RESULTS SUMMARY

Strengthened Child Protection & Education in Cox's Bazar: An SPA Case Study in Value for Money

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PROJECT

Title:	Strengthened Child Protection & Education in Cox's Bazar: An SPA Case Study in Value for Money
Partner:	Young Power in Action (YPSA)
Country:	Cox's Bazar, Bangladesh
Period:	2022 - 2023

CHANGE

A Value for Money study (VfM) conducted in Cox's Bazar show that programme funds created significant changes in norms/beliefs and increased knowledge in communities on the importance of education, safety risks and health hazards. Children participating in Learning Centers can now read, write, and count and help their parents that are illiterate. Positive improvements in wellbeing for children in their relation to teachers due to awareness on corporal punishment as well as children and parents being more caring and respectful of each other.

CONTEXT

The refugee crisis in Cox's Bazar pose significant safety/protection concerns to children and youth. Natural disasters, human trafficking and increase in negative coping mechanisms (child labor, early marriage, sexual and gender-based violence) is a high risk in the camps. Access to education remains extremely limited and safe spaces to teach and learn in over-crowded camps is challenging for education partners. Despite progress in safe access to learning opportunities since 2018, more than 40% of Rohingya children/youth still need access to education.

CONTRIBUTION

VfM study show that funds was spent on areas that are clearly identified by participants as providing significant improvements in the lives of children/youth in Cox's Bazar. With the programme, Save the Children (SC) integrates child protection and education services, providing holistic support to maximize impact. Due to risks facing children/youth, the programme centered around reducing risk behavior and increasing risk awareness. This led to increase in knowledge and positive changes in behavior/norms towards education and child protection in the camps.

IMAGES



Sanjida reading at a learning centre in Cox's Bazar – Sonali Chakman/Save the Children



Fatima lives with her family in a camp in Cox's Bazar

See next page for more details →

ADDITIONAL INFORMATION

ACTIVITIES

The programme in Cox's Bazaar offers integrated education and child protection services. SC operates in 15 learning centers (LCs) and 12 community-based learning facilities (CBLFs), offering literacy and numeracy sessions. This combined with engagements of parents and caregivers to equip them with knowledge/awareness of the importance of education and to better support their children's learning and wellbeing through Safe Families Sessions. Community Education Committees monitor and support the LCs and CBLFs, encouraging and supporting identification of out of school children and education enrolment efforts in the communities. This to address social norms around education, especially for girls and children with disability. To ensure quality of teaching, teachers also participate in professional development. Caregivers of children with moderate to severe signs of distress are supported through peer-to-peer MHPSS support groups and with community-based support from parents' groups.

LESSONS

Applying a child- and community centered approach identifying the most significant changes and results that affected the programme in Cox's Bazar and consistent accounts from participants of programme contribution, created a very clear picture of the significant value of the programme. Two of the most significant lessons from the study are that the VfM approach should be used for further reflections on smaller budget and programme revisions. This to have expanding efforts of involving community members in the various community-based committees thereby further build on proven successful approaches to engaging communities and changing harmful norms, practices, and improve knowledge/awareness. Also, consideration around redirecting funding and advocacy to explore alternative ways of ensuring sufficient access for girls to safe learning spaces for them to meet and have access to education beyond 8th grade.

EVIDENCE

SC Denmark conducted a VfM study with a specific focus on assessing change in the eyes of the participants i.e. children/adolescents, parents and the wider communities with the most significant outcomes being identified by the participants themselves. The study used qualitative methods to collect evidence: Literature review of SPA reporting, outcome harvesting methodology, children's consultations, Focus Group Discussions with parents/caregivers, teachers/education facilitators and Community Committees (Education and Protection). An Outcome-based assessment of expenditures was conducted against most significant changes. Evidence collected show the most significant changes identified within three main interlinked areas with 1) Changes in norms and beliefs in the communities with parents and teachers, traditional leaders and children/adolescents 2) Changes in knowledge and awareness in the communities 3) Behavioral changes for children, parents, teachers and community members.

DOMAINS

Development strategy priorities:	Insert strategy priority
Changes in the lives of people facing poverty, marginalisation or vulnerability	X
Changes in laws, policies and practices that affect people's rights	X
Changes in the capacity of organisations and communities to support rights	-
Changes in partnerships and collaborations that support people's rights	-
Changes in participation of groups facing poverty, marginalisation or vulnerability	X

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.

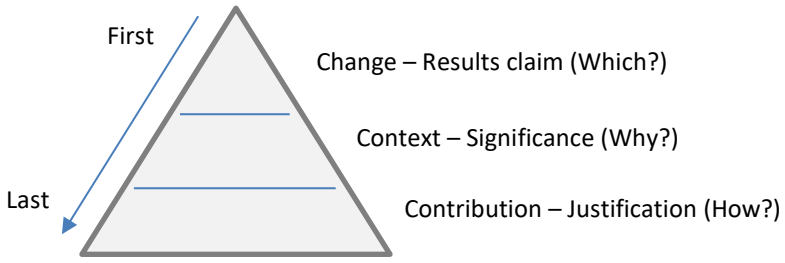
Page 1: Results summary
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a "reverse funnel." First, the "change" section introduces the overall results claim, which answers the "which." Note that this is done before any details have been provided. Second, the "context" section outlines the problem being addressed by the project and the significance of the change. For example, by explaining "why" it benefits target groups or communities.

Finally, and lastly, the "contribution" section should provide examples to justify for "how" the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. "After we did X, then Y occurred, because of Z."

Figure 1:
Reverse funnel for communication



Page 2: Additional information
The second page should provide background and evidence for project's contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- *Activities:* Whereas the "contribution" section on page one provides a brief summary of the project contributions to change, the "activities" section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.
- *Lessons:* Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.
- *Evidence:* A narrative comparison between results claims and the underlying evidence. It should answer "X led to Y, because of Z," although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.
- *Domains and development strategy:* Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.