



HUMANITARIAN INNOVATION FUND

Development and Implementation Phase Grant Final Report

Organisation Name	Jesuit Refugee Service
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Project Title	Little Ripples
Partner(s)	iACT, University of Wisconsin Survey Center
Problem Addressed / Thematic Focus	Refugee / early childhood education
Location	Refugee camp Mile and Kounoungou, eastern Chad
Start Date	October 1, 2017
End Date	May 31, 2019
Total Funding	£176,471 (£149,863 from HIF)
Total Spent	£176,471

Reporting Period	Final Report May 2019 – June 2019
Type of Innovation	Early childhood education
Project Impact Summary	<ul style="list-style-type: none">Since the start, the programs maintained a 100% employee retention rate. No employee has left or quit their job with Little Ripples. The same group of women employed in November 2017, are still the same group of women employed and managing the program today. The capacity of the women Little Ripples team has exceeded iACT and JRS expectations. The women have taken on ownership and management of the program including the registration, weekly monitoring of children and attendance rates, weekly problem-solving, outreach

	<p>to parents and community members, daily teaching and the management of the meal program. The women consistently send monitoring data at the end of each month; meet together every month to discuss challenges, learnings, and opportunities; and have identified solutions to challenges they face in the classroom with students.</p> <ul style="list-style-type: none"> • Little Ripples education directors and JRS and iACT staff, the families hosting the Little Ripples Ponds—inside their home compounds—are effectively maintaining a clean and safe early learning environment and are upholding their commitment to the program and space. • Each Little Ripples Pond has enrolled 45 students, is maintaining a 2:45 teacher to student ratio, and reaching more than 80% attendance rate. Additionally, every child is receiving a daily meal at Little Ripples, six days a week. • Key child development outcomes have improved among the children who participated in Little Ripples program from baseline to the final follow-up assessment taken one year after the start of the program. • The community has asked that the program be scaled to reach all children ages three-to-five in their community. Families and community members are providing suggestions and asking for support for income-generating activities that might serve as a means for families to financially contribute to the program.
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PROJECT ACTIVITIES AND OUTPUTS

Please go to **Appendix 1** and attach the final workplan, showing all work that was actually completed.

1. With reference to the final workplan, what have been the key achievements of the project?

Six in-home Little Ripples Ponds created in month one through three: In partnership with the community in each camp, iACT and JRS identified and selected three homes in each camp to host a Little Ripples pond (in-home learning center). A refugee construction team was employed to construct the physical learning structure within each home and refugee families assisted in refurbishing the home space to ensure the space met safety and health and hygiene standards for young children.

Sixteen refugee women trained and employed in month six: An initial 25 women in each camp were recruited and completed Little Ripples teacher training I (total of 50 women). Of the 25 in each camp, 8 women were selected and employed as the camp coordinator, education director, and



teachers. An additional 6 women in each community were recruited to serve as the cooks of the Little Ripples daily meal program—forming a team of 14 women in each camp. The 14 employed women received two additional trainings over a year—Little Ripples teacher training II and III. In total, with the addition of the cooks, iACT trained 28 women in teacher training II and III. iACT considers a Little Ripples team member fully trained after completing the third Little Ripples training. Since the start, the programs maintained a 100% employee retention rate. No employee has left or quit their job with Little Ripples. The same group of women employed in November 2017, are still the same group of women employed and managing the program today.

Increased capacity of refugee women to implement and manage early childhood education: The capacity of the women Little Ripples team has exceeded iACT and JRS expectations. The women have taken on ownership and management of the program including the registration, weekly monitoring of children and attendance rates, weekly problem-solving, outreach to parents and community members, daily teaching and the management of the meal program. The women consistently send monitoring data at the end of each month; meet together every month to discuss challenges, learnings, and opportunities; and have identified solutions to challenges they face in the classroom with students.

Improved social-emotional and cognitive development of children:

The Little Ripples education directors have reported that each Little Ripples Pond (in-home center) has and continues to successfully enroll 45 children—attaining and maintaining a 2 to 45 teacher-to-student ratio, and each Pond is reaching more than 80% attendance rate. Additionally, every child is receiving a daily meal at Little Ripples, six days a week. These meals are essential. Many parents report that the meal at Little Ripples is often the only meal their child will eat all day until their evening meal. The results from the Little Ripples assessment are outlined below in the Innovations Outcomes section 2d.

INNOVATION OUTCOMES

Whether this innovative project was successful, not successful, or a mix of both, the HIF would like you to report as much detail as possible, so that success can be built on and failures can be learned from. By 'success' we mean that the innovation has achieved the planned positive impact/outcome, or that it has performed better than the current process, product or system.

2. Has the project demonstrated the success of the innovation? (Please choose only one answer.)

- ☒ Completely successful
- ☐ Significantly successful
- ☐ Partially successful
- ☐ Completely unsuccessful

2b. Please select the successes that your project have achieved:

(You may choose more than one)

- ☒ There is real evidence that the project achieved the planned outcome(s)
- ☐ There were perceived contributions or improvements to the planned outcome(s)
- ☒ Learning was achieved within the project cycle
- ☐ 'Lessons learned' were gathered and circulated to humanitarian stakeholders and actors



- ☐ The completion of this project has led to another innovation
- ☐ Other (*please comment*)
-

2c. Please select the challenges your project has encountered:

(*You may choose more than one*)

- ☐ The project did not complete its planned activities
- ☐ There is no real evidence that the project achieved the planned outcome(s)
- ☐ There were few perceived contributions or improvements to the planned outcome(s)
- ☐ Learning was not achieved within the project cycle
- ☐ 'Lessons learned' were not circulated to humanitarian stakeholders and actors
- ☒ Other (*please comment*)
- Turnover of in-country JRS staff: In early 2018, several key positions at JRS experienced turnover, including the country director, logistics director, finance director, and the director and deputy of the Guéréda field office. New staff coming in experienced a very high learning curve, as eastern Chad is a very complex environment, and the transfer of information between outgoing and incoming staff was lacking. This turnover caused confusion regarding purchases, activities, and overall understanding of the project and JRS's partnership with iACT.
 - Communication between iACT and JRS: The partnership nature of this project was a first for JRS Chad. In the past, JRS Chad has only ever been the main implementer of a project, and working with iACT as a consultant was challenging for JRS's usual way-of-working. iACT, too, prefers to intervene as a consultant, but throughout this project was challenged to be more of an implementer. This stretched both organizations outside their usual roles and caused confusion and delays in project start-up.
 - Temporary stop of project activities by camp authorities: Difficulties in implementation and confusion between iACT and JRS spilled over to the refugee community and, further, to camp authorities. The Little Ripples model, at least at the outset, relies on iACT to be physically present in the camps to provide training and start-up orientation to operationalize the preschool centers, which iACT did through several supervisory missions to the field. However, JRS is present in the camps daily, and runs primary through post-secondary education activities. By the community, JRS is seen as the humanitarian intervener in the education space. iACT was not properly introduced to the community, and this created confusion among the refugees about who does what, and confusion among the preschool teachers and other staff about their relationship with JRS and iACT. Eventually, this confusion carried over to UNHCR, local government authorities, and CNARR (*Commission Nationale d'Accueil et de Reinsertion des Refugies et des Rapatriés*, the host government's refugee commission). These entities were not sufficiently informed or included, though they are the gatekeepers of all activities occurring in the camps. The situation came to an acme when a refugee cited to CNARR that he was employed by iACT, and organization not registered to work in Chad, and camp authorities shut down the Little

Ripples centers for more than one month. Through JRS's field team's laborious and delicate awareness-raising and advocacy efforts, JRS convinced UNHCR and CNARR to reopen the center and permit the project to continue.

- A delay to the start of meal program: Due to organizational financial management restrictions, there was a delay in the reception of funds to the JRS Guereda field office in eastern Chad for the Little Ripples daily meal program. As part of JRS's financial management and procurement policies, purchases made by JRS field offices cannot exceed 150,000 XAF, or approximately 200 GBP. There are no financial institutions (banks or otherwise) present in eastern Chad, so *all* transactions have to be done by cash. To reduce organizational exposure to this financial liability, payments exceeding 150,000 XAF must be made at the country office-level, paid to the local (to Guéréda) supplier by check. In instances where the local suppliers do not have the capacity to fulfill an order, which often happens in the case of large purchases, the purchase is entirely made and paid at the N'Djamena level, which requires transport of the goods to the field, usually by road. For purchases over 2,500,000 XAF (3,375 GBP), a formal procurement process must be followed, including opening a call-for-bids for 15 days. These procedures caused certain delays, as JRS tried to navigate these policies while also getting the goods to beneficiaries as quickly as possible. Additionally, December is a slow month in Chad, as many take holiday and close their businesses. These contextual constraints led to the delayed receipt of meal program supplies on the ground.
- iACT faced challenges in recruiting and measuring the same number of caregivers and children at baseline and again at each follow-up assessment over the duration of the project. iACT assessments were completed in November, February, and May. For each follow-up assessment, not all 90 families in each camp were around and available to attend the assessment. To address issue, iACT, with the help of refugee team members, informed the community weeks in advance and conducted household outreach in days leading up to the assessments. However, due to the dire food situation in the camps, families are spending more time away from their home and outside of the camp during the day to find opportunities to gain a livelihood and make up for the cut in food rations.
- Additionally, the group of children in refugee camp Mile that were measured at baseline and considered the "control" group did not remain a control group. Once the Little Ripples Ponds were open and the community became more informed of the high quality of the program, including the provision of a daily meal, the families that were measured as the control group advocated that their children be able to attend a Little Ripples Pond. The community, including leaders and the iACT Little Ripples refugee Program Director, agreed that the control group children could attend a Pond. As a result, the number of control group children in the follow-up assessments is significantly lower than baseline assessment. They were measured and considered Little Ripples students in the assessment.
- The work plan outcomes include "Published outcomes, impacts and learnings". It was a challenge to meet the Month 20 deadline for producing published outcomes, impact and learnings. Based on information and results from the final assessment, and conversations with families, iACT and JRS realized that a more contextual report needed to be produced to illustrate the challenging context and environment families exist in. By August, iACT will be

produce a report that shares the assessment results and also the high levels of food insecurity and descriptions of daily life from families in camps Mile and Kounoungou. This context is very important to highlighting both the need for early childhood education and a preschool daily meal program and also the adversity faced by families and young children in these camps.

- The work plan outcomes include "EDs and teachers host monthly community engagement." It was challenging to find extra funding to provide a stipend for a monthly community meeting. However, teachers reported that they took initiative and conducted household outreach as well as invited caregivers to the Little Ripples Ponds to engage families in their child's education and to inform them about what and how their child was learning at Little Ripples. The outreach proved to be successful. At the end of project in May, families and community leaders reached out to iACT and JRS with request that Little Ripples be scaled to reach more children in their community, and other camps, and offered their support and assistance.
- By the end of the work plan timeline, the Little Ripples teams had not completed the *LEAD with EMPATHY* curriculum. The curriculum was provided to them at Little Ripples teacher training II, in November 2018, and should have been completed by May of 2019. In May, during Little Ripples teacher training III, the Little Ripples camp coordinators, education directors, teachers, and cooks expressed that the curriculum was at times challenging for them to comprehend—especially for the women with low levels of education and they reported a lack of organization among the women to come together and complete the curriculum. During the training, with facilitation from iACT, the women came up with solutions to address the barriers they mentioned to completing the curriculum. Their solutions included: Asking a person with higher level of education in their camp to assist them in completing the curriculum by helping them read and talk through each lesson; organizing a time-table that all the women could commit to and that fit with the weekly availability of all the women. The women committed to completing the curriculum before the start of the next school year.

2d. If there is any evidence for the successful performance of the innovation, please describe it further:

- According to the onsite observations Little Ripples education directors and JRS and iACT staff, the families hosting the Little Ripples Ponds—inside their home compounds—are effectively maintaining a clean and safe early learning environment and are upholding their commitment to the program and space.
- According to the feedback from teachers and interviews with caregivers and community leaders, the refugee women trained and employed to manage the program are effectively implementing the program with quality. The following are feedback from the community:
 - "At the beginning when kids were registered, they didn't attend but they started to see that we are happy teaches and we have mindfulness, songs, food, colors, shapes, sports, language and numbers. Now they come and they talk in front of people. Kids of Little Ripples are now very well. " – Saida
 - "Now, with Little Ripples, children have empathy and they learn how to share things with each other and have good relationships." – Fatima



- “Some of our students don’t have mothers and fathers, they come to our centers, they fill their belly, they play and learn.” - Anonymous
- “With Little Ripples, there are fewer accidents on the streets because children are safely at the centers. Now are kids are safe.” – Sadia
- “Little Ripples brings people together. It’s more than just education.” - Anonymous
- “This is a good program. Now we need to manage with local resources to sustain the program.” – Murtada
- “Children at Little Ripples are more peaceful than others. In the homes [at Little Ripples Ponds], they are more safe with walls, cooks, teachers, and a very safe, clean space.” - Anonymous
- Key child development outcomes have improved among the children who participated in Little Ripples program from baseline to the final follow-up assessment taken one year after the start of the program:
 - 100% of caregivers interviewed reported ‘Yes’ when asked if they feel their child is safe at Little Ripples. Only 43.8% of caregivers reported ‘Yes’ when asked if they feel their child is safe in their camp.
 - The assessment demonstrated that children are able to identify the Little Ripples program values: At baseline, no child was able to identify the posters of the three Little Ripples values of ‘Peace, Helping, and Shaping’.
 - At follow-up, 68% of children in the Little Ripples program were able to identify all three posters (the posters are used as a learning tool and hang on the classroom walls).
 - Little Ripples increased the number of children able to identify colors: At baseline, no children from camp Mile were able to identify 5 colors and 70% of children in camp Kounoungou were able to identify 5 colors.
 - At follow-up, in total from both camps, more than 50% of students in the Little Ripples program were able to identify 4 to 5 colors, whereas no children in the control group from either camp were able to identify more than 3 colors. The number of children in camp Kounoungou able to identify colors decreased.
 - Little Ripples increased the number of children able to count to 10 in Arabic: At baseline, no child surveyed in either camp was able to count to 10 in Arabic.
 - At follow-up, in total from both camps, 64% of children were able to count to 10 and 20% were able to count between 5 and 9.
 - Little Ripples increased the number of children who could identify 4 to 5 animals: At baseline, no child was able to identify animals.
 - At follow-up, in total from both camps, 20% of children were able to identify 5 animals and 35% of children were able to identify 4 animals.
 - Little Ripples increased the number of children able to recite the alphabet in Arabic: At baseline, no child was able to recite up to or more than the 10th letter of the Arabic alphabet.
 - At follow-up, in total from both camps, 63% of children were able to recite up to or more than the 10th letter of the alphabet.

- Little Ripples increased the number of children able to do something independently: At baseline, in camp Kounoungou, 59% of caregivers of the Pond group reported their child is 'never' being able to do something independently and in camp Mile more than 55% of Pond group caregivers reported their child 'sometimes' being able to do something independently and less than 25% reported 'always' or 'sometimes' being able to do something independently.
 - At follow-up, in total from both camps, 85% of caregivers of Pond children reported their children either 'sometimes', 'often', or 'always' being able to do something independently, with the highest reported being 'always' at 32%.
- The Little Ripples increased the number of children sharing and sharing more consistently. From the Pond group in camp Kounoungou at baseline, 17% of caregivers reported 'never', 42% reported 'sometimes' and 36% reported 'often'. From the Pond group in camp Mile at baseline, 20% reported 'never', 40% reported 'sometimes', 27% reported 'often' and 13% reported 'always'.
 - At follow-up, in total from both camps, 42% of caregivers reported their child 'sometimes' shares, 17.5% reported 'often' and 24% reported 'always'.
- The community has asked that the program be scaled to reach all children ages three-to-five in their community. Families and community members are providing suggestions and asking for support for income-generating activities that might serve as a means for families to financially contribute to the program.
 - "We are facing a lot of difficulties for how we live but the important thing is education. We want all our kids to learn and study." - Anonymous
 - "We will work to find solutions ourselves to keep Little Ripples just as we have been taught by iACT to find solutions and to have ideas." - Anonymous

3. Please show the components of the project which contributed the most to any successes:

(where 1 = most influence 3 = least influence)

Component	1	2	3	N/ A
Design and placement of the innovation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methodology or approach to collecting evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Context	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of resources and capacities (financial, human, technical etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Success in identifying and responding to different project and innovation risks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Strength of relationships and collaborations within the team and with other stakeholders

☒ ☐ ☐ ☐

The process was flexible and responsive to emerging results

☒ ☐ ☐ ☐

Ability to draw on experience and expertise of existing practice, codes and standards

☒ ☐ ☐ ☐

Other: Methodology of working directly with refugee community and seeking their input and leadership at every step of the project design and implementation process (refugee-led model)

☒ ☐ ☐ ☐

Other: The Little Ripples teacher training I, II, and III and how each training was delivered

☒ ☐ ☐ ☐

4. Please show the components of the project which contributed the most to any unsuccessful elements of the project

Component	Yes- contributed to failures
Weaknesses in the design and placement of the innovation	<input type="checkbox"/>
The methodology or approach to collecting evidence	<input checked="" type="checkbox"/>
Context	<input type="checkbox"/>
A lack of access to resources and capacities (financial, human, technical etc.)	<input type="checkbox"/>
Difficulty in identifying and responding to different risks	<input type="checkbox"/>
Lack of good relationships and collaboration within the team and with other stakeholders	<input type="checkbox"/>
Having a process that was not flexible or responsive to emerging results	<input type="checkbox"/>
No ability to draw on experience and expertise of existing practice, codes and standards	<input type="checkbox"/>
Other:	<input type="checkbox"/>

Other:



5. What are the top three, key lessons learnt relating to the innovation? This should relate to the innovation or the sector in which it operates, rather than project implementation.

1. Instead of imposing traditional top-down interventions, we can cultivate bottom up solutions using best practices and frameworks that can be adapted by local communities. Through the success of Little Ripples in refugee camps Kounoungou and Mile—a program that is completely led by trained and employed refugee women—we see how effective and needed it is for refugees to be at the front and center of creating, iterating, managing, problem-solving, and expanding solutions that meet their needs. Through the Little Ripples teacher training content, including topics such as mindfulness, leadership development, choice, and a participatory approach, we see that the process of adapting the program and curriculum not only creates a better program for the young children in their community but also provides the opportunity for the women involved to take on new purpose and meaning in their lives.

During training, teachers were given time to problem-solve, ideate, and create concrete action plans for community-driven solutions—independent of iACT or JRS. Additionally, an invaluable component of this project was the inclusion of experienced Little Ripples camp coordinators, education directors, teachers, and cooks from other camps. Refugees from other camps in eastern Chad, traveled for the first time to camps Kounoungou and Mile to assist in adapting and implementing the project, including conducting community outreach, selecting homes, training teachers, selecting teachers, and facilitating the assessment process. “Because of iACT and JRS, I am visiting camp Kounoungou and making a new family. I am so proud of this journey. Everything is so positive. I can speak but I cannot say everything that is in my heart.” – Little Ripples female cook from refugee camp Djabal

2. Mindfulness, a tool integrated into the Little Ripples curriculum and pedagogy, is consistently reported as the most useful and beneficial tool by teachers in creating a peaceful space for young learners. Little Ripples incorporates mindfulness so young learners can: 1) find stability and comfort in the chaos of displacement; 2) nurture internal peace as a form of resilience-building; 3) build executive functioning and self-regulation skills; and 4) learn mindfulness practices that they can carry with them as they transition from adolescence to adulthood. Every day at Little Ripples, teachers guide their students in practicing mindfulness techniques in daily “welcome” and “goodbye” circles and also lead mindful moments throughout the day if they feel their students may benefit from a calming exercise. Additionally, mindfulness tools during teacher training assisted in creating a safe, peaceful, and open spaces for women during the Little Ripples teacher training to feel comfortable holding honest dialogue, building team work, and fostering creativity and problem-solving.

3. Hosting the program in the home compounds of refugees fosters community ownership, creates safe learning spaces, and efficiently uses existing space and resources. Children attending each Pond come from the surrounding homes—reducing the time and distance, and the dangers a young child may face when walking school. The host family is responsible for maintaining a clean and safe space, adding an extra layer of support for the teachers. As one mother shared, “Children at Little Ripples are more peaceful than others. In the homes [at Little Ripples Ponds], they are more safe with walls, cooks, teachers, and a very safe, clean space.”

6. Do the final outcomes support the initial rationale for the innovation?

- ☒ Yes, completely
☐ Yes, significantly
☐ Partially
☐ No, not at all

Please describe further:

- Little Ripples fills a gap in early childhood education programming in refugee camps Kounoungou and Mile, eastern Chad. It is the only program supporting the learning and development of children ages three to five (pre-primary).
 - Little Ripples in-home center Ponds offer safe and intimate learning spaces and maintain a 2:45 teacher-to-student ratio. Previously, other pre-primary programs were held in dilapidated learning spaces near busy roads or within primary school areas, teacher-to-student ratios were much higher, teachers did not receive any training, and they were given very little educational tools or resources.
 - Children attending and participating in the Little Ripples program show improvements in key cognitive and social-emotional indicators.
 - The attendance rates of Little Ripples are consistently above 80%.
 - The meal program was delayed in implementation. However, since the funds were delivered the cooks have ensured students receive a daily, nutritious meal. The meal menu rotates every day and week, providing diversity of foods for students who primarily eat porridge, tea, and milk at home.
- Little Ripples supports iACT’s community-based theory of change that refugee-led, community-based programs can lead to longterm self-reliance and away from dependency.
 - The Little Ripples team of refugee female camp coordinators, education directors, teachers, and cooks can effectively coordinate and implement all key aspects of the program including: enrollment, monthly reporting, weekly teacher meetings, community engagement, and student follow-up.
 - 100% employee retention: all of the women who were initially trained and employed to serve as the camp coordinators, education directors, teachers, and cooks at the start of the grant are still the same women leading the program now.
 - Community members are asking for support not just with education but livelihood solutions that allow them to be more self-sufficient will supporting the education for the most vulnerable in their communities.

7. How has your understanding of the innovation changed through the project period?

Over the past decade, international support for refugees in eastern Chad has shifted from providing emergency on-set resources, to protracted crisis-focused programs, to now shifting again away from international support entirely and possibly into a phase that could be described as “development.” This project grant period bridged this last phase of change. During this time, it has become clear that programs implemented in the protracted crisis phase must be grounded in community-based leadership and led by the beneficiary community themselves. Currently, all international NGOs in eastern Chad are feeling this change, as budgets are shrinking. NGOs such as JRS are working with the refugee communities to gradually turn donor-led projects into community-led initiatives. However, it is significantly more difficult to move a program to be refugee-led than begin a program as such from the start. The skills that Little Ripples refugee staff members have attained over the last two years are now essential for the wellbeing and sustainability of their community. They feel empowered and capacitated to address education, but also to discuss livelihood solutions. It is now more apparent than ever how essential beneficiary-led programs are during the protracted refugee crisis phase, so that when funding and support decreases entirely and countries move towards development-based programs, community beneficiaries already have the skills and capacity to become self-reliant once again.

We have also gained new understandings around project implementation and partnership roles and responsibilities. With iACT serving as a consultant and implementation partner, and this being a refugee-led innovation, with JRS serving as the in-country lead, understanding around roles and responsibilities needed clarification multiple times throughout the duration of the project.. This was JRS Chad’s first experience with a consultant-implementer relationship, which created challenges, and turnover of several JRS staff also caused a gap in understanding. Clear roles were also not necessarily communicated with the community at the start of the project – JRS and iACT learned that it is difficult for the beneficiary community to distinguish JRS from iACT and understand who does what. The beneficiary community sees the organizations as one intervener in their community. It also merits noting that Chad, and eastern Chad in particular, is a very sensitive, low-trust working environment. Due to the protracted insecurity of this particular border region and years of instability, the host government is highly skeptical of unknown entities, which includes iACT. This, too, created some challenges, and JRS and iACT learned that an all-stakeholder “kick-off” meeting with the key refugee community members and the host government and camp leaders would have mitigated challenges faced throughout project implementation as well as roles and responsibilities of project management and oversight.

8. Did the innovation lead to any unexpected outcomes or results? How were these identified and managed?

The innovation did lead to two unexpected opportunities:

1. iACT and JRS are expanding their partnership agreement to support peer-led Little Ripples Teacher Training by having existing Little Ripples refugee teachers support JRS preschool “monitors” (non-Little Ripples preschool teachers). These JRS preschool monitors were formerly supported by UNHCR funding and are now community-funded, but are lacking formal training opportunities. Based on the success of the Little Ripples program and to deepen the Little Ripples refugee-led model of supporting the refugees to scale the program themselves, Little Ripples teachers in refugee camps Goz Amer and Djabal will provide training to JRS preschool “monitors” in the Fall of 2019.

2. JRS and the UNHCR have requested that iACT share its mindfulness training and curriculum with primary and secondary school students and well as refugee University students in N'Djamena, Chad. On recent monitoring trips, JRS education staff based in N'Djamena Country Office visited and observed the Little Ripples program in action. The education staff were impressed with how peaceful the Little Ripples classroom space felt and how well-behaved and happy the children appeared while learning in the Little Ripples classroom. The teachers attested the nature of their classrooms and students to the use of mindfulness. JRS is now seeking opportunities for iACT to provide mindfulness training to students and teachers in primary and secondary schools in refugee camps in eastern Chad.

METHODOLOGY

9. Was the methodology successful in producing credible evidence on the performance of the innovation?

- ☐ Yes, completely
☒ Yes, significantly
☐ Partially
☐ No, not at all

Please describe further:

The methodology was successful in producing credible evidence. iACT measured a group of Little Ripples children and non-Little Ripples students at baseline and again at two points in time over the duration of the 20-month project. We now have data demonstrating improvements in children's cognitive and social-emotional development and also data illustrating the poor health status of children and alarming levels of household food insecurity in refugee camps Kounoungou and Mile. However, the assessment and data collection process was a challenge. As mentioned above in section 2c, it was challenging for iACT to recruit and measure the same number of caregivers and children, and the control became a Little Ripples Pond group of students. Additionally, iACT wanted to adjust for challenges by reducing the number of assessments and allowing for more time in between each assessment but iACT felt constrained by the grant work plan and budget to implement the number of assessments planned and budgeted prior to the project implementation. Moving forward, based on learnings, iACT will reduce the number of assessments from 4 to 2 over a 20 month period to allow for more time in-between each assessment. As well as more time in camp for each assessment in order to better accommodate the daily schedule and activities critical for refugee families to survive and feed their children each day.

PARTNERSHIPS AND COLLABORATION

10. How and why did the partnership change during the course of the project?

The primary partnership roles and responsibilities remained the same over the course of project. We found it essential to be flexible with roles and responsibilities in order to adjust to the needs of the refugee community themselves. As mentioned above, JRS and iACT gained valuable learnings about the importance of clearly communicating roles and responsibilities as well as the unique expectations and needs of each partner. iACT and JRS held quarterly meetings to adjust and adapt to challenges and devise and implement solutions.

11. Are there plans to continue your partnership, either while scaling up this innovation or on other projects?

- ☒ Yes, with this innovation
- ☒ Yes, with another project
- ☐ Maybe
- ☐ No

Please describe further:

Yes, JRS, iACT, and the Darfur refugee community will continue to partner to sustain and scale Little Ripples, and other projects, including the Refugees United Soccer Academy, in refugee camps in Chad and Cameroon. Contingent upon funding, the three partners seek to scale the Refugees United Soccer Academy to all 12 camps in eastern Chad (the project currently operates in 8 camps in eastern Chad). Additionally, refugee communities in other camps in eastern Chad have requested that iACT and JRS scale Little Ripples to their camps. Based on the success and impact of Little Ripples in refugee camps Goz Amer, Djabal, Kounoungou, and Mile, iACT and JRS with the community, seek to scale Little Ripples to additional camps in eastern Chad where no early childhood education programming exists.

The need for further intervention at the early childhood level is high – until 2017, preschool education in the 12 camps in eastern Chad was financed by UNHCR. Donor fatigue, the explosion of the world refugee crisis in 2016, and the continued arrival of new refugees in northern and southern Chad continues to shift UNHCR's budget to other refugee communities both in Chad and elsewhere, which caused UNHCR to eliminate preschool from their portfolio in 2017. This sudden change in funding forced JRS to suddenly transition preschool centers in all 12 camps from being donor-supported to community-based. With the exception of Little Ripples preschool centers, all centers in eastern Chad are technically community led using JRS-created and supported income generating activities as well as refugees' personal funds. These IGAs were created to support the entire education system, and thus revenues allocated to preschool are diverted away from other levels of education (primary, secondary). In most of the 12 camps, the communities' capacity and will is not enough. In six of the 12 camps, the community's will and capacity to self-support preschools was not enough to fund the monitors' salaries and preschool centers were closed. In two of these camps, the monitors have agreed to work on a volunteer basis for a temporary period of time. In the four camps of Farchana, the community supports one monitor in each camp, which results in over a 1:100 monitor-to-student ratio.

In Cameroon, iACT and JRS work together to implement the Refugees United Soccer Academy in refugee site Gado and have recently formed a partnership to improve the quality of preschool programming by implementing Little Ripples teacher training in support of 16 community-based preschools across 4 refugee sites in Cameroon.

iACT and JRS are seeking funds to scale Little Ripples to IDP sites in the Central African Republic. In 2016, in partnership with JRS, iACT provided Little Ripples teacher training to a group of 13 CAR preschool teachers, and since, together have been seeking opportunities to scale Little Ripples teacher training within CAR to support more teachers and children.

DISSEMINATION

12. Please describe any steps taken to disseminate the outcomes of the project.

Please include all completed and forthcoming, as well as all planned and unplanned products (for example, research and policy reports, journal articles, video blogs, evaluations).



The following are plans for completing and disseminating outcomes of the project:

1. Create and design a report sharing details on the innovation, the assessment outcomes, the need for continued support for refugee-led and early childhood education programs, and next steps with the innovation and in Chad for JRS and iACT.
2. Create a report specifically on the outcomes of the food security assessment results to amplify the high levels of food insecurity in refugee camps Kounoungou and Mile.
3. Create and share an ongoing campaign to sustain the Little Ripples innovation in refugee camps in eastern Chad.
4. Write blogs and social media content to share outcomes of the project.
5. Identify opportunities to write journal articles and publications to share the Little Ripples assessment data and results.

13. Has the project received any third party coverage during the project (from news media, third party blogs, researchers or academics etc.)?

The innovation of Little Ripples has received third party coverage, including:

- A background paper commissioned as background information to assist in drafting the 2019 GEM Report, Migration, displacement, and education: Building bridges, not walls. <https://www.iact.ngo/resource/early-childhood-development-and-early-learning-for-children-in-crisis-and-conflict/>
- iACT and Little Ripples were mentioned in the 2019 Global Education Monitoring Report. <https://www.iact.ngo/resource/migration-displacement-education-building-bridges-not-walls/>

Additionally, iACT has published articles and blogs on the Little Ripples innovation:

- “From Little Ripples to big waves: comprehensive early childhood programming for young refugee children.” 2019 edition of *Early Childhood Matters*. <https://earlychildhoodmatters.online/2019/from-little-ripples-to-big-waves-comprehensive-early-childhood-programming-for-young-refugee-children/>
- “Musings on mindfulness and refugees.” <https://www.iact.ngo/2019/06/18/musings-on-mindfulness-and-refugees/>
- “A trauma-informed approach to humanitarian action.” <https://www.iact.ngo/resource/a-trauma-informed-approach-to-humanitarian-action/>
- “A refugee and community-led early childhood education program incorporating play-based learning, peace-building, and mindfulness.” <https://hundred.org/en/innovations/little-ripples>

SCALE UP AND DIFFUSION – WHAT NEXT?

14. Is the project or innovation to be replicated or scaled up?

- ☒ Yes, we will scale up in the same or similar context
- ☐ Yes, we will scale up within our organisation (including running more pilots or trials)
- ☒ Yes, we will replicate the innovation/project in another context or country

- ☒ Yes, the innovation/project will be replicated or scaled up by another organisation or stakeholder
- ☐ Yes, other
- ☐ No

If you answered yes to question 14, please answer 14b:

14b. What model are you pursuing to scale up or sustain your innovation?

- ☒ Applying for more donor funding
- ☐ Selling the innovation or patent
- ☒ Cost recovery (for example, selling your service or being paid as a consultant to implement the innovation)
- ☒ Innovation to be taken up by organisation or government as standard and included in standard planning and core funding by them
- ☐

Other _____

Please describe further:

Little Ripples is a program of iACT. iACT has established two distinct partnership models to sustain and scale the Little Ripples innovation:

1. Full Partnership: iACT works with implementing partners to deliver high-quality programs that adhere to quality standards based on international guidelines and best practices. Both partners contribute resources to support program activities and share proprietary rights of joint activities. The implementing partner is able to say they are officially delivering the Little Ripples and/or LEAD with EMPATHY programs and iACT will deliver on-going technical support for the duration of the partnership.
2. Provision of Technical Support: iACT is contracted as a consultant and/or technical advisor to deliver training, advise on program implementation, contribute to program manuals or policy guidelines, help develop tools and resources, or support other project and planning activities. In this case, the contracting partner is expected to cover all costs associated with the consultancy or technical advisory support services, unless agreed otherwise. This model can be adapted for one-off activities or on-going support. While the contracting partner retains the proprietary rights of the program activities, they are not able to officially call their programs Little Ripples, or LEAD with EMPATHY, unless agreed otherwise; however, the contracting partner is expected to credit iACT as a consultant or technical advisory partner and as the developer of any iACT program materials or intellectual property used.

15. If the project or innovation could be replicated or scaled up, please list the three most important issues or actions that will need to be considered:

(where 1 = most important and 3 = least important)

Suggestion/issue	1	2	3
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1 Important for Little Ripples to be scaled while also maintaining high-quality standards. In order for Little Ripples to meaningfully meet the needs of refugee children and their communities, we need to ensure that the delivery of Little Ripples continues to be trauma-informed, comprehensive, high-quality, and adheres to international standards and global best practices.

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2 Important for Little Ripples to be scaled in partnership with refugee communities and to maintain the refugee-led model. How and with whom Little Ripples is scaled and implemented is equally as important as the curriculum and program design itself. The scaling of Little Ripples needs to be done in such a way whereby refugees themselves take-on most management aspects of a program, thereby strengthening the agency and professional development of the beneficiary population and requiring less hands-on responsibilities of the implementing partner. If we are to break cycles of violence endemic to refugee communities and implement sustainable and long-term education solutions, refugees need to be at the forefront of scaling, adapting, and implementing Little Ripples within their community.

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3 Important to identify, at early stages of the implementation of Little Ripples in new communities, opportunities for livelihood solutions that might allow the refugee community to contribute to sustaining the program long-term. In conjunction with education solutions, the community must be engaged in identifying livelihood solutions that will both meet the immediate and long-term needs of their family as well as allow them to contribute and sustain critical programs for their young children.

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Appendix 1. Final Workplan

Below is a table that is the same as the workplan that you submitted with your original application. There are **three ways** to respond to this section.

1. If there have been no changes at all through the project you may cut and paste your original workplan here.
 2. If there have been changes to the project but these changes **were previously reported to the HIF** in an *Agreement Amendment* form, please adjust your original workplan so that these changes are recorded in it here.
 3. If there have been changes which were **not previously reported to the HIF**, please **also** fill in Table 2 (which is on the next page). In particular, please make sure to explain any budget various greater than 15% in Table 2.
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Improved social-emotional, cognitive and physical development of children	Children consistently attend LR 6 days/week, 7 to 11am																			EDs and Teachers monitor and report to JRS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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Table 2: Changes to Workplan

Change (as referenced in workplan above)	Reason for change	Overall impact of change
1. iACT conducted 4 trips to camps Kounoungou and Mile, instead of 5. The first trip was focused on working with the community to identify homes, construct the Ponds, recruit women, and gain community buy-in and ensure the community was involved in the project implementation at the outset. During the remaining 3 trips, iACT completed 3 assessments and 3 Little Ripples teacher training.	iACT had planned for too many assessments. The purpose of the assessments is to evaluate learning outcomes and social, emotional and physical changes in young students over time. Implementing an assessment every 3 to months would not have produced meaningful results. Therefore, iACT reduced the number of assessments completed from 5 to 4.	Overall, this did not impact the success or outcomes of the project.

<p>2. The Little Ripples team did not receive or begin the <i>Lead with Empathy</i> leadership curriculum until Little Ripples teacher training II—which was implemented in month 14 in the work plan.</p>	<p>iACT designed the <i>LEAD with EMPATHY</i> curriculum to be implemented in conjunction with Little Ripples teacher training II. Little Ripples teacher training I was implemented in March 2018. iACT implemented training II in October to ensure the women had time to gain experience in the classroom as well as managing the program before receiving the training II.</p>	<p>iACT did not observe any overall impact from the shift in training timeline.</p>
<p>3. Delay in the start of the daily meal program (under cost-share contribution)</p>	<p>Delay in reception of funds to implement the daily meal program.</p>	<p>The delay in the start of meal program likely impacted the development of the children and their learning ability since we know a hungry child cannot learn and according to the assessment results, the majority of children live in food insecure households and only eat two “meals” a day (For some children, the Little Ripples meals was their first meal of the day).</p>