that impact may be reached in the longer-term?

### **Sustainability**

- To what extent will the contributions (and benefits) of project implementation continue after the project(s) end?
- Have interventions been integrated into any existing and lasting systems in terms of programming, and budgeting at the prefectural or national level?
- Do local stakeholders and beneficiaries have ownership of the projects?

### **Thematic emphasis: gender equality and human rights; and considerations for environment and climate change; innovation**

- To what extent have Iceland's cross-cutting issues of gender equality and human rights; and the environment and climate change, been addressed in development initiatives?
- Have development initiatives generated any innovation for development impact? What can be done to provide stimulus and motivation for innovation to create an enabling environment in this/such collaboration?

## **2.2 Evaluation scope**

### **2.2.1 Chronological scope**

The evaluation will examine project progress reports, financial and budget tracking reports, and indicator monitoring. The evaluation will cover interventions implemented from January 1<sup>st</sup> 2022 until end of year 2024 and will constitute as a mid-term evaluation of the project.

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<sup>4</sup> E.g. is there efficient consultation between different partners?

<sup>5</sup> E.g. has each party fulfilled the expectations of other, such as in terms of effective communication and support?

<sup>6</sup> Both in terms of enabling and constraining factors.

### 2.2.2 Geographic scope

The project is carried out in the Pujehun district in southeast corner of Sierra Leone. The evaluation requires field work, which is planned for the **third week** of May 2025.

## 2.3 Principles of ethical conduct

The evaluation must be conducted in accordance with the ethical considerations set forth in [Iceland's Policy for Evaluations 2024-2028](#):

- **Anonymity and confidentiality.** The evaluation must respect the rights of those who provide information, ensuring their anonymity and confidentiality.
- **Accountability.** The report must address any conflicts or differences of opinion that may have arisen between the consultants or between the consultant and the interviewees.
- **Integrity.** The consultant should highlight issues not specifically mentioned in the ToR to obtain a more complete analysis of the partnership.
- **Independence.** The consultant must ensure that he or she remains independent of the program under review and should not be associated with its management or any element of it.
- **Incidents.** If problems arise during the fieldwork, or at any other time during the evaluation, they should be reported immediately to the Director of Internal Affairs, MFA.
- **Validation of Information.** The consultant shall ensure the accuracy of the information collected in the preparation of the reports and shall be responsible for the information presented in the final report.
- **Intellectual Property.** In using the various sources of information, the consultant shall respect the intellectual property rights of the institutions and stakeholders under review.
- **Submission of reports.** If the submission of reports is delayed, or if the quality of the reports submitted is significantly lower than agreed upon, the MFA retains the rights to delay, reduce or cancel consultancy fee payments, as stipulated in signed contracts.

# 3. Expected deliverables, timeframe and agenda

## 3.1 Deliverables

The following main deliverables are expected from the mission:

- One **inception report** in English that presents the methodology, tools, and resources dedicated to the mission. Reservations and apparent uncertainties pertaining to fieldwork<sup>7</sup> shall be set forth.
- One **inception meeting** with representatives of stakeholders where the inception report is discussed, the approach of the evaluation and the practical aspects of its implementation.
- Any **methodological tools** produced for the evaluation, (survey databases, interview guides and transcripts of the qualitative surveys conducted during the mission) shall be submitted for validation and consultation.
- **Draft final evaluation report** in English.
- **Final evaluation report** in English that take aim of inputs that take aim of the relevant input from stakeholder consultations.
- **Presentation** of findings in a virtual meeting with partners and stakeholders.

Written deliverables are to be submitted in electronic format in English in accordance with the deadlines set in this ToR. The Icelandic Ministry for Foreign Affairs retains the rights with respect to all distribution, dissemination and publication of deliverables.

Written deliverables are to be submitted in electronic format in English in accordance with the deadlines set in this ToR. The Icelandic Ministry for Foreign Affairs retains the rights with respect to all distribution, dissemination and publication of deliverables.

The evaluation reports should be concise, may include appendices, and should include an executive summary not exceeding 4 pages. The content of the evaluation report should be consistent with Iceland's Ministry for Foreign Affairs and generally agreed upon criteria for quality standards for evaluation reports. The main conclusions and recommendations of the evaluation will be disseminated in the form of a summary note. A joint inception meeting between the evaluation reference group and the consultants where the inception report is reviewed, will serve as an opportunity to jointly revise the evaluation implementation and the methodology applied. Upon evaluation completion, the Chief of Internal Affairs, MFA, will be responsible for following up the main recommendations of the evaluation in the form of a management-response, as per standard practices.

## 3.2 Evaluation Work Plan

The duration of the consultation is roughly 19 weeks, will take effect from the date of signature of the contract (April 29, 2025) and come to an end with the submission of final report and presentation (September 8, 2025). The consultant will propose a detailed timetable for the mission according to this duration, its methodology and the key activities required for such a mission in the inception report.

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<sup>7</sup> Such as potential risks pertaining to field missions which may include security considerations, environmental constraints etc.

The Inception report shall be submitted within two weeks from the start of the assignment. The assignment is budgeted with an estimated input from the consultants of up to 10 weeks (50 working days). The Final External Evaluation Reports shall be submitted no later than September 8, 2025, and presented by September 22, 2025.

The following deliverables are expected:

Expected Deliverables	Date
<b>A. Preliminary processes deliverables</b>	
- <i>Request for Expression of Interest</i>	4 <sup>th</sup> April 2025
- <i>Deadline for Submission of Expression of Interest</i>	22 <sup>nd</sup> April 2025
- <i>Evaluation and Award of Contract</i>	25 <sup>th</sup> April 2025
- <i>Signing of Contract</i>	29 <sup>th</sup> April 2025
<b>B. Consultancy Deliverables</b>	
1. <b>An inception report</b> Inception report should include a framework of the evaluation and how the evaluation questions will be addressed to ensure that the consultant, the donor and implementing partners have a shared understanding of the evaluation. The inception report should, e.g., include the evaluation matrix summarizing the evaluation design, methodology, evaluation questions, data sources and collection analysis tool for each data source and the measure, by which each question will be evaluated. It should also include recommended changes to the terms of reference, if any.	12 <sup>th</sup> May 2025
2. <b>Field work</b> Field work should be carried out in Pujehun, Sierra Leone, to include visits to the respective project sites. This calls for coordination on site with stakeholders, travels, and visits.	13-23 <sup>rd</sup> May 2025
3. <b>Draft report</b> a. Preliminary results of desk research analysis, fieldwork, surveys, and interviews.	8 <sup>th</sup> August 2025
b. Feedback/comments by MFA and Save the Children Iceland and Sierra Leone.	15 <sup>th</sup> August 2025
4. <b>Final draft reports</b> submitted not later than date provided. a. Final draft reports including an outline of how feedback was addressed (structure, facts, content, conclusion).	22 <sup>nd</sup> August 2025
b. Feedback/comments by CSOs and MFA.	29 <sup>th</sup> August 2025
5. <b>Final evaluation</b> report submitted	8 <sup>th</sup> September 2025
6. <b>Presentations of final evaluation findings</b> to be held remotely, and attended by other stakeholders, to include partners and stakeholders in Sierra Leone.	22 <sup>nd</sup> September 2025

The above timeline is tentative, and the respective consultant may suggest changes to the timeline.

All deliverables such as presentations and reports are to be submitted in electronic format in English in accordance with the deadlines set in the ToR. The Ministry for Foreign Affairs retains the rights with respect to all distribution, dissemination and publication of the deliverables.

## 4. Required expertise and qualifications

The evaluation will be conducted by a multidisciplinary team consisting of one national consultant (from Sierra Leone) in minimum. The team should have evaluation and international development experience, be qualified to carry out quantitative data analysis. Thematic experience and expertise from the fields of child protection, Sexual and Gender-Based Violence (SGBV), education and community mobilisation in a development context is desirable.

The consultant(s) may be international, but shall have a national consultant based in Sierra Leone,<sup>8</sup> where the evaluation fieldwork will take place. The team may require support from a local driver and translator. The evaluation team is required to travel to conduct fieldwork, interviews and collect data from stakeholders locally.

Qualifications of the lead consultant:

- Have at least 5 years of higher education in the social sciences, particularly in areas relevant to the consultation;
- Have at least 5 years of experience in the field of evaluation of development programs and projects;
- Demonstrated expertise in quantitative and qualitative research methods and in evaluation methods;
- Have good oral and written communication skills in English, teamwork and facilitation of participatory processes.

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<sup>8</sup> This is required as per the evaluation policy.

# 5. Evaluation management

## 5.1 Evaluation manager

The MFA Director of Internal Affairs commissions the evaluation. The evaluation team leader will maintain the independence of the evaluation and ensures that norms and standards are followed and that quality standards are met. He/she will also ensure that the key stakeholders are informed of the evaluation's progress.

Quality control of the evaluation will be conducted through a review of the ToR, methodology, and reports and will be performed by the MFA Director of Internal Affairs in coordination with key stakeholders, as required. This includes a consultation meeting when a final draft of the inception report has been submitted, and a consultation process for the draft of final reports (may be a meeting in person, or an online process). The final reports will be published by the Ministry for Foreign Affairs and may be referenced by the consultants.

**An evaluation reference group** for the purposes of this evaluation consists of representative of MFA, Save the Children Iceland and Save the Children Sierre Leone in minimum.

## 5.2 Payment arrangements

The consultant will use her/his own office equipment and resources. A field mission is planned for the data collection phase. The consultant is not permitted to use the information collected for this assignment in any other work assignment.

The consultant will be paid:

- 30% upon delivery and approval of the inception report;
- 70% upon delivery and validation of the final deliverables (final reports and final presentations).

The consultants will be responsible for their transport, accommodation and per diems. The consultants will supply their personal laptops and stationery as needed for the work. Any required translation and interpretation services from Icelandic or other languages to English shall be the responsibility of the consultants.

## 6. Expression of interest

Interested, qualified candidates are invited to send an expression of interest not later than 12:30 hours (GMT) 22 April 2025. Any incomplete files submitted after the deadline will not be considered. All parties who express their interest will be contacted and receive an official response.

All files should be sent electronically, and instructions followed. Some essential documents for the consultants to enrich their expression of interest are accepted.

The Ministry for Foreign Affairs may contact interested candidates for further information and references, as required. Any incomplete files or expressions of interest submitted after the deadline will not be considered. Fees will be fully negotiated and determined before contracts are signed.

### 6.1 Files to be submitted

The following documents must be provided by the consultant/team:

- Expression of interest/letter of confirmation of interest and availability, which includes a brief description of why the team/consultant consider themselves as a suitable candidate for the assignment;
- Personal CVs, indicating experience from similar evaluations, as well as the contact details (e-mail and telephone number) and professional references;
- An online link (preferable) to, or a copy of a report(s) written by the bidder (the team, team leader, and/or team member). (This may be included in the expression of interest/letter of confirmation of interest and availability);
- For teams of experts that express their interest, a short methodological note shall be submitted. This note demonstrates: (1) understanding of the ToR (including goals and objectives), (2) description of the methods of data collection and analysis that the consultant believes are relevant to answering the evaluation questions set forth in the ToR; and (3) a clear definition of the roles and responsibilities the consultants will play on the team.

### 6.2 Financial Offer

In the expression of interest, **an indicative financial offer must be included**. This shall include the consultancy fees (daily rates) for each (or alternatively, "the") expert in the consultancy team and the planned number of days contributed by each consultant, as well as the total amount of consultancy fees for the evaluations.

Further, reimbursables may be set forth (to include cost), or alternatively a list of reimbursable expenses that occur for the assignment. These may consist of logistics, travel costs and accommodation, fees for driver/translator and other relevant fees. Please note that this is not a requirement for the open call of interest.

Financial offers shall be set forth in United States Dollars (USD), Euros (EUR) or Icelandic krona (ISK) and **include any value added tax**, as appropriate.

Iceland's Ministry for Foreign Affairs shall carry the costs of the evaluation and be responsible for the payments to consultant(s).

### 6.3 Assessment of expressions of interest

Expressions of interest will be evaluated based on the following criteria:

- (1) Understanding of the problem, the expected outputs, and the purpose(s) of the evaluation and methodologies; relevance and quality of the justification of the proposed methodology (10/100).
- (2) Qualification and experience of key personnel,<sup>9</sup> and allocation of tasks and responsibilities. General and specific experience in providing services of similar nature (40/100).
- (3) Writing and visualization/layout skills, whereas submitted documents (and sample reports) are clear, concise and reflect good writing and layout skills (10/100).
- (4) Timeline: adherence to the number of days (or alternatively clear rationale for shorter or longer timeframe/number of days required for the evaluation) and consideration of reasonable timelines for validation (10/100).
- (5) Financial offer is realistic and favourable when compared to plan and other proposals received (30/70).

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<sup>9</sup> To include experience in similar assignments.



# Annex 1: List of documents

- [Parliamentary Resolution on Iceland's Policy for International Development Cooperation 2019-2023](#)<sup>10</sup>
- [Parliamentary Resolution on Iceland's Policy for International Development Cooperation 2024-2028](#)
- [Iceland's Evaluation Policy 2024-2028](#)
- [Iceland's Development Cooperation Fund](#)
- [CSO Cooperation Strategy](#)<sup>11</sup>
- [Iceland's Implementation of the 2030 Agenda for SDG](#)
- [Rules on Funding to CSOs](#) (Icelandic only)
- [Evaluation of the Icelandic CSO Strategy](#)
- Project proposals (to be made available)
- Signed partnership agreements (to be made available)
- Monitoring mission reports (to be made available)
- Results framework and indicator monitoring plan (to be made available)
- List of staff employed (to be made available)

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<sup>10</sup> A parliamentary resolution what was in effect when the project started.

<sup>11</sup> English version only available for older version of CSO Cooperation Strategy [EN - Civil Society Organization Cooperation Strategy.pdf](#)

# Annex 2: Project Document

## PROJECT DOCUMENT



**Save the Children**

**Right To Be a Child  
Pujehun District, Sierra Leone**

<b>Title of Project:</b>	Right to be a Child
<b>Member/Donor:</b>	Save the Children Iceland
<b>Country Office:</b>	Sierra Leone
<b>Start Date:</b>	1 October 2022 – 30 September 2025
<b>Project Budget:</b>	\$779,679 USD
<b>Target Groups:</b>	Primary School Children, Younger Children, Teachers, Parents/Caregivers, Traditional and Religious Leaders, Communities, Sub-national Government
<b>Target Location:</b>	Pujehun District, Sierra Leone
<b>Country Office Contact:</b>	Francis Oppong, PDQ Director <a href="mailto:francis.opping@savethechildren.org">francis.opping@savethechildren.org</a> and Aminata Kamara, Gender and Child Protection Specialist ( <a href="mailto:Aminata.Kamara@savethechildren.org">Aminata.Kamara@savethechildren.org</a> )
<b>Member Office Contact:</b>	Kolbrún Pálsdóttir, International Programs Director SC Iceland ( <a href="mailto:kolbrun@barnaheill.is">kolbrun@barnaheill.is</a> )
<b>Context:</b>	Development
<b>Objectives:</b>	<p><b>Overall objective:</b> Girls and boys are safe, protected from violence and experience improved wellbeing, in school, in the community and at home.</p> <p><b>Specific objectives:</b></p> <ol style="list-style-type: none"> <li>1. Reduced violence, including SGBV, against boys and girls in target schools and communities.</li> <li>2. Increased capacity of parents/caregivers to ensure homes are safe, protective and playful environments.</li> <li>3. Increased confidence and wellbeing of all children in target schools.</li> </ol>

## INTRODUCTION

This proposal presents the project, entitled *Right to be a Child* which aims to **ensure all girls and boys are safe, protected from violence and experience improved wellbeing, in school, in the community and at home**, with a specific focus on the most marginalised populations in Pujehun, Sierra Leone. This proposal is designed as a direct follow-up to the MFA-funded *Say No to Violence* project which is currently being implemented in Pujehun district from 1 October 2021 to 30 September 2022. The proposed project scope and activities have been co-designed after consultation with children (girls and boys) and educational authorities in Pujehun district in June 2022. It is intended that this proposed project, *Right to be a Child*, will be a direct follow-on to the current *Say No to Violence* project with the new project period commencing 1 October 2022 until 30 September 2025.

**Learning from Current Project SNTV.** The biggest lessons learnt from the project SNTV is the crucial need to get commitment and involvement of wider community stakeholders to ensure effective child protection measures enforcement at school and community. It was obvious that if child protection measures and its enforcement is to be effective then it is imperative to ensure it fully owned and delegated to chiefs and other stakeholders. When child protection measures are entrusted in the hands of village authorities, children and parents then it impacts attitudes and behavioural changes of teachers in school, men, women and parents. Also, it was clearly evidence that the long-term engagement and building of self-agency of girls/boys through coaching and mentorship helps empower girls to become champions in sharing protection knowledge with their peers and advocate to influence changes at community and school level. It helps girls to become more confident in taking lead in advocacy and becoming community influencers to challenge negative social norms against children.

## CHILDREN IN SIERRA LEONE: GENERAL TRENDS

**Socio-Economic Context.** Sierra Leone has an estimated population of 7.5 million people, over 50% people live below the income poverty line as it is one of the world's poorest countries. It is ranked 182/189 on the 2020 UN Human Development Index. Over 50% of the population are under the age of 18 and child protection issues and children's rights are of huge concern in the country. Sierra Leone's young people and children face an array of social and economic challenges that inhibit the fulfillment of their human rights. The most pertinent child protection risks across the country are early child marriage, adolescent pregnancy, child labour, female genital mutilation/cutting and gender-based violence. This is combined with systemic poverty, low quality health services, poor health conditions, and poor education services. The situation for girls and boys in Sierra Leone is among the worst in the world.

**Gender Inequality and SGBV.** In Sierra Leone, inequalities and vulnerabilities are particularly acute for girls. The country was ranked 155 out of 162 in the 2019 Gender Inequality Index. This level of inequality cuts across all facets of life for girls and women who suffer high rates of SGBV and harmful gender norms that deprive them of decision-making opportunities and bodily autonomy. According to a national survey from 2019, 62% of women and girls between the age of 15 and 49 have experienced sexual or gender-based violence in Sierra Leone. In 2021, the Family Support Unit of the Sierra Leone Police registered 4,468 cases of violence against children, with almost half of these cases constituting sexual offences, mostly against girls (2,064). However, we know this is just a snapshot, with GBV widely under-reporting. SGBV in Sierra Leone occurs in the context of a highly patriarchal society, under which men control most of the political, economic, and social power, and under which almost all aspects of the life of women are limited both at home and in public. Controls are applied to women's sexuality through violence and traditional practices, as well as domestic violence, sexual violence and economic violence that they experience as a daughter, sister, girlfriend or wife.

**Child Marriage and Adolescent Pregnancy.** In Sierra Leone, child marriage is a critical protection and health issue, with 30% of girls are married before the age of 18, while a further 13% of girls are married before the age of 15. In parallel, 7% of boys are married before the age of 18. Sierra Leone has one of the highest (top 20 in the world) rates of child marriage amongst boys. Child marriage in Sierra Leone is driven by high rates of female genital mutilation or cutting (FGM/C) with 86.1% of women aged 15-49 years reporting having undergone some form of FGM/C., as well as extremely high rates of adolescent pregnancy; 30% of girls in Sierra Leone give birth under the age of 19.

**Violence Against Girls and Boys.** Violence in schools is a reality that affects the children of Sierra Leone both in the school environment and on their way to and from school. Violence is perpetrated by teachers, older students, other adults who work in the school environment and members of the community. Sierra Leone continues to experience high rates of interpersonal violence not only at school but also at home and in the community. This includes various forms of violence against women and children. Children are exposed to various levels of corporal punishment, still widely regarded as the most effective form of discipline. 86.5 per cent of children aged 1-14 experienced some form of violent discipline in the household. With its large population under the age of 18, it is vital that child protection systems in and around Sierra Leone's schools are strengthened in order to ensure that children – with a specific emphasizing on preventing and reducing SGBV – are protected, whilst also responding to fundamental need for a change in social norms, accepted behaviour and attitudes to violence against children, especially girls, both at the school and wider community level.

**Access to Education.** In Sierra Leone, the average years of a school a person has attended is 3.7 years (compared with 10.2 years of expected schooling). 38.7% of Sierra Leoneans have never been to school (59.4% are female) and only 31.7% of children complete primary education.<sup>12</sup> Moreover a gender imbalance exists in completion and transition rates at all from primary level upwards. Whilst the drivers are multi-faceted and rooted in a complex inter-play between poverty, pervasive gender inequality and discriminatory norms and beliefs that

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<sup>12</sup> Statistics Sierra Leone: Sierra Leone Integrated Household Survey-2018.

impact access to education for girls, the majority of schools are ill-equipped to meet the needs of girls, teachers lack capacity to provide gender-equitable and safe environments and facilities are under-resourced. Only 16% of teachers in Sierra Leone are female, very few schools have gender-segregated and inclusive sanitary facilities, and a low % have any access to water.

**Absence of Play.** There is unequal access to play and playful learning in Sierra Leone. Anecdotal evidence suggests very limited interest, engagement and prioritisation of learning, wellbeing and play by parents and caregivers in Sierra Leone. The situation is particularly acute for children living in remote, rural and marginalised communities, who receive poor early stimulation and very few opportunities to learn through play, particularly in their early years. The Government of Sierra Leone's [2020 ECD policy](#) specifically identifies 'supporting learning through play at home' as a 'crucial' contribution of families, parents/caregivers and guardians. This emphasizes the need for parents/caregivers of children, particular young children, to have the skills and resources for playful interactions with their children as part of holistic learning and wellbeing. The policy also recommends that stakeholders embark on sensitisation relating to best practices in quality early programmes, including 'how children learn best through guided play'. Schools – and teachers – are also generally ill-equipped with the skills, knowledge and resources to incorporate play and playful approaches to learning into the learning environment. For example, according to the 2020 Annual School Census, close to 25% of all schools do not even have a play space (e.g. playing field) as part of the school. This is despite a play space being a key minimum criterion as part of the MBSSE School Approvals Policy Guidelines and the Building Regulations (Education Sector Plan, 2022-2026).

**COVID-19 and Ebola.** The COVID-19 pandemic presented a significant challenge in Sierra Leone, with 3.5 million children out of school between March and October 2020. Global evidence – as well as experience from the Ebola pandemic of 2014-15 in Sierra Leone - shows that violence, especially SGBV, increases during school closures and places children at even greater risk. The emergence of COVID-19, which coincides with heightened household stress, lowered household incomes, and decreased access to services is considered a contributing factor to increasing children's vulnerability to abuse, exploitation, and all forms of violence.

**National Policy Environment.** Sierra Leone's government has shown the commitment and political will to support all children's rights – including with regards to education, prevention of SGBV and ending child marriage. Notably, created a free toll line (Help Line 116) managed by the newly established Ministry of Gender and Children's Affairs for child - friendly reporting of rape cases in the country, established SGBV-One Stop centres. In addition, a Sexual Offences Model Court has been instituted in the capital Freetown for adjudication of cases of sexual violence. In addition, the Government of Sierra Leone has amended and reviewed acceded child rights and human rights laws, including amendments to the 2012 Child Sexual Offences Act in 2019 and include harsh measures to punish perpetrators and protect survivors. Furthermore, the Child Rights Act 2007 has been reviewed and draft bill validated, the draft bill has a clause or an article that prohibits Early Child Marriage (under the age of 18); developed and approved Alternative Child Justice and Diversion Policy; a drafted Gender and Women Empowerment bill has been tabled in parliament for debate and enactment and Gender and Empowerment policy launched in 2020. However, often national policies and strategies are not effectively implemented down to the community level, and their impacts are not felt by the majority of women and children living in the most remote and marginalised areas of Sierra Leone. There is an urgent need to work with parents/caregivers, schools and teachers, traditional/religious leaders and district authorities to roll-out and enforce the national legislation to protect children's rights.

**Links to Global Development Cooperation Strategies and Agreements.** The UN Sustainable Development Goals (SDGs), adopted in 2016, provide a holistic approach to development challenges. According to the goals, many aspects of development are interlinked and often one goal cannot be reached without the help of another. Violence is one of those goals. The elimination of violence is mentioned in two goals, Goal 5:2 which calls for elimination of "all forms of violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation" and Goal 16: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels". More specifically, SDG 16.2 has the target: "End abuse, exploitation, trafficking and all forms of violence against and torture of children".

In addition, Iceland's strategy for development cooperation 2019-2023 supports the SDGs. Its main goal is to reduce poverty and hunger and promote general welfare on the basis of human rights, gender equality and sustainable development. It states that increased emphasis will be put on the quality of basic education, increased access and less drop out from schools, especially for girls. It further states that the rights of children and youth should be respected and that they should be protected against, among other things, violence (*Pingsályktunartillaga um Stefnu um alþjóðlega þróunarsamvinnu Íslands 2019-2023*, e.d.).

## SAVE THE CHILDREN GLOBALLY

Save the Children is the largest independent child right's organisation in the world. Globally, the organisation has presence in 120 countries, and aims to improve the lives of children in accordance with the UN Convention on the Rights of the Child. Our vision is a world in which every child attains the right to survival, protection, development and participation. Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives. By 2030, we want to see a world where all children:

- **Survive:** no child dies from preventable causes before their fifth birthday.
- **Learn:** all children learn from a quality basic education.
- **Be Protected:** Violence against children is no longer tolerated.

All of Save the Children's projects are designed to contribute to one or more of our 4 global strategic goals which support children with 1) a healthy start in life, 2) safe back to school and learning, 3) lives free from violence and 4) safety nets and resilient families.

## SAVE THE CHILDREN IN SIERRA LEONE

Operating in Sierra Leone since 1999, Save the Children has a well-established operational presence in four districts, with satellite offices reaching a further four districts. Our programming covers multiple sectors including education, child protection, health, food security and livelihoods. We have a defined operational strategy which our Country programme operates within, and a yearly portfolio of more than \$10m over the last three years. SC currently has 10 active projects in Sierra Leone, of which 7 are multi-year interventions.

The proposed project will support the delivery of Save the Children Sierra Leone's 2022-2024 Country Strategic Plan, specifically Goal 1 and Goal 3, as follows:

**Goal 1:** Equitable and safe learning access, participation and outcomes for vulnerable girls and boys.

**Goal 3:** Protection of children, especially girls from GBV, including child, early and forced marriage.

Throughout our interventions, we work with children and families directly, engage communities and build the capacity of government at local and national levels in order to enable children, with a specific focus on girls, to realize their rights to health, education, protection and participation. Our advocacy team then works to influence legislation, policies, and funding for children's and gender issues, through direct engagement with government agencies level and by working in partnership with civil society, including girl champions, to hold duty bearers to account.

Save the Children is recognised for its long-term commitment to championing the rights of women and children in Sierra Leone. In addition to strong community engagement, we have cemented strong working relationships with the Government of Sierra Leone, including the Ministry of Social Welfare, Ministry of Health and Sanitation and the Ministry of Education. Save the Children has a long-standing partnership with Office for the First Lady, providing operational support for large-scale campaigns, including "Hands off our girls", which aims to shine a spotlight on issues of gender-based violence against women and girls, including in schools. Save the Children is one of the only NGOs to sit on the Presidential Taskforce on GBV.

Save the Children has a team of strong technical gender and child protection, education and MEAL staff in Sierra Leone and a network of protection, education and MEAL professionals worldwide providing technical

guidance, leadership and management to our education and protection programmes. This national, regional and global technical experience provides oversight and shares best-practice implementation guidance for our programmes. Sierra Leone's Programme Development and Quality team includes a Head of MEAL, an Education Technical Specialist, Gender and Child Protection Technical Specialist all of whom have senior-level capacity, expertise and experience in designing and delivering high quality programmes and would be supporting this proposed project. The Sierra Leone Country Office also has a dedicated team of delivery specialists with expertise in the areas of compliance, risk management, audit and assurance, financial management and reporting. In Sierra Leone, SC has more than 17 staff dedicated to award management, including finance, monitoring all operational budgets and awards, and ensuring compliance.

## 2. CONTEXT OF THE INTERVENTION AND NEEDS ASSESSMENT

With the support of MFA, Save the Children has been implementing the 12-month *Say No to Violence* project in 10 schools and surrounding communities in Pujehun district, Sierra Leone. This section of the proposal provides a summary of the *Say No to Violence* project and the recent needs assessment undertaken for the 36-month follow-on project outlined in this proposal.

**Summary of the *Say No to Violence* project.** The *Say No to Violence* project has aimed to support girls and boys of school-going age are safe and protected from violence in and around schools, with a specific focus on the most marginalised populations in Pujehun, Sierra Leone. It had the specific objective to reduce violence, including SGBV, against boys and girls in 10 target schools in Pujehun district, Sierra Leone. This has been implemented through **three** main results areas, focussed around Save the Children's Safe Schools common approach and Safe Back to School guidance after Covid-19. The three results areas included strengthening the systems/structures for school safety, protection and prevention of violence, strengthening students, school administration including teachers and parents own school safety management, and strengthening teachers' and children's knowledge and skills to manage safe and protective school environments free from violence, including SGBV. Also, key outputs achieved include reviewed and strengthened child-friendly feedback mechanisms, referral pathways and reporting structures at the schools to ensure that the structures and systems are in place for responding to child protection and SGBV cases in an appropriate manner. This has resulted in the creation of school-based reporting and referral mechanisms for child protection and SGBV cases, and ensuring in the extension phase of the project, referral pathways effectively link with community and sub-national systems and are appropriate to meet the needs of girls and boys.

### Learning from Current Project.

**Broader stakeholder involvement and commitment:** One of the lessons learnt from the SNTV project is that it is crucial to get commitment and involvement of wider community stakeholders to ensure effective implementation of child protection measures, and its enforcement at school and community. It was obvious that if child protection measures and its enforcement is to be effective then it is imperative to ensure it fully owned and delegated to chiefs and other stakeholders. When child protection measures are entrusted in the hands of village authorities, children and parents then it impacts attitudes and behavioural changes of teachers in school, men, women and parents.

**Building girls agency:** it was clearly evidence that the long-term engagement and building of self-agency of girls/boys through coaching and mentorship helps empower girls to become champions in sharing protection knowledge with their peers and advocate to influence changes at community and school level. It helps girls to become more confident in taking lead in advocacy and becoming community influencers to challenge negative social norms against children.

**Teachers adopted new methods as corporal punishment:** Since teachers have been trained by SCI, there are some changes in teachers' practice. However, some teachers have adopted new methods as corporal punishment. It was learnt some teachers have adopted new styles to punish pupils in school.



**Absence of play as measures of protection:** it was observed that the absence of play created gaps to address the emotional and empathy between children and parents including teachers. It is crucial to ensure that play depicts and stimulates parents, children and teachers into active emotional and empathy that ensures protection of children at school and home. This can be children-children or parents-children forum play which contains many protection values clarification exercises. Forum play offer practical training in empathy, how to set limits and ensure protection of children from or against risks or dangers including conflict resolution etc

**Updated needs assessment (June 2022).** In June 2022, Save the Children conducted a participatory needs assessment with children and authorities in the 10 communities in Pujehun, Sierra Leone. The findings from this assessment were used as the basis for the development of this proposal. An overview of the key findings is as follows:

Findings on Violence Against Children	Proposed Solutions by Participants
<b>Violence in Schools</b>	
<p><b>Girls and Boys Perspective:</b> Since teachers have been trained by SCI, there are some changes in teachers practice. However, some teachers have adopted new methods as corporal punishment: winding of the ears, frog style, kneeling, finger standing, etc.</p> <p><b>Professional perspective (Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> The physical beating has reduced but some teachers have adopted new styles to punish pupils in school, including chair sitting by hanging on the knees, school child labor</p>	<p><b>Girls' and Boys' solutions:</b> Hold meetings to promote positive discipline among teachers, train teachers on pupil's respect and rights; development of by-laws to prohibit pupil's punishment in schools; holding teachers and pupils' feedback and accountability platform, open dialogue with SMC, town chiefs, teachers and pupils on stopping corporal punishment</p> <p><b>Professional Perspective (Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> MBSSE and TSC do supportive supervision to mentor or coach teachers on Code of conduct, hold head teachers accountable, refresher training on the teachers' code of conduct, will good to have a separate child-friendly confidential and feedback mechanism own by school pupils.</p>
<b>Violence in Homes</b>	
<p><b>Girls and Boys perspective: Parent violence to children at home including</b> Head-knocking, denial of food, beating and violence, domestic violence between parents/caregivers, child labor and overload of children's responsibilities, use of abusive language against girls.</p> <p><b>Professional perspective (Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> Key trends of violence against children in the home included locking of children indoors without food for hours or days, burning of hands as punishment, household child labour.</p>	<p><b>Girls/Boys perspective:</b> It is important SCI engage community stakeholders on protection of girls and boys; Important to work with police or ministry to develop community by-laws to protect girls and boys against abuse at home and community; Important engage parents to improve their positive parenting skill; Engage religious clerics conducting qur'anic learning to allow girls/boys attend formal schooling; Have champions to engage peers and parents on children rights and protection</p> <p><b>Professional perspective (Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> Important to ensure popularization of the existing child protection laws in community; Key to promote the strengthening enforcement of the protection laws at community level with stakeholders; Review and improve</p>



	on GBV/violence reporting and referrals mechanisms at community level
<b>Child Participation</b>	
<b>Girls and boy's perspective:</b> The children mentioned they're only involved to do labor at home or farm but are not included to provide their views or participation at the community or home. However, they noted they're often involved in decision making in school.	<b>Girls/Boys perspective(Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> SCI to support us engage Town chief and other parents to see reason why they should involve their child; Have consultation with parents and community on children involvement in decision making on issues; Create meeting platform for parents and children discussions on children participation; Have parent champions to promote child participation in household and community decision making.
<b>Protection Risks Around Schools and Communities.</b>	
We asked girls and boys to discuss and identify high and low risk protection concerns in and around schools and communities. The results were:  <ul style="list-style-type: none"> <li>- <i>High Risk: Bullying, corporal punishment, sexual harassment, early initiation to secret society, teenage pregnancy, rape, flooding.</i></li> <li>- <i>Low Risk: sex for grades, child trafficking, road accident, windstorms, snake bites, fire.</i></li> </ul>	<b>Girls/Boys perspective:</b> Work chief and parents/caregivers to develop bye-laws on secret society initiation, organize girls' only sessions on protection so they understand their rights and how to protect themselves; organize community awareness on protection and prevention of abuse or violence against girls/boys; establish school data records on violence in schools  <b>Professional perspective (Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> It is important to support for referrals to access services and dignity kits
<b>Social Norms</b>	
We asked girls and boys to discuss and identify high and low risk social norms in and around schools and communities. The results were:  <ul style="list-style-type: none"> <li>- <i>High Risk: provocation, secret society, seniority and clicks, peer group negative influence, domestic chores at home particularly for girls, girls deferring to male peers in school and at home, girls dressing not acceptable at home.</i></li> <li>- <i>Medium Risk: negative social norms around girls' education.</i></li> </ul>	<b>Girls/Boys perspective:</b> Organize parents' education on gender-positive to build their knowledge on positive gender; train teachers on gender issues so they can positively support pupils in schools  <b>Professional perspective (Civil Servants Professionals from both Ministry of Basic and Senior Secondary Schools and the Teaching Service Commissions):</b> Create awareness on SRH and personal hygiene, Use Health workers as mentor for visit schools, Popularization of gender laws in community.
<b>Hazards</b>	

<p>We asked girls and boys to discuss and identify high and low risk hazards in and around schools and communities. The results were:</p> <ul style="list-style-type: none"> <li>- <i>High Risk: Abandoned toilet buildings and boreholes, crossing points (river crossing), poor WASH facilities, poor hygiene, sexual violence, illness.</i></li> </ul>	<p><b>Children's perspectives:</b> Good to set-up measures/structures for pupil's safety in school and community because sometimes we go school alone crossing rivers; Community support structures to escort pupils school crossing rivers during the rains; Requesting construction of toilet facilities for children</p>
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### 3, THE CHILDREN AND PEOPLE WE PLAN TO REACH

**Beneficiaries.** The project estimates reaching **10,127** beneficiaries through the proposed project, as follows:

Beneficiary Category	Girls	Boys	Women	Men	Subtotal
Children (in Primary School)	1147	1102	0	0	2249
Younger Children (under 5)	153	147	0	0	300
Parents/Caregivers	0	0	1720	1653	3373
Facilitators	0	0	10	10	20
Community Participants (including Mother Support Groups)	0	0	150	88	238
Teachers, SMCs and School Administration	0	0	40	60	100
District Authorities	0	0	5	5	10
<i>Community Members- Indirect Reach</i>	1074	998	921	844	3837
<b>Totals</b>	<b>2374</b>	<b>2247</b>	<b>2846</b>	<b>2660</b>	<b>10127</b>

**Stakeholders.** At the national level, the project will continue to partner with the Ministry of Basic and Senior Secondary Education (MBSSE) and other coalitions and key actors in education to raise awareness on the continued needs. All relevant ministries of the Government of Sierra Leone will be regularly updated during the program and all permissions obtained. Save the Children has a strong relationship with government bodies at all levels resulting in high levels of collaboration.

At the district level, Save the Children will establish and sustain productive relationships with district authorities, including the School Supervisors, in Pujehun. We will build on existing initiatives of the district authorities and will encourage the participation of authorities in the design, implementation and ownership of the proposed project activities.

At the school level, we will focus on building trusting and productive relationships with School Management Committees to ensure ownership of project activities, and facilitate effective oversight on school attendance,

school management, etc. Effective engagement of school level authorities is also an important foundation for the continuation of activities beyond the lifetime of the project.

Students, teachers and parents/caregivers will be primary beneficiaries and extremely important stakeholders. They will be engaged closely throughout the project cycle to ensure the differing needs and viewpoints are captured and responded to. Save the Children prioritises the participation of children in the design and delivery of activities and MEAL processes. Save the Children also ensures that the specific needs of women and girls are assessed and responded to in the design and delivery of the project.

At the community level, religious and traditional leaders are the key powerholders. Their involvement and engagement in the design and delivery of activities will positively influence the project and its results, as well as the engagement and ownership of activities by communities in general. Through this follow-on proposal, we will also work with Mother Support Groups to engage influential women's leaders in our child protection activities at the community level.

On the Save the Children side, the Program Operations team will be critical stakeholders, who lead delivery of the project activities, with technical input from the Program Development and Quality team, including Education, Gender and Protection, MEAL and Safeguarding technical specialists.

Save the Children Iceland and Save the Children Sierra Leone will ensure continuous close collaboration during the program lifetime and will work together to complement each other's skills and capacities to ensure high technical quality throughout the project period.

### 3. STRATEGY OF INTERVENTION

**Project Approach.** In direct response to the needs identified above, Save the Children is proposing a multi-faceted child protection, learning and wellbeing project in 10 schools in Pujehun district.

To do so, we will employ Save the Children's [Safe Schools Common Approach](#), which is an all-hazards approach to keep children safe in and around school from violence, natural and everyday hazards, and conflict. It builds upon evidence to allow for the design and implementation of programming that addresses the full spectrum of risks that children face in and around school. Safe Schools uses a 'whole school' approach which engages stakeholders across all levels of the socioecological model (children, caregivers, teachers, school management, communities, civil society, and government authorities) to make both immediate and lasting improvements for children's safety and protection in and around school. It uses a 'collective impact' approach to mobilize stakeholders for impacts at scale.

Save the Children will also be localising and adapting activities from its [Parenting Without Violence](#) Common Approach; common approaches are our best understanding of solutions to particular problems – in this case on how to solve violence against children within homes and communities and support early learning and responsive care.

The **Parenting Without Violence** approach includes a combination of interventions aimed at enhancing parents and caregivers' understanding of child development, child rights and positive parenting, ensuring that parent/caregiver-child relations are strengthened based on principles of non-violence, non-discrimination and gender equality. This includes prioritisation of play and play-based approaches for engaging with children at home, with the aim of not only enhancing children's wellbeing and learning but also secondary aims of enhancing parent/caregiver confidence in leading positive parent/caregiver and child interactions.

Given the immense need for enhancing the safety and protection of children in schools and within the home – particularly for girls – and the urgency of the situation for reducing violence, including SGBV, against children, Save the Children believes the implementation of a combination of the Safe Schools, Parenting Without Violence Common Approaches in the 10 target communities will have a scalable and lasting impact on education in some of Sierra Leone's most marginalised communities. The proposed project also creates an invaluable

opportunity to collect evidence on what works for achieving impact in the most marginalised communities in Sierra Leone and feed into the Government of Sierra Leone’s learning for achieving results at scale.

**Overview of Intervention Area.** Save the Children proposes to implement activities in Pujehun, a district with an estimated population of 429,574 people. This includes 216,332 female and 213,242 males; 76,035 (17.7%) are under five<sup>13</sup>. The population of Pujehun is young; 47% are below 14 years. Average family size is 6.2<sup>14</sup>. Pujehun has one of the lowest population densities in Sierra Leone; 87% live in rural areas. The 2019 Sierra Leone Multidimensional Poverty Index found Pujehun has the highest incidence of multi-dimensional poverty, 87.2%, (16.7% contributed by Education) and the highest percentage of deprivation among the poor, 64.2%.<sup>15</sup> Pujehun also scored lowest on the sub-national Human Development Index (HDI) in Sierra Leone.<sup>16</sup>



### Target Communities and Primary Schools:

#	Chiefdom	Community	School	Total Enrolment		
				B	G	Total
1	YKK	Kabompe	SLC Primary school	82	119	201
2	Galliness	Blama Massaquoi	Islamic Call Society	160	129	289
3	Kpanga	Pujehun	SLMB	79	76	155
4	MSK	Kassay	PDC primary school	150	125	275
5	YKK	Jagbema	SLYMM primary school	91	90	181
6	MSK	Mosineh	PDC Primary school	128	105	233
7	YKK	Gondama	NIM primary school	80	99	179
8	Kpanga	Sorbeh Griema	RC Primary	175	128	303
9	YKK	Messima	PDC Primary school	93	109	202
10	YKK	Saama	SLC Primary school	122	109	231
			<b>Totals</b>	<b>1160</b>	<b>1089</b>	<b>2249</b>

These are the same schools and communities that had benefitted from the previous Say No to Violence project, and had previously been targeted in collaboration with the Ministry of Basic and Senior Secondary Education as schools that were in particularly vulnerable and underserved communities: some of the schools are accessible only by boat; whilst others are in remote rural areas with a very poor road network. Some of the schools are also located near border areas with Liberia, and thus locations where free cross-border traffic of families and children occurs. The specific children in each school that are identified for direct support are generally those that come from single parent families, foster children, adolescent parents, children on the move, and children with disabilities or from families with disabilities – all selected in close collaboration with the communities. The members of Children’s Clubs are elected by their peers, and School Management Committees are normally

<sup>13</sup> Chiefdom level catchment population database -DHMT Pujehun. 2020.

<sup>14</sup> OCHA, 2015. <https://reliefweb.int/report/sierra-leone/sierra-leone-pujehun-district-profile-04-december-2015>

<sup>15</sup> OPHI, 2019. [https://ophi.org.uk/wp-content/uploads/Sierra\\_Leone\\_MPI\\_2019\\_final.pdf](https://ophi.org.uk/wp-content/uploads/Sierra_Leone_MPI_2019_final.pdf)

<sup>16</sup> Global Data Lab, 2016. <https://globaldatalab.org/profiles/region/SLEr112/>

selected through criteria established by the government. Mother's Clubs are comprised of volunteers, and School Safety Committees are selected by the communities.

#### 4. PROJECT DESIGN

The overall objective/impact level of the project is *"Girls and boys are safe, protected from violence and experience improved wellbeing, in school, in the community and at home"*.

The specific objectives of the proposed project are:

1. **Reduced violence, including SGBV, against boys and girls in target schools and communities.**
2. **Increased capacity of parents/caregivers to ensure homes are safe, protective and playful environments.**
3. **Increased confidence and wellbeing of all children in target schools.**

This will be achieved through the following four results:

- ✓ Result 1: Schools systems and structures for school safety, child protection and SGBV prevention and response are developed and strengthened.
- ✓ Result 2: Community structures and systems for child protection and SGBV prevention and response are developed and strengthened.
- ✓ Result 3: School authorities, teachers' and children's knowledge and skills on child rights, child protection, SGBV and children's wellbeing are strengthened.
- ✓ Result 4: Parents/caregivers supported with skills, knowledge and home visits on positive parenting and playful approaches to learning and wellbeing within the home

#### **Result 1: Schools systems and structures for school safety, child protection and SGBV prevention and response are developed and strengthened.**

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Activities under Result 1 will target the strengthening of the systems and structures that exist for safety, protection and prevention of violence, including SGBV, at the community level. As a starting point, Save the Children will use our [Safe Schools Common Approach](#) context analysis tool to assess the sub-national context and identify key gaps and entry points for working with duty bearers to strengthen systems at the sub-national level to enhance the protection of children in and around school. We will conduct annual participatory risk assessments at the community level with key stakeholders to review and update data and analysis on the safety and protection risks faced by children, with a specific focus on analysing the risks for girls and with regards to SGBV. In Year 1 of this proposal, the annual participatory risk assessment will review and update the mapping conducted in the current Say No to Violence project.

Activities will then focus on improving school safety management in the 10 target schools. The school management process – from risk and resource mapping to referral mechanism will involve children, teachers, school leaders, parents and community members according to agreed benchmarks. In the 10 target schools, we will work with School Management Committees, to strengthen their capacities and involvement in reinforcing safety activities for protecting children, preventing SGBV and other forms of violence. To do so, we will support SMCs to analyse the findings of the Safe Schools Context Analysis and risk mapping and define and/or update risk-informed school development plans, with a specific focus on school safety, child protection and preventing SGBV. We will then provide support to SMCs (e.g. small-scale supplies and tools, printing of materials, etc) to ensure they can deliver on the commitments in the School Development Plans.

As part of this result area, we will work with school authorities and children to identify additional SGBV focal points in schools, train them on child rights, child protection, SGBV and referrals. Simultaneously we will work to raise awareness on existing referral pathways from schools, as well as the reporting structures for child protection and SGBV cases, improving the knowledge of and utilisation of referral pathways amongst children, teachers and SGBV focal points.

Finally, under Result 1, we will also strengthen child-friendly feedback mechanisms at the school level, building on Say No to Violence, by training child focal points trusted by other children to support the accountability mechanisms with participation of all children, including girls and boys.

A summary of the activities under Result 1 is as follows:

- Conduct and update Safe Schools Context Analysis in each target community. *Annually.*
- Conduct child protection risk mapping and child participatory assessment with girls and boys. *Annually.*
- Support SMCs to update risk-informed school development plans with a specific focus on school safety, child protection and preventing SGBV. *Annually.*
- Support to SMCs (including with small-scale supplies and tools) to deliver commitments within school development plans on school safety, child protection and preventing SGBV. *Once per year (Y2 and Y3)*
- Raise awareness on referral pathways and reporting structures for child protection and SGBV cases amongst children, teachers and school SGBV focal points. *Annually.*
- Identify additional SGBV focal points in schools and train them on SGBV referrals. *Once Y1, refresher Y2.*
- Train children as focal persons trusted by other children to support child-friendly feedback and accountability mechanism with participation of all children, including girls and boys. *Annually.*

The indicators of success under Result 1 will include:

- 30 participatory risk-mapping sessions with participation of girls and boys held in target communities.
- 10 risk informed/context appropriate school safety plans developed and implemented by School Management Committees.
- 10 schools with child-led, child-friendly feedback and accountability mechanisms in place.
- 20 SGBV focal points identified and trained in target schools, disaggregated by sex.

## **Result 2: Community structures and systems for child protection and SGBV prevention and response are developed and strengthened.**

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Result 2 will strengthen community structures and systems for child protection and SGBV prevention and response. First, based on the safe schools' analysis and participatory risk mapping, the project will conduct awareness-raising amongst duty bearers at the sub-national and community level, including local authorities, mother support groups, religious and traditional leaders, and parents/caregivers, as well as children and school administrators. The focus of the awareness raising will be child rights and protection with the specific intention to enhance knowledge of and utilisation of referral pathways and reporting structures for child protection and SGBV cases amongst community leaders, mother support groups and parents/caregivers. This will be supported by the development, printing and distribution of child-friendly and accessible infographics on child protection and SGBV prevention and response.

There will be a specific focus on strengthening the sub-national system for protecting girls, preventing SGBV and tackling harmful traditional practices and gender norms identified. We will work with existing community structures – mother support groups – which are by women and train them on their roles and responsibilities with regards to child protection in the community. We will support them to conduct quarterly meetings to discuss key protection issues affecting children, with a specific focus on SGBV and to be proactively supporting referrals for child protection and SGBV cases. At the same time, the project will fill a gap in support for SGBV case referrals from communities to SGBV One Stop Centres in Pujehun town, where survivors' families often can't afford the transportation, medical kits and dignity kits required to access support services.

To reinforce community ownership of child protection and protection of children's rights, we will facilitate dialogues with key community stakeholders (SMCs, teachers, girls, boys, chiefs, religious leaders, Mamie queens, youth leaders) on child protection, child rights and issues affecting each community. We will then support communities to initiate, develop and/or review of community rules/measures to prohibit all forms violence against girls and boys, including SGBV, in communities (including schools).

A summary of the key activities under Result 2 is as follows:

- Raise awareness on child rights and protection, including referral pathways and reporting structures for child protection and SGBV cases amongst community leaders, mother support groups and parents/caregivers. *Annually.*
- Develop, print and distribute child-friendly and accessible infographics on child protection and SGBV referral pathways, and feedback mechanisms. *Twice in project cycle (Y1 and Y2)*
- Support referrals of SGBV cases from the community to the SGBV-One Stop Centres in Pujehun (including transportation, coverage of medical costs, and/or provision of dignity kits). *Throughout project lifetime.*
- Train Mother Support Groups on their roles and responsibilities with regards to child protection in the community. *Once Y1.*
- Support Mother Support Groups to conduct quarterly meetings to discuss key protection issues affecting children, with a specific focus on SGBV, at community level and support referrals for child protection cases. *Quarterly.*
- Facilitate dialogues with key community stakeholders (SMCs, teachers, girls, boys, chiefs, religious leaders, Mamie queens, youth leaders) on child protection and support development/review of community rules/measures to prohibit all forms violence against girls and boys, including SGBV, in communities (including schools). *Annually.*

The indicators of success under Result 2 will include:

- Referrals of SGBV cases to One-Stop Center supported from target communities, disaggregated by sex, age and disability.
- 100 members of Mother support groups trained on their roles and responsibilities in child protection, disaggregated by sex.
- 30 dialogues held with key community stakeholders, including children, on child protection and review of community rules on violence against children.
- 10 target communities with community rules/measures (by-laws) in place to prohibit violence against children, including SGBV.

### **Result 3: School authorities, teachers' and children's knowledge and skills on child rights, child protection, SGBV and children's wellbeing are strengthened.**

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Through activities under Result 3, school administrators, teachers and children will have strengthened knowledge and skills for safety and protection of children, and prevention of violence including SGBV, in and around the target schools. Teachers will be supported to further develop skills in positive discipline, egalitarian gender norms, child rights, risk management and safety, violence awareness and prevention and social and emotional learning, as well reporting and referral mechanisms, providing in-depth refresher training building on the Say No to Violence project. We will also work with the Teaching Service Commission (TSC) to provide refresher training to key stakeholders – including teachers and school administration and children – on Sierra Leone's [Code of Conduct](#) for teachers.

To further strengthen the school environment for children's wellbeing and protection, the project will work with students – including girls and boys – through children's clubs, facilitated by trained Facilitators. Sessions as part of the children's clubs will include a) building the knowledge of school pupils on the effect of bullying, discrimination and violence, b) social and emotional learning, c) SGBV prevention and d) peer-to-peer mentorship on protection, safety and child rights. Through sessions, children will be supported to develop social and emotional learning skills, child rights, violence awareness and help-seeking behaviours, egalitarian gender norms and risk management skills, alongside knowledge of how to access and utilise reporting and referral mechanisms. To implement social and emotional learning, we will implement girls' and boys' clubs in schools, providing gender-segregated spaces for girls and boys to engage and discuss.

As one of the key learnings from the current project is children reporting a lack of access to play and playful learning – and given it is a priority of the MBSSE in Sierra Leone – we will train facilitators for children's clubs

on playful approaches to learning and wellbeing. Using findings from our ongoing formative research on norms around Play in Kailahun district (with support from Lego Foundation), we will aim to ensure children have greater access to playful approaches in schools through children's clubs. To support this, we will ensure children's clubs have access to sustainable, locally available play kits.

A summary of the key activities under Result 3 is as follows:

- Train school administrators, teachers and district education authorities on school safety management, prevention of violence and child protection, egalitarian gender norms and positive discipline, on upholding children's rights and, if passed, sensitisation on the 2022 Child Rights Act. *Twice in project period (Once Y2, refresher Y3).*
- Support the Teaching Service Commission (TSC) to cascade the 2022 revised Code of Conduct to 10 target schools, sensitizing teachers and school administrators on their roles and responsibilities. *Once per year, Y1 and Y2.*
- Train girls and boys in children's clubs on child rights, safety, protection, reporting and prevention of violence, including SGBV. *Annually.*
- Support playful children's clubs with sessions including a) build the knowledge of school pupils on the effect of bullying, discrimination and violence, b) social and emotional learning, c) SGBV prevention and d) peer-to-peer mentorship on protection, safety and child rights. *3 per term, 1 term in Y2, 3 terms in Y2, 3 terms in Y3.*
- Support children's clubs with age-appropriate play kits to promote the emotional wellbeing of children. *Annually.*
- Train school club facilitators on playful approaches to learning and wellbeing and monitor implementation of playful approaches to learning and wellbeing through children's clubs. *Once Y1, refresher Y2 and Y3.*

The indicators of success under Result 3 will include:

- 110 school management committee members trained on child rights, risk management and safety, violence awareness and prevention, egalitarian gender norms and positive discipline, disaggregated by sex and job type (60 men, 50 women).
- 100 teachers trained on child rights, risk management and safety, violence awareness and prevention, egalitarian gender norms and positive discipline, disaggregated by sex and job type (60 men, 40 women).
- 300 children trained on child rights, safety, protection, reporting and prevention of violence, including SGBV, disaggregated by gender (150 girls, 150 boys).
- 20 children's club facilitators trained and supported to deliver playful approaches to learning and wellbeing through children's club sessions, disaggregated by gender (10 female, 10 male).
- 300 children in target schools reached with messaging on child rights and child protection through girls and boys clubs, disaggregated by gender, age and disability.
- 210 playful children's club sessions delivered by trained facilitators.

#### **Result 4: Parents/caregivers supported with skills, knowledge and home visits on positive parenting and playful approaches to learning and wellbeing within the home**

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In direct response to the needs identified by children surrounding violence and negative parent-child interactions in the home, key activities under Result 4 will aim to provide parents/caregivers with the skills, knowledge and support required to parent positively, without violence and in more a playful way. Following the Parenting Without Violence common approach (detailed above), we will firstly adapt existing curricula on Parenting Without Violence and finalise for delivery amongst parents/caregivers in Pujehun. We will then identify and train Community Facilitators as trainers on positive parenting, responsive care and play-based approaches.

Facilitators will conduct structured positive parenting group sessions for parents and caregivers (with male and female parent/caregivers meeting separately). Throughout parents/caregivers gain new skills, learn to build positive parent-child relationships, enhancing the wellbeing, protection and playful approaches to engaging with their children, but also building their own self-esteem, communication, negotiation and problem-solving



skills. Here, there will be a specific emphasis on parenting/caregiving equally for all children in the household including those children who might be fostered or adopted into the family, and specifically 'Girls on the Move'. Home visits by community facilitators will reinforce learning and provide opportunities for reflection, and have a specific focus nonviolent parenting/caregiving and on encouraging play and playful approaches between parents/caregivers and their children

A summary of the key activities under Result 4 is as follows:

- Drawing from the Parenting Without Violence common approach, adapt curriculum to be delivered to parents/caregivers on positive parenting, enhancing children's wellbeing, learning and access to play within the home. *Once.*
- Identify and train Community Facilitators to work with parents/caregivers on approaches to positive parenting and enhancing children's wellbeing, learning and access to play within the home. *Once Y2, refresher Y3.*
- In separate small groups for males and females, build capacity of parents/caregivers on positive parenting and playful approaches to learning and wellbeing for all children (including under-5s), equipping them with the knowledge and approaches to enhance parent-child interactions around play, learning and wellbeing. *Cohorts of 20 in each community (10 women, 10 men); 2 cohorts in Y2, 2 cohorts in Y3.*
- Support Community Facilitators to conduct home visits to parents/caregivers and follow up on implementation of knowledge on positive parenting, children's wellbeing and learning, with a specific focus on encouraging play and playful approaches between parents/caregivers and their children. *1 visit per participant per year, Y2 and Y3 after training.*

The indicators of success under Result 4 will include:

- Curriculum for parents/caregivers on parenting without violence and playful approaches to learning and wellbeing developed.
- 20 community facilitators identified and trained on approaches to positive parenting and enhancing children's wellbeing, learning and access to play at home (10 female, 10 male).
- 800 parents/caregivers reached with sessions on positive parenting and playful approaches to children's wellbeing, learning and access to play at home (600 female, 400 male).
- 800 home visits conducted by facilitators to follow up on implementation of skills and knowledge learnt through positive parenting sessions.

## 5. PROJECT MANAGEMENT AND IMPLEMENTATION

**Project Preparation Process.** The proposed project will complement an ongoing project entitled Say No to Violence, that has prioritised providing a safe environment for children's protection in and around target schools. For this proposal, Save the Children's preparation work involved participatory sessions from children from a selection of target communities, participatory sessions from school and district authorities from a selection of target communities, followed by a 2-day proposal design process with the Say No to Violence project team, Technical Specialists, with involvement from the SC Iceland team.

**Implementation Arrangements.** Save the Children Sierra Leone will be responsible for the implementation of the project, with participation of Save the Children Iceland, as well as monitoring indicators, baseline information, progress reports and endline assessment. Once funding is secured, Save the Children will gather additional baseline information for new project components to complement baseline information gathered in Say No to Violence in June 2022. The project will follow Save the Children's MEAL framework (monitoring, evaluation, accountability and learning) as outlined in Section 6 below. Interviews, focus group discussions, household surveys and school surveys will be the main source of information. The project team in Sierra Leone will ensure Save the Children Iceland's active participation in the project during its lifespan.

**Equipment.** The project will require 3 laptop computers for the new members of the project team, a printer for the Pujehun office for the project team to use and 1 motorbike to support transport in and around Pujehun

town for the project team, alongside a small contribute to additional office furniture to facilitate the project team's work in Pujehun.

**Project Management.** The Project Manager will be based in Pujehun and oversee 3 Project officers and all activities to ensure compliance with guidelines, the proposal design and overall objectives of the project. She/he will be in charge of planning and execution of the project. At the field level, the project team will be supported by a dedicated MEAL Officer, as well as a portion of time of the Pujehun Field Manager and Pujehun MEAL Manager. The Director of Program Operations at Save the Children Sierra Leone will provide logistics, operational delivery and management support throughout the project's implementation. The Senior Awards Manager will hold responsibility for award management and submission of reporting alongside other contractual requirements. The Director of Programme Development and Quality (PDQ) will add value by providing oversight to the technical quality of program development, implementation and reporting. The PDQ team – including Education Technical Specialist, Gender and Protection Technical Specialist, Child Safeguarding Focal Point and a Senior MEAL Manager – assure quality implementation of activities, including the MEAL system. Technical Specialists – based out of the national coordination office – will travel to project locations regularly to provide technical support, assess effectiveness and efficient implementation.

## 6. MONITORING AND EVALUATION

Save the Children places monitoring, evaluation, accountability and learning (MEAL) at the centre of project implementation. Project officers in Pujehun supported by a wider MEAL team at the district and national level, included 1 dedicated MEAL officer, an LOE of the Pujehun MEAL Manager as well as an LOE of the Senior MEAL Manager in Coordination, all with oversight from the Country Office's Head of MEAL. The project's MEAL package will be prepared at inception and will adhere to Save the Children's guidance on gender-sensitive MEAL, including working in gender-safe spaces. This includes: the logical framework and indicator matrix a MEAL plan that defines the data collection, analysis and dissemination plan in relation to the result framework and indicators, monitoring schedules, evaluation and learning plans for the entire project life; a list of standard and tailored (where required) data collection forms; an Indicator Performance Tracking Table (IPTT) that tracks all indicators on a monthly basis; quality benchmarks that ensure activities are implemented according to essential and minimum standards; timelines for all activities described and budgets required.

**Monitoring.** To track progress against outputs and outcomes, data will be routinely collected using Kobo and data collection forms, analysed and presented for easy interpretation on a designated database. Quality benchmarks will assess project implementation beyond quantitative outputs and outcomes.

**Accountability.** To ensure accountability, Save the Children provides a toll-free line (922), suggestion boxes and FGDs through a feedback mechanism called "Leh wi Tok". This all enables beneficiaries, including children, to give feedback. Communities are informed about "Leh wi Tok" before and during project implementation. Feedback is documented to inform project decisions. Responses are provided, and those that require investigation or referrals are dealt with immediately. The project team will also conduct quarterly feedback sessions with children on the availability, accessibility, child-friendliness and inclusivity of referral and reporting mechanisms.

**Quality.** To further ensure accountability, Save the Children will monitor and document implementation of the Safe Schools Common Approach through this project, and capture the lessons learned in order to add value to other and future programmes in Sierra Leone.

**Evaluation.** A supplementary baseline assessment will be conducted to establish the baseline of the new set of indicators that this project will be tracking, supplementing the current project's endline data which was collected in June 2022. This will provide the set benchmarks and targets for monitoring progress. An external endline evaluation will also be conducted, involving a mix of quantitative and qualitative methods in line with the baseline approach, and will be led by an external consultant, provided by Save the Children Iceland. The methodology and tools of both will be consistent to enable comparison and evaluate outcomes and goal. A rapid gender and disability analysis will also assess needs, risks and opportunities that women, men, boys and girls face to understand how gender inequalities, norms and intersectional barriers may prevent access to

support. Washington Group questions will be used on disability<sup>17</sup>. Findings will inform programme adjustments. A participatory risk assessment will be conducted with women and children to ensure no increased risk of GBV as a result of project activities, as well as a full child safeguarding risk assessment.

**Adaptive Programming.** We will take an adaptive programming approach, ensuring continuous learning and reflection. This will include quarterly discussions to review data, challenges and undertake corrective action, and annual stakeholder reviews to reflect on progress towards goals and learning from challenges and successes, assess risks and assumptions. With COVID-19, the project will need to respond to uncertainties around protocols/guidance and flex in approach.

**Learning.** Success stories, unexpected outcomes from monitoring and accountability mechanisms will be disseminated. We will engage in quarterly reviews. Crucially, we will conduct an after-action review to reflect on progress and lessons-learned, as well as identify key routes to scale-up.

## 7. PROJECT PROMOTION IN ICELAND

A promotional and fundraising plan will be put together at the inception of the project and SC Iceland's Dep CEO will according to that discover innovative ways to promote the project and raise additional funds for it. Promotional and fundraising activities include:

- An annual fundraising campaign conducted to support the project
- Images and videos posted regularly on Barnaheill – Save the Children 's webpage and social media.
- New and current Heillavinir (monthly sponsors) kept informed on project progress through newsletters.
- New sponsors, individuals and corporations approached.

## 8. CROSS-CUTTING ISSUES

**Human Rights.** Human rights are the basis for Iceland's development cooperation policy. According to the policy, poverty is not only lack of material resources but also of safety, power and control over one's own situation. The policy puts gender equality and the right of the child at the forefront. Save the Children is a rights-based organisation, and takes a child rights-based approach to all of its programmes worldwide, including in Sierra Leone. We put children's rights at the heart of everything we do. We use the principles of child rights to plan, implement and monitor programmes, improve the position children, enabling children to enjoy their rights and live in a society that respects and recognises their rights. Within this proposed project, Save the Children will ensure that children actively participate in every stage of the program cycle, will work with the most marginalised children and countering discrimination, and will work in partnership with duty bearers – including teachers, school authorities, parents/caregivers, and government. In doing so, the proposed project directly contributes to ensuring children enjoy their rights to education and rights to be protected from abuse and harm.

**Gender.** Gender is at the heart of project design and Save the Children's Gender Marker will be used on this proposal, and during project implementation to assess adherence to gender equity. All Save the Children staff will be trained on a gender awareness training package developed for the Sierra Leone country office. In Sierra Leone Save the Children's Gender and Protection Technical Specialist will take responsibility for the training of the staff and will guide project officers to engage key stakeholders such as SMC members and teachers to ensure activities are either gender-sensitive or gender-transformative. This aligns directly with Iceland's development strategy, that states that gender equality and women's empowerment must be cross-cutting in all development projects and a specific goal.

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<sup>17</sup> <http://www.washingtongroup-disability.com/wp-content/uploads/2016/01/The-Washington-Group-Short-Set-of-Questions-on-Disability.pdf>

**Child Participation.** Save the Children Sierra Leone centers children's voices in the design and delivery of its programmes and it is a key priority of Sierra Leone's 2022-24 Country Strategic Plan. As part of this proposal development, child participatory sessions were held with primary school children to ensure their viewpoints and priorities are reflected in the project design. We have purposefully designed the project to ensure that children will continuously participate in any matter, directly or indirectly, concerning them to have their views influence all decision making of the project. Attention will be given to marginalized children and to include children of different ages and abilities.

**Sustainable Development.** The UN Sustainable Development Goals (SDGs) adopted in 2016 provide a holistic approach to development challenges. According to the goals, many aspects of development are interlinked and often one goal cannot be reached without the help of another. The elimination of violence is mentioned in two goals, 5.2 which calls for the elimination of "all forms of violence against women and girls in public and private spheres, including trafficking and sexual and other types of exploitation" and 16 which states "promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels". More specifically, SDG 16.2 has the target, "end abuse, exploitation, trafficking and all forms of violence against and torture of children".

Save the Children's sustainability pathway is grounded on a deep understanding of the Sierra Leone context, and Pujehun specifically, and builds on a number of enabling factors:

**Participation and Buy-in.** In the design and delivery of the project, we prioritize the involvement of key stakeholders from Pujehun, including children. This promotes local stakeholder ownership of the project results and avoids designing and delivering interventions that do not align with district and national-level priorities, capacity and norms. Crucially, none of our interventions introduce or expand services beyond the capacity of the local stakeholders to take over responsibilities to sustain them after the project ends. This will avoid the introduction of approaches and technology which is incompatible with existing systems or too difficult to source and maintain, and procurement of large quantities of specialized equipment which requires continued funding to maintain operational.

**Partnerships.** Through the project, Save the Children will strive to forge new and strengthen existing partnerships with key actors. Partnerships and collaboration will enable us to leverage on the expertise already available in the country, ensure participation, mutual accountability and will avoid setting up parallel structures. At the national level, the project will continue to partner with the Ministry of Basic Secondary and Senior Education (MBSSE) and Ministry of Social Welfare. In addition, we will maintain and enhance our existing relationships with relevant local and international NGOs. The project will build upon and learn from existing initiatives, including the current "Say No to Violence" project as well as Save the Children's activities under the "Building Futures" and "Kimi Laaga Ti Gaa" projects that has been working side-by-side with the district authorities. In addition, at the district level, we will leverage our existing strong, productive relationships and partnerships with the district authorities, to positively impact the scalability and sustainability of the investment.

## **10. PROJECT BUDGET**

The project's total budget is **\$707,000 USD** over a 3-year timeframe. This is estimated as follows:

**Result 1 - \$32,787 USD.**

**Result 2 - \$52,626 USD.**

**Result 3 - \$55,005 USD.**

**Result 4 - \$35,683 USD.**

**MEAL - \$52,387 USD.**

**Cross Cutting Activity Costs - \$ 51,814 USD.** This Includes project Kick off and close out with authorities and communities, safeguarding training and monitoring, Gender Equality staff training, Visibility and branding, in-country travel and accommodation costs for staff and other specific costs relating to ad-hoc technical support and office support costs.

**SC Iceland Project visits - \$ 18,000.** SC Iceland visits annually for 3 years

**SC Iceland Project Manager in Sierra Leone - \$ 27,000.** 3 months stay for SC Iceland Project Manager in Sierra Leone (yr. 1)

**Investment Cost - \$12,327 USD.** Investment includes the purchase of 3 laptops, 1 motorbike, 1 printer and small furniture items for the Pujehun field office and project teams.

**Expatriates Cost - \$14,010 USD.** This includes shared country costs for international salaries which are calculated by a so-called Cost Allocation Methodology (CAM). This methodology allocates shared costs in a fair, transparent and donor compliant way to different awards, including for staffing costs.

**Local Staff Cost - \$247,923 USD.** This includes salaries for project staff directly implementing, technical specialist LOE and support costs for the implementation of the project. It also includes shared country costs for national staff salary and benefits which are calculated by a so-called Cost Allocation Methodology (CAM). This methodology allocates shared costs in a fair, transparent and donor compliant way to different awards, including for staffing costs.

**Local Administration Cost - \$79,890 USD.** This includes costs associated with administering a project in a remote area, therefore travel, per diem and lodging costs must be included, as well as shared vehicle operational costs. It also includes office running cost, Security supplies, Communications/internet, Generator/utilities, Staff Recruitment and staff development.

**CAM - \$27,548 USD.** Shared country costs which are calculated by a so-called Cost Allocation Methodology (CAM). This methodology allocates shared costs in a fair, transparent and donor compliant way to different awards, including for staffing costs.

**Indirect Cost Rate of 3% for SCI - \$21,210 USD. Overhead SC Iceland rate of 10% - 51,469** included in a project manager for the project and overhead costs that occur in Iceland.

**Total funding requested from Icelandic Ministry for Foreign Affairs is ISK73,600,000 or \$514,685<sup>18</sup>. SC Iceland's matched funding is 36% of total project cost which constitutes ISK34,183,530 or \$239,046 of the project budget at \$779,679 USD.**

A detailed budget is provided in Annex 2.

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<sup>18</sup> As per sept 7<sup>th</sup> 2022 exchange rate (\$1 = ISK143)

## **11. ANNEXES**

The proceeding section includes the following annexes:

Annex 1: Logical Framework

Annex 2: Detailed Budget

Annex 3: Work Plan

Annex 4: Risk Analysis

Annex 5: Sierra Leone Country Strategic Plan (see attached)

## Annex 1: LOGICAL FRAMEWORK

	Intervention Logic	Objectively Verifiable Indicators	Baseline	Target*  Those with * will be confirmed after baseline	Sources of Verification	Risks and Assumptions
Overall objective/impact level	Girls and boys are safe, protected from violence and experience improved wellbeing, in school, in the community and at home.	% of children reporting feeling safe in and around school, disaggregated by gender, age and disability	TBC	25% increase*	Baseline and endline surveys at school and household level.	
		% of children reporting feeling safe at home, disaggregated by gender, age and disability	TBC	50% increase*	Baseline and endline surveys at school and household level.	
		% of children reporting improved environment for learning and wellbeing at school, disaggregated by gender, age and disability	TBC	50% increase*	Baseline and endline surveys at school and household level.	
		% of children reporting improved environment for learning and wellbeing at home, disaggregated by gender, age and disability	TBC	50% increase*	Baseline and endline surveys at school and household level.	

Specific objective 1	Reduced violence, including SGBV, against boys and girls in target schools and communities.	% of children attending target schools who report experiencing any type of violence in the last 12 months either in school, community or at home, disaggregated by violence type, age, gender and disability	TBC	50% decrease*	Baseline and endline survey.	
		% of reported cases of violence, including SGBV, against children that are referred appropriately in target schools and communities.	TBC	100%	Baseline and endline survey.	
		% of respondents reporting that community rules/measures (by-laws) on preventing violence against children are enforced in target communities.	TBC	75%*	Baseline and endline survey	
		% of school authorities, teachers demonstrating improved competencies on child rights, risk management and safety, violence awareness and prevention, egalitarian on gender norms and positive discipline, disaggregated by gender.	TBC	50% increase*	Pre and post tests; baseline and endline survey	
Specific objective 2	Increased capacity of parents/caregivers to ensure homes are safe, protective and playful environments.	% parents/caregivers with positive changes in beliefs, attitudes, and knowledge to protect all children, disaggregated by age, gender and disability.	TBC	75%*	Baseline and endline survey	
		% of parents/caregivers reporting to be successfully applying positive parenting and play-based approaches with all	TBC	75%*	Baseline and endline survey	



		children, disaggregated by age, gender and disability.				
		% of children reporting more positive parent/caregiver-child interactions at home, disaggregated by age, gender and disability.	TBC	65%*	Baseline and endline survey	
Specific Objective 3	Increased confidence and wellbeing of all children in target schools.	% of children in target schools demonstrating improved competencies in child rights, safety, violence awareness and prevention, egalitarian gender norms, disaggregated by gender, age and disability.	TBC	65%*	Pre and post tests; baseline and endline survey.	
		% of children who feel their voice and opinion is heard in school safety planning and decisions, disaggregated by gender, age and disability.	TBC	50%*	Baseline and endline survey.	
		% of children attending children's clubs who report increased access to play and playful approaches to learning and wellbeing.	TBC	75%*	Baseline and endline survey.	
Result 1	Schools systems and structures for school safety, child protection and SGBV prevention and response are	# of participatory risk-mapping sessions with participation of girls and boys held in target communities.	0	30 (1 per year per school)	Mapping session data and report	
		# of risk informed/context appropriate school safety plans developed and implemented by School Management Committees.	0	10 (1 per school)	Copies of plans and; monitoring and project reports	

	developed and strengthened.	# of schools with child-led, child-friendly feedback and accountability mechanisms in place.	0	10	Children's feedback and monitoring and project reports	
		# of SGBV focal points identified and trained in target schools, disaggregated by sex.	0	20 (2 per school)	Training attendance list and reports	
Result 2	Community structures and systems for child protection and SGBV prevention and response are developed and strengthened.	# of referrals of SGBV cases to One-Stop Center supported from target communities, disaggregated by sex, age and disability.	0	No target.	Project reports.	.
		# of members of Mother support groups trained on their roles and responsibilities in child protection, disaggregated by sex.	0	100 females	Training attendance list and reports.	
		# of dialogues held with key community stakeholders, including children, on child protection and review of community rules on violence against children.	0	30 (3 per community)	Dialogue meeting attendance list and Project reports	
		# of target communities with community rules/measures (by-laws) in place to prohibit violence against children, including SGBV.	0	10	Children's feedback and monitoring reports	

Result 3	School authorities, teachers' and children's knowledge and skills on child rights, child protection, SGBV and children's wellbeing are strengthened.	# of school management committee members trained on child rights, risk management and safety, violence awareness and prevention, egalitarian gender norms and positive discipline, disaggregated by sex and job type.	0	110 (60 men, 50 women)	Training attendance list and reports
		# of teachers trained on child rights, risk management and safety, violence awareness and prevention, egalitarian gender norms and positive discipline, disaggregated by sex and job type.	0	100 (60 men, 40 women)	Training attendance list and reports
		# of children trained on child rights, safety, protection, reporting and prevention of violence, including SGBV, disaggregated by gender.	0	300 (150 girls, 150 boys)	Training attendance list reports.
		# of children's club facilitators trained and supported to deliver playful approaches to learning and wellbeing through children's club sessions, disaggregated by gender.	0	20 (10 male, 10 female)	Training attendance list and report.
		# children in target schools reached with messaging on child rights and child protection through girls and boys clubs, disaggregated by gender, age and disability.	0	300 (150 girls, 150 boys)	Girls and boys club session attendance list and Project reports.

		# of playful children's club sessions delivered by trained facilitators	0	210	Session data collection tool and project reports.	
Result 4	Parents/caregivers supported with skills, knowledge and home visits on positive parenting and playful approaches to learning and wellbeing within the home	Curriculum for parents/caregivers on parenting without violence and playful approaches to learning and wellbeing developed.	0	1	Curriculum.	
		# of community facilitators identified and trained on approaches to positive parenting and enhancing children's wellbeing, learning and access to play at home.	0	20 (10 female, 10 male)	Training attendance list and reports	
		# of parents/caregivers reached with sessions on positive parenting and playful approaches to children's wellbeing, learning and access to play at home.	0	800 (500 female, 300 male)	Parenting Without Violence session data collection tool and Project report	
		# of home visits conducted by facilitators to follow up on implementation of skills and knowledge learnt through positive parenting sessions.	0	800 (1 per participant)	Home visit tracking tool and Project report	
Activities	<p>Result 1:</p> <ul style="list-style-type: none"> <li>• Conduct and update Safe Schools Context Analysis in each target community. <i>Annually.</i></li> <li>• Conduct child protection risk mapping and child participatory assessment with girls and boys. <i>Annually.</i></li> <li>• Support SMCs to update risk-informed school development plans with a specific focus on school safety, child protection and preventing SGBV. <i>Annually.</i></li> <li>• Support to SMCs (including with small-scale supplies and tools) to deliver commitments within school development plans on school safety, child protection and preventing SGBV. <i>Once per year (Y2 and Y3)</i></li> </ul>					

	<ul style="list-style-type: none"> <li>• Raise awareness on referral pathways and reporting structures for child protection and SGBV cases amongst children, teachers and school SGBV focal points. <i>Annually.</i></li> <li>• Identify additional SGBV focal points in schools and train them on SGBV referrals. <i>Once Y1, refresher Y2.</i></li> <li>• Train children as focal persons trusted by other children to support child-friendly feedback and accountability mechanism with participation of all children, including girls and boys. <i>Annually.</i></li> </ul> <p>Result 2:</p> <ul style="list-style-type: none"> <li>• Raise awareness on child rights and protection, including referral pathways and reporting structures for child protection and SGBV cases amongst community leaders, mother support groups and parents/caregivers. <i>Annually.</i></li> <li>• Develop, print and distribute infographics on child protection and SGBV referral pathways, and feedback mechanisms. <i>Twice in project cycle (Y1 and Y2).</i></li> <li>• Support referrals of SGBV cases from the community to the SGBV-One Stop Centres in Pujehun (including transportation, coverage of medical costs, and/or provision of dignity kits). <i>Throughout project lifetime.</i></li> <li>• Train Mother Support Groups on their roles and responsibilities with regards to child protection in the community. <i>Once Y1.</i></li> <li>• Support Mother Support Groups to conduct quarterly meetings to discuss key protection issues affecting children, with a specific focus on SGBV, at community level and support referrals for child protection cases. <i>Quarterly.</i></li> <li>• Facilitate dialogues with key community stakeholders (SMCs, teachers, girls, boys, chiefs, religious leaders, Mamie queens, youth leaders) on child protection and support development/review of community rules/measures to prohibit all forms violence against girls and boys, including SGBV, in communities (including schools). <i>Annually.</i></li> </ul> <p>Result 3:</p> <ul style="list-style-type: none"> <li>• Train school administrators, teachers and district education authorities on school safety management, prevention of violence and child protection, egalitarian gender norms and positive discipline, on upholding children's rights and, if passed, sensitisation on the 2022 Child Rights Act. <i>Twice in project period (Once Y2, refresher Y3).</i></li> <li>• Support the TSC to cascade the 2022 revised Code of Conduct to 10 target schools, sensitizing teachers' and school administrators on their roles and responsibilities. <i>Once per year, Y1 and Y2..</i></li> <li>• Train girls and boys in children's clubs on child rights, safety, protection, reporting and prevention of violence, including SGBV. <i>Annually.</i></li> <li>• Support playful children's clubs with sessions including a) build the knowledge of school pupils on the effect of bullying, discrimination and violence, b) social and emotional learning, c) SGBV prevention and d) peer-to-peer mentorship on protection, safety and child rights. <i>3 per term, 1 term in Y2, 3 terms in Y2, 3 terms in Y3.</i></li> <li>• Support children's clubs with age-appropriate play kits to promote the emotional wellbeing of children. <i>Annually.</i></li> <li>• Train school club facilitators on playful approaches to learning and wellbeing and monitor implementation of playful approaches to learning and wellbeing through children's clubs. <i>Once Y1, refresher Y2 and Y3.</i></li> </ul> <p>Result 4</p>
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	<ul style="list-style-type: none"> <li>• Drawing from the Parenting Without Violence common approach, adapt curriculum to be delivered to parents/caregivers on positive parenting, enhancing children’s wellbeing, learning and access to play within the home. <i>Once.</i></li> <li>• Identify and train Community Facilitators to work with parents/caregivers on approaches to positive parenting and enhancing children’s wellbeing, learning and access to play within the home. <i>Once Y2, refresher Y3.</i></li> <li>• In separate small groups for males and females, build capacity of parents/caregivers on positive parenting and playful approaches to learning and wellbeing for all children (including under-5s), equipping them with the knowledge and approaches to enhance parent-child interactions around Play, learning and wellbeing. <i>Cohorts of 20 in each community (10 women, 10 men); 2 cohorts in Y2, 2 cohorts in Y3.</i></li> <li>• Support Community Facilitators to conduct home visits to parents/caregivers and follow up on implementation of knowledge on positive parenting, children’s wellbeing and learning, with a specific focus on encouraging play and playful approaches between parents/caregivers and their children. <i>Y2 and Y3 after training.</i></li> </ul>
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**Annex 2: BUDGET**

Please see attached.





Raise awareness on child rights and protection, including referral pathways and reporting structures for child protection and SGBV cases amongst community leaders, mother support groups and parents/caregivers. <i>Annually.</i>	x				x				x			
Develop, print and distribute infographics on child protection and SGBV referral pathways, and feedback mechanisms. <i>Twice in project cycle (Y1 and Y2)</i>			x					x				
Support referrals of SGBV cases from the community to the SGBV-One Stop Centres in Pujehun (including transportation, coverage of medical costs, and/or provision of dignity kits). <i>Throughout project lifetime.</i>	x	x	x	x	x	x	x	x	x	x	x	x
Train Mother Support Groups on their roles and responsibilities with regards to child protection in the community. <i>Once Y1, refresher Y2 and Y3.</i>		x										
Support Mother Support Groups to conduct quarterly meetings to discuss key protection issues affecting children, with a specific focus on SGBV, at community level and support referrals for child protection cases. <i>Quarterly.</i>		x	x	x	x	x	x	x	x	x	x	
Facilitate dialogues with key community stakeholders (SMCs, teachers, girls, boys, chiefs, religious leaders, Mamie queens, youth leaders) on child protection and support development/review of community rules/measures to prohibit all forms violence against girls and boys, including SGBV, in communities (including schools). <i>Annually.</i>			x					x				x
<b>Result 3</b>												
Train school administrators, teachers and district education authorities on school safety management, prevention of violence and child protection, egalitarian gender norms and positive discipline, on upholding children's rights and, if passed, sensitization on the 2022 Child Rights Act. <i>Twice in project period (Once Y2, refresher Y3).</i>					x					x		

Support the TSC to cascade the 2022 revised Code of Conduct to 10 target schools, sensitizing teachers' and school administrators on their roles and responsibilities. <i>Annually.</i>		X				X						
Train girls and boys in children's clubs on child rights, safety, protection, reporting and prevention of violence, including SGBV. <i>Annually.</i>		x				x				x		
Support playful children's clubs with sessions including a) build the knowledge of school pupils on the effect of bullying, discrimination and violence, b) social and emotional learning, c) SGBV prevention and d) peer-to-peer mentorship on protection, safety and child rights. <i>3 per term, 1 term in Y1, 3 terms in Y2, 3 terms in Y3.</i>			x	x	x	x	x	x	x	x	x	
Support children's clubs with age-appropriate play kits to promote the emotional wellbeing of children. <i>Annually.</i>		x				x				x		
Train school club facilitators on playful approaches to learning and wellbeing and monitor implementation of playful approaches to learning and wellbeing through children's clubs. <i>Once Y1, refresher Y2 and Y3.</i>		x				x				x		
<b>Result 4</b>												
Drawing from the Parenting Without Violence common approach, adapt curriculum to be delivered to parents/caregivers on positive parenting, enhancing children's wellbeing, learning and access to play within the home. <i>Once.</i>	x	x										
Identify and train Community Facilitators to work with parents/caregivers on approaches to positive parenting and enhancing children's wellbeing, learning and access to play within the home. <i>Once Y2, refresher Y3.</i>						x				x		
In separate small groups for males and females, build capacity of parents/caregivers on positive parenting and playful approaches to learning and wellbeing for all children (including under-5s), equipping them with the knowledge and approaches to enhance parent-child						x	x	x	x	x	x	x

interactions around Play, learning and wellbeing. <i>Cohorts of 20 in each community (10 women, 10 men); 2 cohorts in Y2, 2 cohorts in Y3.</i>													
Support Community Facilitators to conduct home visits to parents/caregivers and follow up on implementation of knowledge on positive parenting, children’s wellbeing and learning, with a specific focus on encouraging play and playful approaches between parents/caregivers and their children. <i>1 visit per participant per year.</i>					x	x	x	x	x	x	x	x	x

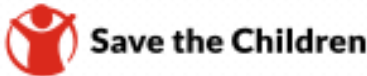
#### Annex 4: RISK ANALYSIS

Risk	Likelihood Ranking	Impact Ranking	Actions to Manage Likelihood
<i>External Risks: Government, Environment, Social</i>			
<b>Parents/caregivers do not accept external interventions that aim to 'tell them how to raise their children'.</b>	3	3	Ensure that awareness raising is used participatory and reflective approaches using methodologies that have been tested in other similar locations and are culturally relevant. Introduce through trusted community leaders.
<b>Cultural and family pressures to settle or compromise GBV cases and arrange marriage persist along with continued gaps in justice response mechanisms</b>	4	3	Continue to support systems strengthening at all levels, and conduct awareness raising on SGBV issues, with participation from key stakeholders.
<b>Political or other events cause local conflict, impacting on security.</b>	4	4	Keep updated on situations and events particularly around next year's election; adjust movements & activities; accordingly, maintain no involvement or connection to political activities. Ensure broad-based community support and involvement in project activities across political & ethnic divides.
<b>Environmental disasters impact the communities, such as fire, floods, and landslides; or health outbreaks (Ebola, Covid-19, cholera, measles, etc.)</b>	4	4	Work with communities and authorities to strengthen "DRR" measures to cope with such events as/when they occur. Work in collaboration with other initiatives to reduce vulnerability, such as sanitation/hygiene initiatives.
<b>Lack of political commitment and leadership to take agreed actions.</b>	3	3	Maintain relationships, consistent dialogue with government at all levels in collaboration with other civil society/coalitions. Facilitate joint monitoring visits with govt. agencies, participation in activities.
<b>New government policies restrict INGO operations in country</b>	1	4	Maintain strong relationships with govt. at all levels; keep updated on new policies, strategies; information sharing with other INGOs.
<i>Internal - Includes SC &amp; Partners</i>			
<b>A particular child safeguarding or fraud case becomes public</b>	2	4	Consistent enforcement of SC's fraud, child safeguarding and related policies; training for

<b>and impacts on SC's reputation (either SC or its partners or contractors).</b>			all staff/partners; communicate regularly with beneficiaries on the policy and reporting procedures available to them, including regular rollout of SC's accountability mechanism (Leh Wi Tok).
<b>SC is unable to hire or retain qualified staff, leading to gaps in project delivery</b>	2	3	Maintain open and transparent recruitment policies. Ensure SC's compensation package is comparable to peer organizations; ensure adequate budgets for partner's staff compensation.
<b>Bias or influence in the staff recruitment or management practices of SC or of its partners</b>	2	4	SC's HR policies and recruitment /management procedures are clearly stated/ documented and strictly followed.
<b>Audit or other reports raise concerns about SC's management, finance and control systems, or that of its partners</b>	2	4	Ensure that SC's systems and policies follow global standards, follow audit recommendations as they are provided. Provide regular training to partners on financial and reporting requirements, regular monitoring visits, reviews.
<b>Poor implementation of project activities by Save the Children or its partners impacts on the programme's delivery against its objectives</b>	2	4	Develop work plans and monitor work plan implementation as against budget utilization, across SC and all partner agreements. Identify and address issues quickly. Ensure regular joint monitoring visits, meetings and reviews.

# 2022-24 Country Strategic Plan - Summary

## Sierra Leone



OUR VALUES: Creativity, Accountability, Integrity, Collaboration, Ambition

**OUR VISION:** is a world in which every child attains the right to survival, protection, development and participation.

**OUR MISSION:** To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

2030 BREAKTHROUGHS	<b>SURVIVE</b> No child dies from preventable causes before 5th birthday	<b>LEARN</b> All children learn from a quality basic education	<b>BE PROTECTED</b> Violence against children is no longer tolerated
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**WE WILL PUT THE RIGHTS OF THE MOST DEPRIVED AND MARGINALIZED CHILDREN FIRST IN OUR WORK AND ADVOCATE FOR OTHERS TO DO THE SAME**

<b>Strategic goal</b> <b>CHILDREN:</b> What do we need to achieve for children? 	Protection of children especially girls from GBV, including child, early and forced marriage	Adolescent-friendly, gender transformative, sexual, reproductive and child health services	Equitable and safe Learning access, participation and outcomes for vulnerable girls and boys	Strengthened climatic resilience and gender-transformative livelihoods and social protection for the poorest families.
<b>Objective</b> <b>OUR VALUE PROPOSITION:</b> What do we need to excel at in order to deliver what we need to achieve? 	Work with youth led activism to give more voices for children	Credible data and evidence to scale up and sustain	Strong strategic partnership for policy influencing	Work with men and boys to foster girls' empowerment
<b>Objective</b> <b>LEARNING AND GROWTH:</b> What do we need to invest in to learn and grow? 	Digitalization, data management and analysis	Child participation and accountability	Quality programming & impact measurement	Talent management, staff attraction and retention
<b>Objective</b> <b>RESOURCES:</b> How will we ensure we are adequately resourced to achieve the above? 	Diversify donor base & target private and corporate donors	Ensure concept notes & proposals justify Value for money.	Make SC visible and communicate best Practices and impacts.	Build confidence and trust of donors