A young girl with dark hair tied back, wearing a light-colored t-shirt, stands in a grassy field. She is looking back over her shoulder towards the camera. The background is a soft-focus landscape with a bright light source, possibly the sun, creating a hazy, golden glow.

REALIZING FULL **POTENTIAL** FROM CHILDHOOD TO EMPOWERED YOUTH

Framework Report 2015

ACRONYMS

ARO:	Asia Regional Office
CLAC:	Community-Led Action for Children
ASEAN:	Association of Southeast Asian Nations
BIAAG:	Because I Am A Girl
CM:	Child Marriage
CRC Asia:	Child Rights Coalition Asia
DRR:	Disaster Risk Reduction
ECCD:	Early Childhood Care and Development
ECE:	Early Childhood Education
FGM:	Female Genital Mutilation
ICT4D:	Information Communications Technology for Development
SMS:	Short Message Service
IME:	Intercultural Multilingual Education
MFA:	Ministry for Foreign Affairs
NGO:	Non-Governmental Organisation
RESA:	Region of Eastern and Southern Africa
SAARC:	South Asian Association for Regional Cooperation
TVET:	Technical, Vocational & Education Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
VSL:	Village Savings and Loan
CSO:	Civil Society Organisation
YEE:	Youth Economic Empowerment

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2015 NUMBERS AT A GLANCE

IN 2015 ALL IN ALL, PLAN FINLAND'S COUNTRY-LEVEL PROJECTS DIRECTLY REACHED

43 489

GIRLS

28 076

BOYS

30 087

WOMEN

20 575

MEN



A TOTAL OF

480

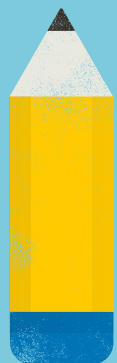
ECCD CENTRES IN SIX COUNTRIES WERE ESTABLISHED OR SUPPORTED DURING THE YEAR.



341

YOUTH RECEIVED TECHNICAL AND VOCATIONAL SKILLS TRAINING IN PLAN'S YEE PROJECTS IN THE DOMINICAN REPUBLIC AND IN PAKISTAN.

(200 youth—117 women and 83 men—in Pakistan and 141 youth—50 women and 91 men—in the Dominican Republic).



IN FINLAND,

21 938

CHILDREN AND 6 608 ADULTS WERE REACHED THROUGH VARIOUS CHILD RIGHTS EDUCATION ACTIVITIES THROUGH PLAN FINLAND'S GLOBAL CITIZENSHIP EDUCATION

IN **LAOS**, 331 GIRLS AND 322 BOYS OF ETHNIC MINORITY GROUPS RECEIVED OPPORTUNITIES TO PARTICIPATE IN SCHOOL COUNCILS AND CHILDREN'S CLUBS. IN ADDITION, 530 GIRLS AND 431 BOYS FROM MINORITY GROUPS AND/OR WITH A DISABILITY RECEIVED EDUCATION SCHOLARSHIPS.

IN **ETHIOPIA**, 8 326 GIRLS WERE GIVEN OPPORTUNITIES TO DEVELOP SKILLS TO ASSERT AND DEFEND THEIR RIGHTS AT THE SCHOOL AND COMMUNITY LEVELS THROUGH THE ESTABLISHMENT AND STRENGTHENING OF SCHOOL CHILD PROTECTION CLUBS, PEER GROUPS AND CHILDREN'S COUNCILS.

IN **UGANDA**, 24 FATHERS' CLUBS WERE FORMED, BENEFITING 922 FATHERS IN PROJECT AREAS

IN **TOGO**, 400 CHILDREN, INCLUDING 152 CHILDREN WITH A DISABILITY, WERE TRAINED IN CHILD PROTECTION. IN ADDITION, 79 DEAF CHILDREN (39 GIRLS) LEARNED SIGN LANGUAGE IN COMMUNITY-BASED REHABILITATION CENTRES, 31 ADOLESCENTS WITH A DISABILITY RECEIVED VOCATIONAL TRAINING AND TOOK PART IN INCOME GENERATING ACTIVITIES, AND 59 CHILDREN WITH A DISABILITY RECEIVED THE NECESSARY ASSISTIVE DEVICES TO IMPROVE THEIR QUALITY OF LIFE.

2015 IMPACT AT A GLANCE

CAMEROON

In Cameroon, learning materials were developed in the Baka native language and teachers trained in mother-tongue learning, resulting in a significant improvement of Baka children's school performance and learning.

MOZAMBIQUE

As part of the ECCD project in Mozambique, a series of early warning systems was implemented in the Licungo river basin and a resilience-focused training was organised for teachers in conjunction with the department of education to provide psychosocial support and counselling for children during and after disasters.

FINLAND

Plan's Children's Board organised panels for the parliamentary candidates in Helsinki and Turku prior to the 2015 election and helped organize a training session on children's rights for the newly elected parliament members in June.

TOGO

In Togo, Plan helped to influence the national government to begin broadcasting the national news with sign language interpretation. Plan also engaged in advocacy for the review of the national youth policy to accommodate youth with disability and revision of the disability law by the Ministry for Social Action regarding the welfare of persons with disabilities.

ASIA REGIONAL

With a contribution from Plan, the regional Child Rights Coalition Asia [CRC Asia]) received a consultative status to the ASEAN (Association of South-east Asian Nations) Intergovernmental Commission on Human Rights, which opens up more opportunities to enrich advocacy efforts in fighting violence against children in the region.

DOMINICAN REPUBLIC

In the Dominican Republic, Plan met with representatives of Congress and civil society and - with the national Coalition for Children - created an advocacy campaign "One Country for Children," which seeks to prohibit corporal punishment in the Dominican Republic and increase the budget for the national action plan against violence. The youth network in the Dominican Republic was successful in influencing the Ministry of Industry and Trade to organize financial education in the project areas.)

ETHIOPIA

In Ethiopia, as a result of Plan's advocacy, early childhood education (ECE) was emphasized in the government's fifth Education Sector Development Plan (2016-2020). In Ethiopia, Plan project's community groups have started influencing the government by crafting their own bylaws outlawing the practices of FGM, child marriage and other harmful traditional practices. The Bona Zuria district court has established a separate judge, prosecutor and police officer and a special bench to consider women's and children's case separately on two days a week.

UGANDA

In Uganda, Plan succeeded in influencing the Forum for Education NGOs in Uganda to include a slot on child participation in every thematic area and supporting the government of Uganda (through the National Council for Children) in their development of a national child participation guide. In Uganda, a "Development SmartUp" pilot initiative was launched with the aim of cultivating locally-sourced innovative solutions to development problems.

PAKISTAN

Youth forums were formed in Pakistan, giving girls and boys the ability to influence village affairs. In Pakistan, Plan's ECCD syllabus was used as a reference in the development of the teacher's guide for ECE centres to be implemented throughout the Muzaffargarh province in all public sector schools containing ECE centres. In the Sindh province, Plan successfully influenced the provincial government to implement the ECE Policy developed by Plan and during 2016, the government of Sindh is planning on opening 1 065 ECE centres with the technical support by Plan.

1. FRAMEWORK OVERVIEW

The year 2015 marked the beginning of a new three-year framework period for Plan International Finland. In 2015, Plan Finland, with funding from the Ministry for Foreign Affairs (MFA), implemented 19 projects in 12 countries. Three of these projects were regional-level projects in Africa and Asia and one project took place in Finland. Of the remaining 15 projects, 8 took place in a UN's least developed countries (see chart).

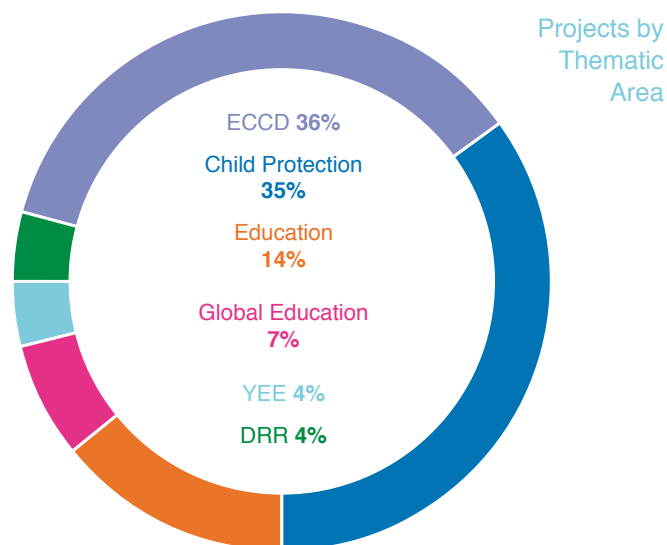
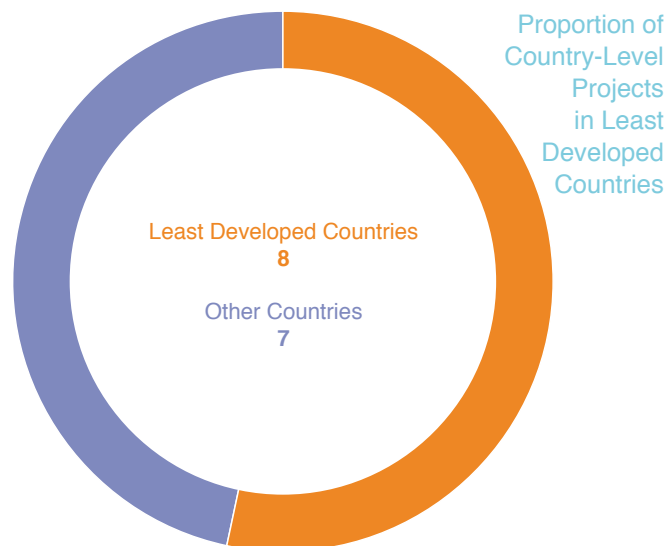
Plan Finland's projects fit into one of five categories: child protection (four projects in 2015), early childhood care and development (ECCD—nine projects), education (three projects), youth economic empowerment (YEE—two projects), and global citizenship education (one project).

Plan Finland's nine ECCD projects focused on the holistic development and care of girls and boys prenatal to 8 years in Bolivia, Ethiopia, Kenya, Mozambique, Pakistan, Timor-Leste, and Uganda. Country-level ECCD projects had a focus on health and nutrition elements in 2015, with kitchen gardens becoming increasingly popular. Male caregivers' participation in ECCD increased in most projects, and the Community Led Action for Children (CLAC) model continues to be improved and expanded to new project areas. In addition, regional-level ECCD projects were supported in Eastern and Southern Africa as well as in Asia; these projects focused on network building, advocacy and providing support to country offices. The main challenges faced by projects included the transition of financial systems within Plan that resulted in project delays, issues with reaching inclusion targets and phasing out of the Kenya project early due to MFA funding cuts.

Child protection projects aimed to ensure children's rights to protection from violence, abuse, exploitation and harmful practices while ensuring that children are able to participate in issues regarding their own development and protection. In 2015, Child Protection projects took place in the Dominican Republic, Ethiopia and Togo, with an addition regional project focused on network building and advocacy in Asia. All three projects had success through advocacy efforts, with community groups in Ethiopia crafting bylaws prohibiting female genital mutilation and revision of laws by the government of Togo

to accommodate people with disabilities. The main issues faced by these projects included negative attitudes in communities toward disabled people (Togo) and legislation prohibiting specific project activities (Ethiopia) as well as discriminatory legislation (Dominican Republic).

Plan Finland's three education projects focused on increasing access and quality of education for ethnic minority, rural and marginalized children in Cameroon, Laos and Uganda. The projects were successful in improving Baka children's learning in Cameroon thanks to them being taught in their mother tongue for the first time, in helping 107 girls who had previously



dropped out return to school in Uganda and in exceeding targets for the number of children participating in school councils and children's clubs in Laos. The projects faced challenges in finding qualified teachers for the schools in rural areas (especially in Laos), in challenging traditionally negative attitudes toward children with disabilities (specifically in Uganda) and in addressing low parental participation rate in school activities (in Cameroon).

Plan Finland had two YEE projects in 2015: in the Dominican Republic and in Pakistan. These projects seek to provide youth—particularly young women—with quality, market-driven vocational, technical and entrepreneurship training and to increase the scope and availability of paid or self-employment opportunities. In 2015, 341 youth were trained in both projects and the number of youth forums and networks grew in both countries, with the youth network in the Dominican Republic influencing the Ministry of Industry and Trade to organize financial education. The main challenges faced by YEE projects included coordinating effectively with existing training centres and addressing negative attitudes to young women's employment in both countries.

In Finland, the Global Citizenship Education project increased children's and youth participation and raised awareness of worldwide child rights issues throughout Finland. The project organised 765 sessions by child rights ambassadors, seven training sessions for teachers on child rights issues, numerous advocacy and awareness-raising events and social media campaigns throughout Finland with the Children's Board and Young Adults' Network, several events related to children's rights for the parliamentary elections and a joint media campaign with children in Vietnam.

In 2015, Plan Finland underwent a strategy development process, resulting in the five-year strategy entitled Plan 2020. The strategy re-emphasised Plan Finland's focus on girls, and also adds climate change and technology as main focus areas; these foci can be seen in practice in Plan Finland's resilience and disaster risk reduction programming (see section 3.3) and Plan Finland's use of technology and focus on innovation (see section 3.5).

In addition, inclusion of ethnic minorities

and children with disabilities is an increasingly important focus area, especially in ECCD projects. In addition to projects focusing primarily on inclusion (such as the "Protection of Children with Disabilities through Community-Based Rehabilitation Approach" project in Togo and the "Baka Rights and Dignity" project in Cameroon), Plan includes aspects of inclusion in all projects.

Plan Finland includes aspects of disaster risk reduction (DRR) and resilience in many projects, with a checklist providing standards for reporting a project's resilience in ECCD projects. In addition, a resilience toolkit began piloting in Ethiopia and Mozambique in 2015.

Plan's focus on technological innovation is seen through its continuing work in improving and expanding the implementing of Poimapper, a mobile field data collection and mapping solution and on the Solar Media Backpack, a hardware innovation for field use. In addition, 2015 saw the implementation of Development SmartUps, a two-pronged project focusing on cultivating locally-sourced innovative solutions to development problems.

Plan Finland's advocacy team was active in the parliamentary elections, participating in Kepa's *Maailmantalouden tekijät* ('Makers of the global economy') campaign, and later produced numerous videos featuring key political decision makers speaking in support of girls' protection and education. Plan Finland also initiated several campaigns in Finland, including the *Askel eteenpäin* ("Step forward"), which focused on climate change, and the *My Law* campaign, which used sophisticated online communication methods to oppose school violence against girls.

All in all, Plan Finland's country-level projects directly reached 43 489 girls, 28 076 boys, 30 087 women and 20 575 men in 2015. These numbers are further broken down in each thematic area's section later in this report. Though Plan Finland is dedicated to results-focused reporting (using tools such as Poimapper to maximise efficiency—see section 3.4), many key results in Plan Finland's projects—such as more effective enforcement of child rights or positive changes in a community's attitude towards girls and children with disabilities—are not numerically measurable.

IMPACT OF THE MFA FUNDING CUTS

The MFA's funding cuts for development organisations began affecting Plan Finland's projects as soon as they were announced, as Plan Finland was forced to determine which projects would be cut or scaled back—and which staff would be laid off—as a result of the 40% budget decrease. The following list details the specific impact of the budget cuts:

Plan Finland will no longer participate in planning and developing project models—an important aspect of Plan Finland's work in the past—with the exception of models focused on ICT4D and Innovation.

- Plan Finland cancelled the funding of three projects in 2016: the “Creating access for poor rural youth to quality market driven Technical, Vocational & Education Training (TVET)” YEE project in Pakistan, the “Strengthening Civil Society in Asia for Increased Child Protection” regional project in Asia and “Securing a strong foundation for young children” ECCD project in Kenya. These projects will continue implementation with other funders within Plan International.
- Plan Finland reduced their office budget by 15 salaried years, laying off essential Plan staff, including Plan Finland's gender advisor and five other persons on the Programmes team. Gender expertise has since been transitioned to regional and country offices.
- Plan Finland was forced to give up their position as part of the global Child Protection working group and minimize their role in the Gender Equality working group.
- The resilience aspects in many projects have also been discontinued, resulting in Plan Finland losing their role as Plan federation's leading nation in the fight against climate change.
- Advocacy staff was laid off and the Maa-ilmanKuva journal and reporter travel grants were cut.
- The global citizenship education project will reach less children and youth as the number of Child Rights' Ambassadors was reduced, cooperation with international youth groups by the Children's Board and the Young Adults Network was stopped and membership in the Young Adults Network was reduced. In addition, the number of trainings for educators was reduced.

ADDED VALUE OF PLAN FINLAND

Nature of organization

- Efficiency and value for money. By scale we also achieve major cost-efficiency: we can use well-researched global programme models, enhance the quality of our work through learnings from different countries, and most of all, we get access to authorities, opinion leaders and policy-makers much better than a smaller NGO can. Thanks to our size and privileged access to those in power, we can channel the voices of the voiceless, influence public opinion and demand accountability from those in power.
- Global presence. Since most global development challenges span the borders of nation-states or are global in nature, basically an INGO like us is much more effective in addressing development as well. We have one foot at local, national levels and global development policy forums. The SEAS project with Kesko is a great example of this; so is our work on ICT4D and the way in which our advocacy is rooted in lived realities in the grassroots.
- Being local, building trust. Plan is not a “foreign” actor in any given country, despite being an INGO. Our staff are nearly all local. We have over 60,000 community development volunteers tirelessly serving our cause. On the ground Plan is very close to the communities we work in. The Community Development Facilitators are insiders of the communities, not external NGO workers. Even the full-time Plan staff know the communities very well. It's this capital of trust that is the best resource Plan has, and based on this trust our development work fails or succeeds.



Programme approach

Child centredness and holistic approach to child rights. Working on child rights is not just another sector of development cooperation; one could argue that it's much more demanding than basic community development work and it gives us a good focus compared to many other generalist development NGOs. We are in the business of altering power relations in societies in favor of those who have very little recognition in the society; we're not just another service delivery NGO running orphanages and building schools. We have many examples from our own work on HOW Plan involves children in its own work, and how much more value we add by putting children at the centre of development. This is a unique development paradigm.

- Tackling exclusion, particularly gender inequality. Plan is a leading organization, and will become even more so in years to come, on the issue of gender equality within the frame of child rights, and the particular empowerment work we do with girls. This is something that sets us apart from the others. We have also done high-quality work on children with disabilities, and are continuously working to mainstream disability into our work.
- Corporate partnerships. We have been a pioneer of this work in Finland, and are still considered one of the most important players. Plan Finland has shifted towards a "shared value" approach in seeking to change the way companies do business, from the point of view of human rights. In doing this, we can achieve a much larger impact than just by the old-fashioned charitable way of working.

- Sustainability. We seek to remove obstacles (whether they are related to social discrimination, or more material opportunities) so that people can help themselves. While we build the work in such a way that there is cost recovery for the services (e.g. ECCD centres collect a fee from the parents to pay for the salary of the animators), we also seek to enhance inclusion (so that the poorest families don't have to pay and can still access the service). Also, we work very closely with local authorities, and we seek always the right balance between service provision and advocacy/ structural change. This makes our work sustainable.
- Innovation for development. We have been championing a new way of working in development cooperation; one inspired by Human Centred Design Thinking, a start-up mentality, and seeking to create more space for new initiatives, problem-solving and critical thinking.
- Theory of Change with a multiplier effect. We work in order to trigger change by others. This is evident at many levels in our work, and it's not only the HRBA theory but part of our everyday practice. There are countless "ripple effects" of our work which has really triggered others to act, and inspired change beyond the scope of our own intervention. We have a new multi-level theory of change that ensures sustainable change, not only a channeling of aid. The new ToC is modern, inspiring and easy to grasp – it describes the way we already work.

2. PROGRAMME RESULTS, CHALLENGES & LESSONS LEARNT

2.1 Early Childhood Care and Development

Summary

Whereas many organisations focus on education in their early childhood projects, Plan Finland's approach to early childhood care and development (ECCD) is holistic, meaning that it contains elements of early stimulation, education, health, nutrition, parental training, and advocacy activities in order to provide children with the best possible starting point for primary education and their later lives. In 2015, ECCD projects funded by Plan Finland took place in Bolivia, Ethiopia, Kenya, Mozambique, Pakistan, Timor-Leste, and Uganda. These country-level ECCD projects had a focus on health and nutrition elements in 2015, with kitchen gardens becoming increasingly popular. Male caregivers' participation in ECCD increased in most projects, and the Community Led Action for Children (CLAC) model continues to be improved and expanded to new project areas. In addition, regional-level ECCD projects were supported in Eastern and Southern Africa as well as in Asia; these projects focused on network building, advocacy and providing support to country offices. The main challenges faced by projects included the transition of financial systems within Plan that resulted in project delays, issues with reaching inclusion targets and phasing out of the Kenya project early due to MFA funding cuts.

During the reporting period, Plan Finland's ECCD projects directly reached 18 702 girls and 17 854 boys between 0 and 8 years old. In addition, the projects reached 19 508 women and 9 849 men, most of whom were parents and caregivers. A total of 480 ECCD centres in six countries were established or supported during the year.

Results

Project-specific ECCD implementation strategies vary from country to country and are moulded to fit the local context. However, ECCD projects had a conscious focus on health and nutrition elements in 2015. In Timor Leste, for example, the focus has been on addressing and preventing

stunted growth among children; meanwhile, the increasing popularity of kitchen gardens in Ethiopia and Bolivia was used to combat malnutrition, providing parents with the necessary training and supplies to support their families with a ready source of fresh vegetables—in Bolivia alone, 1 280 home gardens were made as part of the project.

Participation of girls in ECCD programming continues to be a priority. A "Gender in ECCD" self-assessment toolkit has been under development and has been used in Timor Leste as well as in most of the other Plan countries in the Asia region. In Ethiopia, training was provided on gender equality and on the importance of girls' education. In addition, International Girls' Day was celebrated at the centres. According to regular monitoring reports from Ethiopia, incidences of gender based violence, child labour abuses, school-based rapes and harassment have significantly decreased around the schools where the project is being implemented. In addition, a Global Adviser for ECCD was recruited in 2015 and will work with the global gender team to enhance the gender equality focus in ECCD projects and to streamline ECCD programming with Plan's overarching Because I Am A Girl (BIAAG) campaign.

One of the notable good practices from this reporting period was the success of male-only groups that have increased fathers' and male caregivers' involvement and interest in ECCD. Significant improvements have been seen in Ethiopia, Kenya and Uganda in fathers' participation in ECCD—in Uganda alone, 24 fathers' clubs were formed, benefiting 922 fathers in project areas. In addition, parenting sessions in general have been shown to have a positive impact on children's welfare, and parenting groups have been linked to Village Savings and Loan (VSL) associations to expand their impact and accessibility. Unfortunately, fathers' participation in project activities in other areas continues to be a challenge, and Plan is currently working on a global-level engagement strategy for fathers to ease the sharing and dissemination of good practices in fathers' participation in ECCD, which countries can apply to their particular context.



Another noteworthy successful practice was the effective cooperation between Plan, governments and civil society organisations (CSOs) in provincial and national ECCD networks and forums. In Ethiopia, Plan has been intensively engaged in supporting the implementation of the National Policy Framework of ECCD; as a result of Plan's advocacy, early childhood education (ECE) was emphasized in the government's fifth Education Sector Development Plan (2016-2020). In Pakistan, Plan's ECCD syllabus was used as a reference when developing the teacher's guide for ECE centres, and the guide will be implemented throughout the Muzaffargarh province in all public sector schools containing ECE centres. Meanwhile, in the Sindh province, Plan successfully influenced the provincial government to make ECE policy development a priority throughout the province, with the government of Sindh planning on opening 1 065 ECE centres during 2016 (with Plan providing technical support).

During the reporting period, Plan Finland also worked on the global level, playing an important role in developing Plan International's ECCD projects and policies. Plan Finland, together with Plan Australia and Plan USA, continued developing and improving the Community Led Action for Children (CLAC) model that was originally launched in 2009. CLAC is a community-managed, low-cost, high-impact ECCD model that aims to ensure that 100% of the most vulnerable girls and boys in project areas enrol in primary school on time, remain enrolled in school and perform to a certain minimum standard. The investments in the development and testing of the model have had a significant impact even beyond the reach of MFA-funded

projects, with the model being currently used in nine countries in RESA and seven countries in ARO. The model has been strong on educational aspects but will be further strengthened in key areas such as health and nutrition, the pre-natal period, and its implementation in emergency settings in the 2015-17 framework period.

The RESA and ARO regional projects have supported regional-level networks to share best practices and organised workshops for country office staff, with feedback that this support has been very beneficial. In ARO, for example, the regional project has supported regional advocacy implemented by both Plan and the Asia-Pacific Regional Network for Early Childhood. (The regional project in ARO came to an end in March 2016, as planned, and the project is reported as a whole within this reporting period.) These types of regional projects may not provide clear numerical results, but the technical support and learning-sharing that they provide are still considered very important for project staff within the regions, resulting in decreasing the north-to-south flow of support and increasing south-to-south learning and exchange.

Challenges

Poverty issues have affected some ECCD projects. In Mozambique, for example, contributions from community members to the VSL initiative are low, and the project has had difficulties in establishing and running ECCD centres due to poverty aspects—the majority of the communities' money goes to basic needs with little left for ECCD and other non-food items. This has contributed to the closing of four ECCD centres. To mitigate the situation,

community mobilization and sensitization meetings were (and continue to be) conducted with community leaders and government officials in order to strengthen community ownership and capacity to operate the centres.

A focus for Plan's ECCD projects is inclusion of children with disabilities, since proper early stimulation and health & nutrition education can help prevent disabilities that occur at a young age. So far, the number of children with disabilities taking part in project activities is small and in many cases targets have not been met. This is partly due to limited knowledge on gender and disability issues, which can be strengthened through training and awareness raising. As a result, inclusion trainings were organised in Ethiopia, Bolivia and in the Asia regional project, and a model for inclusion is being developed in Mozambique in partnership with Light for the World, a Dutch NGO.

The demand for ECCD services regularly exceeds what is available to be supplied by Plan. This was seen clearly in Ethiopia, where community representatives consistently demanded to expand project activities to accommodate more children. However, Plan's focus in ECCD projects is primarily on demonstrating working models, with the government being responsible for adopting and providing ECCD services. Plan's role, therefore, is to scale up the promotion and advocacy for ECCD to reach key officials in the government and influential people in the local community. These issues have also been raised within the network, and solutions have been identified and are awaiting implementation to make the project even more cost effective and scalable by the local communities.

The regional projects are committed to improving the monitoring, evaluation and research within projects using tools such as Poimapper (see section 3.4 for more information). The RESA regional project supports country offices (especially Kenya and Mozambique) in using the tool to improve the quality, innovation, learning, effectiveness and reporting of results. Some work remains, however, in the areas of measuring child development outcomes, identifying which measures to use and ensuring that they are locally and culturally relevant.

Lessons Learnt

The transition of financial systems within Plan resulted in delays in preparation and approval of several projects, which affected the timeliness of project activities and programs and consequent underspending of budget in some projects. The transition has now been completed in all countries, and the issues have been addressed.

MFA funding cuts affected ECCD program-

ming, forcing Plan Finland to phase out of the project in Kenya, even though it was originally scheduled to run through 2017. A potential continuing funder has been found in the form of Plan's U.S. national office, with plans on continuing project implementation to the end of the framework period. In any case, the transition has required significant changes to the project plan.

A labour of love

Encouraging and enabling communities to lead development initiatives that directly impact their lives is a cornerstone of Plan International's work, and Plan's ECCD project in Sindh is a prime example of this.

After consulting with Plan, community members decided to construct a cost-effective model of an ECCD centre in their village. Soon after the decision, however, it was realised that the allocated funds (Rs. 600 000—approximately 5 100€) were not enough to construct the centre. Thus, in order to reduce expenses, a community-led approach was adopted and efforts were made to contribute the necessary materials and volunteer work to build the centre. The real breakthrough came when a 1,200 square feet plot of land was donated by a community member for the sake of early childhood health and education.

Through these efforts, the Parent Education Committee and community members managed the construction of the ECCD Centre on their own, while Plan's Pakistan office provided necessary tools, equipment and construction materials that were unavailable locally. Technical support team in designing the ECCD centre was provided by Plan International's project, resulting in a structure with appropriate ventilation and adequate space for children. The final design consisted of two rooms along with veranda, a playground and a child friendly bathroom.

Today, nearly 30 children attend the centre and are taught by trained caregivers. The ECCD centre not only provides a positive learning environment for children but has also been recognized as a cost-effective ECCD model by the Education Department in Sindh. This model is being replicated in other communities and has been highly appreciated by the Sindh government and other stakeholders.



2.2 Child Protection

Summary

Plan Finland's child protection programming aims to ensure the fulfilment of children's rights to protection from violence, abuse, exploitation and harmful practices and seeks to ensure that children have a right to participate in issues regarding their own development and protection. During 2015, Plan Finland supported child protection projects in the Dominican Republic, Ethiopia, and Togo, and provided support to a regional project in Asia. The projects target vulnerable children, with a special focus on preventing violence against girls and women (Dominican Republic, Ethiopia) and promoting inclusion (Togo). All three projects had success through advocacy efforts, with community groups in Ethiopia crafting bylaws prohibiting female genital mutilation and revision of laws by the government of Togo to accommodate people with disabilities. The main issues faced by these projects included negative attitudes in communities toward disabled people (Togo) and legislation prohibiting specific project activities (Ethiopia) as well as discriminatory legislation (Dominican Republic).

During 2015, child protection projects at the country level directly reached 21 507 girls, 7 198 boys, 7 743 women and 6 737 men.

Results

The "Protecting girls and boys through social accountability and advocacy" project in the Dominican Republic seeks to raise awareness and advocate for improved child protection mechanisms—especially for girls. In 2015, Plan conducted seven training workshops for 101 members of 17 local community protection networks on the legal framework for the protection of children and women from violence. 15 girls between the ages of 14 and 18 were selected

as change agents in their own communities and trained on gender equality and violence. These girls visited congress to express their views on how violence against children affects their lives.

The project in Ethiopia, joint funded by the Swedish International Development Cooperation Agency and titled "Protection of Girls from Child Marriage, FGM and Sexual Violence," seeks to increase awareness and influence decision making against harmful traditional practices such as child marriage (CM) and female genital mutilation (FGM) and sexual violence against girls, with a focus on participation. In 2015, the project reached 28 538 children (21 433 women and 7 105 men) through trainings and events. To ensure that children (specifically girls) are active agents of change, 8 326 girls were given opportunities to develop the skills to assert and defend their rights at the school and community levels through the establishment and strengthening of school child protection clubs, peer groups and children's councils. Training session, events and campaigns were used to increase awareness and social mobilization, reaching 12 984 community members (6 036 men and 6 948 women). The project has also increased the responsiveness of law enforcement agencies to gender violence and harmful traditional practices. For example, after participating in the law enforcement training and the concerted efforts of child protection mechanisms, the district court has established a separate judge, prosecutor and police officer and a special bench to consider women's and children's case separately on two days a week in Bona Zuria district.

The "Protection of Children with Disabilities through Community-Based Rehabilitation Approach" project in Togo also seeks to strengthen Togo's legal framework and child protection mechanisms and build the capacity of CSOs with a focus on children with disabilities. Key events in 2015 included expanding implementation into a new district and new communities, with efforts aimed at identifying children with a disability and supporting them to be a part of society. In 2015, 400 children, including 152 children with a disability, were trained in aspects of child protection. In addition, 16 children's clubs (with 320 children total) conducted 18 awareness raising events in their communities, reaching at least 1 200 community members. Children with a disability were helped in practical ways—79 deaf children (39 girls) learned sign language in Community-Based Rehabilitation centres, giving them new opportunities to claim their rights. In addition, 31 adolescents with a disability received vocational training and took part in income generating activities and 59 children with a disability received the necessary assistive devices to improve their

quality of life. Attesting to the effective implementation of Plan Finland's project in Togo, after reviewing a presentation on the project, Plan Germany is aiming to start a similar project in Togo in the near future.

2015 included a continuation of the regional child protection project in Asia. This project seeks to reinforce CSO partners' (mainly Child Rights Coalition Asia [CRC Asia]) organisational capacities, skills and knowledge in defining and refining advocacy strategies in order to effectively advocate the Association of South-east Asian Nations (ASEAN) and the South Asian Association for Regional Cooperation (SAARC) for better child protection legislation and mechanisms. The project included workshops that garnered a sense of ownership and togetherness between various Plan offices and partners, improving conditions for collective advocacy action at the regional level. And thanks to project implementations, in 2015 CRC Asia received consultative status to the ASEAN Intergovernmental Commission on Human Rights, which has opened up more opportunities to enrich advocacy efforts in fighting violence against children.

Strategic partnerships also helped to increase the effectiveness of each of the country-level projects. In the Dominican Republic, members of the national NGO Coalition for Children were trained on existing legislation on child protection as well as social monitoring tools and advocacy (32 participants from 10 organizations participated). In Ethiopia, Plan initiated a partnership with Bahir-Dar University for research and training on child protection to further enhance advocacy capacity and influence government policy and services. In Togo, partnerships with FODDET, the national child rights network, and FETAPH, the national network for disability organizations, allowed for in-depth training for member organizations on issues of child protection and disability, and thanks to the project, a new awareness-raising tool on the rights of children produced by FODDET in 2015 included aspects on children with a disability.

The country-level projects were also successful in promoting advocacy for child protection mechanisms. In the Dominican Republic, Plan met with representatives of Congress and civil society while developing the advocacy strategy for the project and, with the help of Coalition for Children, created the advocacy campaign "One Country for Children," which seeks to prohibit corporal punishment in the Dominican Republic and increase the budget for the national action plan against violence. In Ethiopia, as a result of the project's activities, community groups have started influencing the government by crafting their own bylaws for approval from district level councils outlawing the practices of FGM, CM

and any other harmful traditional practices. In Togo, Plan helped to influence the national government to begin broadcasting the national news with sign language interpretation, review the national youth policy to accommodate youth with disability and revise the disability law by the Ministry for Social Action regarding the welfare of persons with disabilities to ensure it is in line with the UN Convention on the Rights of Persons with Disabilities.

Challenges

In many communities, deeply rooted negative beliefs and perceptions concerning disabilities are a recurring issue—especially in the new project districts in Togo. In addition, despite the extra efforts made for equal protection of girls with a disability, numbers are still low compared with boys. An in-depth study in 2016 will aim to identify the root causes for this disparity.

In Ethiopia, the recently passed Charities and Societies Agency law prohibits NGOs from directly working on child rights and gender equality issues. This has complicated Plan's work and requires solutions to overcome restrictions placed on the active engagement of civil society organizations.

Due to the MFA's funding cuts, Plan Finland was forced to discontinue supporting the regional child protection project in Asia. Funding and management of the project was taken over by Plan Norway.

Lessons Learnt

In previous phases, the community-based rehabilitation project in Togo was relatively isolated from other Plan projects; however, this has been corrected in this project phase, and there is strengthened collaboration with the child protection department in Plan Togo, leading to more effective activities through a holistic approach—consistent with one of the main strategic goals of Plan International.

Aware that the project in Togo cannot be financed indefinitely, Plan, in collaboration with NGOs Monde Radieux and Belle Porte, organized awareness-raising sessions in communities to create local initiatives to ensure support for children with disabilities. The biggest component of sustainability in this project is changing the perceptions of the communities towards disabilities, and the project has so far been successful in this regard.

In the Dominican Republic, new national legislation has decreased the participation of people of Haitian descent in project activities due to fear of being deported. In response to reaching these marginalized people, Plan has started activities in a new community with a high percentage of people of Haitian origin or descent and has begun hiring technical staff of

Haitian descent who speak Creole. Plan is also taking measures at the national level to prevent and mitigate the consequences of the deportations.

The project in Ethiopia has found success in incorporating child protection mechanisms and lessons in school settings, which has served two purposes: developing a link with stable institutions while also paving the way for future sustainability.

In the initial stages of the regional project, communication issues among Group Development Pakistan, the National Action Coordination Group and other partners were evident and the CSO partners recognised the need for establishing a steady in-country communication mechanism to make ongoing exchanges more effective, consistent and efficient. These issues were eventually addressed by identifying and implementing communication focal points.

Story of Gerard, Togo:

My name is Gerard. I'm 11 and in the 6th grade of primary school. I have two brothers and two sisters and I'm the only one with disability. I have a mobility impairment. After failing the end of primary school, my parents told me they no longer had the means to support my education. I had lost all hope to continue my studies until the day my mother and I attended a community meeting on disability by Belle Porte [a project partner]. During this meeting, we learned that a disability status is not fatal and that with education and vocational training, even a person with a disability can do a lot better than people without disabilities. On the FM Radio my dad listens to every night, we have also followed programs on disability. I am now a member of a child club in Tohoun, Togo.

I have felt a change in the behaviour of my parents. My mom (the second wife of my father) is the one that takes care of many of our needs. Today, she takes better care of me than she did before. Being a member of a savings and credit group [a component of the Togo project], she took a special loan for our school supplies. Upon the reopening of school last October, I went back to school just like my brothers. My mom is no longer ashamed to have me for a child. I also intend to work hard so as not to disappoint her. The project [in Togo] is mine because it gave me the opportunity to continue studies. It put a smile back on my face.



2.3 Education

Summary

The primary aims of Plan's education projects are to improve girls' and boys' learning and access to education—giving special attention to girls, indigenous and ethnic minority children and children with disabilities—and to develop new education models, particularly for intercultural education and participatory school governance. As part of the 2015-2017 framework, Plan Finland supported education projects in three countries. The primary focus of the projects varied, with a focus on education opportunities for ethnic minority children in Cameroon, rural and minority children in Laos and marginalized children in Uganda. In Cameroon, the project was successful in improving Baka children's learning thanks to them being taught in their mother tongue for the first time; in Laos, the number of children participating in school councils and children's clubs exceeded targets; and in Uganda, 107 girls who had previously dropped out returned to school. The projects faced challenges in finding qualified teachers for the schools in rural areas (especially in Laos), in challenging traditionally negative attitudes toward children with disabilities (specifically in Uganda) and in addressing low parental participation rate in school activities (in Cameroon).

Education projects supported by Plan Finland in 2015 had a direct impact on 5 736 children (3 048 girls and 2 688 boys) and 5 728 adults (2 720 women and 3 008 men).



Results

The main aim of the Baka Rights and Dignity Project in Cameroon is to enhance the quality of education for native Baka children through strengthening Plan's Intercultural Multilingual Education (IME) pilot model, which is currently used in six schools. As part of the IME model, learning materials were developed in the Baka native language, and an evaluation of 358 children found that first grade children taught in their mother tongue performed significantly better across a range of subjects, including reading, writing and mathematics, compared with those taught solely in French. Unfortunately, some other project results fell short of the targeted numbers due to challenges in hiring qualified Baka teachers and due to other cultural aspects of the Baka that conflicted with the school (such as the use of different annual calendars).

The education project in Laos seeks to improve access to quality education for the most impoverished children in Laos. In 2015, the goal of participation of ethnic minority children was met, with 331 girls and 322 boys participating in school councils and children's clubs. In addition, 530 girls and 431 boys from minority groups and/or with a disability received education scholarships. Other goals fell short of targets, including those related to participation of children with a disability and the use of learner-centred approaches and formal learning assessments. These issues will be addressed through further staff training in 2016.

The project in Uganda had a focus on girls and marginalized children. In 2015, a gender fair was organized, and through trainings, workshops and support for school councils, 107 girls who had dropped out returned to schools. In

addition, each children's council in the Uganda project had a spot reserved for disabled children and three schools were renovated to allow disabled children access to schools. Plan also succeeded in influencing inclusive children's participation in the education agenda at different levels, influencing the Forum for Education NGOs in Uganda to include a slot on child participation in every thematic area and supporting the government of Uganda (through the National Council for Children) in their development of a national child participation guide.

Challenges

One key challenge in 2015 is the lack of qualified teachers, especially in rural areas. Finding and training teachers in project areas is an ongoing struggle in the project in Laos, and hiring qualified Baka language teachers has proven a struggle in Cameroon.

Parental participation is an ongoing challenge in Cameroon, with only 15% of parents fully participated in school activities. And while primary school enrolment rate in project areas increased from 38% to 51%, it was still below the target due to cultural barriers that require additional time to overcome. In Uganda, meanwhile, negative attitudes by parents towards children's participation are especially visible in new project areas. Strong efforts to influence these attitudes are needed by utilizing all available opportunities (meetings, school open days etc.) to sensitize school administration, management committees and parents on the importance of children's participation.

The project in Laos currently monitors numbers of trainings, workshops, participants and content; however, there is little data on whether training has actually improved the quality of implementation. This will be a focus in 2016.

In addition, the Laos project is constructed in such a way that it leans to a large extent on the capacity of local education authorities to deliver improved teacher training and community engagement and to conduct monitoring of project activities in order to enhance ownership of the project. However, authorities often lack the necessary experience and training; in response, an internal assessment identifying and addressing staff training needs will be implemented with Plan support.

In Uganda, it is common practice that teachers are transferred from one school to another, which means that teachers can be transferred outside of project schools. This has led to delays and slow implementation of some key activities in project schools. Discussions with the District Education offices are underway to keep the teachers in target schools in place until the end of the project period in order to create consistency for students.

Lessons Learnt

In addition, the Ugandan schools are often limited in their efforts to support children with disabilities, and some parents continue to believe that it is expensive to include children with disabilities in school activities. In response, Plan has partnered with the Uganda Society for Disabled children to design recorded messages that target behavioural change and practices in homes, and parents of children with disabilities will be targeted with dialogue sessions and debates in the next reporting period.

2.4 YEE

Summary

The goal of Youth Economic Empowerment (YEE) programming is to provide youth—young women in particular—with quality, market-driven vocational and technical training and entrepreneurship training and to increase the scope of available paid or self-employment opportunities. Plan Finland had two YEE projects in 2015: in the Dominican Republic and in Pakistan. In 2015, Plan continued to implement the life pathway approach model in both countries, and provided 341 youth with training while growing the number of youth forums and networks in both countries. In addition, the youth network in the Dominican Republic was successful in influencing the Ministry of Industry and Trade to organize financial education. The main challenges faced by YEE projects included dealing with funding cuts, coordinating effectively with existing training centres and addressing negative attitudes to young women's employment in both countries.

In 2015, YEE projects directly reached at least 232 girls, 246 boys, 1 116 adult women

and 981 adult men through targeted youth programming and community-level awareness raising efforts.

Results

In 2015, Plan continued to implement the life pathway approach model developed during the 2012-2014 framework. This model provides young women and men with context-specific life- and technical skills training and continues to support the youth as they enter the job market. The youths' participation as actors in their own development is crucial throughout the various stages of the approach. This model is being used in Plan Finland's two YEE projects: "Social and Economic Empowerment of Youth" in the Dominican Republic, which began in 2015, and the "Youth Economic Empowerment Project" in Pakistan which is a continuation from the previous framework.

In both Pakistan and in the Dominican Republic, young women are not as free as young men to leave their homes and they are expected to perform domestic tasks that limit their availability for training and social activities. In addition, society is full of taboos and misinformation regarding the roles of women (especially young women). These projects have made progress in changing these attitudes: In the Dominican Republic, 70% of parents have signed a commitment to support youth and their training. In Pakistan, the use of gender facilitators has proven effective in increasing awareness and planting seeds for change for gender equality (see box in Section 3.1 on Gender), and they have so far reached a total of 1 250 participants (750 girls and 500 boys).

Through the projects, 341 youth were trained in technical and vocational skills (200 youth—117 women and 83 men—in Pakistan and 141 youth—50 women and 91 men—in the Dominican Republic). In addition, youth forums were formed in Pakistan, giving girls and boys the ability to influence village affairs, and the youth network in the Dominican Republic was active, influencing the Ministry of Industry and Trade to organize financial education training in the project areas.

Challenges

Unfortunately, MFA funding cuts affected YEE projects; as a result the management and funding of the YEE project in Pakistan has been taken over by Plan Netherlands. In addition, cooperation between the Finnish Young Adults' Network (Mitä Verkosto) and youth in both projects was stopped.

Lessons Learnt

The project in the Dominican Republic faced the challenge of organising trainings for youth

in the first year of the project. Instead of organising specific courses for the project, however, it was found that allowing participants to enrol in the various courses offered by the National Institute of Technical - Vocational Training (INFOTEP) would be most effective, similar to the method used in Pakistan's TVET institutes. This allows the project to offer greater diversity of technical profiles through already existing trainings, eventually increasing employment opportunities for youth.

YEE leads to a promising future

Shahila Falak lives in a very remote village called Bikhari Khurd in the Chakwal district in Pakistan. Her father was a farmer with little income to provide for his children's education. In the patriarchal society where males have first priority, she was married young and had to discontinue her education after matriculation. She is now the mother of two children and lives in a joint eight-member family. She is 28 years old and her husband is a labourer with a meagre income that can't meet basic living necessities.

Living in a society where females are often required to stay home and are not allowed to participate in social matters, Shahila was almost hopeless concerning her dreams of becoming a responsible member of society with useful knowledge and skills. The day came, however, when the National Rural Support Project introduced the YEE project to her, giving her an opportunity to advance her family's economic prosperity. Without a second thought, she volunteered to be a part of youth forum, where she was consequently selected to be president.

Once a part of this platform, she took part in the training opportunities that were extended to her. She is now earning a reasonable income and is very excited about her job. She is considering starting her own training centre for the girls of her village, who she wants to be empowered. She says "I am very thankful to the YEE Project for extending its generous opportunities to us. This was as important for me as my reason to live in a society with dignity. I would vigorously say that Plan should continue its unmatched contribution to those who have been the victim of ill fate and socio-economic disparity

2.5 Global Citizenship Education

Summary

Plan Finland's Global Citizenship Education project seeks to increase the understanding of human rights and development issues in both Finland and project countries and to inspire people to take action in support of children's rights. Through this project, Plan supports child rights education through the Plan Global School and provides participation possibilities for children, young adults and adult volunteers to take action in support of children's rights. In Finland, the Global Citizenship Education project increased children's and youth participation and raised awareness of worldwide child rights issues throughout Finland. The project organised 765 sessions by child rights ambassadors, seven training sessions for teachers on child rights issues, numerous advocacy and awareness-raising events and social media campaigns throughout Finland with the Children's Board and Young Adults' Network, several events related to children's rights for the parliamentary elections and a joint media campaign with children in Vietnam. Dealing with funding cuts—which resulted in staff layoffs and a reduced budget—proved to be the biggest challenge for the Global Citizenship Education project in 2015.

All in all, Plan Finland reached 21 938 children and 6 608 adults through various child rights education activities through the Global Citizenship Education efforts during 2015.

Results

In 2015, Plan Global School organised 765 sessions by child rights ambassadors in 207 locations (mostly schools). Schoolteachers evaluating the sessions rated the visit's overall success an average of 4,5 (on a scale of 1-5). The teachers also provided useful feedback to further improve the sessions and filled out an evaluation of the project. The project was also rated overall very highly by the child rights ambassadors themselves, though one area requiring improvement was identified: increased feedback for the child rights ambassadors from Plan.

The project organised seven training sessions specifically for teachers, with a total of 118 participants. These training sessions focused on child rights in terms of media education, global education, and early childhood education. Teachers overall were highly satisfied; feedback gathered showed an average rating of 8,9 (on a scale from 4 to 10), with comments such as "the training revealed some matters of global education to me in a new way."

A new project (part of Plan Global School) began in May 2015 called “Osallisina maailmassa” which aims to increase the knowledge and understanding of child rights and children’s participation for both teachers and students. The project was partially disrupted by Plan Finland’s layoffs and had some technical issues affecting communication between Finnish and Ugandan schools, but still managed to have an impact as a whole, increasing teachers’ understanding of pupil participation and providing them with practical skills on engaging with pupils in a participatory way according to feedback from the teachers.

Plan’s Young Adults Network worked to raise awareness on and advocate for global gender equality in 2015. The network launched multiple campaigns, including Prisoners of Gender Roles with events in Helsinki, Jyväskylä and Turku, which challenged seven parliamentary election candidates to write a blog post and share their experiences and thoughts on gender equality. The blog texts were read more than 6 800 times. The campaign was later brought to four more cities, and 760 visitors learned about gender inequality in an interactive way. The Young Adults’ Network also participated in the planning of an application that provided voting advice for young people for the Finnish parliamentary election, which was used by more than 54 000 people. The network worked with Plan’s Children’s Board to plan a climate-change related campaign that garnered 215 petitions to the Finnish government.

Plan’s Children’s Board organised a photo exhibit called “Global Youth,” which travelled through Vietnam and Finland and was viewed by thousands of people. The Children’s Board also organised panels for the parliamentary candidates in Helsinki and Turku prior to the 2015 election, which involved 120 participants and 16 candidates. Children’s Board members took part in Kepa’s “Painavaa asiaa” event, where they asked representatives questions related to children’s rights and climate change and made stands at Maailma kylässä and RuutiExpo, where they sought to increase awareness of important issues faced by children worldwide. The Children’s Board also organised a workshop and sessions at five schools on children’s rights that reached approximately 2 800 students.

Challenges

Unfortunately, layoffs of Plan staff due to the funding cuts for development work affected all aspects of Global Citizenship Education programming. Due to the cuts, project activities were delayed, the number of trainings for educators was reduced and the number of local groups in the Young Adults Network was cut. In

addition, cooperation between youth in Finland and Pakistan was stopped, as was cooperation between the Children’s Board and children in Vietnam, and a planned project between youth in Finland and the Dominican Republic was cancelled.

2.6 Advocacy and Communications in Finland

Plan Finland produced and supported numerous campaigns related to children’s rights both in Finland and worldwide, gained media visibility for projects in Bolivia, the Dominican Republic, Ethiopia and Timor Leste, and faced challenges stemming from funding cuts.

In 2015, Plan Finland played a role in numerous Kepa-organized events. Running up to the parliamentary election in April 2015, Plan participated in the campaign Maailmantalouden tekijät (‘Makers of the global economy’). In addition, Plan Finland’s Children’s Board met with the new members of parliament in May as part of Kepa’s Painavaa asiaa event, which was supported by Plan’s communications department. The Children’s Board consequently helped organize a training session on children’s rights for the newly elected parliament members in June.

Campaigning before and after the parliamentary election focused on governmental plans to cut funding of development cooperation. Plan was active in the NGO advocacy campaign related to the budget cuts titled #eiköyhimmiltä and helped collect signatures for a petition against the budget cuts organized by several NGOs, which eventually gained 31 000 names.

Plan’s Children’s Board and Young Adults networks carried out a campaign as part of the climate negotiations in Paris in the fall of 2015. The Askel eteenpäin (‘Step forward’) campaign called for a better future for children and youth. The campaign received a total of 275 self-taken photographs in Instagram with the hashtag #askeleteen, and the photos and petitions collected from youth in several events were forwarded to the Minister of Agriculture and the Environment Kimmo Tiilikainen, Finance Minister Alexander Stubb and Prime Minister Juha Sipilä. The Askel eteenpäin campaign was coordinated by Plan’s children’s and youth groups and accomplished in cooperation with Kepa and Climate Parents Finland.

The annual International Day of the Girl on October 11 is important for Plan Finland, and this year it involved a concerted effort by Plan’s various departments, the Children’s Board and Young Adults Network, as well as Plan’s volunteers. A large part of the effort was planning and implementing My Law, a three-week campaign jointly created by Plan Finland,

Norway and Sweden to oppose school violence against girls. The My Law campaign used sophisticated online communication methods to allow people to show their support of girls' right to attend school without violence. Well-known bloggers and vloggers distributing the message reached 106 500 readers in Finland. Twenty celebrities and politicians gave filmed statements in support of the campaign in social media. Physical buttons were placed in prominent places around Finland, which people could press to take a stance against school violence. Real and virtual buttons were pressed 11 329 times. In addition, volunteers organised 22 events to celebrate Girls' Day in public spaces. The Children's Board alone arranged 13 morning assemblies in schools and two workshops on the Day of the Girl and the Day of Children's Rights.

Plan Finland's communication and advocacy department produced and disseminated numerous video interviews featuring key political decision makers such as Sanni Grahn-Laasonen, Elisabeth Rehn, Ville Niinistö, Antti Rinne, Pekka Haavisto, Eva Biaudet and Sirpa Pietikäinen supporting girls' protection and education. Plan used its various communications channels (including print materials, Plan's websites and social media channels, as well as the broad network of volunteers and children's and youth groups) to communicate its campaign messages as widely as possible.

Plan staff participated in more than 70 different working groups, committees, boards and joint project-leading groups during the year, creating a widespread impact through networking and delivering Plan's priority messages and sharing its expertise. Engaging children's and youth groups in this advocacy work set an example for others and helped create messages that are more relevant for children and young people.

Plan projects were widely visible in the media in 2015. Plan gained significant attention during the International Day of Zero Tolerance to Female Genital Mutilation, which took place on February 6. Stories focusing on FGM and the results of the Plan Finland-funded child protection project in Ethiopia were published in the most prominent national print and broadcast media in Finland. In addition, Plan's projects in Uganda received wide radio coverage while highlighting issues central to early childhood care and girls' education. Child protection and youth employment, in turn, were covered by the national newswire in the context

of Plan's project work in the Dominican Republic. Finnish provincial newspapers also ran a number of stories on Bolivia's ECCD and child protection projects. In addition, Plan's work was widely covered during Red Nose Day, with the creation of TV inserts showcasing Plan's ECCD projects and articles concerning the project in Timor Leste.

Plan Finland was actively engaged in the work of Plan International globally through sectorial international meetings and participation in working groups responsible for creating Plan International's upcoming global strategy.

In Finland, Plan's representatives were elected to the boards of Kepa, Kehys and the Committee on Development Policy.

Challenges and Lessons Learnt

The MFA's funding cuts resulted in a significant reduction in staff in the advocacy and communications teams starting in the fall of 2015. Plan Finland's popular training for reporters project was also shut down as a result of the cuts (the biannual training broadened reporters' understanding of children's rights and development issues). In addition, Plan Finland's *MaailmanKuva* journal was discontinued in the summer of 2015 due to budget issues, and travel grants for reporters were given only once in 2015 (as opposed to the regular four per year) for a spring trip to Nepal to document the anniversary of the earthquake tragedy. Finally, the reduced funding and uncertainties concerning the future of the global education project reduced the number of active members in the Young Adults Network from 60 to 45 until the end of the year.

The reductions in personnel at Plan Finland occurred just a few days before the International Day of the Girl. These developments posed a significant challenge to the campaign, which ultimately resulted in reduced communication effectiveness. On the other hand, the campaign also provided Plan Finland with new insights on campaigning methods thanks to the partnership with Plan Sweden and Plan Norway and provided valuable lessons on the amount of time needed when planning and producing an international campaign (including translating the key messages and communication material into different languages). The campaign also significantly added to the pool of celebrities already connected with Plan Finland.

3. FOCUS THEMES IN 2015

3.1 Gender Equality

Plan firmly believes that eradicating poverty is closely linked to advancing gender equality; therefore, gender equality is present in every aspect of Plan programming. Plan Finland employs a two-pronged approach to gender equality in programming: (1) ensuring that gender issues are mainstreamed into all projects and (2) implementing projects that are specifically focused on gender issues.

In 2015, all of Plan Finland's projects sought to integrate gender equality into project planning, implementation and monitoring by, for example, training project staff and ensuring that, at a minimum, an equal number of boys and girls benefit from project activities and that all data was disaggregated by sex to improve analysis and action. Some projects went even further, conducting gender thematic analyses and comprehensively training staff on gender issues. The level of gender focus varied between projects and countries due to local needs and context-specific challenges.

Some projects, such as the "Protection of Girls from Child Marriage, FGM and Sexual Violence" project in Ethiopia, have a primary goal of tackling gender-related issues. This project has been successful in raising community awareness and reducing the harmful traditional practices affecting girls and women in project areas (see section 2.2 for more information).

The Gender Advisor of Plan Finland developed a checklist for gender mainstreaming to be used by Project Managers in monitoring the progress of gender equality in projects. In addition, all projects were analysed and rated against Plan's Gender Equality Project Criteria in order to identify areas and projects that need special focus and support. Plan Finland also organized a workshop for gender advisors of Plan's national offices, which took place in Helsinki in June 2015. The meeting was attended by advisors from seven national offices and the International Headquarters. Key issues discussed included enhancing coordination of technical gender support provided to Plan Country Offices, strengthening information sharing and learning as well as influencing Plan's new global strategy on issues of gender.

Unfortunately, funding cuts announced in 2015 will affect Plan Finland's gender reach.



In previous funding periods, Plan Finland had dedicated gender priority countries that received increased attention from the gender advisor. Due to funding cuts, a new line has been taken: gender support is now provided in the form of increased budgets for technical gender expertise and activities in the projects that require it most. In addition, gender-related support is now provided by gender advisors at the country level and by Plan Finland's project managers rather than by a dedicated gender advisor at Plan Finland's office. Plan Finland was forced to limit its role in Plan International's gender working group and in the implementation of sexual orientation and gender identity aspects into FLNO's programming, which were scheduled for completion in 2015.

Gender facilitators break down barriers

The YEE project in Pakistan had a clear gender focus in 2015 the project selected 12 gender facilitators who worked to raise awareness and address key barriers to women's participation in Technical and Vocational Education and

Training (TVET) institutes—which are traditionally made up of mostly male students.

The main tasks of the gender facilitators included identifying ways to reduce opposition and gain approval from male heads of households and community leaders for women's education. The facilitators worked closely with village-level youth forums and community gatekeepers to carry out gender sensitization sessions in 56 villages. Thanks to the work of the gender facilitators, a total of 1250 participants (750 girls and 500 boys) became better informed on issues of gender, laying the groundwork for increased cultural acceptance of schooling and employment for young women.

3.2 Inclusion

One of Plan Finland's main priorities is to improve the lives of girls and boys belonging to excluded and marginalised groups, especially those who are regularly left out of social, economic or political processes because of cultural and systematic discrimination. Plan Finland's inclusion programming focuses especially on children with disabilities and children from ethnic minority groups. As with its gender focus, Plan Finland promotes inclusion using two approaches:

1. Inclusion-focused projects: Creating projects that work for the benefit of one or more of Plan Finland's priority excluded groups (e.g. children with disabilities).

2. Inclusion mainstreaming: Ensuring that a project, regardless of theme, seeks to include persons with disabilities or those from ethnic or indigenous groups in project activities.

The first approach involves designing a project that tackles specific challenges an excluded group is facing. In 2015, the education project in Cameroon and the child protection project in Togo were focused on inclusion. In Cameroon, Plan Finland's education project developed teaching materials and trained teachers in mother-tongue learning, since Baka children were dropping out of school due to language-related learning difficulties, which has significantly improved Baka children's school performance (see Project summary in Annex II for more information). The project in Togo, meanwhile, focuses on including children with disabilities in school and community activities. A toolkit was developed with partner UNESCO (see separate box on this page) and has been used successfully to enhance inclusion in these communities (the toolkit was also used in both child protection and ECCD projects in Ethiopia).

The second approach—including aspects of inclusion in existing projects—can be seen, for example, in Plan Finland's ECCD projects in

Bolivia, Ethiopia, Mozambique, Pakistan and Timor Leste. These projects seek to promote equal accessibility and have clearly defined goals for including children with a disability in project activities.

Plan Finland actively contributed to Plan International's Disability Working Group in 2015 and has been one of the key contributors in developing Plan International's Tackling Exclusion Framework, which seeks to share learnings and promote inclusion within the wider organisation. The framework helped garner more attention for inclusion in Plan's new global strategy, and a conference is being planned for 2016 for further promoting inclusion in Plan International's work.

Pilot of Plan2Inclusivize:

A research project commissioned by Plan in 2013 found that attitudes towards children with disabilities in western Africa are overwhelmingly negative and based on assumptions and false beliefs. The study found huge resistance at all levels to including children with disabilities in mainstream schools—from parents, teachers, peers, community members and education leaders. In addition, children with disabilities, especially girls, were highly vulnerable to physical, emotional and sexual abuse and neglect.

A Plan-funded project with UNESCO partnership began in 2015 to create a toolkit that would help to change societal perceptions of children with disabilities, eventually leading to inclusion of people with disabilities. The solution was found in a toolkit that uses sports and play as a type of societal equaliser called Plan2Inclusivize. The toolkit is based on Ireland's CARA Disability Inclusion Training course and resources and was modified to fit the western African context. The toolkit includes hands-on instructions and easy-to-follow diagrams that help to "inclusivize" local games, allowing both children with and without disabilities can participate. Piloting of the toolkit began in October/November 2015 in the child protection projects in Togo and Ethiopia, and the toolkit will be evaluated and modified as necessary before being introduced in other projects. Outside of the MFA project, the toolkit has also been used in the Gambella refugee camp to include children with a disability in the daily activities of their Child Friendly Spaces.



The use of sport and play has numerous benefits: The ability to participate equally in sports empowers children with disabilities and promotes their self-confidence; it improves social interaction and integration between children with disabilities and those without; it allows for rehabilitation to occur through physical activities; and it is an ideal tool for raising awareness of the issues faced by children with disabilities. It is hoped that the successful implementation of the toolkit will provide a permanent shift in societal attitudes—and, consequently, inclusive practices—toward children with disabilities.

3.3 Disaster Risk Reduction and Resilience

The majority of Plan Finland's projects in 2015 contained some kind of Disaster Risk Reduction (DRR) and resilience aspects, while projects in two especially vulnerable African countries included separate Disaster Risk Reduction (DRR) and resilience components. As part of the ECCD project in Mozambique, a series of early warning systems was implemented in the Licungo river basin and a resilience-focused training was organised for teachers in conjunction with the department of education to provide psychosocial support and counselling for children during and after disasters. The focus of this component will shift to community resilience aspects in 2016. The child protec-

tion project in Ethiopia, meanwhile, organized a training of trainers on resilience approaches and performed disaster risk mapping and community asset mapping in 22 communities. Unfortunately, the development of action plans fell behind schedule due to delayed government cooperation and the local staff's lack of DRR expertise.

A resilience toolkit also began piloting in Ethiopia and Mozambique in 2015. Before significant results could be determined, however, the MFA's funding cuts resulted in the pilot being put on hold indefinitely. The plan for 2015 also included expanding dedicated DRR programming to other projects, which was also halted due to budget cuts. DRR- and resilience components will continue in Mozambique and Ethiopia, with technical support shifting from Plan Finland to the respective country offices and Plan International's global office.

Other projects addressed DRR and resilience on a smaller scale. In Uganda's education project, a resilience checklist was completed, which found out communities were resilience unaware; consequently, awareness sessions were organized to address these issues. In addition, all ECCD projects include aspects of DRR. DRR-related awareness raising, which includes identifying problem areas and addressing them, was performed in ECCD projects in Bolivia, Timor Leste, and Pakistan. In addition, in Ethiopia, training was provided to 147 community members on disaster risk assessment and preparedness.

Spending on the DRR and resilience components in Ethiopia and Mozambique in 2015 was 96 186 euros.



3.4 ICT4D

Plan Finland is at the forefront of the Plan International federation in terms of developing and utilizing information communication technology for development (ICT4D). ICT4D and the use of technology was identified as a strategic focus area for Plan Finland in their 2020 strategy, which was developed during 2015.

One of the main ICT4D tools used by Plan is Poimapper, a mobile field data collection and mapping solution that was developed by Plan Finland with partner Pajat Solutions in 2012. Poimapper is now licensed internationally and is being used and/or evaluated in projects in 19 countries, including MFA-funded projects in Bolivia, Cameroon, Kenya, Mozambique and Pakistan. A pair of independent consultants prepared a report on digital data collection for Plan published in October 2015, and their evaluation was clearly positive, making the recommendation that Plan use digital data collection tools such as Poimapper wherever possible.

Plan Finland has also introduced SMS monitoring systems in projects in Uganda and Pakistan. In the Uganda education project, project partner Nokia has been developing the use of machine-learning algorithms to automatically categorize the flow of text messages used to monitor teachers' and students' attendance and participation, and the use of mobile monitoring in the ECCD project in Pakistan has resulted in both caregivers' and children's drastically increased attendance and punctuality.

As part of the ECCD project in Uganda, Plan Finland (along with corporate partner Aleutia in the UK) began the development of a portable, solar-powered media station/ projector called

the "Solar Media backpack" in 2015 (see the box for more information). The media backpack is expected to be finalized and used in projects in a wider scale in 2016.

Solar Media Backpack

In the ECCD project in rural Uganda, Plan identified a need for a simple and portable solution that would enable ECCD centre staff to show instructional training videos to staff members, parents and other members of the community. Since no suitable products existed on the market to meet this need, Plan Finland and Uganda partnered with the UK-based company Aleutia to design a custom solution. The backpack includes a mounted projector that allows users to show videos, presentations and photos. It also allows other peripherals such as mobiles phones to be charged using the power pack, and the power pack itself can be recharged using a foldable solar panel. All of this fits in a compact backpack. Although originally designed for ECCD projects, it can be used for example in education, emergency response and youth economic empowerment projects as well.

After a 15-month design and testing period, the Solar Media Backpack is now in its final design phase and will soon be ready to ship to Uganda as well as numerous other Plan country offices that have displayed interest in the product.



3.5 Innovation

Plan Finland strives to be innovative, both in its use of technology in projects and in the content of its programming. This innovation can be seen in Plan's project launched in 2015 called "Development SmartUps," which has two main components: an Innovation Challenge aimed at project countries and a community project for marginalized youth in Uganda.

The Innovation Challenge was rolled out in Ethiopia, Laos, Pakistan and Uganda to encourage Plan Finland's partners in project countries to find innovative local solutions to development challenges. The project involved a two-day workshop based around the concept of human-centred design thinking which led to an 8-week innovation challenge, during which teams developed and propose their ideas. Out of the 15+ proposed ideas, three project concepts were selected and received seed funding between 10 000€ - 40 000€. The concepts selected were "Pink Rickshaw – establishing safe public transportation in rural Pakistan," "Continuous learning for Girls – providing locally designed and produced sanitary pads for school girls by establishing social startups in Ethiopia," and "Our school! – engaging parents as resource person for life skill training at primary schools in Uganda." The chosen concepts will begin implementation in 2016. Overall, the Innovation Challenge has proven successful in developing new solutions to development issues and has helped to support South-South and South-North peer learning and partnerships.

Secondly, a "Development SmartUp" project was launched in Kampala, Uganda in July

2015. This pilot initiative started working with 20 selected youth (10 men and 10 women) in Kampala's poorest district, providing a safe space for mentoring, training, and empowering these young men and women to become problem solvers in their communities.

Furthermore, Plan was one of the few NGOs active in Slush, Europe's leading startup event, which took place in November, 2015. Plan organised successful Technology Salon and Fail Festival events as well as pitched in the NGO reverse pitch session during Slush Impact program.

Plan Finland's technological innovations in 2015 mainly centred around the Solar Media Backpack, which is featured in the ICT4D section.

4. PROGRAMME DESIGN

4.1 Partnerships

Plan Finland implements projects with the help of local and international partners—including companies, education institutes, and with other Plan offices—that maximise the effectiveness and sustainability of projects.

Plan Finland has established partnerships with both Finnish and international companies to create innovative projects. Nokia supports the Participatory School Governance project in Uganda, which aims to improve communication between students and administrators in matters related to school governance. Cooperation with Aleutia, a company based in the UK, resulted in the Solar Media backpacks utilized in Uganda's ECCD project (see section 3.4 for more information). Plan Finland also partners with companies to ensure that children's rights are respected in their own supply chain in the Thai fishing industry (this project falls outside of MFA funding).

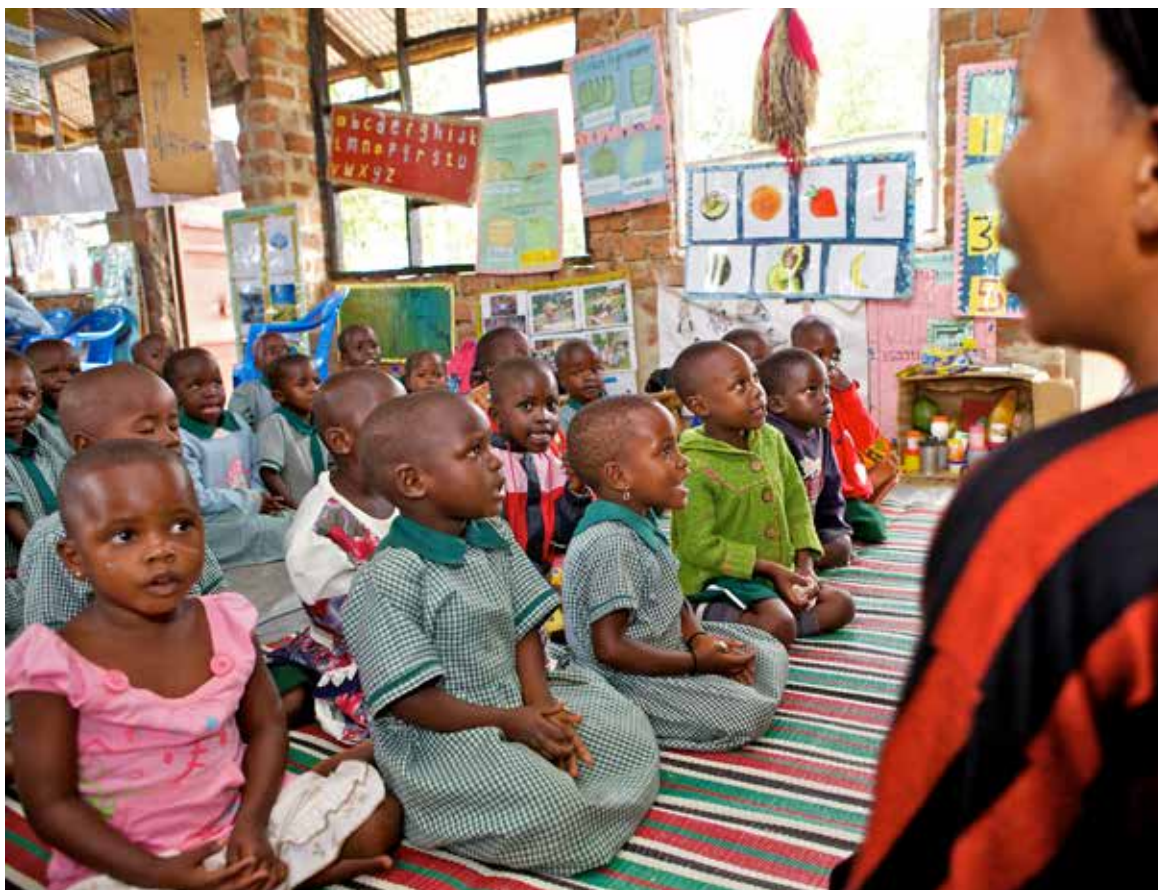
Partnerships with education institutes also provided opportunities for research, programming and support that would otherwise be outside of Plan's grasp. Partnerships with Mbarara University in Uganda, McGill University in Canada, and Stellenbosch University in South Africa provided research and support for ECCD projects in multiple countries. Trinity College Dublin developed a research proposal to analyse gender disparities in disabilities from the child protection project in Togo, and Plan Finland partnered with Plan Norway and Plan UK to commission research from the London School of Hygiene and Tropical Medicine on the access to community-based child protection mechanisms for children with a disability. Bahir-Dar University in Ethiopia provided research and training on issues related to child protection to enhance Plan's advocacy capacity to influence government policy and services. On a more practical level, Plan's partnership with the Technical and Vocation Education and Training (TVET) institutes in Pakistan allowed Plan's local research and expertise in youth employment to inform the curricula of existing educational facilities and maximise sustainability after project phase out.

As part of Plan International's overarching One Plan One Goal approach, Plan Finland paid increased attention to collaboration within the organisation in 2015. For example, Plan Finland and Plan Sweden were able to fully harmonise

their support to a child protection project in Ethiopia, meaning that Plan Ethiopia used the same reporting templates with both Plan Finland and Plan Sweden and that project audits were carried out jointly. The joint project facilitated monitoring visits and technical support, which lessened administrative workloads at the country office level, leveraged the added values of both Plan national offices and ultimately maximized the use and impact of MFA funds. Plan Finland similarly cooperated with Plan Belgium in Bolivia's ECCD project and with Plan United States in the ECCD projects in Kenya, Mozambique, and the regional project in eastern and southern Africa. Though these partnerships presented their own challenges in coordinating and setting common goals, the cooperation among offices provided clear advantages to the projects by providing unique experience and technical expertise from a variety of sources. Harmonisation with other Plan offices has also eased project transitions in response to the MFA's funding cuts. For example, Plan Netherlands will continue supporting the YEE project in Pakistan when Plan Finland phases out in 2016.

Plan Finland also made partnerships with Finnish associations in 2015. For example, Plan Finland partnered with the Feminist Association Union on a project called "Gender sensitivity in early childhood education" ("Tasa-arvoisen varhaiskasvatus") by participating in the project's steering group. The purpose of the co-operation was to build linkages, exchange experiences and learn from each others' work on promoting gender equality in ECCD. In addition, partnerships were an important part of global citizenship activities and advocacy in Finland in 2015, with Plan Finland partnering with Kepa in multiple campaigns related to the parliamentary elections and with Plan Sweden and Plan Norway to create the My Law campaign, which raised support for ending school violence against girls around the world.

Unfortunately, partnerships have been negatively affected by funding cuts. Plan Finland's participation in Plan International's Developing Partnership Competencies working group was forced to come to an end. Plan Finland played an important role in this working group for several years, and is unfortunately no longer able to impact Plan International's partnership policies and standards as in the past.



4.2 Sustainability

Sustainability is a priority in all of Plan's projects. Plan leverages community participation and partnerships with local NGOs and local and national-level governments in all stages of project implementation to ensure that the practices, mechanisms and results accomplished in each project continue to live on beyond phase out. For Plan, obtaining project sustainability involves working together with local NGOs, communities and local and national governments.

Sustainability is one of the biggest challenges in project design and implementation, and designing and implementing a sustainable project requires network building, flexibility and a keen understanding of each project area's cultural situation. This is one of the reasons that the majority of Plan's projects are designed in phases within a long-term continuing project (9-12 years), and why local partnerships play such an important role in projects, since these partners will often continue to serve the communities after project phase out. For example, partnerships with Ratson and Wolaitta Development Association—which had been working in the communities prior to the ECCD project's launch in Ethiopia—helped to ensure that the project's interventions would benefit communities in the long term. The partnerships mentioned in section 4.1 are also good examples, particularly the partnership with vocational

schools in the YEE projects in the Dominican Republic and Pakistan, which allowed Plan to focus on planning the curriculum and raising awareness in communities, significantly benefiting future project sustainability.

In line with Plan's core approach (called Child-Centered Community Development), communities are involved from the project onset in the planning, implementation and evaluation of projects in order to acquire the skills and knowledge to continue dealing with child-rights related issues when Plan's projects have ended. Awareness raising in communities—generally working closely with community-based organisations—is a key part of many projects, and examples include raising awareness of harmful traditional practices in Ethiopia's child protection project and raising awareness of the benefit of girls' education by the gender facilitators in the YEE project in Pakistan (see section 2.4). In addition, communities are trained and encouraged to begin funding the ECCD centres; the CLAC model used in ECCD projects in Ethiopia, Mozambique and Uganda includes a VSL component, providing parents and caregivers with the necessary tools to continue funding the ECCD centres after project phase out.

Networking, advocating and working closely with various levels of government are one of the most important elements of sustainability, and one in which Plan Finland has excelled in 2015. In many countries, the governments are

actively involved in the planning and implementation of projects. In Ethiopia, for example, the government is committed to early childhood education and development, and the project has strengthened the child rights knowledge and skills of government staff, which has benefits beyond project phase out. The ECCD project in Pakistan has also seen great results in coordinating with provincial and district governments in order to ensure overall sustainability; thanks to advocacy work in Sindh province, for example, the Department of Education and Literacy is implementing an ECE Policy that was developed by Plan and is planning to establish 1 065 ECE centres across the province, with technical support to be provided by Plan.

Finally, ECCD facilitators, teachers, parents and other staff are trained as part of all of Plan's ECCD and education projects, which will continue benefiting children and communities after project phase out. In addition, learning materials developed in the projects (such as country-specific ECCD literature, native-language teaching materials, such as in the Baka language project in Cameroon, and the disability inclusion games developed for the project in Togo) continue to serve the children even after Plan leaves the project area.

It is important to note that complete sustainability may not be possible in all projects. The projects focusing on disability inclusion, for example, continue to require subsidies from organisations after phase-out due to the high cost of health care or certain equipment (such as wheelchairs) for children with disabilities. However, in the disability/inclusion focused projects, the main sustainability goal is a change in communities' attitudes toward children with disabilities; this is seen, for example, the Plan2Inclusivise Sports Inclusion project in Togo (see box in section 3.2) which has had success in creating a lasting change in the lives of children with disabilities. Once people in the communities realize that disabilities are not something to be feared, inclusion becomes normal and natural, and children with disabilities are granted greater education and work opportunities and a higher quality of life.

5. ADMINISTRATION AND MANAGEMENT

5.1 Quality Assurance

The aim of the quality assurance component is to facilitate learning and management at the programme level, gathering to the needs of the projects while ensuring compliance to donor and Plan rules and regulations. It also serves as a platform for results-based management in Plan Finland. Research initiatives addressing core issues of children's rights were initiated in 2015 with a good spectrum of strategic partners. Research, toolkits and operational models of partnerships have been tailored to the specific needs of the programme and are at the very core of Plan Finland's work. The research and toolkits produced in 2015 will be utilized and taken full advantage of across the programme in 2016 and 2017, when also the success of the products can be assessed.

Monitoring missions – cornerstones of project compliance – were conducted successfully addressing the situations and needs of projects as well as Plan Finland's programmatic strategies. The missions serve a fundamental purpose of facilitating face-to-face discussions and meetings on project progress with project partners, issues and concerns related to implementation and planning for future activities. At the same time they were used to assess and validate results on the ground through meetings with rights-holders, duty-bearers and project beneficiaries.

In 2015 project monitoring missions were undertaken under the quality assurance component by Plan Finland Programme Managers and Advisors to all programme operational regions. The missions produced clear guidance and recommendations for project start-up and/or implementation in all four regions and fostered synergies and across-project learning. Ensuring compliance to MFA and Plan International rules and regulations pertaining to funding is a key function of Plan Finland programme management.

Programme-wide results-based management guidance consolidating and integrating the guidance issued by the MFA in 2015 to programme context was drafted in 2015 and disseminated to people responsible of programme implementation, at all levels.

The use of the digital data collection tool POIMAPPER, developed by Plan Finland, was

promoted across all projects with the aim of complementing and strengthening existing M&E systems across the programme.

5.2 Risk Management

Plan Finland uses Plan International's risk management tool called Magique, where major risks are rated, mitigation actions planned and updated quarterly. This system provides a framework for systematic assessment and planning of risks and has the possibility to follow-up risks in programme countries as well, which possibility will be further explored.

At the moment, programme related risks are assessed separately. Plan Finland has access to Global Assurance reports and exchanges information of eventual audit and financial compliance concerns with the assurance organization globally and regionally. Plan Finland follows up the external audit results as well as findings and recommendations from Global Assurance and external audits, combines the view with the programme and finance teams' findings and experiences from reporting and field visits, assesses the risk status in each programme country and plans for mitigation actions.

The Nordic grants controllers' network between Plan Norway, Sweden, Denmark and Finland continued its information sharing in 2015. Plan Finland continued information sharing and cooperation with other Plan National Organizations in programme finance related issues, mainly where programmes are implemented in the same countries.

Plan International has zero tolerance for corruption and all acquisitions and actions must adhere to the principles of good governance and anti-corruption. The international organization's Anti-Fraud and anti-Bribery and Corruption Policy was translated and informed to whole personnel. Plan Finland also joined the SafeCall whistleblowing service for personnel to inform any dishonest and unethical behaviour and other serious misconduct. This service has already been in use in Plan's all program countries. Plan Finland has further enhanced its cooperation with Plan International's Counter Fraud Unit on fraud prevention and detection. One finance team member is an Associate in Plan International's Fraud Faculty and has



developed knowledge through Fraud Examiner training by the Association of Certified Fraud Examiners.

Plan Finland was also subject to a Performance Audit of the Finnish Development Aid to Vietnam, conducted by KPMG in 2015. The objective of the Assignment was to assess the progress of the MFA funded development cooperation programmes and projects in Vietnam and to review how internal monitoring and risk management have been applied in the development cooperation in practice. The audit produced a positive overall result as well as highlighted some areas still to be improved.

One incident took place in Timor Leste in the ECCD project funded by MFA in 2015. The director of our partner Maseu was found liable for several irregularities, including under-deliveries of construction materials, overpayment of transportation services, using fictitious suppliers, and failing to return assets purchased with project funds despite demands from Plan International Timor Leste. The irregularities were identified by Plan International Timor-Leste staff within their own systems and processes and followed by an investigation by Plan International's Counter Fraud Unit (CFU). The balance of estimated loss, verified by external auditors, was USD 12,346.86. Legal actions have been taken to recover the loss.

5.3 Financial Summary

Year 2015 was the first year of the new programme framework, which meant that the projects started up in the first quarter. Given that the approval of the new Frame came relatively late in December 2014, some staff was unfor-

tunately lost from the projects that continued between the two Frames. The recruitments delayed somewhat the start-up, but by end of the first quarter the projects got well underway and at the end of 2015, the expenditure rate was at 86% which is overall a relatively good result for the first year.

The information about the upcoming funding cuts shadowed programme implementation from May/June onwards which created much uncertainty and some delays in the projects that started hesitating to launch major initiatives. In October the cuts were made at 40% for the remaining two years of the Frame. Anticipating the cuts and wanting to minimize the impact of the cuts in the lives of children, Plan Finland started a process of layoffs in the summer 2015, which resulted in the reduction of 15 person-years from the workforce of 54 permanent staff. As a result of the cuts, Plan also had to end three large projects in Pakistan, Kenya and the Asia region; downsize its global education work significantly and cut 15% of MFA funding to all projects to be temporarily compensated with other self-funding.

The result of the layoffs was that there has been significantly less resources spent on programme technical support including gender work, communications, disaster risk reduction and mainstreaming of climate change in our programming. Consequently, the working budgets allocated to these areas were also not fully spent with the reduced workforce, and hence these funds form a large part (220,000 eur) of the carry-overs from 2015 to 2016. The overall 2015 carry-over of 1 056 446 eur has been carried over to 2016 to fill the funding gaps caused

by the 15% cuts to all programmes.

A carry-over of 425 267 eur from 2014 was put aside when early information of the cuts came. This amount has been allocated in 2016 across the Frame budget to compensate for exchange rate losses, higher match funding need for 2016 and to fill critical gaps in projects. Also some minor investments have been made into Poimapper and supporting technology use in programming. Assuming that there will be only a small carry-over from 2016 to 2017, as is usual on the second year of the Frame, there will be an exceptionally high requirement for match funding in 2017. Hence it will be prudent to already foresee a small share of the costs programmed in Finland to be carried over to 2017, to meet the exceptionally high match requirement. Two projects, East Timor and Mozambique, have a high match funding already in 2016 due to the targeting of the Red Nose Day proceeds to these projects.

During the current Frame period, salaries of Plan Finland programme staff were included in programme expenditure rather than administrative overhead. They comprise approx. 6% of overall programme costs. The salaries have been recorded in Plan's working hour tracking system, and have been targeted to specific projects accordingly. Administrative overhead consists of those costs that are directly attributable to the MFA, such as financial management costs and recruitment costs of staff covered by the Frame. In addition, the overhead covers a proportional share of other indirect costs of the programme team (e.g. management, meetings, trainings) and indirect costs of the administration and finance functions (e.g. premises, HR, IT services). The formula for calculation has been shared and discussed with the MFA in 2014.

The transition to the new SAP system was concluded at end-2015, and most of the teething problems have been put straight. Five projects had started in the old GTS system, but during fall 2015 they were also transferred to SAP and the old GTS system was phased out completely.

There were some exceptions to auditing periods due to the cuts. Due to the ending of funding to the Pakistan project and the Asia regional ECCD project, the periods of audited expenditure are exceptionally 1.1.2015-29.2.2016 and 1.4.2015-31.3.2016 respectively. The Kenya project was given a transition period of 4 months till April 2016 so it was audited till end-2015 like the others.

MFA Financial Report 2015

	Budget	Expenditure	Expenditure vs. budget %	MFA costs	Self-funding	Self-funding %	Carry over	Reason for carry over
Cameroon								
	229PL128 (CMR100187), Baka Rights and Dignity	311 460	259 342	83	220 441	38 901	15%	52 118
Togo								
	283PL146 (TGO100230), Promotion of the Rights of Children with Disabilities through Community Based Rehabilitation approach	299 802	258 416	86	239 035	19 381	7.5 %	41 386
	Western Africa Total	611 262	517 758	85	459 476	58 283	11%	93 504
Ethiopia								
	238PL113 (ETH102106), Early Childhood Care and Development	309 986	324 151	105	275 528	48 623	15%	14 165
Ethiopia								
	238PL114 (ETH102106), Protection of children from gender based violence	264 980	281 762	106	239 498	42 264	15%	16 782
Kenya								
	248PL143 (KEN100277), Securing a strong foundation for young children	404 085	405 211	100	405 211	-	0%	1 126
Mozambique								
	259PL145 (MOZ100046), Early Childhood Care and Development	425 434	218 628	51	140 113	78 515	36%	206 806
Uganda								
	285PL129 (UGA100309), Scaling up Community-Led Action for Children (CLAC) in Uganda	380 373	241 724	64	205 465	36 259	15%	138 649
Uganda								
	285PL146 (UGA100310), Participatory School Governance for Children (PSGC)	196 621	194 692	99	194 692	-	0%	1 929
Uganda								
	285PL147 (UGA100314), Development SmartUps Community Project	95 000	70 682	74	60 080	10 602	15%	24 318
Regional								
	289PL149 (RES100088), Early Childhood Care and Development	120 830	102 744	85	95 499	7 245	7%	18 086
	East and Southern Africa Total	2 197 309	1 839 594	84	1 616 086	223 508	12%	357 715
East Timor								
	765PL217 (TLS100086), Early Childhood Care and Development	383 977	401 296	105	255 706	145 590	36%	17 319
Laos								
	745PL218 (LAO100047), Quality Basic Education and Protection Programme	307 901	256 355	83	209 023	47 332	18%	51 546
Pakistan								
	665PL222 (PAK100273), Smooth Transition of Children to School through ECCD and Protective Environment	211 020	170 793	81	127 148	43 645	26%	40 227
Pakistan								
	665PL223 (PAK100267), Creating access of poor rural youth to quality market driven Technical, Vocational & Education Training (TVET)	268 716	231 660	86	231 660	-	0%	37 056
Regional								
	679PL149 (ARO100089), Early Childhood Care and Development	60 000	71 119	119	71 119	-	0%	11 119
Regional								
	679PL408 (ARO100087), Strengthening civil society in Asia for increased child protection	120 000	96 346	80	96 346	-	0%	23 654
	Asia Total	1 351 614	1 227 569	91	991 002	236 567	19%	124 045

	Budget	Expenditure	Expenditure vs. budget %	MFA costs	Self-funding	Self-funding %	Carry over	Reason for carry over
Bolivia	353 076	301 970	86	256 675	45 296	15%	51 106	Delays in scheduled activities, due to transition of projects under the PPM to SAP System.
Dominican Republic	205 153	189 735	92	161 274	28 460	15%	15 419	Delay in starting the activities, some salaries lower than budgeted
Dominican Republic	206 114	184 365	89	156 710	27 655	15%	21 750	Some activities were postponed to 2016 due to national elections
Global	764 343	676 069	88	574 659	101 410	15%	88 274	
Global	65 000	57 669	89	49 019	8 650	15%	7 331	
Global	104 272	-	-	-	-	-	104 272	Piloting of the resilience toolkit postponed
Global	25 000	25 000	100	21 250	3 750	15%	-	
Global	75 000	35 562	47	30 228	5 334	15%	39 438	Due to staff turnover and termination of contracts budget couldn't be utilized
Global	269 272	118 231	44	100 496	17 735	15%	151 041	
GRAND TOTAL	5 193 800	4 379 221	84	3 741 719	637 502	15%	814 579	

FINANCIAL SUMMARY							
	Total budget	Total expenditure	Expenditure vs. budget %				Carry over
Programme activities	5 193 800	4 379 221	84	3 741 719	637 502	14,6 %	814 579
Plan Finland							-
Quality Assurance	294 000	243 557	83	207 024	36 534	15,0 %	50 443
Communications in Finland	320 000	213 332	67	181 332	32 000	15,0 %	106 668
Administration	699 755	591 079	84	502 417	88 662	15,0 %	108 676
Global Education	490 000	483 602	99	411 061	72 540	15,0 %	6 398
Total Plan Finland	1 803 755	1 531 570	85	1 301 835	229 736	15,0 %	272 185
TOTAL 2015	6 997 555	5 910 791	417	5 043 554	867 238	14,7 %	1 086 764

MFA Financing	€
Transferred from 2014	425 267
Funds 2015	6 100 000
MFA funds available	6 525 267
Expenditure 2015	- 5 043 554

Carry over to 2016	1 481 713
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MFA interest income 2014	2 084
MFA interest income 2015	3 515

* Interest income will be treated as non-earmarked self-funding contributed to overall programme portfolio.

MFA Financial report 2015

Summary of Plan Finland costs

Quality Assurance

Planning, monitoring, technical support	165 024,63	
Global technical support and programme development	46 935,29	
Project expenses paid from Finland	31 597,21	
	243 557,13	243 557,13

Global Education

Global Citizenship Education programme	405 504,59	
Other programme management	78 097,16	
	483 601,75	483 601,75

Communications in Finland

Programme communications	213 332,33	
	213 332,33	213 332,33

Administration

Programme related costs of administrative staff	104 204,49	
Share of administration cost of programme teams	132 884,29	
Share of		
Premises	136 206,90	
IT	91 421,74	
Finance	30 616,38	
HR	70 448,44	
Administration cost of management, premises and HR	50 619,45	
Administration cost of finance and IT	13 610,37	
Misc.: Organization communication, donor education public	28 877,02	
	421 800,30	

Administration costs total	658 889,08	
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Amount exceeding the 10% of total programme expenses covered by Plan Finland	67 809,89	
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ELIGIBLE ADMINISTRATION COSTS TOTAL		591 079,19
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PLAN FINLAND COSTS TOTAL		1 531 570,40
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Self-funding 2015

1. Project specific self-funding	Donations
259PL145 (MOZ100046), Early Childhood Care and Development	78 515,00
289PL149 (RES100088), Early Childhood Care and Development	7 244,70
765PL217 (TLS100086), Early Childhood Care and Development	145 590,10
745PL218 (LAO100047), Quality Basic Education and Protection Programme	47 332,00
665PL222 (PAK100273), Smooth Transition of Children to School through ECCD and Protective Environment	43 645,00
428PL305 (BOL100227), Early Childhood Care and Development	45 295,50
998PL511, Innovation Challenge Fund	8 650,35
998PL514, Global Child Protection tools and modules	3 750,00
998PL515, Gender investments	5 334,30
PROJECT SPECIFIC SELF-FUNDING TOTAL	385 356,95
2. Project specific sponsorship funding	
229PL128 (CMR100187), Baka Rights and Dignity	38 901,30
283PL146 (TGO100230), Promotion of the Rights of Children with Disabilities through Community Based Rehabilitation approach	19 381,20
238PL113 (ETH102106), Early Childhood Care and Development	48 622,65
238PL114 (ETH102105), Protection of children from gender based violence	42 264,30
285PL129 (UGA100309), Scaling up Community-Led Action for Children (CLAC) in Uganda	36 258,60
285PL147 (UGA100314), Development SmartUps Community Project	10 602,30
340PL409 (DOM100135), YEE	28 460,18
340PL307 (DOM100136), Prevention of Child Abuse and Gender based Violence against Women + masculinities	27 654,68
PROJECT SPECIFIC SPONSORSHIP FUNDING TOTAL	252 145,20
PROJECT SPECIFIC TOTAL	637 502,15
2. Plan Finland	
998PL406 Assurance of Quality	36 533,57
999PL516 Communications in Finland	31 999,85
998PL01 Plan Finland administration	88 661,88
998PL501 Global Education	72 540,26
PLAN FINLAND TOTAL	229 735,56
SELF-FUNDING TOTAL	867 237,71



Auditor's Report

To Plan International Suomi sr

We have audited the Financial Report included in the Annual Report prepared by Plan International Suomi sr for the period 1.1.-31.12.2015 relating to the development cooperation programme "Realizing Full Potential –from Childhood to Empowered Youth" under the Partnership Agreement for 2015-2017. The reported total expenditure is 5 910 791 euros. The Annual Report and the Financial Report have been prepared by the responsible persons for the programme coordination.

We conducted our audit in accordance with the audit directions concerning development cooperation support granted to civil society organizations issued by the Ministry for Foreign Affairs, and, as appropriate, in accordance with International Standards on Auditing. Those Standards require that we plan and perform the audit to obtain reasonable assurance whether the Financial Report is free from material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts in the Financial Report. An audit also includes evaluating the accounting principles used and the overall presentation.

In our opinion, the bookkeeping in Finland for the programme and the Financial Report comply, in all material respect, the conditions of development cooperation of the Partnership Agreement set by the Ministry for Foreign Affairs and the regulations governing state grants (law 688/2001). In our opinion the Financial Report can be approved.

Helsinki 28 June 2016

PricewaterhouseCoopers Oy
Authorised Public Accountants

A handwritten signature in blue ink, appearing to read 'Merja Prihti'.

Merja Prihti
Authorised Public Accountant

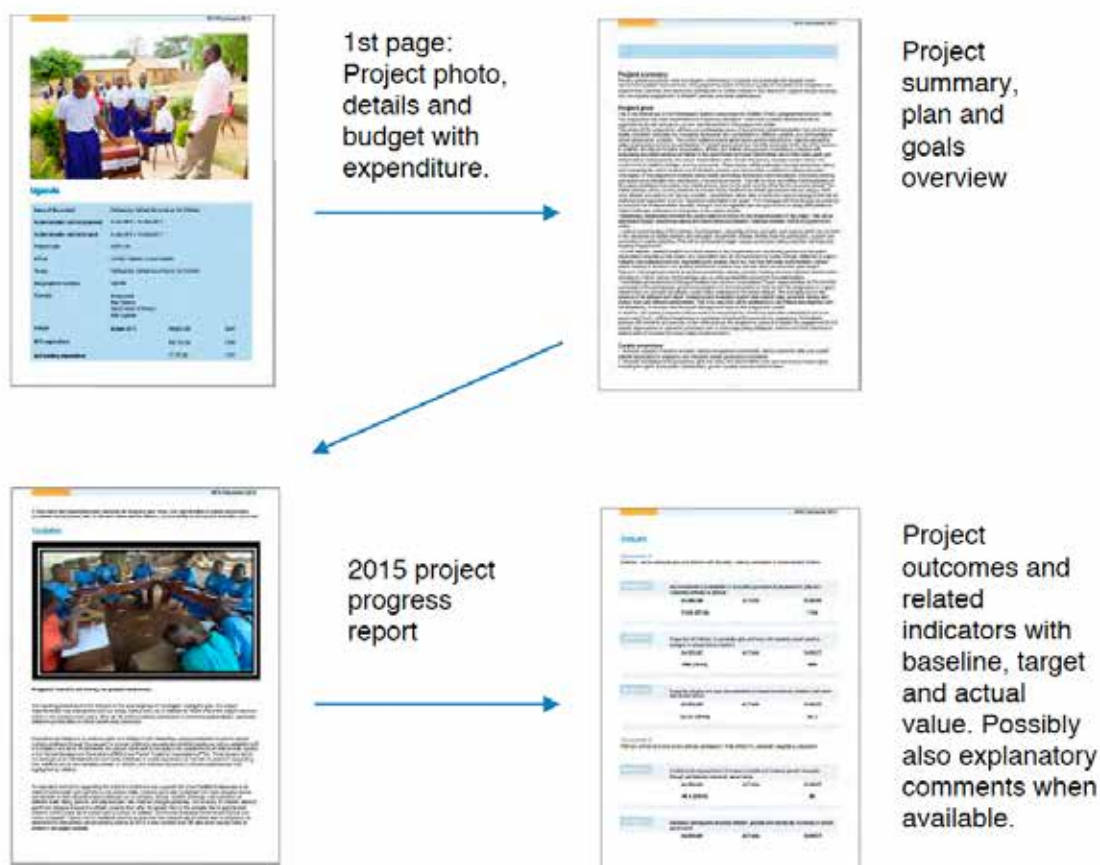
ANNEX III – PROJECT SUMMARIES

Introduction to IATI compatible project summaries Plan International Finland is committed to transparency and open data. It has great potential to make international development more efficient, coordinated and accessible to all stakeholders. Thus Plan Finland has published all the MFA funded projects in IATI (International Aid Transparency Initiative) format through a reporting service provided by Akvo.org. The project information is available to everyone at <http://planfinland.akvoapp.org>. Also EU, UN-Women and ADP funded projects are available.

For the first time, Plan Finland is also publishing the project results in IATI-standard. Starting with a pilot with 2015 annual report, the project summaries are now exported directly from RSR (Really Simple Reporting) service

by Akvo.org. We have included basic information about each project, narrative progress report with challenges and lessons learned. In addition there are detailed indicators with baseline, target and actual results accompanied with explanatory comments. By making all project data public, we are striving to identify gaps in our processes and improve them for the next project cycle.

The current print format serves as a pilot and will be further developed for the final version of the report. Based on the feedback and lessons learned Plan Finland is committed to improving the IATI compatible reporting to as user friendly, accessible and informative as possible. The structure of the project summaries is currently as follows:



Africa



Cameroon

Name of the project	Baka Rights and Dignity Project
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017
Project code	229PL128
IATI id	FI-PRO-1498487-2-CMR0187
Theme	Baka Rights and Dignity Project
Geographical location	Cameroon
Partners	INADES SIL NLC - consulting Plan Finland

	OKANI Government of Finland MOPAFEJ SEDUC		
Budget	Budget 2015	311,460.00	
MFA expenditure		220,441.00	EUR
Self-funding expenditure		38,901.00	EUR

Project summary

The Baka people of southeastern Cameroon face regular discrimination and limited education opportunities. This project aims to enhance the quality of education and protection for Baka children and adolescents by increasing participation of parents, caregivers and teachers, strengthening capacity of local indigenous organisations, and creating a national network for minority rights.

Project plan

This project seeks a greater realisation of the indigenous Baka girls' and boys' right to education in a safe and supportive environment, with a particular focus on mother tongue education. The aim of this project is to increase access to and completion of high-quality, culturally-sensitive basic education that will ease girls' and boys' transition from primary to secondary education. This project also contains an early childhood care and development component that seeks to improve children's transition to primary school, e.g. through teacher training. In addition, issues of violence against children in schools and at home will be addressed.

This project seeks to bring together different stakeholders in order to create a national network for mother-tongue education and indigenous rights. The following groups will be involved to help increase access to and quality of basic education for minority children: parents, caregivers and Parent Teacher Associations are involved to increase the commitment to girls' education; Civil Society Organizations are involved with advocating for minorities' right to multilingual education; and the national government is involved in increasing teachers' understanding and participation in multilingual education and gender-related issues at teacher training colleges.

This project is part of an ongoing long-term program that began in 2003. The previous phase of the project (2012-2015) piloted an Intercultural Multilingual Education programme in selected schools that contained indigenous minorities, including training teachers on culturally-adapted, learner-centered approaches. Due to growing demands, the pilot is now being expanded to include other Baka areas (10 councils in total, up from 8). The education policy in Cameroon is currently under transition and the pilot study has been adopted as a case study by the government and other stakeholders (including UN agencies), meaning the results from this project will likely affect Cameroon's future education policy.

Goals overview

The primary objective of this project is to realise the basic child rights of the underprivileged and marginalized Baka ethnic minority children, focusing on their right to education.

Updates



Progress towards achieving the project outcomes:

The Intercultural Multilingual Education (IME) pilot is the main contributor to the following achievements. In terms of access the enrolment rates have improved, specifically for girls from 35 to 58% and the dropout rates have reduced, though both indicators are far below national and global averages.

A comparison between 4 pilot schools and 4 control schools revealed that in the pilot classes (primary 1 & 2), learning outcomes when taught in mother tongue are better as when taught in French.

8 child school governments were established besides child clubs in 32 communities. Their awareness-raising contributed to increase access of girls in school. The aspect of participation in school governance and management can still improve.

In the 8 IME pilot schools, the Parent Teacher Associations (PTA's) developed School Improvement Plans, however less as 1/3 has got implemented till date, mainly due to limited community funds and community commitment. 25% of the PTA's consist of women. The turn up on school related events/activities remains low, with 15% of parents turn up. Parents do report an improvement in the communication between school and parents. Lack of school-feeding is mentioned as cause for drop-out/low access, but initiation of schoolgardens by community hasnt been succesful so far. Children confirmed in consultations the lack of interest in education of parents.

The project is at its infancy-stages. 12 communities have been mobilized to construct and start pre-schools, of which 5 have opened and 17 animators trained. UNICEF has provided ECCD kits and with a partner ECCD textbooks and materials are being developed. A Finnish volunteer with ECCD background is in Cameroon, assisting to develop training and minimum standards and provide on the job support.

As Baka children can now express themselves in their mother-tongue, children reported their interaction with teachers has improved. Also corporal punishments was reported to have reduced.

The project provided training in Gender and Child Protection. The Child Protection (CP) training resulted in an increase in reported violations being followed up.

The earlier mentioned School Improvement Plans also contribute to this outcome.

Plan is an active members in the RACOPY network, an umbrella for Baka Civil Society Organisation (CSO), though this network change in national education policy is lobbied for. Plan has good relationships with the regional education government services. The fact that IME pilot can be implemented in the formal setting is an achievement in itself.

The success of IME has also reached UNESCO and UNICEF, resulted in a partnership with UNICEF to expand the pilot and strengthen the voice in advocacy efforts.

Challenges and lessons learned:

Although supporting Baka rights for a long period, the project has not signed any strategic partnership with any (Baka) Civil Society Organisation (CSO). It appears causes are more internal organizational, how as organization do we support CSO of minority populations where capacities are low?

The key lesson learned is that the Intercultural Multilingual Education (IME), teaching in mother-tongue does result to better pupil performances. However implementation of the IME pilot has a number of challenges. Firstly in the project area, majority of schools has insufficient number of teacher on the government pay-roll. Gaps are filled by teachers, who receive irregular stipends, but those are low-motivated and often absent. Secondly the IME pilot requires native Baka speaking teachers, which are very few. Instead non-native speakers, after a test, have been put in place. Although performance indicators of pupils in the pilot schools have improved, the use of IME textbooks and materials seems not to be fully utilized. School absence is recorded high due to seasonal activities of the Baka, this could be partly settled by a more flexible school calendar. School Improvement Plans have been developed, but less as 1/3 gets implemented. In many schools the school facilities are below standard or low quantities (insufficient classrooms and staff-housing)

The design and implementation of the pre-school (ECCD) and safe school activities in absence of government policies. The participation of women in community groups and Parent Teacher Associations (PTA's) is low. Whereas there have been good trainings on gender and pedagogy, the effect of it in the classrooms is insufficient monitored and supported.


As the Country Office could not raise the required match fund, a number of activities where not implemented


[Read more in RSR](#)

Results


Outcome 1

All girls and boys have access to child-friendly quality education enhanced by participatory school governance

INDICATOR 1	Drop-out rate by grade in primary schools of the project area (boys)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	27 (2014)	25.5	22.5
Grade 1: Boys: 9% Grade 2: Boys: 21% Grade 3: Boys: 25% Grade 4: Boys: 47%			

INDICATOR 2	Drop-out rate by grade in primary schools of the project area (girls)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	25 (2014)	22.5	20
Grade 1: 10% Grade 2: 23% Grade 3: 34% Grade 4: 23% Average: 22,5% Improvement, but below target, better measured after full school year is completed.			


INDICATOR 3	Percentage of new entrants to Plan Finland supported primary schools with ECCD (Early Childhood Care Development) experience		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		N/A	
Not applicable for year 2015 as in 2015 only a start was made to establish pre-schools			

INDICATOR 4	Primary School enrolment rate (in the project area)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	38 (2014)	51.5	58
Girls: 58% Boys: 45% CWD: 0.1% Although the average of boys & girls is less as targeted, the enrolment greatly improved from the baseline, especially girls from 35 to 58%. Key issue remains schoolyear time that not considers the seasonal activities of the Baka society			

Outcome 2

Children - and in particular girls and children with disability - actively participate in school-related matters

Results

INDICATOR 1	Number of children participating in school councils		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	74 (2014)	224	256
Girls: 86 Boys: 138 Children with disabilities: 2 Below target, but largely improved, not all child school councils were (re) enforced yet, hence the lower number.			

INDICATOR 2	Number of clubs established and/or supported by school councils		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)		8
32 children governments and 8 child movements In the baseline it seems the Cameroon team only listed child movements or only considered the 8 Intercultural Multilingual Education (IME) pilot communities and not all 32 communities.			


Outcome 3

Level of collaboration among relevant partners (Civil Society Organisations, government, International Non-Governmental Organisations (INGOs) to further the primary education agenda in country

INDICATOR 1	Level of collaboration among relevant partners (CSOs, government, INGOs) to further the primary education agenda in count		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
1 CSO and government partner services work on demand to implement Intercultural Multilingual Education (IME) related activities 1 program cooperation agreement with UNICEF is ongoing review 4 cooperate sector were identify to support the IME initiative 1 collaboration agreement was sign with orange foundation to support girl education			

Outcome 4

Mothers, fathers and care-givers actively participate in their children's education. They are committed to the education of their daughters. They play an active role in the governance of their children's schools meetings, school meetings, community work, etc

INDICATOR 1	Girls and boys report a positive change in the behaviour of their parents with regard to child care and their commitment to education		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	10 (2014)	15	21
Below target since progress recorded was low. Reasons for low score is that parents consider seasonal work in forest more important as school. Others do send children to the school, but do not provide school materials nor support learning activities.			

Results

INDICATOR 2

Mothers, fathers and care-givers participate in school governance. Families from minority and marginalised groups are equally represented.



BASELINE

ACTUAL

TARGET

120 (2014)

240

240

Women: 57 Men: 183 The average target has been met, but still a large under-representation of women. The team will dialogue with the communities to get a better representation.

INDICATOR 3

Parents enhanced attendance in Plan Finland supported primary school's Parent Teacher Association (PTA) activities (PTA meetings, school meetings, community work, etc

12 (2014)

17

INDICATOR 4

Percentage of parents who report an improvement in the communication between school and parents



BASELINE

ACTUAL

TARGET

12 (2014)

26.5

28

Women: 21% Men: 32% Close to target, however target is still fairly low.

Outcome 5

Other relevant outputs

INDICATOR 1

Number of Parent Teacher Association members trained

BASELINE

ACTUAL

TARGET

0 (2014)

78

Female: 28 Male: 50

INDICATOR 2

Number of Pre-schools established

BASELINE

ACTUAL

TARGET

0 (2014)

4

Results


INDICATOR 3	Number of birth registrations		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1.231	


INDICATOR 4	Number of schools supported		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	32	

INDICATOR 5	Number of teachers trained		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	54	
Female: 16 Male: 38			

Outcome 6

Primary schools facilitate the transition from Early Childhood Care Development (ECCD) centres

INDICATOR 1	Number of Early Childhood Care Development (ECCD) centres that visit Plan Finland -supported primary schools in preparation of children's transition to primary school		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	0	0
No progress yet since ECCD centres are not officially operational. As well the project focuses on pre-schools, which transition to nursery school instead of primary. Therefore no trainings facilitated.			

INDICATOR 2	Number of primary school teachers trained in facilitating the transition from Early Childhood Care Development (ECCD) to primary school		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	0	8
No progress yet since ECCD centres are not officially operational. As well the project focuses on pre-schools, which transition to nursery school instead of primary. Therefore no trainings facilitated.			

Results

Outcome 7

Reach

INDICATOR 1	Children with disability (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	3	
Boys: 1 Girls: 2			
INDICATOR 2	Reached adults (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	520	
Male: 309 Female: 211			
INDICATOR 3	Reached adults (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		6235	
Male: 3067 Female: 3168			
INDICATOR 4	Reached children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	1606	
Boys: 692 Girls: 914			
INDICATOR 5	Reached children (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		14150	
Boys: 6714 Girls: 7436			

Results

Outcome 8

Schools provide a safe and child-friendly learning environment especially for girls, children with disabilities and those from minority groups.

INDICATOR 1	Change in number of schools in the Programme Unit's area that achieve at least a moderate rating in the "gender equality scorecard"		
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<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
0 (2014)		8

INDICATOR 2	Children, in particular girls and boys with disability and those from indigenous and ethnic groups, report positive changes in school related matters		
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<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
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Episodes of corporal punishment have considerably been reduced, while communication and interaction between children and teachers. Target met in 4 Intercultural Multilingual Education (IME) pilot schools out of 8 pilot schools. Not clear if all 32 schools are being monitored for this indicator.

INDICATOR 3	Increased availability of and access to mother tongue services		
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<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
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The use of materials remained a challenge. Teachers have improved on the time quota set for teaching in the local language instead of French, but the effective use of the IME materials remains a challenge.

INDICATOR 4	Percentage of Plan Finland supported primary schools that have an up-to-date school improvement plan in place		
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<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
0 (2014)	25	25

8 schools out of 32 schools


INDICATOR 5	Percentage of Plan Finland-supported primary schools that meet the standards for 'safe schools'.		
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<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
0 (2014)	0	10

NOT ASSESSED The Ministry of Education of Cameroon has no "safe school" standards and the project did not look into existing practices within Plan (incl ongoing pilot in Cameroon) to start working on this aspect.

Results

INDICATOR 6	Percentage of child abuse cases handled by the child protection committees		
	BASELINE	ACTUAL	TARGET
	2 (2014)	15	10
Above target. But this was done by partners collaborating with Plan to raise up more efficient community based child protection mechanisms.			

INDICATOR 7	The percentage of Plan Finland supported schools that receive extended health and nutrition services to address the specific needs of girls, boys, children with disabilities and those from minority groups. Depending on the context this may include a range of services. such as immunisation. life skills education. sexualitv education. oral health.		
	BASELINE	ACTUAL	TARGET
	25 (2014)	0	50
No achievement The community led school feeding mechanism was not realized due to low community participation. Immunization and deworming were conducted by the relevant ministries (Ministry of Health and Ministry of Basic Education). The life skills orientation session did not take place because the foreseen recruitment of a consultant did not materialize.			

Outcome 9

Teachers have increased capacity to deliver quality, inclusive education

INDICATOR 1	Proportion of teachers in Plan Finland -supported schools who use formative learning assessments		
	BASELINE	ACTUAL	TARGET
	12 (2014)	N/A	25
NOT ASSESSED			

INDICATOR 2	Proportion of teachers in Plan Finland supported schools who use learner-centred approaches		
	BASELINE	ACTUAL	TARGET
	12 (2014)	N/A	25
NOT ASSESSED			



Ethiopia

Name of the project	Building Strong Foundation for Boys & Girls		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2015		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2015		
Project code	238PL113		
IATI id	FI-PRO-1498487-2-ETH102106		
Theme	Building Strong Foundation for Boys & Girls		
Geographical location	Ethiopia		
Partners	RWYCDP Plan Ethiopia Finland MFA Plan Finland WDA (2)		
Budget	Budget 2015	309,986.00	EUR
MFA expenditure		275,528.00	EUR

48,623.00

EUR

Self-funding expenditure**Project summary**

Access to care and development services for young children in Ethiopia is very limited. This project seeks to improve the wellbeing of the most disadvantaged children in two districts in Ethiopia by increasing access and quality of early learning programs. This includes establishing new learning centres, improving parental and facilitator training, and increasing community involvement.

Project plan

This project is a continuation of a programme that began in 2012. In this phase, the project is expanded into 12 new rural communities in the Toke Kutaye and Bolososore districts in the Oromiya and the Southern Nations, Nationalities, and Peoples' regions of Ethiopia. This project takes a holistic approach to early childhood care and development in order to address all spheres of development, including health, nutrition and protection. Particular attention will be given to children from disadvantaged communities, ethnic minorities, children with special needs and children living in remote geographical areas. Steps are also taken to systematically strengthen the resilience of children and their communities to respond to natural disasters.

Taking into account recent research and survey findings, the following gender-related issues are addressed: gender-related division of duties in the home, low involvement of fathers in child care and development, and discrimination toward female teachers. In addition, the following issues will be tackled: inadequate teachers' and caregivers' pedagogical expertise, lack of local materials, lack of awareness of the importance of educating children with disabilities, and the absence of early childhood programs that benefit disadvantaged children. This project will also encourage parenting group involvement by integrating nutrition interventions, Village Savings and Loan Associations, Savings and Credit Organizations and Cooperative Learning education into the programme.

Finally, the project also seeks to assist governing bodies at the national, regional, zonal, district and community levels to manage early childhood care and development interventions. Networking, advocacy, and communication components will raise awareness of the national policy framework and increase community and government support to increase investment in early childhood care and development programs.

Goals overview

Main Goal: That all targeted girls and boys (0-8 years) grow to their full potential in a nurturing, stimulating, safe and clean environment protected from violence. This will be accomplished by increasing parental and guardian knowledge and skills, supporting the equal participation of boys and girls in quality early learning programs, enhancing school and community support for transitions to primary school, and supporting government and non-government to work in partnership to ensure the development and protection of children at community, district, regional and national levels.

Updates



Enormous need for ECCD services arose from the target communities. This proved to be a great challenge for the project as community representatives consistently demanded to expand the activities to accommodate more children. In connection to this, the way to scale up the program needs additional promotion such as lobby key officials in the government line and influential people in the local community. The issues have been raised in the network to find solutions, such as making the programme even more cost effective and scalable by the local communities themselves.

Transitional school inaccessibility for students (uncomfortable learning class rooms, lack of furniture, lack of water facility etc.) has created a challenge for the project, risking discomfort for children who have come from ECCD centres and their potential drop out due to poor school infrastructure. The identified solution was to provide material support to primary schools to address these gaps in collaboration with district offices and other projects.

Lack of water sources in ECCD centres was another challenge faced by the programme team. Due to a lack of water, it would not be possible to prepare model gardens and playing fields and most importantly to supply water to drink. The attempted mitigation was to link with other water projects.

The need to develop the capacity of staff members on the technical aspects of identifying CWDs and practically mainstreaming inclusion in the ECCD program will make the project more holistic.

Local/indigenous knowledge management system development that is constructing story telling for children to familiarize the students with their indigenous culture and publishing culture-friendly story books in a contextual frame increases the acceptance of the programme.

Training fathers on child care and development and holding a fathers' event at community level makes the process as well as the results stronger.



Progress towards achieving the project outcomes:

The first year of the second phase of the project has witnessed many changes in children's and parents' lives as a result of project's activities: an additional six ECCD centres have been established and are now well equipped with quality play and learning materials that facilitate the teaching/learning process. As a result, an additional 240 children (112 girls 128 boys) have had the opportunity to join ECCD centers. An additional 12 facilitators were enrolled, trained and assigned to deliver quality ECCD services in their locality. This will make a total number 36 of qualified ECCD facilitators. Trainings related to ECCD and positive child rearing practices have been delivered to facilitators, primary school teachers, management committee members and lead mothers, thereby improving the overall well-being of children. As a result of the project, the well-being and learning opportunities are improving, especially for those children who are being served by 18 (12 existing and 6 new) ECCD centres. In the reporting year 249 children (128M/121F) completed their 3 years' ECCD programme and graduated successfully.

The project has prepared a fertile ground for overall growth and development of children throughout their lives by implementing activities like consultative meetings and parenting groups, home visits, community sensitization workshops and community DRR capacity building and risk assessments, and mapping and identification of children with disabilities. The provision of training for parents/mothers/fathers on child care and development, introducing home gardens, the production of gender-sensitive early stimulation materials at home and village level are the major project activities. All these were conducted to ensure the holistic development of children by improving the knowledge, attitude and practices of mothers and caregivers, men and women. It has encouraged caretakers to have shared responsibility for the parenthood at home and in the society. Parents have also begun saving money and attending adult literacy programmes. Furthermore, the parenting sessions depicted positive signs in supporting children's development at home and school level, focusing more on the feeding of the children

and improved hygiene and encouraged them to protect their children from any harm and abuse. The support and guidance from the district health office and the kebele's health extension workers have minimized the occurrence of intestinal parasites, water-borne diseases and goiters on ECCD children.

In order to improve parent-child relationships and to advocate the importance of storytelling, 8000 copies of storytelling books compiled in the local language were published and distributed to ECCD centres, families and transition schools. Having these story books, child nurturing practices and the parent-child relationship have been improved in the intervention areas. The support in preparing learning and playing materials from locally available resources has been one of the big achievements of the year. Mothers have upgraded their basic knowledge regarding the impact of play in the early years and they are preparing traditional toys for their children. Currently they give better space and time to their children to play with local materials available. In addition, the trained parents have been sharing their knowledge and skills with their neighbors.

Moreover, the project has made tremendous efforts to ensure equal participation of boys and girls. In order to improve the attitude of parents, boys and other community groups regarding the equal rights of girls and also to enable girls to attend to school, training was provided on gender equality and on the importance of girls' education. For the same purpose, an international Girls' Day was celebrated at centres. According to the regular monitoring reports of partners and Plan Ethiopia the prevalence of gender based violence (GBV), child labour abuses, school based rapes, harassments has significantly decreased around the schools where the project is being implemented.

To address the gap in the government's ECCD provision Plan Ethiopia has been intensively engaged in supporting the implementation of the National Policy Framework of ECCD. Bottom up consultations, awareness raising, community mobilization, promotion of low cost but quality early learning centers and creating sound linkages with primary schools were promoted in an evidence based approach. Furthermore, Plan has strengthened its partnership with likeminded local and international NGOs, the MoE, MoH and Ministry of Women, Youth and Children Affairs at all levels towards effective and optimum delivery of ECCD service. The on-going network at the regional and national level helps significantly in advocacy for scaling up of the programme and identifying best and contextualized approaches to reach all Ethiopian children. As the result of these concerted effort by Plan Ethiopia and ECCD actors in the country the government bodies at all levels have increased their commitment. This is indicated for example through their active participation in the networks and in government's fifth Education Sector Development Plan (ESDP – V 2016-2020) where ECCE (Early Childhood Care and Education) is emphasized.


[Read more in RSR](#)


Results

Outcome 1

Access to quality Early Childhood Care and Development (ECCD) services at community level: Children, parents and communities have access to quality, inclusive and holistic ECCD programmes

INDICATOR 1	Level of progress against the gender quality scales for ECCD and Education		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	Gender Neutral (2014)		Gender Aware
The gender issue was well addressed - from the construction to care giving. Moving to gender aware level. The communities we are working with have given adequate emphasis for gender inclusion. As a result, more vital attention has been given in ECCD centres accordingly (for example girl-friendly indoor and outdoor games).			

INDICATOR 2	Number of boys and girls 0-6 at risk and those with developmental delays and disabilities who are identified and referred to relevant support services		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	31 (2014)	246	47
Girls: 114 Boys: 132 Very high achievement against the target due to the Boloso sore site of the project, which used existing opportunities around and did it very actively.			

INDICATOR 3	Percentage of communities in which children participating in Plan Finland supported ECCD programmes are routinely assessed for their cognitive, motor, language and socio-emotional development		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	23 (2014)	34.14	25

Outcome 2

Children's participation: Girls and boys 4-6 years, including children with disabilities participate in quality, inclusive and holistic Early Childhood Care and Development (ECCD) programmes

INDICATOR 1	Children in FLNO-supported ECCD programmes participate actively and feel confident to express their views openly.		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
ECCD children have started to express their feeling, appear to be more active and showed high interest to learn and play. The quality of the learning rooms and availability of outdoor and indoor playing & learning materials and games have highly contributed for children's motivation to manipulate the materials and to enable them learning by doing. The assessment is done by regular observations by center facilitators.			

Results

INDICATOR 2

Number of girls and boys 4-6 in target communities regularly (five days per week and minimum 9 months per year) participating in age-appropriate ECCD-programmes supported by Plan Finland.



987 (2014)

994

1200

Girls: 480 Boys: 514 Children with disabilities: 29 The gap is not due to low demand. In fact, the demand to join to the centre is extraordinarily high, but the facilities are unable to meet the current demand. The centres only accommodate a limited number of children. The issue is under discussion through networks

INDICATOR 3

Percentage of new entrants to primary schools who attended early learning program.



BASELINE

ACTUAL

TARGET

9,8 (2014)

19.81

14.8

Girls: 19.83 % Boys: 19.79 %

Outcome 3

Other relevant outputs

INDICATOR 1

Birth registration

BASELINE

ACTUAL

TARGET

840

Girls: 395 Boys: 445

INDICATOR 2

Early Childhood Care and Development (ECCD) centers established /furnished and equipped

BASELINE

ACTUAL

TARGET

6

INDICATOR 3

Early Childhood Care and Development (ECCD) centers established existing

BASELINE

ACTUAL

TARGET

12

Results

INDICATOR 4	Needy school children support		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		540	
Girls: 295 Boys: 245			
INDICATOR 5	Number of additional facilitators hired and trained		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		12	
INDICATOR 6	Number of children getting service from Early Childhood Care and Development (ECCD) -centres		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		720	
Girls: 343 Boys: 377			
INDICATOR 7	Number of graduated children		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		249	
Girls: 121 Boys: 128			
INDICATOR 8	Number of parenting groups		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		57	
INDICATOR 9	Out of school children support		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		50	

Results

INDICATOR 10	Potable water service		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		6	

INDICATOR 11	Trainings provided to		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1013	

Female: 630 Male: 383

Outcome 4

Policy level engagement: Strengthened collaboration with other actors for Early Childhood Care and Development (ECCD) policy formulation and implementation

INDICATOR 1	Level of collaboration among relevant partners (Civil Society Organisations (CSOs), government, International Non-Governmental Organisations) to further the ECCD agenda in country		
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ECCD networks have been cascaded to the district and kebeles. At woreda level, a task force was established and at kebele level Management Committee of ECCD established

INDICATOR 2	Level of scaling up of the Plan Finland -supported model for ECCD programmes.		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

1,2 & 3 Compared to other models, in government, Civil Society Organisations (CSOs), International Non-Governmental Organisations (INGOs), the ECCD program is very well organized to be scaled up.

Outcome 5

Reach

INDICATOR 1	Adults (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Results

4001

Male: 1,616 Female: 2,385

INDICATOR 2

Adults (indirect)

BASELINE

ACTUAL

TARGET

16730

Male: 5,010 Female: 11,720

INDICATOR 3

Children (direct)

BASELINE

ACTUAL

TARGET

5531

Boys: 2,648 Girls: 2,883

INDICATOR 4

Children (indirect)

BASELINE

ACTUAL

TARGET

12337

Boys: 5,984 Girls: 6,353

INDICATOR 5

Children with disabilities (direct)

BASELINE

ACTUAL

TARGET

40

INDICATOR 6

Children with disabilities (indirect)

BASELINE

ACTUAL

TARGET

246

Outcome 6

Role of fathers, mothers and care-givers: Mothers, fathers and other caregivers have improved knowledge, attitude and practices to equitably support holistic care and development of girls and boys. Men and women are prepared for and take shared responsibility for the parenthood.

Results

INDICATOR 1

Mothers, fathers and communities actively participate in home based activities and establishment and running of ECCD centre

BASELINE

ACTUAL

TARGET

Fathers, mothers and communities have begun actively engaging themselves in home-based activities and the Early Childhood Care and Development (ECCD) centre establishment.

INDICATOR 2

Percentage of 0-6 years old girls and boys participating in Plan Finland -funded ECCD-programmes whose mothers, fathers or other caregivers engaged in at least 3 improved key child care and development practices in the last 3 days.

193%

17.5 (2014)

36.75

27.5

Girls: 35 % Boys: 38.5 % Since the training focused on positive child rearing practices was delivered to fathers, their involvement in child care has soundly improved: they have shown interest in preparing playing materials and tell stories for their children.

INDICATOR 3

Percentage of 0-6 years old girls and boys participating in Plan Finland-funded ECCD-programmes whose fathers did at least one play activity with them in the last three days to promote learning and school readiness

209%

6.45 (2014)

27.34

16.45

Girls: 26.49 % Boys: 28.45 % As a result of the provided trainings and orientations, many fathers have done one activity with their children and told stories.

INDICATOR 4

Percentage of boys and girls aged 0-59 months of age who had diarrhoea in the last two weeks and were treated with oral rehydration salts or an appropriate household solution (ORT)

250%

12 (2013)

9.5

11

Girls: 9 % Boys: 10 %



Ethiopia

Name of the project	Early childhood care and development RESA		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	289PL149		
IATI id	FI-PRO-1498487-2-RES10087		
Theme	Early childhood care and development RESA		
Geographical location	Ethiopia		
Partners	Plan RESA Plan Finland Government of Finland		
Budget	Budget 2015	120,830.00	EUR
MFA expenditure		87,332.00	EUR
Self-funding expenditure		15,412.00	EUR

Project summary

This program focuses on promoting and strengthening the quality and inclusiveness of community-based early childhood care and development in Ethiopia, Kenya, Mozambique and Uganda.

Project plan

In the eastern and southern Africa region, programmes for young children have made a progressive shift from the traditional community-based preschools towards more comprehensive programs that include a wider age range, parenting education and a focus on the transition to primary school. These enhancements are strengthening the support for children younger than age 3 and older than 5 that were not being targeted nor receiving due attention.

This regional project aims to promote a deeper appreciation for and strengthen the capacity of local actors in delivering quality, inclusive, community-based care and development programs for young children in eastern and southern Africa. The interventions are designed to enhance inter-country coordination, learning and interaction of early childhood care and development within and outside of Plan offices in southern and eastern Africa.

This collaboration has helped promote and support the development of flagship programs in four focus countries (Uganda, Kenya, Ethiopia and Mozambique) using a proven, comprehensive model called Community Led Action for Children (CLAC).

The CLAC model is made up of several components that support children 0-8 years, beginning at the home and continuing through to preschool and early primary school. This model subscribes to the globally recognized “4 Cornerstones to Secure a Strong Foundation for Young Children” and includes the following four strategic priorities:

- 1) Parenting programs to strengthen parents’ and caregivers’ knowledge on children’s development
- 2) Community-based “Early learning and Play” programs that provide access to quality and inclusive early learning opportunities in their communities
- 3) Transitions to primary programs to promote timely enrolment and sustain support for quality learning in grades 1-3 and
- 4) Policy advocacy and partnerships to enhance the capacity and collaboration of various Government & non-government actors at multiple levels.

This approach will be adopted by other project countries in the region (including Zambia, Rwanda, Egypt, Malawi, Tanzania and Zimbabwe). Opportunities to compare experiences among countries will provide practical references and insights on how this approach can best be integrated and /or adapted in different contexts, eventually being used in other regions and with other prospective partners.

The experiences and practices garnered and shared by the focus countries will be instrumental in amplifying the value of similar programs in this and other regions where early childhood care and development is a priority.

Goals overview

Specific goals:

1. To promote and strengthen the expansion and replication of effective early childhood care and development program models, strategies and practices in the focus countries
2. To develop, disseminate and support the implementation of a programme framework
3. To promote collaboration, learning and dialogue on early childhood care and development within the region and in a Pan-African context
4. To strengthen monitoring, evaluation and research to effectively measure, generate, collate and report knowledge and evidence from the different initiatives in the region.

Updates



Progress towards achieving the project outcomes:

This project is a regional support project which aims to promote and strengthen the expansion and replication of effective Early Childhood Care and Development (ECCD) programme models, strategies and practices; to support the implementation of the regional ECCD Framework; to promote collaboration, learning and dialogue on ECCD within RESA (Region of Eastern and Southern Africa) and Pan-African context; as well as to strengthen ECCD Monitoring, Evaluation and Research within the region. Plan International Finland, together with Plan International Australia and Plan USA have been supporting this regional work since 2012.

During the reporting year a Regional ECCD resource mobilization conference was organised in Entebbe, Uganda. Participants (ECCD programme and resource mobilization staff) from 9 Plan countries analysed the current funding portfolio and pipeline and mapped out a strategic way forward with regards to the funding and sustainability of ECCD in respective countries. During the year, Poimapper infrastructure was successfully setup in both the Regional Office and the Mozambique country office in order to strengthen data collection and project monitoring. A writing workshop was also conducted in Kenya to elaborate a Fathers' engagement strategy with the support of the Regional Gender Advisor. This work is feeding into and being undertaken in coordination with work to develop guidance for father's engagement at the global level. ECCD guides and tools were reviewed in Uganda and Ethiopia to take into account data on inclusion, nutrition and gender according to the Regional ECCD Framework. In Ethiopia, the project supported Plan Country Office to promote inclusion through sports and play.

In addition to these specific activities, the regional project continued providing technical support to the Country Offices on a variety of issues. Support visits were conducted to the focus countries, especially to Kenya and Mozambique, and capacity building training was organised on budget monitoring. As a result of this technical support, there is enhanced capacity amongst ECCD staff in the region.

Challenges and lessons learned:

The key challenge in 2015 was the funding cuts imposed by the Ministry for Foreign Affairs (MFA) of Finland to the programme funding of Plan International Finland. After different kind of analysis and negotiations it was decided that the Early Childhood Care and Development (ECCD) project in Kenya will be ended. This caused challenges also for this regional project. The regional office supported Kenya Country Office to find new funding and to revise project targets to reflect the reduced funding. The cuts also resulted in staff turnover in Finland and in Kenya which impacted the project implementation.

There were also start-up delays in the beginning of this project period due to coordination and harmonization with the support coming from the USA and Australia. Coordination of the multiple different stakeholders continued to be a challenge for the Regional team throughout the reporting year.

The Regional Office has invested a lot in supporting the monitoring, evaluation and research in the Country Offices, especially for Kenya and Mozambique. Apart from the research work being done by Stellenbosch University within the Plan USA funded project, the Monitoring, Evaluation and Research (MER) team is working towards having evidence based for the projects, improved data monitoring and collection through the use of PoiMapper application. The use of PoiMapper has greatly improved reporting and data quality as field staff are able to collect and upload data that can then be centrally analysed from the office and reports generated by the Monitoring and Evaluation (M&E) team for programme improvement, monitoring and decision making. The project has become committed to continuing applying PoiMapper and other technological innovations to improve quality, innovation, learning, effectiveness and reporting in future programmes. There is more to be done still, however, in the areas of measuring child development outcomes, identifying what measures to use and how to ensure that they are locally and culturally relevant.

With regards to development of father's engagement strategy, a lesson learnt is that the strategies need to be country based to enable the countries to incorporate the strategies in the respective country projects.

[Read more in RSR](#)



Ethiopia

Name of the project	Protecting Children from Violence		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	238PL114		
IATI id	FI-PRO-1498487-2-ETH102105		
Theme	Protecting Children from Violence		
Geographical location	Ethiopia		
Partners	Plan Ethiopia Plan Sweden HUNDEE Plan Finland KMG-Ethiopia SIDA Government of Finland PADet		
Budget	Budget 2015	264,980.00	EUR

MFA expenditure	239,498.00	EUR
Self-funding expenditure	42,264.00	EUR

Project summary

This project aims to contribute to the reduction of child marriage, Female Genital Mutilation (FGM) and gender-based violence in Ethiopia by increasing awareness of the negative effects of these harmful practices and by strengthening existing government-, school-, and community-based protection mechanisms.

Project plan

This project, a continuing joint initiative by Plan Finland and Plan Sweden, is implemented in the Amhara, Oromiya, Gambella, and Southern Nations, Nationalities, and People's (SNNP) regional states in Ethiopia. The overall objective of the project is to ensure that all girls and boys enjoy their right to protection from all forms of violence within functional child protection systems in the implementation regions. This project seeks to improve protection mechanisms and community practices against FGM, Child Marriage and sexual violence against girls and enable more effective responses to violence. Taking into account the experiences from earlier stages, the current phase of the project will increasingly focus on empowering in- and out-of-school girls in life skills, financial literacy and income-generating activities and improve the availability of psychosocial support to girls affected by harmful practices. Plan and its partners will lobby to prioritise issues of FGM, child marriage and sexual violence against girls in policy dialogue. Further, the project endeavours to improve the institutional capacity of Community Based Organizations (CBOs), Civil Society Organizations (CSOs) and government institutions.

Goals overview

Improve the protection mechanisms and community practices against female genital mutilation, child marriage and gender based violence in Ethiopia.

Updates

UNCUT GIRLS DATA BONA WOREDA FROM OLD KEBELES				UNCUT GIRLS DATA BONA WOREDA FROM NEW KEBELES			
No	Name of Kebeles	Quantity in No	Rank	No	Name of Kebeles	Quantity in No	Rank
1	Bare	120	8	1	S/Bombe	72	10
2	Worancha	180	1	2	B/cicho	70	11
3	Chare Dike	80	12	3	A/kararo	141	1
4	Gobecho	100	9	4	A/adola	90	9
5	Miride	80	12	5	M/waco	90	9
6	Borata Wayo	160	3	6	D/ciracha	122	7
7	Dila Sunka	138	6	7	K/Gorocho	138	2
8	Hanchulicho	140	5	8	M/sade	130	6
9	Beshiro Gute	80	12	9	M/kolisho	132	5
10	Becha	76	13	10	M/daya	136	4
11	Olonso Hore	160	2	11	M/kawado	100	8
12	Beshiro Dalo	136	7	12	M/wotiko	137	3
13	Bona kike	180	1	13	Odahe	122	7
14	Bona-01	54	14	14	O/koke	51	12
Total		1684		Total		1531	
						Old	1684
						NEW	1531
						Total	3215

Progress towards achieving the project outcomes:

Under Protection of Children from Violence programme, Plan, with joint funding from the Swedish and Finnish governments, is implementing a project on the protection of girls from child marriage (CM), Female Genital Mutilation (FGM) and sexual violence in Amhara, Oromiya and SNNP programme areas. The project has been implemented in four districts (84 communities) in collaboration with three local partners (KMG, PADet and HONDEE).

Over the past year, the project team has been able to achieve the following:

The project has managed to **reinforce government child protection structures** through different capacity building initiatives including trainings, workshops and material supports. To further uplift government child protection structures, zonal and regional level workshops were organized with special emphasis on strengthening child protection structures and Anti-HTPs networks at all levels. For example all zones and districts of SNNP region have integrated the national Anti-HTPs strategy in to their plan of action and works. In Amhara Region, Plan has initiated a partnership with Bahir-Dar University on research and training on child protection to further enhance capacity and also influence government policy and services.

Through its capacity building and collaborative work, the project has **increased the responsiveness of law enforcement agencies to gender violence and Harmful Traditional Practices (HTPs)**. For instance after participating in the law enforcement training and the concerted efforts of child protection mechanisms, the district court has established special bench to consider women's and children's case separately on two days a week and

separate judge, prosecutor and police officer are assigned in Bona Zuria district.

Challenges and lessons learned:

The biggest challenge the project has encountered was the signing of the project agreement with the regional government, which took longer than expected and initially delayed the start of project implementation. Furthermore, the new Ethiopian Charities and Societies Agency (ChSA) law prohibits Non-Governmental Organisations (NGOs) from directly working on child rights and gender equality and this restricts active engagement of civil society organizations in advocacy. Local government structures are tied up with competing agenda which created problem in timely project implementation. Finally, due to occurrence of El Nino, rainfall has plummeted, compared to the expected amount, in target districts such as Diksis and Guna districts of Oromiya and Bona zuria districts. This directly affects the livelihoods of the local households and, at times, limits the participation of local community members in the implementation of the project.

major lessons of the project are: Incorporating child protection in school setting and the education sector enables the intervention to link with stable institution and also pave way for sustainability.

The project needs to systematically assess the capacity gaps at community and district level child protection mechanisms and strengthen linkages between formal and informal child protection mechanisms and also establish clear roles and responsibilities among key child protection actors.

[Read more in RSR](#)

Results

Outcome 1

Child Protection services are available and accessible at the Woreda (district) level. The quality of services provided has increased.

INDICATOR 1	Child-friendly and gender sensitive referral & reporting mechanisms in place		
	BASELINE	ACTUAL	TARGET
	5 (2014)	11	8
Girls: 11 From 11 reported cases in the reporting period, the court handed down a verdict for one rape and one Female Genital Mutilation (FGM) case. The rape offender was imprisoned for 13 years and FGM practitioner was imprisoned for one year and three months. The remaining cases are not yet finalized at court level. 4 cases (2 rape and 2 abduction) were also reported in Guna district with all cases being investigated by the police. The project focuses to address child marriage, FGM and gender based violence and following this, children have started reporting of violence related to girls. In addition to this, girls are more vulnerable to violence such as rape and abduction.			

INDICATOR 2	Child-friendly and gender-sensitive services (formal and/or informal) are available and respond to reported cases		
	BASELINE	ACTUAL	TARGET
	1 (2014)	4	2
Community-based child protection mechanisms have been established in four target districts. 1. In Fagita Iekoma - Community Care and Coalition, District Women and Children Affairs, Iddirs (Community Based Organisations/CBOs), law enforcement agencies, schools, children parliament got training and also constituted community child protection mechanisms 2. Bona Zuria districts – Iddirs / Fitcha (CBOs), Child rights committee, children parliament, Women and Children Affairs and law enforcement agencies got training and also constituted child protection mechanism 3. Diksis and Guna - CBOs (Afosha/Iddir), religious leaders, elders/Abba Gada, children parliament, schools, Women and Children Affairs and law enforcement agencies got training and constituted child protection mechanism Next step in 2016 is clearly map roles and responsibilities of each child protection actor and also sign Memorandum of Understanding (MOU) among actors.			

Outcome 2

Communities have increased awareness and changed their attitude towards Child Marriage (CM), Female Genital Mutilation (FGM) and sexual violence against girls


INDICATOR 1	Percentage of women and men in targeted communities demonstrating increased understanding and awareness about VAC and gender equality		
	BASELINE	ACTUAL	TARGET
	26 (2014)		34
Baseline study is been finalized to assess the progress of outcomes in terms of percentage. The project reached 12 984 (6036 Male/ 6948 Female) community members through training for parents, CC facilitators, Parents Teachers Associations (PTAs), Community Based Organisations (CBOs/Iddirs), religious leaders, volunteers, supporting watch group/Village Savings Loan Association (VSLA), and events and campaign.			

Outcome 3

Community based organisations (CBOs) and Civil society organisations (CSOs) have improved knowledge and are better organized to network and jointly advocate and develop innovative ways of dealing with Child Marriage (CM), Female Genital Mutilation (FGM) and sexual violence against girls


Results


INDICATOR 1	Level of cooperation among Govt, CBOs & CSO to prevent CM, FGM and sexual violence against girls		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		N/A	
No target for the first year			

INDICATOR 2	Number of joint plans developed by CBOs, CSO (in collaboration with the government) to prevent CM, Female Genital Mutilation (FGM) and sexual violence against girls		
	0 (2014)	0	0
No target for the first year			

Outcome 4

Community groups including Community Conversation and Village Savings Loan Association (VSLA) groups develop and implement interventions on identified resilience enablers

INDICATOR 1	Number of CC groups who design and implement action plan to strengthen identified resilience enablers		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	0	0
No target for the first year			

INDICATOR 2	Number of VSLA groups that establish separate financial reserve		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	0	0
No target for the first year			

INDICATOR 3	Percentage of children/ household supported with interventions to reduce their risk to child protection issues		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)		20

Results


INDICATOR 4	Percentage of communities where risk mapping on child protection is undertaken		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)		0

Outcome 5

Community level stakeholders (Community based organisations [CBOs], Children structures, Religious Institutions) have increased capacity to take action against Child Marriage (CM), Female Genital Mutilation (FGM) and sexual violence against girls

INDICATOR 1	Level of investment by the communities on child protection at community level including human and financial resources		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Baseline study is finalised Example: Through community discussion and support, Abdi Boru volunteer group, which has 38 members, was established at Diksis district to mobilize money in cash and kind, support vulnerable children. The Abdi Boru volunteer group constitutes of local government staff and community members. The members are contributing ETB10 continuously on a monthly basis per individual. Currently, their contribution has raised up to ETB 1,817. The initiative was to support one orphaned girl, who was living under difficult circumstances, with ETB 200 to continue her education. The group will continue to contribute in child protection in Diksis district.

INDICATOR 2	Number of cases reported to Child Protection services by communities (both formal and informal)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	5 (2014)	5	15
5 reported cases The project agreements between Plan and local partners and local partners and respective regional government have been delayed. Following this, local partners started implementation only in June 2015. This has major effect on the less achievement of reporting cases.			

Outcome 6

Families have increased awareness & capacity to better care for and protect their girls against Child Marriage (CM), Female Genital Mutilation (FGM) & sexual violence

INDICATOR 1	Percentage of families, community leaders and religious leaders who prevent, report/ refer to against the Violence Against Children (VAC).		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	20 (2014)		25

Baseline study is been finalized to assess the progress of outcomes in terms of percentage. As a result of various measures, Community Based Organisations (CBOs/Iddirs) took actions in reporting and also challenging existing practices. Example, 5 households banned from social interactions such as Iddirs/CBO group and church due to the fact that they have circumcised their children in Bona Zuria district

Results

Outcome 7

Girls and boys have increased knowledge on adverse effects of Child Marriage (CM), Female Genital Mutilation (FGM) & Sexual violence against girls; and are aware of their rights and the protection mechanisms.

INDICATOR 1	Percentage of girls and boys in targeted communities who demonstrate a good understanding of their rights to protection against CM, Female Genital Mutilation (FGM) & sexual violence and knowledge of the protection mechanisms against these practices
	<div>75 (2014)</div> <div>82.5</div>

Baseline study is been finalized to assess the progress of outcomes in terms of percentage. The project has reached 28 538 children (21 433Female/7105Male) through training on peer education, life skills, male engagement, club management and leadership skill as well as through supporting peer education discussions in 61 schools, children council/parliament, and uncut girls clubs, tutorial class, engaging girls through sport and also events such as universal children day and White ribbon day event.

Outcome 8

Girls and boys take action to protect themselves against Child Marriage (CM), Female Genital Mutilation (FGM) and sexual violence against girls

INDICATOR 1	Number of cases reported by children girls & boys through their school or community structures or directly to law enforcement mechanisms
	<div> <div>100%</div> <div> <div><i>BASELINE</i></div> <div>3 (2014)</div> </div> <div> <div><i>ACTUAL</i></div> <div>5</div> </div> <div> <div><i>TARGET</i></div> <div>5</div> </div> </div>

Girls: 11 cases of violence Boys: 0 7 reported cases (4 domestic violence, 2 Female Genital Mutilation [FGM] and 1 rape) have been reported by children in Bona Zuria district. 4 cases (2 rape and 2 abduction) were reported in Guna district.

Outcome 9

Improved awareness and preparedness and capacity of communities and children to deal with disturbances and shocks.

INDICATOR 1	Percentage of communities, staff and government Officials trained on resilience in child protection issues
	<div> <div> <div><i>BASELINE</i></div> <div>0 (2014)</div> </div> <div> <div><i>ACTUAL</i></div> <div></div> </div> <div> <div><i>TARGET</i></div> <div>30</div> </div> </div>


Baseline study is not finalized to assess the progress of outcomes in terms of percentage. 62 participants (49 Male/13 Female) drawn from Plan Ethiopia, implementing partners and government partners (Women and Children Affairs, Education, Administration) participated to two resilience building workshops in Oromiya (38 (28 Male/10 Female)) and Amhara regions (24 (21 Male /3 Female)). Following this, orientations were given for community members on risk assessment and asset mapping in 22 selected communities in four target districts to conduct assessment. However, there were no trainings and workshops planned for children and community members in the reporting period to enhance awareness on resilience building.

Results

INDICATOR 2	Percentage of communities, staff and government officials trained on resilience in child protection issues		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)		30

Outcome 10

Legal and policy framework for the protection of girls against Child Marriage (CM), Female Genital Mutilation (FGM) and sexual violence is improved over time and implemented

INDICATOR 1	Number of districts officials who are aware of the National Anti-Harmful Traditions Practices (HTP) Strategy and integrate it		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	60	80
<p>60 participants from Bona Zuria, Diksis and Guna districts participated in workshops (20 participants per district). In addition, 178 participants from other districts participated to the regional and zonal level workshops. We have not been able to conduct regional level workshop in Amhara to strengthen Anti-HTP (Harmful Traditional Practices) network as government officials had tight schedule in November and December. This will be implemented in 2016.</p>			

Outcome 11

Reach

INDICATOR 1	Adults (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		12984	
Male: 6036 Female: 6948			
INDICATOR 2	Adults (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		10974	
Male: 4755 Female: 6219			
INDICATOR 3	Children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Results

28538

Boys: 7105 Girls: 21 433

INDICATOR 4

Children (indirect)

BASELINE

ACTUAL

TARGET

76500

Boys: 26 775 Girls: 49 725

INDICATOR 5

Children with disability (CWD) (direct)

BASELINE

ACTUAL

TARGET

157

Boys: 67 Girls: 90

INDICATOR 6

Children with disability (CWD) (indirect)

BASELINE

ACTUAL

TARGET

244

Girls: 100 Boys: 144

Outcome 12

Vulnerable girls are economically empowered Income Generating Activity (IGA)/financial literacy skills and have better capacity to protect themselves

INDICATOR 1

Number of vulnerable girls who are able to reduce vulnerability through economic empowerment

BASELINE

ACTUAL

TARGET



0 (2014)

0

60

Vocational trainings and other income generating activities were not included 2015 action plan. The local partners forced to prioritize activities due to late agreements signing between Plan and local partners in one side, and also local partner and respective regional government. With this background, the project was not able to reach 60 vulnerable girls per district with Income Generating Activities (IGA) in 2015.



Kenya

Name of the project	Securing a Strong Foundation for Children		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	248PL143		
IATI id	FI-PRO-1498487-2-KEN100277		
Theme	Securing a Strong Foundation for Children		
Geographical location	Kenya		
Partners	Plan Kenya Plan Finland Government of Finland Hilton Foundation		
Budget	Budget 2015	404,085.00	EUR
MFA expenditure		344,429.00	EUR
Self-funding expenditure		60,782.00	EUR

Project summary

Only 60% of children in Kenya aged 3 to 6 years participate in early childhood care and development programmes. This project aims to increase involvement and improve the services of 80 ECCD centres, which includes constructing centres, providing teaching & learning materials, training teachers, creating parenting groups, and collaborating with governments and others for increased resources.

Project plan

Early Childhood Care and Development programs address the different needs and rights of a child during their early years by integrating aspects of health, nutrition, protection, intellectual stimulation, exploration and active learning as well as social and emotional care and nurturing. This project uses the Plan-developed Community Led Action for Children model to improve early childhood care and development in project areas. This model includes a parenting education program that improves knowledge and practical skills to benefit child health, learning and protection in the home and wider community; establishing and maintaining low –cost, high- quality early childhood centers that serve every child in the year or two before primary school; focusing on the transition to primary school with school- and community-based activities that enable disadvantaged children to enter school on time, stay in primary school, and learn effectively; and integrating public/private partnerships to ensure that health, education, and human services reach the most vulnerable children.

The project will work with 80 centres, by rehabilitating or constructing some centres, improving water and sanitation facilities, providing teaching and learning materials, and providing training for teachers. In addition, 96 parenting groups will be formed which aim to improve parents' knowledge and practical skills. There is also a focus on easing girls' and boys' transition to primary school. In addition, the project aims to increase collaboration with county governments and other like-minded partners to encourage increased resource allocations for government child care and development services and programs and to ensure that county strategic plans for education are well implemented.

The direct target group includes 8000 girls and 8000 boys 0-8 years old as well as 6000 primary caregivers (3000 women and 3000 men). These actions will take place in four project areas (Homa Bay, Bondo, Kisumu, and Kwale).

This particular project is a continuing phase of a long-term programme started in 2012.

Goals overview

The overall objective of this project is that girls and boys aged 0-8 in the project areas enjoy their right to grow up in a nurturing, stimulating, safe and clean environment protected from violence by improving the quality and accessibility of early childhood care and development programs.

Updates



Progress towards achieving the project outcomes:

As a result of skills development for Early Childhood Care and Development (ECCD) teachers, there is improved quality of the ECCD service delivery in the 129 ECCD centers covered by the project across Homa Bay, Kisumu, Kwale and Bondo. In order to improve child-centered, effective curriculum delivery the project supported teachers' capacity strengthening in areas like developing teaching and learning aids with locally available resources and materials and learner-centered teaching methodologies. To boost mainstreaming of gender equality the ECCD teachers were trained on gender and gender mainstreaming in teaching and supporting socialization of young children in a learning environment that recognises the potential of both boys and girls. In the reporting period a total of 126 ECCD teachers (108 female, 18 male) were taken through various sessions to address the above listed areas.

To strengthen parenting education the project supported capacity building and enhancing the skills of volunteer parenting facilitators to enable them to use the parenting group manual in conducting group sessions. Volunteer parenting facilitators have been organizing parents into parenting groups and conducting parenting education with a view to improving parents' knowledge and developing positive attitudes and practices on child upbringing in supportive family environment. In addition, separate sessions have been organized for male only to encourage their engagement in early childhood development. Thus, fathers and mothers and other guardians have been able to better take up their roles and share responsibilities for bringing up their children and support holistic care and development of both boys and girls equally. A total of 3934 parents and guardians (3265 female, 669 male) participated in parenting activities during the reporting period.

Children's participation in ECCD centre activities has improved, for example, through organising transition

activities, open days and through providing stimulating classroom experience and play activities for children. Through collaboration with Ministry of Education – Education Assessment and Resource Centre (EARC), children with disability/special needs have been identified and assessed to support their learning needs. Linkages with health facilities have also helped to improve the health and nutrition needs of the children through referrals and health and nutrition education.

The project has also participated in forums with the County governments to develop County ECDE bills and frameworks and to advocate for increased allocations for ECCD in county budgets. In Kenya, the ECCD services are devolved to the county level.

Challenges and lessons learned:

The biggest challenge for the project has been the drastic cuts imposed by the Finnish Ministry for Foreign Affairs (MFA) to the development co-operation funding of Plan International Finland. After a series of analyses and negotiations it was decided to stop funding to this ECCD project in Kenya. The phasing out of the Finnish funding takes effect in the second quarter of 2016. During the last months of 2015, an intensive search for new funding sources took place in order to guarantee the continuation of this highly impactful project. The cut decision also meant a lot of work for field staff in redesigning project activities and renegotiations with different stakeholders.

One of the other challenges impacting the implementation of activities in 2015 was a teachers' strike which delayed implementation of centre-based activities during the month of September and part of October when all public primary schools were closed. All the Early Childhood Care and Development (ECCD) centres were affected as they are part of the public primary school system. In addition, during November and December, some ECCD centres in Homa Bay were inaccessible due to flooding which affected the road network in the region. During the project it has been seen that parenting education provides a good avenue to overcome negative cultural practices, beliefs and perceptions on role of women and men in child care. Parents have been triggered to catalyse change and address community issues which impede their development and fathers have begun embracing their roles as parents and hence supporting mothers in caregiving. In male-only parenting sessions the fathers have freely discussed their issues unlike when they participate in joint sessions.

"Today I can go for school meetings unlike in the past when I just gave money and went out to my music business" – George Kembo – Kit Mikayi School.

[Read more in RSR](#)

Results


Outcome 1

Access to quality Early Childhood Care and Development (ECCD) services at community level: Children, parents and communities have access to quality, inclusive and holistic ECCD programmes

INDICATOR 1	Level of progress against the gender equality scales for ECCD and Education		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	Gender aware (2014)	Gender aware	Gender aware

Outcome 2

Children's participation: Girls and boys 0-8 years, including children with disabilities and those from ethnic and indigenous groups, participate in quality, inclusive and holistic ECCD programmes

INDICATOR 1	Number of girls and boys 4-6 in target communities who regularly participate in age-appropriate ECCD-programmes supported by FLNO		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	4521	4800
Girls: 2269 Boys: 2252 The project will not reach its targets due to phasing out of Ministry for Foreign Affairs support.			

Outcome 3

Other relevant outputs

INDICATOR 1	Early Childhood Care and Development (ECCD) centers supported		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

INDICATOR 2	Early Childhood Care and Development (ECCD) teachers trained		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		74	
Female: 72 Male: 2			

Results

Outcome 4

Policy level engagement: Strengthened collaboration with other actors for Early Childhood Care and Development (ECCD) policy formulation and implementation

INDICATOR 1	Changes in legal environment or other ECCD agenda		
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BASELINE

ACTUAL

TARGET

As the country reviews the National Early Childhood Development and Education (ECDE) policy, Kisumu, Siaya and Homa Bay counties have worked on guidelines and bills that direct county specific ECDE activities. Structures are in place to support the provision of ECCD service in the target centres, e.g. ECDE Management Committees, teacher support and supervisory leadership at County and sub-county and divisional levels. In all the four counties, the project staff were involved in the county education forums with other civil society organizations to advocate for the provision of the ECCD service policy. Key area of emphasis has been the recruitment of the ECCD teachers by the county governments. In Homa bay county, the project has collaborated with the county government in the process of developing a localized ECDE policy for Homa Bay. In Bondo, the project has supported discussion forums for the development of the Siaya county ECDE policy guidelines The project partnered with the Kisumu County Education department to organize public participation in the development of

Outcome 5

Reach

INDICATOR 1	Adults (direct)		
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BASELINE

ACTUAL

TARGET

4132

Male: 724 Female: 3408

INDICATOR 2	Children (direct)		
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BASELINE

ACTUAL

TARGET

8521

Boys: 4225 Girls: 4296



Mozambique

Name of the project	Early Childhood Care and Development (Moz)		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	259PL145		
IATI id	FI-PRO-1498487-2-MOZ100046		
Theme	Early Childhood Care and Development (Moz)		
Geographical location	Mozambique		
Partners	Plan Finland Government of Finland Plan Mozambique		
Budget	Budget 2015	425,434.00	EUR

MFA expenditure	185,834.00	EUR
Self-funding expenditure	32,794.00	EUR

Project summary

In Mozambique, programmes for young children are limited and inadequate, especially for families living in rural areas. This project seeks to expand the availability and quality of programming in the Inhambane and Nampula Provinces of Mozambique by expanding the number of centres, strengthening gender components, and continuing to work with civil society to advocate the government.

Project plan

This is the second phase of a project that started in 2012. In the first phase, which took place in 2012-2014, Plan facilitated the establishment of a total of 40 centres for early childhood care and development (ECCD) in 20 communities in Jangamo and Homoine districts of Inhambane province. Vital experiences and lessons were learned in community and parental mobilization, setting up the community ECCD committees, selecting teacher volunteers, and mobilising communities to establish safe ECCD centres where children can play, learn, and share socio-cultural experiences.

The overall objective of this project is to build opportunities for 0-6 year old girls and boys in project areas to grow in a healthy and stimulating environment through inclusive and integrated community-based early childhood care and development programmes. In this new phase of the project, Plan Mozambique seeks to scale up implementation into additional areas (Mogovolas- Nampula Province), building 25 new community ECCD centres in two districts. New project interventions also include establishing more parenting groups, increasing focus on gender issues, and introducing elements of ICT4D—for example, using arts and media to increase youth engagement and producing a participatory video for learning and advocacy purposes.

Goals overview

Objectives:

- Improved access to quality pre-school education for children aged 4-5
- Strengthened knowledge of parents on early childhood issues, focusing on parents and caretakers of children aged 0-3, including pregnant mothers
- Following up on children's transition process from ECCD centres to primary schools
- Generate, document and disseminate knowledge and practices that can assist in the integration and standardisation of national ECCD policies, strategies and structures
- Strengthened ECCD outcomes through linkages to disaster management committees and children's clubs

[Read more in RSR](#)

Results

Outcome 1

All girls and boys from 0-8 enjoy their right to grow up in a nurturing, stimulating, safe and clean environment protected from violence



Outcome 2

Children's participation: Girls and boys 0-8 years, including children with disabilities and those from ethnic and indigenous groups, participate in quality, inclusive and holistic Early Childhood Care and Development (ECCD) programmes



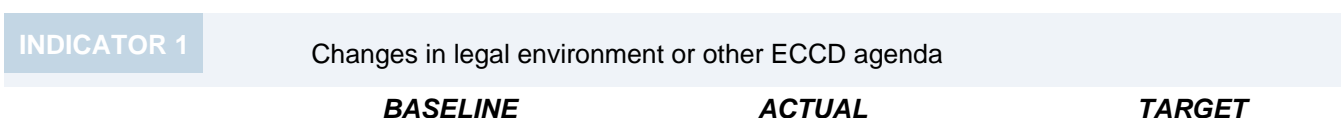
Outcome 3

Outputs



Outcome 4

Policy level engagement: Strengthened collaboration with other actors for Early Childhood Care and Development (ECCD) policy formulation and implementation



Results

The situation remains the same as in the baseline.

Outcome 5

Role of fathers, mothers and care-givers: Mothers, fathers and other caregivers take shared responsibility for the parenthood and have improved knowledge, attitude and practices to equitably support holistic care and development of girls and boys.

INDICATOR 1	Mothers, fathers and community members actively participate in the establishment and running of ECCD centre		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Communities participate in some initiatives but not very actively.



Togo

Name of the project	Promoting Rights: Children with Disabilities
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017
Project code	283PL146
IATI id	FI-PRO-1498487-2-TGO0230
Theme	Promoting Rights: Children with Disabilities
Geographical location	Togo
Partners	Plan Togo Belle Porte UNICEF Plan Finland Government of Finland Handicap International CBM UNDP (duplicate)

	FODDET AST Monde Radieux Fetaph		
Budget	Budget 2015	299,802.00	EUR
MFA expenditure		239,035.00	EUR
Self-funding expenditure		19,381.00	EUR

Project summary

In Togo, children with disabilities (girls especially) experience extensive discrimination. This project seeks to improve their rights to education and protection through community training and support, by strengthening Togo's legal framework and child protection mechanisms, and by building the capacity of Civil Society Organisations to advocate for services for children with disabilities.

Project plan

This project is a part of a continuing inclusion project in Togo. In this phase, project implementation will take place in three districts: Sotouboua, Tchamba and Moyen-Mono. These are among the most disadvantaged areas of the country and display extremely low school enrolment rates, especially among girls. The lack of ability for children with disabilities to perform certain activities leads to daily exclusion, violation of rights, and discrimination. These barriers do not allow young people with disabilities to participate in all aspects of community life.

This project aims to empower communities to remove barriers that prohibit persons with disabilities from participating in community activities and from benefiting from community services, which include access to education, access to job opportunities, access to health services and access to recreation. The engagement of the whole community at all stages of the project is essential in integrating persons with disabilities into common programs.

On the national level, Plan continues its lead role in advocating for the rights of children with a disability by directly addressing state duty bearers and by building the capacity of the national disability federation and the Child Rights coalition. Locally, civil society organisations will be strengthened, with the expectation that communities continue to manage activities after project completion. One goal of this project is to create a community-based rehabilitation model that can be used to influence national strategy and that will be adopted by other governmental institutions and non-governmental organizations.

This project also seeks to improve access to education and vocational training for children and youth with disabilities, especially for girls with disabilities. One project ambition is to work with multimedia centers in these districts to train children with disabilities who demonstrate technology-related skills. In addition, this project will implement sign language, Braille and alternative communication to ensure that children with language disabilities can exercise their right to freedom of expression and opinion.

Due to the financial strain resulting from some disabilities, this project will implement new programmes in Village Savings and Loans groups for families with children who are disabled.

Goals overview

To ensure the equal rights and protection of girls and boys with disabilities in their own communities through national advocacy and strengthening community-based protection mechanisms.

Updates



Progress towards achieving the project outcomes:

400 children, including 152 with a disability, were trained in child protection, divided over 20 trainings. Further 16 child clubs (320 children) were trained in the same. They conducted 18 awareness raising in their communities, reaching at least 1.200 community members

The activities of Community Based Rehabilitation (CBR) agents at CBR spaces helped to build the capacity of children with disabilities regarding their rights. Specifically, 79 deaf children including 39 girls have enjoyed learning the sign language, which improved their communication which enables them to learn and claim their rights.

It is assumed that through these activities knowledge and capacity of children on VAC has been increased. This is confirmed by the monitoring statistics, though figures are still fairly low.

Due to the specific nature of the project, children with a disability have been empowered. 31 adolescents with a disability, majorly girls have received, vocational training and IGA's, while 59 children with a disability received assistive devices. These actions led to more independent living of these children.

The project facilitated community and radio awareness on child protection and disability issues, followed by intense identification of the CBR agents. The fact that people with a disability are now visible in the communities and participate in activities is an indicator of the success of all the efforts.

them in the care and inclusion of their child with a disability. Due to the specific nature parents of children with a disability have been targeted specifically to teach and support

In the new communities mother and father committees have been established to support the CBR work, while in the old communities these committees received on-going support.

With the community discussions were held how they could be involved in improving child protection. These discussions together with awareness led to community leaders including actions on protection and disability inclusion in the village action plans.

For the new district CBR workers and CBR committees were established. For CBR workers and CBR committees training sessions were organized to raise their awareness on the types of violence suffered by children, especially children with disabilities. These activities helped to receive reports of cases of abuse against children with a disability in communities.

Also the project 'partnered' internally in Plan Togo, to build on existing initiatives to design and strengthen community-based mechanism for Child Protection. A new form for communities to report child abuse has been designed, which will be disseminated in 2016 and should result in increased reporting on cases and consequently the response towards these cases.

It is the first year of the CBR project to have a stronger focus on Child Protection. Therefore in year 1 no major changes can be expected, however some good steps have been made. The project partnered with FODDET, the national child rights network, to train all their member-organizations, specifically on how to consider children with disabilities in their daily work to prevent and respond to child rights violations. Due to the project a new awareness-raising tool on the rights of children produced by FODDET included aspect on children with a disability.

With FETAPH, the national disability organizations network, trainings on CP and disability have been facilitated to decentralized state services such as social action, health, education and justice.

Also the project 'partnered' internally in Plan Togo, to build on existing initiatives to strengthen national CP mechanism.

On national level Plan works jointly with UNICEF, Bornefunden to build capacity of the National Child Protection Directorate (government) to improve government services and establish a national database.

Due to advocacy efforts (or contributing in national led initiatives by FETAPH/FODDETT) the following has been achieved:

- + The broadcast of the national news on selected hours with interpretation in sign language.
- + The national youth policy started a review process to accommodate youth with disability.
- + Revision of the disability law by the Ministry for Social Action regarding the welfare of Persons with Disabilities under revision to ensure it is in line with the UNCRPD (Convention on the Rights of Persons with Disabilities).
- + Study on the Children's act to review the disability inclusion aspects

Challenges and lessons learned:

The implementation of the project was delayed due to various factors. One has been the transition to the SAP (Systems, Applications and Products in Data Processing) system, which delayed various processes essential to

start the project, such as partner agreements. Another factor is HR (Human Resources) related. The new partner in the new district had to be trained and introduced to the Community Based Rehabilitation (CBR) & Child Protection (CP) methodologies, at the same time the existing partner had to recruit 2 new area coordinators out of 3. On top of that the Plan Disability coordinator went on maternity leave.

Another challenge is the absence of specialized disability services on national and specifically community level. It is thus not easy to provide the specific support required to individual children with a disability.

In the new district, Moyen Mono, disability awareness is a new topic. With the deeply-rooted beliefs and perceptions, skepticism is still noted.

Despite the extra efforts for equal protection of girls with a disabilities, there numbers are still lower as boys. An in-depth study in 2016 will aim at identifying the root-causes for this disparity. While in past cycles the CBR project worked fairly in isolation, in the new cycle, the strengthen collaboration with the Child Protection department in Plan Togo, leads to more effective activities and a more holistic approach.

[Read more in RSR](#)

Results

Outcome 1

All girls and boys with disabilities enjoy their right to protection from all forms of violence within functional child protection systems

INDICATOR 1	Community Based Rehabilitation systems are in place and functional to protect children with disabilities		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
For this period, the 27 cantons of project are Community Based Rehabilitation (CBR) structures (children, mothers and fathers clubs, CBR committees and agents), all the structures are functional with the partners support (zone coordinators). 3556 Children with Disabilities including 1535 girls are being identified.			

INDICATOR 2	Strengthened child protection systems in place		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
Progress: The 19 cantons of the project have child protection system in place. 60% of them are functional. Some FODDET members have received disability inclusion training. So through FODDET, Plan International Togo projects influence the government action on child protection.			

Outcome 2

Child Protection services are available and accessible. The quality of services provided has increased

INDICATOR 1	Child-friendly services (formal and/or informal) are available and respond to reported cases		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
15 cantons have community service for child protection, which are functional. 30% of social welfare personnel, education, health, police and legal services were trained on child protection and child protection services. 57 persons of child protection structures received training on child protection			

INDICATOR 2	Improved curriculum for training of providers of Child Protection services		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
01 Unique training module on violence against children in schools is available. 1 draft of the child protection module (inclusive) is elaborated by the project			

Results

INDICATOR 3

Improved disability accessibility of Health, education, social and law service structures in targeted community

BASELINE

ACTUAL

TARGET

The majority of school buildings, health, social action and legal services are not accessible. Their services on disability are not inclusive. Parents of Children with Disabilities that have been consulted showed dissatisfaction of the behaviours of government service staff towards children with disability. Follow up monitoring of the trainings to the service providers will be conducted in 2016. Accessibility of government structures requires budget allocation by local government, which remains challenging. In anticipation some health & education services were provided with ramps by the communities

INDICATOR 4

Increased knowledge and practice of child protection directorate (government) on gender and disability

BASELINE

ACTUAL

TARGET



60

50

Percentage of the management of child protection are trained on gender and disability

Outcome 3

Communities have increased understanding and awareness of violence against children and children's right to protection (with a particular focus on gender and Children with disabilities)

INDICATOR 1

Percentage of athers and mothers (caregivers) of children with a disability who demonstrate improved skills to take care of their child with a disability

BASELINE

ACTUAL

TARGET



0 (2014)

24

10

Women: 40 % Men: 7 % The percentage of women is higher because they are mostly targeted by the project.

INDICATOR 2

Percentage of Community Based Rehabilitation (CBR) agents and CBR committee members that demonstrate gender sensitivity and protection to Children with Disabilities .



40 (2014)

45

50

Women : 45 % Men : 45 % Halfway met. The next year, the target will be met through the close follow up and support of the Community Based Rehabilitation (CBR) committees activities

INDICATOR 3

Percentage of women and men in targeted communities demonstrating increased understanding and awareness about VAC and gender equality

BASELINE

ACTUAL

TARGET

Results



0 (2014)

9

10

Women: 8% Men: 9% Target nearly met

Outcome 4

Community-level stakeholders have increased capacity to respond or/take action against Violence Against Children (VAC) with a particular focus on gender and Children With Disabilities (CWD)

INDICATOR 1

Level of prioritisation of and investment in Child Protection / CBR initiatives at community level.



BASELINE

ACTUAL

TARGET

19 (2014)

23

27

23 cantons have cantonal project action plans which include the issue of disabled children. About 19 cantons have invested in initiatives on the RBC (RBC construction and animation of spaces)

INDICATOR 2

Number of cases reported to Child Protection / Community based rehabilitation (CBR) services (both formal and informal).



BASELINE

ACTUAL

TARGET

1 (2013)

7

20

Girls: 5 Boys: 1 Disabled Girls: 2 Disabled boys: 5 The lower target because because systems are not yet in place. Improvement of services is in process with Plan, UNICEF, Bornfunden and DGPE (National Child Protection Directorate)

INDICATOR 3

Opinion leaders/shapers (e.g. community leaders, religious leaders, traditional authorities, etc) prevent and report/refer to against VAC

BASELINE

ACTUAL

TARGET

N/A

Not realised during this period. The activities of training was not possible in 2015, and have been scheduled for year 2

Outcome 5

Girls and boys, especially those with disabilities have increased knowledge about child protection, an understanding of gender dynamics in Violence Against Children (VAC), and better capacity to protect themselves

INDICATOR 1

Children are consulted and involved in decision making processes about their well-being

BASELINE

ACTUAL

TARGET

Results



27

27

19 children's clubs are revitalized and 8 new set up. Today the 27 clubs are functional. At least two children with disabilities are members in 19 clubs established and are consulted. During the planning of the various activities, they are consulted and their proposals are taken into account.

INDICATOR 2

Number of child protection cases in targeted communities reported by children

BASELINE**ACTUAL****TARGET****0 (2014)****5****27**

The target was not met because the reporting-format has not been printed and disseminated, but was developed. However the relevant training sessions were conducted.

INDICATOR 3

Number of adolescents, especially girls, who can better economically protect themselves due to increased livelihood

BASELINE**ACTUAL****TARGET****76 (2014)****34****84**

Girls: 21 Boys: 13 There was an error in the target at the design of the project. This number be reached by the end of the project.

INDICATOR 4

Number of children with a disability that can live a more independent life due to medical support and provision of Assistive Devices

BASELINE**ACTUAL****TARGET****0 (2014)****59****40**

Girls: 31 Boys: 28 The target is increase through the partnership with the National CBR (Community Based Rehabilitation) program that support a part of the technical equipment cost. Therefore the budget planned allowed to reach more children. This activity reach only children with physical impairment. Next year we plan to reach children with visual impairment

INDICATOR 5

Number of girls & boys with sensory disabilities who demonstrate improved communication skills

BASELINE**ACTUAL****TARGET****0 (2014)****61****20**

Girls: 37 Boys: 24 The target was 3 times higher as the number of parents of children with hearing impairment that received training in Sign language was higher. They are doing the practice in the home with their children. Also, in CBR (Community Based Rehabilitation) spaces the CBR agents trained the children with deaf impairment.

INDICATOR 6

Percentage of children in targeted communities who demonstrate a good understanding of VAC and knowledge on reporting using the reporting systems.

BASELINE**ACTUAL****TARGET**

Results



10 (2014)

16

17.5

Girls: 17% Boys: 15% Average: 16%

Outcome 6

Legal and policy framework for child protection is improved over time and implemented. The child-friendly legal and policy framework is supported by evidence that reflects child protection status in country.

INDICATOR 1

Child and gender sensitive legal and policy frameworks related to child protection / disability developed and/or strengthened

BASELINE

ACTUAL

TARGET

1-The advocacy group received a refreshment on advocacy technique. 2-A draft of the law project was developed by the FETAPH and submitted to the ministry. 3- The social action ministry appropriated forward the project through a rereading of commission that was set up for this purpose. 4. Comparative study of the existing child protection laws in Togo for the inclusion of Children with Disabilities in the children's code needs to be revised.

INDICATOR 2

Improved data collection systems in place that provide evidence with regard to the child protection and disability status in country

BASELINE

ACTUAL

TARGET

1-year periodic mechanism is set up and used to collect and produce a document called "Dashboard of the Child Protection" for each year. 2- The protection committees are set up at Community level and contribute to the reporting of instances of child abuse Good progress, with the expectation that the database will be in place in 2016

INDICATOR 3

Legal and policy frameworks related to child protection and disability are effectively enforced

BASELINE

ACTUAL

TARGET

1-A Study was done to provide the monitoring mechanism of the type set up. 2- The government did not allocate budget for the implementation of the mechanism Half on target

INDICATOR 4

Level of collaboration among relevant partners (CSOs, government, INGOs) to further the Child Protection and disability agenda in country


BASELINE

ACTUAL

TARGET

1 network support of Non-Governmental Organisations (NGOs) of Children with Disabilities is currently being implemented to integrate FODDET. 2-Some members of RELUTET (NGO member of FODDET) and FODDET made inclusive practice. 3-Monitoring of social workers in the Kara, Central and plateaux region having received training on Disability, the inclusive development and reception techniques and care of People with Disabilities.

Results

INDICATOR 5	Number of implementing partners strategies and policy documents that are gender, children and disability inclusive		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	1 (2014)	3	3
Monde Radieux and Belle Porte have yet their child protection policy. Target met.			

Outcome 7

Other relevant outputs

INDICATOR 1	Children clubs		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		16	

INDICATOR 2	Children with a disability registered		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		3577	
Girls: 1535 Boys: 2042 310 mental impairment 617 hearing impairment 947 visual impairment, 1,041 physical impairment 327 with multiple impairments 335 with epileptic seizure.			

INDICATOR 3	Community Based Rehabilitation (CBR) spaces under construction		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		5	

INDICATOR 4	Community Based Rehabilition agents		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		64	

INDICATOR 5	Holiday camp		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Results

1

Outcome 8

Reach

INDICATOR 1	Adults (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1164	
Male: 524 Female: 640			
INDICATOR 2	Adults (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		2689	
Male: 981 Female: 1708			
INDICATOR 3	Children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		167	
Boys: 93 Girls: 74			
INDICATOR 4	Children (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		981	
Boys: 496 Girls: 485			
INDICATOR 5	Children with a disability		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		985	
Boys: 516 Girls: 469			



Uganda

Name of the project	Development SmartUp Factory Community Project	
Implementation period (planned)	1-Jul-2015 -- 31-May-2016	
Implementation period (actual)	1-Jul-2015 -- 31-May-2016	
Project code	285PL147	
IATI id	FI-PRO-1498487-2-UGA100314	
Theme	Development SmartUp Factory Community Project	
Geographical location	Uganda	
Partners	RLabs Projectic Plan Finland Government of Finland Plan Uganda	
Budget	Budget 2015	95,000.00

MFA expenditure	60,080.00	EUR
Self-funding expenditure	10,602.00	EUR

Project summary

Nearly two thirds of youth in Uganda are unemployed, and youth in Kampala's poorest district, Kawempe, face additional problems of high crime, drug use, and prostitution. This pilot project seeks to establish an innovation centre in Kampala's poorest district that will provide a safe space for mentoring, training, and empowering young men and women to become problem solvers in their communities.

Project plan

The Smart up Factory project emerged from the idea that poor and marginalized youth are in a crucial position to identify problems in their communities and in society, and should be empowered to produce solutions to these problems. To tap into this unrealised potential, the Smart up Factory project will create a space in Kampala's Kawempe division where marginalized young men and women will be enabled to develop innovations with the ultimate goal of positively transforming society. Currently, the ideas of their better-educated and -resourced peers are the ones most often heard, meaning the voices of those who live in the target areas are mostly left unheard, and their potential remains untapped. This project aims to change that.

This is a pilot initiative, initially working with 20 selected youth (10 men and 10 women) who will be trained and mentored and grow to become champions of the project, recruiting more youth as the project Factory will be developed with input from the youth, and the project team will work out a convenient schedule for programmes that will ensure access and convenience for participants.

The Smart up Factory project will seek to work with local youth and a number of partners, including the government (Kampala City Council and the Divisional offices), RLabs (from South Africa), the Hub (in Kampala), Projectics, to ensure that the space and associated programmes are youth friendly and will nurture social expands. Youth coming to the centres and obtaining various skills will be encouraged to set up youth centres in their own communities.

The project will also seek to establish value adding relationships with other relevant organizations through coordination and consultations; this will mainly involve working with Ministry of Gender, National Youth Council, Uganda Communications Commission (UCC), Breakdance Uganda, Babaluka Foundation, Scouting clubs, Slum Kids Festival, Straight Talk, and others. The common goals of these relationships are to explore how young males and females' capacities can be built to enhance their social entrepreneurship and active citizenship. The project will also seek to build relationships with UNICEF to provide digital learning content and Design with Borders/ Bank of Uganda to provide content for financial literacy games that enhance learning.

Since the vast majority of marginalized youth don't have access to this type of training and mentoring, and since most development projects address only one aspect of their lives (e.g. employment, health, security, entrepreneurship or life skills), this is a ground breaking project that aims to provide youth with multiple routes to achieving success in society, in their communities, and in their personal lives.

Goals overview

The project will seek to achieve the following objectives:

1. To create a safe, inspiring and enabling space for young males and females.
2. To provide training and mentoring to the young men and women to gain skills and the confidence to pursue and implement their ideas e.g. through social entrepreneurship, community leadership, employment and volunteering.
3. To empower youth to customize and take ownership of the running of the Smartup Factory as well as scale it up to reach as many youth as possible with extensive partner support.

Updates



Progress towards achieving the project outcomes:

The Smartup Factory project was initiated in July 2016 and by the time of reporting it has been running for 6 months. During that time 20 youth champions from Kawempe Kampala were selected for the project (10 males 10 females). The selection process was done through a competitive process.

Youth champions are a group of youth which receive intensive training and are expected to become mentors to the larger number of their peers once the Smartup Factory venue is opened.

A suitable venue with enough space and sufficient security was identified in Kawempe. Youth Champions co-created space designs to best serve local youth. The venue was painted, furnished and equipped necessary technology such as laptops for further training. The champions take responsibility in terms of providing security, supporting with tidying up the space and supporting each other gain relevant skills and knowledge.

The SmartUp Factory model is based on the Youth Café and Living Labs models by Rlabs in South Africa. Plan contracted Rlabs to offer skills and hub management training to the Youth Champions and the Factory Mentor which was recruited to support the youth every day at the Factory. Plan Uganda management provided routine support to the Factory during recruitment of staff and youth champions, procurement of furniture and equipment and networking.

For the youth champions, there is a growing desire to develop ideas that will propel them into becoming entrepreneurs, active citizens and innovators in their own community. This has been as a result of ongoing coaching and mentorship they received. Increasingly, leaders have emerged within the youth champions who take responsibility for using the space created for them and ensuring all other young people are responsible.

The project has been able to meet and discuss with different partners among which including Afrriat Art gallery, Resilience Network Africa, Designers without borders and Hivecolab. The aim is that the network of partners can provide essential skills for the youth in design, technology, entrepreneurship, arts, life skills and facilitation. Some of the participants are expected to become trainers and mentors in each of these areas and provide similar training a large numbers of youth in their community.

Kampala Capital City Authority (KCCA) has been appreciative of SmartUp model and made commitment towards collaboration with the team to promote youth employment. Follow up meetings have been scheduled to further discuss opportunities for partnership and further ongoing collaboration and sharing.

Although these partners are very much available to support with tailoring trainings, most of them are willing to provide these sessions at a cost. This is a good start but increasingly, Smart up would build partnership with likeminded companies that can freely share information and skills to the youths as part of their social responsibility.

Challenges and lessons learned:


- + The project model with more agile planning and implementation is a new kind of project within the organization. There has been challenge around understanding the concept and relating to expected outcome. Increasingly there is acceptance and trust in the project philosophy
- + This project model has shown that the world over, the movement is now driven towards social innovation and incubation though most are focused on realizing profit, this is a first of its kind in Uganda that works with vulnerable community to provide social services same as other social hubs.
- + Youth champions are not used to the aspects of creating ideas and working in teams to develop a social solution. This project has brought together young people with divergent experiences but all aiming at achieving a particular goal of self-empowerment. It takes training and time for young people with less patience to start creating and nurturing their own ideas into innovations and concepts.
- + The SmartUp Factory has brought in the spirit of brotherhood where each youth sees the other as a sister, friend and colleague. This has increased the spirit of supporting each other to accomplish a task and team work.
- + Activities received good feedback from the youth; they realized they had lots of value they can offer other youths within their area and this has been evidenced with such vigor individual youths are showing.

[Read more in RSR](#)

Results


Outcome 1


Create safe, inspiring and enabling space for young males and females.

INDICATOR 1	Number of youth spaces set up		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	1	5
The SmartUp Factory in Kawempe was established. Four other venues outside Kampala (Tororo, Lira, Kamuli,) yet to be set up.			

Outcome 2


Youth are empowered to customize and take ownership of the running of the Smartup Factory as well as scale it up to reach as many youth as possible with the support of extensive partner network.

INDICATOR 1	Number of partners SmartUp Factories are collaborating with		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	2	10
By the end of 2015, Rlabs and The Hub had been collaborating with Smartup Factory.			

INDICATOR 2	Number of youth having a responsible role in running, maintaining and developing the Smartup Factories.		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	0	30
By the end of 2015 the trainings we on-going. Roles and responsibilities expected to be assigned during first half of 2016.			

Outcome 3

Youth are provided with training and mentoring to gain skills and confidence to pursue their ideas and implement them

INDICATOR 1	Number of innovation concepts in implementation		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	0 (2014)	0	100
The project was focusing on setting up the space and training the youth in 2015. Implementation follows in 2016			

Results

INDICATOR 2

Number of innovation concepts presented



BASELINE

0 (2014)

ACTUAL

2

TARGET

300

The project was focusing on setting up the space and training the youth in 2015. However, first concepts were presented. Many more expected in 2016 and 2017.

INDICATOR 3

Number of youth trained



BASELINE

0 (2014)

ACTUAL

20

TARGET

1000

The first group of 20 youth champions have received basic training.



Uganda

Name of the project	Participatory School Governance For Children		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	285PL146		
IATI id	FI-PRO-1498487-2-UGA100310		
Theme	Participatory School Governance For Children		
Geographical location	Uganda		
Partners	Anonymous Plan Finland Government of Finland Plan Uganda		
Budget	Budget 2015	196,621.00	EUR
MFA expenditure		165,488.00	EUR
Self-funding expenditure		29,204.00	EUR

Project summary

Primary school completion rates and student performance in Uganda are drastically low despite recent Government policies improvements. This programme seeks to improve quality of education and strengthen and expand child, parental, and community participation in school matters in four districts in Uganda through advocacy and the ongoing engagement of children, parents, and other stakeholders.

Project plan

This is the third phase of the Participatory School Governance for Children (PSGC) programme started in 2009. The programme has been implemented in 50 primary schools in Tororo and Luweero districts and will be expanded to 40 new schools in Lira and Kamuli districts in this programme phase.

This phase of the programme will focus on addressing issues of low primary school completion rates and the poor quality of primary education by increasing the interest and participation of children, parents, and communities in school governance activities. The current national school governance system described in Ugandan education policy emphasizes community participation in school governance but has little emphasis to the role of the learners. In addition, the Parent-Teacher Associations (PTAs) and School Management Committees entrusted with overseeing education services on behalf of the government and local communities are in most cases weak and dysfunctional. Consequently, the school headmasters often remain the primary decision makers without the involvement of children, families, and the community. These issues will be addressed through awareness-raising and increasing the active involvement of students, parents and communities in children's primary education. One aspect of the programme involves using mobile technology to improve communications, information sharing and governance between key participants in school governance. This will be done by holding training sessions in 50 project schools and providing two mobile phones (one for the girls and the other for the boys) per school. The mobile phones will be used by students to provide timely feedback on school governance issues; using a short code already provided by the service provider, stakeholders will be able to send and receive messages that will be analyzed and responded to by the respective stakeholders for action. The messages will then be used as evidence to advocate for implementation of policy changes and to negotiate with the government to adopt SMS platforms. Other challenges addressed in this phase of the project include:

- Inadequate coordination between the government and NGOs for the implementation of the project. This will be addressed through awareness raising and district-level coordination meetings between NGOs and government actors.
- Limited understanding of the concept of participation, especially of boys and girls, and parents, which can be seen in the reluctance of district leaders and education department officials, limiting their full participation, support and ownership in project activities. This will be addressed through various awareness-raising activities, trainings and ongoing engagements.
- In both districts, political leaders have had interest in the programme and are forcing government education departments to scale up the project at a pace which may be too haphazard for some schools. While this is a good indicator that politicians are now appreciating the project, there is a fear that full-scale implementation without proper training of teachers and guiding documents in place may actually dilute an otherwise good project. However, this programme plans to continue awareness raising, capacity building and best-practices dissemination activities in a bid to reduce the knowledge gap on child participation among the key stakeholders.
- Knowledge generation and sharing of lessons has not been emphasized. Proper documentation on the benefits/successes of the participatory governance programme and instructions on how to start the programme in a given school have not yet been developed, which make replication of the model difficult. This is majorly due to the absence of an efficient and robust monitoring and evaluation system that collects data, generates reports and shares them with different stakeholders. This is an area that will be addressed by the Project team together with the Monitoring, Evaluation and Research Management team in this programme period.

In addition, the District Education Office—which is responsible for monitoring education standards at the local government level—will be strengthened in monitoring school performance and in engaging in the feedback process with students and parents. At the national level, the programme seeks to increase the engagement of civil society organisations in education processes and to encourage policy dialogues, debates and other sessions to build a body of evidence for proper policy implementation.

Goals overview

1. Increase capacity of student councils, school management committees, district education office and parent/teacher association to engage in and influence school governance processes.
2. Increase knowledge among teachers, girls and boys, and communities (men and women) on human rights, including the rights to education, participation, gender equality and non-discrimination.

3. Document and disseminate best practices for engaging girls, boys, and communities in school governance processes that empower them to demand better service delivery, accountability and improved education outcomes

Updates



Progress towards achieving the project outcomes:

The reporting period covers the first year of the second phase of the project. During the year, the project implementation was extended to two new areas, Kamuli and Lira, in addition to Tororo where the project has been active in the previous three years. All in all, 70 primary schools participated in enhancing stakeholders', especially children's participation in school governance processes.

Strengthening children's, in particular girls' and children's with disabilities, active participation in school related matters continued through the support for existent children's councils and children's clubs as well as establishment of functional new ones. Furthermore, the project continued to strengthen the establishment of child-friendly spaces in the School Management Committees (SMCs) and Parent Teachers' Associations (PTA). These spaces led to the emergence of child-led school community initiatives to create awareness on the role of parents in supporting their children stay in and complete school. In addition, the vital role of parents in the school processes was highlighted by children.

An important method for supporting the children's initiatives was a gender fair which facilitated discussions for children's interaction with parents on the gender stalls. Children were able to highlight the most pressing issues and barriers to their education issues through use of cartoons, drama, models, drawings, and speeches on different stalls. Many parents' attitudes towards their children changed positively. Out of every 10 children asked 6 confirmed changes in parent's attitude towards them after the gender fairs in the schools. Some parents took initiative to bring back out of school girls to school. In addition, Community Education Committees (CECs) and Parent Education Teams (PETs) mobilized parents of girls who had dropped out of school due to pregnancy to allow them to attend their primary leaving exams. In 2015, it was reported that 107 girls were brought back to school in the project schools.

In addition to improvement of parent's participation in children's education, the child friendly spaces influenced in reducing teacher and pupil absenteeism especially after lunch hours. Children raised discussion and engaged the parents and school management on various issues, for instance on meals provision, teacher pupil absenteeism and support to children with disability. During the reporting period, teachers also started to show positive attitudes towards children with special needs. Constant debates with teachers and children enabled the teachers to identify children with disabilities and actions were taken to support them stay in school.

Furthermore, Plan succeeded to influence in inclusion of child participation in the education agenda at different levels. Plan International as a member of the Forum for Education Non-Governmental Organisations (NGOs) in Uganda (FENU) successfully influenced FENU to include a slot on child participation in every thematic area. In addition, the government of Uganda through the National council for children (NCC) developed a national child participation guide. The presence of Plan International was vital in influencing the objectives of the strategy to be published early April 2016. ##### Challenges and lessons learned:

It is a common practice that teachers are transferred from one school to another. This creates a challenge to the project as teacher transfer has not been limited within project schools but also to outside project schools, which has led to a delay of some activities in the schools and slow implementation of some key activities in the schools. Discussions with the District Education Offices are underway to maintain the target school teachers till end of the project period in order to maximize the capacity enhanced (knowledge and skills), peer support and learning for better quality.

Negative attitudes by parents towards children's participation are visible especially in the new project areas. Strong efforts to influence the attitudes are needed, for example, through utilizing all available opportunities (meetings, school open days e.t.c) to sensitize school administration, Management Committees and parents the importance of child participation in matters affecting them.

Negative attitudes of parents towards children with disabilities affects children's participation in education. Some parents are not committed to sending children with disabilities to school and some continue to believe that Children With Disabilities (CWD) are expensive to maintain at school which makes it hard for the children to be enrolled in school. In addition, in cases when the Community Education Committees (CECs) and Parent Education Teams (PETs) try to mobilize the children to school, the schools often have limited enabling environment to support these children stay and complete school. The project has forged a mutual partnership relationship with the Uganda Society for Disabled children to design talking messages that target behavioral change and practices in homes. Dialogue sessions and debates targeting parents of children with disabilities are planned next reporting period.

The resource of this report item is not reachable.

The project continues to strengthen and expand the successful Participatory School Governance model in three districts of Kamuli, Tororo and Lira. While the project activities intended to scale up to 5 schools Lira in 2015, delayed ground preparations made the scale up delay. This project will thus be scaled up in 5 Lira schools in 2016. Key activities in all the 75 PSGC schools will include capacity building and training of children's councils, school management committees, teachers and education officials on school governance, participation, gender and inclusion. Joint meetings, events and fairs will also be organised. Social Accountability will be strengthened through use of school facility community scorecards and the girl empowerment tool for improved accountability. Processes for the gradual phase out in the first 10 PSGC schools in Tororo will be started on in June 2016.

The work on peer mediation will be strengthened and follow up in Luweero for learning and support will be done. Special attention will also be given to inclusion and gender, for example, by improving inclusive education through organising teacher training and awareness raising on disability, supporting champion schools and groups to participate and organising a district gender fair. The usage of mobile technology in school governance will be enhanced in Tororo and Kamuli while at the same time and scaled up in Lira in the five schools in order to improve communication between schools and families and education officials and as a way of promoting social accountability and monitoring education standards. Increased focus will also be given to CSO strengthening activities, collaborations and advocacy for the purposes of adoption, replication and scale-up of the model.

[Read more in RSR](#)

Results

Outcome 1

Children - and in particular girls and children with disability - actively participate in school-related matters

INDICATOR 1	Improved level of participation in education governance processes for girls and vulnerable children in schools		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	1124 (2014)		1124

INDICATOR 2	Proportion of Children, in particular girls and boys with disability report positive changes in school-related matters		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	500 (2014)		500

INDICATOR 3	Proportion of girls and boys demonstrating increased confidence, choices, self-value and shared power.		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	56,25 (2014)		46.5

Outcome 2

Mothers, fathers and care-givers actively participate in their children's, especially daughters, education.

INDICATOR 1	Contribute to empowerment of women and girls and reduced gender inequality through participatory education governance		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	46,4 (2014)		60

INDICATOR 2	Increased participation of school children, parents and community members in school governance		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Results

56.25 (2014)

60

INDICATOR 3

Level of involvement of parents of children from excluded groups , in particular girls and boys with disability and those from indigenous and ethnic groups

BASELINE

ACTUAL

TARGET

20 (2014)

50

Outcome 3

Reach

INDICATOR 1

Adults (direct)

BASELINE

ACTUAL

TARGET

5208

Male: 2699 Female: 2509

INDICATOR 2

Adults (indirect)

BASELINE

ACTUAL

TARGET

318440

Male: 19899 Female: 29851

INDICATOR 3

Children (direct)

BASELINE

ACTUAL

TARGET

1635

Girls: 817 Boys: 818

INDICATOR 4

Children (indirect)

BASELINE

ACTUAL

TARGET

87220

Boys: 45826 Girls: 41394

Results

INDICATOR 5	Children With Disabilities (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		34	
Boys: 30 Girls: 4			

INDICATOR 6	Children With Disabilities (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		34	
Girls: 4 Boys: 30			

Outcome 4

Strengthened collaboration by Plan with other actors for primary education policy formulation and implementation

INDICATOR 1	Improved education governance policies and practices at national level to enhance school governance and especially the adoption of children councils in primary schools		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
A fact finding mission on Education governance was conducted and the findings are currently influencing the ICT agenda in the national technical committee. National steering committee on Child participation was formed and the project lead is part of this committee as a technical advisor on child participation in governance.			

INDICATOR 2	Increased action by civil society organisations to promote education governance policies and good practices		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
3 advocacy events organized jointly with the existing Government / NGO networks on education-governance-gender in education governance. These resulted into development of the national child participation strategy			

INDICATOR 3	Level of collaboration among relevant partners (CSOs, government, INGOs) to further the primary education agenda in country		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
The government of Uganda through the National council for children (NCC): - Were influenced to develop a national child participation guide. - Working towards developing child participation structure implementation.			

Results

Outcome 5

Teachers have increased capacity to deliver quality, inclusive education

INDICATOR 1

Communities supporting improvements in education, in particular vis-à-vis participation, gender equality, intercultural education and children from marginalised and excluded groups

46,4 (2014)

70

70% of project school communities demonstrate support for education through increased attendance in meetings. 40% of agreed actions implemented after scorecards. 20% of parents and children from marginalized homes now participating in school processes and supported by the Parents Education Teams (PETs) to stay in school.

INDICATOR 2

Increased knowledge, attitude and practice among teachers, principals and District Education Officers on the right to education, participation and gender equality



BASELINE

ACTUAL

TARGET

311 (2014)

205

200

205 teachers in FLNO-supported schools use learner-centered approaches. 75 teachers trained in basic skills to support children with special needs learn and participate in the school processes in the district. 48% of the DEO, teachers and school principals demonstrate knowledge on education governance, gender and right to education

INDICATOR 3

Schools, communities and Districts play an active and informed role in assessing school governance and learning issues and identifying strategies to address them which reflect the needs of different groups (such as women or youth), guided by the CSO/NGO

38,2 (2014)

40

76% of project schools have trained and well equipped child councils but only 40% are functional. 50% School Management Committees (SMC)/ Parents Teachers Association (PTA) are functional and well established. 48% of children report specific issues identified by the boys and girls and are addressed by school administration. The functionality of the council as described in the project description is based on their ability to at least meet three times a term, mentioning key governance bodies and authorities, ability to push for a change agenda in the school and ability to represent fellow children on matters that concern them with little if not no influence from the teachers among others. The changes in the percentage of children reporting specific issues is caused by changes in the governance dynamics especially in the new school communities. Participatory School Governance for Children (PSGC) concept is still taking root in these communities and so there is a bit of resistance to child governance practices and accepting ideas from the children



Uganda

Name of the project	Scaling up Community-Led Action for Children		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	285PL129		
IATI id	FI-PRO-1498487-2-UGA100309		
Theme	Scaling up Community-Led Action for Children		
Geographical location	Uganda		
Partners	Mbarara University Plan Finland Government of Finland Plan Uganda McGill University		
Budget	Budget 2015	380,373.00	EUR
MFA expenditure		205,465.00	EUR
Self-funding expenditure		36,259.00	EUR

Project summary

Research shows that children taking part in quality Early Childhood Care and Development programmes have better social and emotional development and improved language and cognitive skills, which result in better health, school performance, and increased completion rates. This project seeks to increase the accessibility and quality of early childhood care and development programs in Uganda.

Project plan

This project seeks to increase parental and community involvement, knowledge, and capacity for Early Childhood Care and Development (ECCD) in four areas in Uganda.

In 2009, Plan Uganda developed a holistic, high-impact community-managed Early Childhood Care and Development model titled Community-Led Action for Children. The learnings from the model development phase (2009 – 2011) were applied in the second phase of the project (2012-2014), which included implementing the model in 40 community-managed centres in Uganda.

The current phase of this project (2015-2017) will expand the Early Childhood Care and Development services to 24 new communities in the Tororo, Kamuli, Kampala and Lira areas of Uganda. Specifically, this stage of the project seeks to strengthen facilitators' capacity to incorporate aspects of gender, child protection and disability inclusion into the curriculum. In addition, initiatives to promote male involvement in child care and development will be undertaken.

Specifically, this phase of the project seeks to interweave four key project components: strengthening parenting skills and knowledge to support child development; increasing access to quality early learning services for vulnerable children; facilitating effective transitions to primary school; and advocating at the community, district and national levels to meet the developmental needs of children.

Goals overview

Main objective: that all children (birth to 8 years) in the target communities will develop and learn to full potential through the support of effective & holistic early childhood care and development programmes.

Updates



Progress towards achieving the project outcomes:

In the first year 4709 children (2371 girls, 2338 boys, 76 children with disabilities) were registered to be enrolled for early childhood education in 2016. The main focus was on preparing the learning spaces, procuring materials and training care-givers and parents.

The baseline study revealed that the knowledge level among the parents/guardians who enrolled for the parenting program were high. However, despite the high knowledge among the parents and caregivers on the key parenting variables (talking with children, feeding children, love and respect for children, play and hygiene sanitation), the survey registered a mismatch between knowledge and practice: practice is still low. Thus, the project is giving more focus on strengthening the practice through follow-up, peer to peer support and using positive deviants as agents of change.

Parenting education sessions were conducted in all the 24 communities. A total of 1540 (618 males, 922 females) parents/guardians regularly participated in the education sessions of which 74 (27 males, 47 females) were parents with special needs. At least 6 topics of from the parenting manual were covered that focused for example Providing a variety of stimulating objects for child play, Talking and Playing with children and Animal-source foods. Parents/guardians were given assignments after every session to use the knowledge acquired at home so that children grow happy, healthy and smart. Home visits were done to reinforce practice.

From the baseline it is clear that mothers take large portion of responsibility to care for children. Through the fathers alone sessions, fathers involvement in child care has been strengthened. A total of 24 fathers clubs were formed which is benefiting 922 fathers in all the program areas. From the testimonies of the fathers, it was realized that fathers who attend parenting sessions in the fathers clubs had really changed in the way they take an active role in child care by for example taking their children physically for immunization and support their wives in house hold chores.

The excluded boys and girls and their families were identified during the census. They included: children with chronic illness, children with disabilities, step children, orphans, children from extremely poor households (A total of 359 of which 174 girls, 185 boys). This is still far below the target. However, their families joined Village Savings and Loans Association (VSLA) groups to build economic resilience. Follow up monitoring will be done to establish whether the excluded boys and girls have been enrolled in the Early Childhood Care and Development (ECCD) program. In regard to policy environment, raising awareness of fathers, mothers and communities on importance of ECCD continues including awareness on the existing ECCD policies and guidelines especially for centre management committees, ECCD caregivers and local leaders is on-going. Plan was represented in key influential forums and initiatives, such as District ECCD cluster meetings and annual ECCD forum. The ECCD policy has now been submitted to government for approval where Plan has been instrumental in providing technical and financial support. Scaling up the model was priority in during the first year. Parts of the model are being scaled up through interested partners (Power Children Foundation Uganda, Kampala Parents of Children with Disabilities associations, Africa Renewal Ministries, Makindye Health Focus, Katutandike Uganda, United Association for Peace and Development (UAPD), M LISADA, Slum Aid Project, Katwe Home, Xavier project, Mummy Foundation Katwe, Revelation Life, Special People Special Needs and Loving Hearts Babies Home, Lango Samaritan Initiative Organisation, Hands of Hopes) and all of them are giving priority to parenting program. High levels of enthusiasm and commitment among the community ,parents, and community leaders was shown by the high turn ups during community meetings, community contributions towards space improvement and enrolment for ECCD activities. These are indicators providing indication for project success, however, the team is challenged on how to sustain the high interest and may need to explore more strategies to keep the energies high. The challenge of the election activities affected the implementation during this time some activities were postponed to a later date when there would be no such disruptions. The El Nino rains also affected implementation especially in Kampala where the floods would be in the Kampala roads leading to traffic parking until such a time when the water had reduced. The rain would also prevent some parents from attending the parenting sessions on time. Where possible some activities were postponed to a later date so as to have all the required people present.

Challenges and lessons learned: Planning together with the community leadership for Centre Management Committee (CMC) members, Professional Development Communities (PDCs) and local council lead to the ownership of the project for example during the planning meeting upon establishing learning spaces, parents have contributed locally available building materials like bricks, stones, water, labour and food, in addition to this, parents have been engaged in attending Parenting Group (PG) sessions.

Parenting action plans on nutrition, food security and economic livelihood support will enable parents with enough food to feed children at least two meals a day and afford other basic needs. However, the budget is limited to fully provide meaningful support. Limited knowledge in gender and disability affecting inclusion of the most marginalized children in the communities. There is need to train more CORPs, and all stakeholders in disability to equip them with survival skills as well as improvising with appropriate devices that can be locally available at lower costs. There is lack of information on how to reduce or cope with the vulnerabilities. And so the urgent need for more gender and disability trainings.

High levels of enthusiasm and commitment among the community ,parents, and community leaders as shown by the high turn ups during community meetings, community contributions towards space improvement and enrolment for ECCD activities is an opportunity for the project to succeed. There is need to design strategies to keep the interest high.

[Read more in RSR](#)

Results


Outcome 1

Access to quality Early Childhood Care and Development (ECCD) services at community level: Children, parents and communities have access to quality, inclusive and holistic ECCD programmes

INDICATOR 1	Level of progress against the gender quality scales for ECCD and Education		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		N/A	

INDICATOR 2	Level of progress against the inclusion quality scales for ECCD and Education		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		N/A	

Inclusion scales were not used in 2015, will be added next year.

INDICATOR 3	Number of children 0-5 at risk and those with developmental delays and disabilities who are identified and referred to relevant support services		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		359	2160

Boys, girls and parents/guardians with disabilities were identified during census. Growth monitoring was not done to establish all boys and girls with developmental delays, only those whose signs were visible were identified and referred for relevant support.

INDICATOR 4	Percentage of communities in which children participating in Plan Finland -supported ECCD programmes are routinely assessed for their cognitive, motor, language and socio-emotional development		
		N/A	

24 communities were targeted. However, percentage could not be established because there was no systematic research done

Outcome 2

Children's participation: Girls and boys 0-8 years, including children with disabilities and those from ethnic and indigenous groups, participate in quality, inclusive and holistic Early Childhood Care and Development (ECCD) programmes

INDICATOR 1	Number of girls and boys 4-6 in target communities who regularly participate in age-appropriate ECCD-programmes supported by Plan Finland		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Results



0

2880

Total of 4709 (2371 girls and 2338 boys) have been registered for the ECCD program and will start learning in February 2016. 2015 was basically establishing learning spaces to make them ready for children to use.

Outcome 3

Policy level engagement: Strengthened collaboration with other actors for Early Childhood Care and Development (ECCD) policy formulation and implementation

INDICATOR 1

Changes in legal environment or other ECCD agenda

BASELINE

ACTUAL

TARGET

Plan was represented in key influential forums and initiatives related to ECCD. ECCD policy submitted to government for approval. Government has included ECCD budget under GPE funding and will start with required ECCD resources and training of ECCD caregivers.

INDICATOR 2

Level of scaling up of the Plan Finland -supported model for ECCD-programmes by other actors.

BASELINE

ACTUAL

TARGET



0 (2014)

15

15

Parts of the model are being scaled up through interested partners(15 partners). 90% of the partners interested in the parenting component.

Outcome 4

Role of fathers, mothers and care-givers: Mothers, fathers and other caregivers take shared responsibility for the parenthood and have improved knowledge, attitude and practices to equally support holistic care and development of girls and boys.

INDICATOR 1

Mothers, fathers and community members actively participate in the establishment and running of Early Childhood Care and Development (ECCD) centre

BASELINE

ACTUAL

TARGET

N/A

INDICATOR 2

Number of girls and boys under 5 participating in Plan Finland -supported Early Childhood Care and Development (ECCD) programmes whose father has engaged in 1 or more activities to promote learning and school readiness in the past 3 days

Results



34803480

The baseline study revealed that the knowledge level among the parents/guardians were high. However, despite the high knowledge among the parents and caregivers on the key parenting variables (talking with children, feeding children, love and respect for children, play and hygiene sanitation), the survey registered a mismatch between knowledge and practice. Practice is still low.

INDICATOR 3

Number of girls and boys under 5 years participating in Plan Finland -supported Early Childhood Care and Development (ECCD) programmes with whom a mother, a father/ a caregiver has engaged in at least three improved key child care and development practices in the last 3 days



38401440

Girls: 1776 Boys: 1704

Asia



Lao People's Democratic Republic

Name of the project	Bokeo Basic Education Program		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	745PL218		
IATI id	FI-PRO-1498487-2-LAO0047		
Theme	Bokeo Basic Education Program		
Geographical location	Lao People's Democratic Republic		
Partners	Plan Finland Government of Finland Plan Laos Ylen Hyvä		
Budget	Budget 2015	307,901.00	EUR
MFA expenditure			

	217,902.00	EUR
Self-funding expenditure	38,453.00	EUR

Project summary

Primary-school-age children in rural areas of the ethnically diverse Bokeo province of northern Laos face culture- and language-related learning issues that lead to poor school performance. This project seeks to improve educational performance of children in 109 primary schools in the poorest areas by expanding access, improving learning outcomes, strengthening school governance and ensuring child safety.

Project plan

Project plan

This is the third phase of a project started in 2009, which is implemented in 135 of the poorest villages in three districts in the Bokeo province of Laos. Implementation in 109 schools is provided by Plan Finland through the Finland Ministry of Foreign Affairs and Ylen Hyvä funding, and implementation in an additional 18 schools is provided by Plan Switzerland. This phase of the project will address key challenges associated with a) access to education, b) quality of learning outcomes, c) school governance, management and administration and d) school safety and a healthy environment. In terms of sustained access, Plan will provide educational materials to participating schools and families, which have been widely reported by parents as being a major factor contributing to their decision to send their children, both boys and girls, to school. In addition the project will assist children from the poorest families by providing small scale, conditional subsidies to parents to support their children's enrolment and continued participation at school in order to remove economic barriers to education. To improve learning outcomes, the project will establish three demonstration schools (one in each district) with the goal of developing more effective teaching and learning models and pilot an expanded summer pre-school course in five schools. For the demonstration schools Plan will work with the assistance of external consultants and the Luang Namtha Teacher Training Centre. The Turkish NGO Mother Child Education Foundation (ACEV) will provide technical assistance for the pilot summer pre-school activities that will ultimately better prepare children for entry into primary school. The project will strengthen village education development committees and support the establishment of 50 Parent Teacher Associations in target schools, which will increase parental involvement and help improve school accountability. Additionally, child safety will be enhanced through disaster resilience training and promotion of positive discipline, which seeks to eliminate physical and emotional abuse in schools. Children's clubs will provide an addition platform for safety trainings and provide additional opportunities for learning outside of school. Finally, the project will draw on previous experience in contributing to national level policy debate and development, which is particularly important with respect to quality of learning outcomes. Since girls are more marginalized throughout, this project will specifically focus on improving their situation.

Goals overview

The objective of the project is to help schools in the Bokeo province achieve the national primary education targets and goals with a focus on gender dimensions and educational quality, including:

- Ensuring that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education
- Achieving gender equality in education with a focus on ensuring girls' full and equal access to and achievement in high quality basic education

Updates



Progress towards achieving the project outcomes:

322 boys & 331 girls in model schools have participated in school councils, or members of the child clubs and of those, 160 boys & 153 girls have participated in School Governance. 400 boys and 428 girls have participated in the buddy-system, where older pupils support younger pupils. 25 boys and 28 girls, who are heads of the child clubs have been trained in Child Protection. 95 primary schools have an up-to-date school development plan or school improvement plan in place. 431 boys & 530 girls with disabilities and from ethnic/indigenous groups have received scholarships.

5% of teachers in Plan Finland -supported schools use learner-centred approaches (30% target). 2% of teachers in Plan Finland -supported schools use formal learning assessments (20% target). 29 % of teachers in Plan Finland -supported school received gender in education training & support (100% target).

Challenges and lessons learned:

The project putting extra effort in building the capacity of its staff and those of partners to improve the measurement of the project impact. Currently the project is effectively monitoring numbers of trainings/workshops, participants and content - output, but has less understanding of what the outcome of these trainings is. There is very little data on whether training has actually improved quality of implementation and this is a main lesson learnt.

The project is constructed in such a way that it leans to a large extent on the capacity of local education authorities to deliver improved teacher training and community engagement. It also relies on local authorities to conduct monitoring of project activities in order to enhance ownership of the project. However monitoring activities are often new to the authorities and they do not always yet have the competence to do so. A strategy to start to address this is to do an internal assessment identifying staff training needs, and for this to be addressed with Plan support as a

priority.

Some Plan staff involved with the project do not have education background, or may require further specific skills training to be able support in the project activities. Plan will consider the viability of staff skills before Plan staff are allocated responsibilities for training. It is also hard to find a qualified staff to be based in the remote areas.

The demonstration schools have not yet leveraged impact to other schools and approaches how this can be done better need to and are explored.

[Read more in RSR](#)

Results

Outcome 1

Children - in particular girls and children with disability and those from indigenous and ethnic groups - actively participate in school-related matters

INDICATOR 1	Number of children participating in school councils and types of actions taken by Child Clubs to improve the safety and wellbeing (including WASH) of their fellow students		
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0 (2014)

700

700

Girls: 350 Boys: 350 This year the targets (700 students (350 girls) were achieved. Teachers are able to get students involved in child clubs. All the teachers were able to involve both boys and girls in child clubs activities. The students have participated in after school activities in line with School Development Plans, like school gardens, cleaning activity, sports and dance. At the same time the club members have delivered the messages about the child protection and child participation to their peers.

Outcome 2

Mothers, fathers and care-givers actively participate in their children's, especially daughters, education.

INDICATOR 1	Number of Parent Teacher Associations (PTAs) and their membership (by sex, ethnic) established and trained		
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BASELINE

ACTUAL

TARGET

0 (2014)

50

50

Target set for 2015 was unable to be reached due to delays in the adaptation of the training manual for Parent Teacher Associations (PTAs) by the Lao government. A draft is finalised and seeking approval from Ministry of Education and Sport (MOES). PTAs in primary school level is a new intervention for Lao primary schools, and the focus is on parent participation (rather than fundraising which is the focus of PTA in lower secondary level). Baseline was 0% because PTAs in primary schools did not exist.

Outcome 3

Other relevant outputs

INDICATOR 1	Number of primary schools that have an up-to-date school development plan or school improvement plan in place.		
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BASELINE

ACTUAL

TARGET

50

50

Outcome 4


Reach

Results

INDICATOR 1	Children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		7977	


Outcome 5


Schools provide a safe and child-friendly learning environment especially for girls, children with disabilities and those from ethnic/indigenous groups.

INDICATOR 1	80% of target schools have completed and effectively implemented school development plans.			
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>	
	0 (2014)	50	50	
All schools in the project have School Development Plans (SDPs). However, they were not functional or effectively implemented. Now 50 schools have SDPs which are functioning and improved as result of Plan's activities.				

Outcome 6

Teachers have increased capacity to deliver quality, inclusive education

INDICATOR 1	Percentage of teachers in 3 demonstration schools who use informal learning assessments, with data disaggregated by gender and ethnicity.			
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>	
	0 (2014)	16	32	
They are still lacking capacity to use child-centred approaches. The Pedagogical Advisors (PAs) do not have enough knowledge to give appropriate guidance for the teachers to change their attitudes to teaching methodology, especially older teachers. School principals need to be included more for internal supervision methods. There are 19 teachers in 3 Demonstration schools (each has two teachers). In 2015, we targeted Grade 1 teachers specifically and grade 2 teachers participated in many activities also.				

INDICATOR 2	Teaching practices are more child centered in Plan Finland -supported schools by end of project as evidenced by a classroom observation checklist.			
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>	
	30 (2014)	35	50	
This is lower than expected for Year 1 because they are inconsistently using the checklist (when we are there they can use it but are not independently using it).				



Pakistan

Name of the project	Early Childhood Education and Development
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017
Project code	665PL222
IATI id	FI-PRO-1498487-2-PAK100273
Theme	Early Childhood Education and Development
Geographical location	Pakistan

Partners	Plan Pakistan Plan Finland Government of Finland		
Budget	Budget 2015	211,020.00	EUR
MFA expenditure		145,174.00	EUR
Self-funding expenditure		25,619.00	EUR

Project summary

In Pakistan, early childhood care, development, and education services are inadequate, especially in rural areas. This project seeks to improve services in three districts in Pakistan, with a focus on including marginalised girls and boys. The project will also strengthen communities' ability to advocate for the provision of early childhood care and education services.

Project plan

In Pakistan, 25 million boys and girls between the ages of 5 and 16 are not in schools. The proportion of out of school children increases as the level of education rises; almost 85% of higher secondary school age children are not in school, and as many as 70% of children who are out of school have never seen the inside of a classroom. Girls make up 55% of all out of school children (13.7 million in total).

Contributing to low school enrolment is the lack of attention given to early childhood care and development programmes. Completion of quality pre-primary education significantly increases a child's likelihood of completing primary education. In addition, 400,000 Pakistani children die in their first year and the under-five mortality rate is very high, at 70 per 1000 live births, due in large part to malnutrition. In Pakistan, 31% children are underweight (40% of children in Sindh province) and 44% of children under age 5 are stunted, with numbers skewed higher in rural areas.

Goals overview

The aim of this project is to enhance participation of children in early childhood care, development, and education by creating safe and healthy environments where girls and boys are respected, protected, empowered and active in their own protection.

Updates



Progress towards achieving the project outcomes:

Building on the experiences and successes of the previous project phase, the main focus during this phase is to advocate at provincial level in order to ensure ownership of the Early Childhood Care and Development (ECCD) by the government and allocation of resources at provincial level. During the reporting year, Plan International Pakistan was able to finalize and notify the Early Childhood Education (ECE) policy in Sindh province. After the policy notification, the Education and Literacy Department, Government of Sindh, is planning to start 1,065 ECE centers during 2016 and has requested Plan for technical support.

In Punjab province, a series of meetings were conducted at provincial level for the adoption of the ECE centres established during the previous project phase. As a result, it was decided that all the already established ECE centres will be taken over by the district education department with effect from June 01, 2015 and caregivers will also be retained and their salary would be paid through School Management Committees (SMCs) from Non-Salary budget. In addition, collaboration with Directorate of Staff Development was held for adoption of ECE Syllabus for caregivers developed by Plan International Pakistan.

In Sujawal /Thatta 34 ECE centres continued providing quality preschool education for vulnerable girls and boys. In Muzaffargarh district, 20 new ECE centers were established in August 2015 through consultation with Education Department at 20 public sector schools. A total of 1311 children (657 girls and 654 boys) participated in the project activities during the reporting year.

During the year, meetings were held with Parents Education Committees and other parents, for example, to discuss the importance of early childhood development and education as well as to promote child protection. Community ownership of the ECCD Centres has increased and is demonstrated by the increased rate of enrolment, regularity and punctuality of the caregivers and co-caregivers, and most importantly engagement of the parents. Mallah and Jogi communities, who are indigenous, vulnerable and socially excluded, have been

sensitized regarding child rights, child protection and importance of education.

Preparations have also started for the implementation of a pilot project of working with children 0-3 years. Consultative dialogues took place with the pilot communities and in discussions with the Health Department of Government of Sindh it was agreed that the pilot will be implemented in co-operation with them.

Challenges and lessons learned:

The concept of Early Childhood Care and Development (ECCD) is still new, not only for the community but also for the district and provincial governments and it has taken a lot of time and investment to change the attitudes and behaviours of different stakeholders towards ECCD. This challenge has been handled by creating awareness through holistic social mobilization, by showcasing of results as well as by continuous dialogue with district and provincial governments. Another challenge has been engaging men as caregivers in a country where women are viewed as natural caregivers and responsible for children's development. The project has trained male caregivers and promoted that, in addition to mothers, fathers can also play productive role in the development of their children.

In Muzaffargarh, selection and availability of local caregivers remained the major challenge for establishing Early Childhood Education (ECE) centres due to low honorarium offered to the caregivers. However, in close coordination with the School Council, headmasters and local influential leaders the project managed to find suitable caregivers.

Although ECCD is in infantile stage in Pakistan, the project has provided a window of opportunity to scale up the interventions from district level to provincial in order to bring positive change at policy level for making ECCD as priority. Based on the lesson learnt in the project, deliberate efforts have been made to change project strategy and focus more on advocacy at the provincial level. For this purpose, budget has been revised to meet the changing needs for greater impact in order to reach more and more children in shortest possible time.

[Read more in RSR](#)

Results


Outcome 1

Access to quality ECCD services at community level: Children, parents and communities have access to quality, inclusive and holistic ECCD programmes

INDICATOR 1	Level of progress against the gender equality scales for Early Childhood Care and Development (ECCD) and Education		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
	Gender neutral (2014)	Gender neutral	Gender aware

Outcome 2

Children's participation: Girls and boys 0-8 years, including children with disabilities and those from ethnic and indigenous groups, participate in quality, inclusive and holistic Early Childhood Care and Development (ECCD) programmes

INDICATOR 1	Number of girls and boys 3-5 in target communities who regularly participate in age-appropriate Early Childhood Care and Development (ECCD) -programmes supported by FLNO		
	2134 (2014)	1311	4278
In Thatta, out of all enrolled 53% are girls. Different awareness sessions have been conducted with parents regarding importance of girls' education and gender equality. The girl's enrollment in Muzaffargarh was less than that of boys due to there being lesser number of girls of appropriate age in the target communities.			

Outcome 3

Other relevant outputs

INDICATOR 1	Early Childhood Care and Development (ECCD) caregivers trained		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

INDICATOR 2	Early Childhood Care and Development (ECCD) centers established/supported		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		54	

Results

Outcome 4

Reach

INDICATOR 1	Adults (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1314	
Male: 501 Female: 813			

INDICATOR 2	Children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1311	
Boys: 654 Girls: 657			

Outcome 5

Role of fathers, mothers and care-givers: Mothers, fathers and other caregivers take shared responsibility for the parenthood and have improved knowledge, attitude and practices to equitably support holistic care and development of girls and boys.

INDICATOR 1	Percentage of girls and boys under 5 participating in Plan Finland -supported Early Childhood Care and Development (ECCD) programmes whose father has engaged in 1 or more activities to promote learning and school readiness in the past 3 days
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Interview was conducted with 45 parents, it has been revealed that parents (mothers and fathers) are telling stories, take them out of home for attending different cultural celebrations, playing with 62% boys and 38% girls. During different activities like; awareness sessions, extra curriculum activities, and parent education committees meetings it has been revealed that parents especially father's engagement with their children in different developmental activities like playing with children, telling different stories etc. have increased. Currently, in 27 Plan Partner villages ECCD Centres are functional with all the children attending the centers and with zero drops out ratio. Although the fathers are being engaged in meetings with the parents in centres, they often spare time to come to meetings. Due to the efforts with fathers, their attitudes have been changed with their children. It is estimated more than 60% of children's parents are getting involved in ECE programmes as they are regularly dropping their children in ECE centre, visiting the caregivers and taking them back to homes by themselves. It can be said that about 20% fathers are engaged in children's' nurture and welfare. Due to the rural agricultural communities, fathers are mostly busy in fields and they tend towards their children for their care.

INDICATOR 2	Percentage of girls and boys under 5 years participating in Plan Finland -supported Early Childhood Care and Development (ECCD) programmes with whom a mother, a father/ a caregiver has engaged in at least three improved key child care and development practices in the last 3 days
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Results

Interview was conducted with 45 parents, it has been revealed that parents (mothers and fathers) are telling stories, take them out of home for attending different cultural celebrations, playing with 62% boys and 38% girls. During different activities like; awareness sessions, extra curriculum activities, and parent education committees meetings it has been revealed that parents especially father's engagement with their children in different developmental activities like playing with children, telling different stories etc. have increased. Currently, in 27 Plan Partner villages ECCD Centres are functional with all the children attending the centers and with zero drops out ratio. Although the fathers are being engaged in meetings with the parents in centres, they often spare time to come to meetings. Due to the efforts with fathers, their attitudes have been changed with their children. It is estimated more than 60% of children's parents are getting involved in ECE programmes as they are regularly dropping their children in ECE centre, visiting the caregivers and taking them back to homes by themselves. It can be said that about 20% fathers are engaged in children's' nurture and welfare. Due to the rural agricultural communities, fathers are mostly busy in fields and they tend towards their children for their care.



Pakistan

Name of the project	Youth Economic Empowerment in Pakistan		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	665PL223		
IATI id	FI-PRO-1498487-2-PAK0267		
Theme	Youth Economic Empowerment in Pakistan		
Geographical location	Pakistan		
Partners	Bedari IRM Plan Pakistan Plan Finland Government of Finland		
Budget	Budget 2015	268,716.00	EUR

MFA expenditure	196,911.00	EUR
Self-funding expenditure	34,749.00	EUR

Project summary

This is a continuation of Plan's "Building Futures with Rural Youth" project in the Chakwal district. This project seeks to ensure that young women and men have access to youth-friendly microfinance structures, quality and market-driven vocational and technical training, and life skills and enterprise development training in order to become economically empowered through self- or paid employment.

Project plan

The project is a continuation of Finland's Ministry of Foreign Affairs' funded on-going project "Youth Economic Empowerment (YEE) through Creating Access to Quality Market Driven Technical Vocational & Education Training (TVET) and Business Development in District Chakwal." The Pakistani Government provides TVET (Technical, Vocational & Education Training) institutions. Unfortunately, due to their design for school graduates of specific age, qualification and sex, these institutions are largely inaccessible to those who need them most: uneducated and impoverished young girls and boys. This is an especially challenging situation for girls, who regularly face discrimination and do not always have the opportunity to finish their education. The current phase of this project has two main focuses: (1) increasing accessibility to Technical, Vocational & Education training for youth—including disabled youth—from the most marginalized communities; and (2) strengthening components related to gender mainstreaming, ICT4D, disaster risk management, and youth-led advocacy for resource allocation. This project seeks to address these issues using the following strategies:

1. Capacity building at youth group level to enable them to conduct research, mass awareness, advocacy and social dialogue with key stakeholders including the international community.
2. Promoting market-based TVET and skill-based employment and enterprise promotion both in the formal and informal economy.
3. Advocating public, private, and social sector organizations for policy and institutional support including strengthening of selected local TVET Institutions to promote YEE agenda.
4. Introducing innovative ICT4V and POI Mapper software to continually monitor progress and maximize project effectiveness.

In addition, this project will support existing TVET institutions and structures to:

- develop demand-led, competency based, accredited curricula
- establish operational linkages between employers and institutes, who support job placements and apprenticeships,
- introduce workforce skills and enterprise development trainings
- introduce current instructional methods, including problem-based learning
- introduce quality assurance mechanisms through establishing systematic monitoring and evaluation systems
- instruct staff on new course material and pedagogies
- engage management and teachers of TVET institutes to improve access by disadvantaged youth and particularly young women and those living with disabilities.

As a result of these initiatives, youth are expected to be able to increase levels of economic engagement (self or paid employment) in traditional and non-traditional occupations in an environment where local communities and parents recognize and encourage youth, particularly young women, to become socially and economically active members of society.

Goals overview

Disadvantaged youth, particularly young women, are socially and economically empowered to improve their position in society. This will be accomplished through better access to quality market-driven training and financial services; increased assets, agency, and skills to seek employment or entrepreneurship; better recognition and encouragement from communities and parents; ensuring that policies, plans, practices and products of government, private sector and training institutions are responsive to the employment needs of marginalised youth, especially young women.

Updates



Progress towards achieving the project outcomes: Phase – II of the Youth Economic Empowerment Project (YEEP) was initiated in Jan 2015 and targeted 56 rural communities in district Chakwal, Pakistan. The project promotes increased uptake of market driven Technical and Vocational Education and Training (TVET), life skills trainings, and enterprise development trainings among rural youth, especially young women.

The key activity during 2015 was to carry out community mobilization and youth groups' organization to create awareness about young women and men have a right live a life of dignity and to overcome poverty for which it is essential to explore economic opportunities for income enhancement, career progression and decent work environment. The action is supported though creating access to training options (skills plus including technical and vocational skills training), provision of financial support/scholarships to pay for the travelling and tuition fee for the extremely poor young women and men, linking with financial resources (youth friendly loan product and services) for self-employment and job placement support to for employment. Through social mobilization process, an enabling environment was created in villages for increased recognition of rights of young women and men by the parents, community gatekeepers and village elders. The capacity of young women and men members of youth forums were developed to undertake youth led advocacy to effectively engage within the communities and with other stakeholders such as the government and political representatives for the promotion of Youth Economic Empowerment (YEE) agenda at the district level.

During 2015, all the 167 young women and men that completed training (87 young women 80 men) were provided with toolkits and access to financial services. The initiative was highly appreciated by the communities and youth because economic opportunities are being made available to them, especially young women who were a dropout or lacked required technical and vocational skills to pursue gainful employment. High enthusiasm is visible among youth and parents as they are happy with the rewarding training and increased prevalence of job/self-employment opportunities at the village level. Parents are continuously being engaged through the project because they have influence youth decision making related to their career choice and allowing mobility of young women away from

home either for training or employment.

Memorandums of understanding (MOUs) had been signed with the local employers to facilitate job placement of youth, internship and attachment for hands on learning, especially young women and undertake awareness on decent work agenda and institutionalizing women friendly workplaces. Youth-friendly loan product was introduced successfully through working with local Micro Finance Institutions to enable finances for enterprise development. So far 62 youth have access these loans to establish micro enterprises. The demand for loans is increasing, which clearly indicates that the project has been successful in creating an enabling environment through successful establishment of youth-lead business supported through youth friendly microfinance as youth are traditionally considered as risky clients by the Micro Finance Institutions (MFIs).

Challenges and lessons learned: Initially parents were reluctant to allow youth especially young women to participate in full-time training opportunities, as many of the youth were already engaged in unpaid family work and some engaged in income generating activities. However, the situation has changed a bit, as the trained youth are earning more with skillful activities compared to the situation before when many young women and men were without certified skills. (All youth graduating from the TVET Institutes receive certificates.)

Another misconception was related to parents and youth believing that it was not possible to get a job without a Sifarish (recommendation/ reference from politicians/leaders/Government officers). However, through awareness raising and market driven skills training the perception has changed. Now people know that youth, who have market oriented skills requires no recommendation for getting a job.

[Read more in RSR](#)

Results

Outcome 1

Communities and parents recognize and encourage youth, particularly young women to become socially and economically active members of society

INDICATOR 1	Community and family perception with regard to skill development and employment of young people, especially young women		
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BASELINE**ACTUAL****TARGET**

The enrollment is on rise in various trades. Clinical assistant training is the most popular trade among young men and women as this trade has job vacancies locally. Income of youth is ranging from US \$ 30 to 200, which reflects youth are becoming economically active members of society. At Communities level parents are reluctant to allow youth for full time trainings opportunities because many of the youth were already engaged in some sort of income generating activities. They fear that if youth left the job they will not be able to support their families. The situation has changed a bit, as the trained youth are earning more with skillful activities than they were with un-skillful activities.

INDICATOR 2	Percentage of participants in the Plan Finland -supported programme who are female		
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BASELINE**ACTUAL****TARGET****65 (2014)****53.21****52**

Outcome 2

Other relevant outputs

INDICATOR 1	Number of Technical and Vocational Education Training (TVET) institutes strengthened.		
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BASELINE**ACTUAL****TARGET****1**

Outcome 3

Policies, plans, practices and products of government, private sector and training institutions are responsive to the employment needs of marginalized youth, especially young women

INDICATOR 1	Level of coordination and collaboration among stakeholders in youth employment, including government, civil society and private sector partners		
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BASELINE**ACTUAL****TARGET**

Results

7 meetings were held between employers and Technical and Vocational Education Training (TVET) institution. Employers give their inputs to the TVET institution in designing competency based training module and make their trainings more appealing to the private sector. As the TVETs are operated by the central bodies so changes suggested are not taking place effectively. The inputs such as provision of more practical training, exposure of employers to TVET trainings were addressed at local level. But the Level of coordination and collaboration at district level is clearly visible which was nearly non-existent at the start of the project.

INDICATOR 2

Number of new companies adopting an internship scheme in targeted districts

BASELINE

ACTUAL

TARGET



47 (2014)

9

5

9 businesses in district Chakwal have provided job placements/internships to the Youth Economic Empowerment Project - Technical and Vocational Education Training (YEEP - TVET) graduates. It was discussed with all the employers to make it regular feature to provide job placements/internships to other graduates as well. Survey will be launched in May to assess whether they are providing job placements/internships to other graduates as well or not.

INDICATOR 3

Policy development and implementation at different levels in support of youth employment

BASELINE

ACTUAL

TARGET

Advocacy on Implementation of Youth policy at different levels is carried out throughout the project. District Youth Network organized three tehsil (Kallar Kahar, Choa Saidan shah and Chakwal) and one district level advocacy events by engaging representatives from district government, media, Civil Society, and youth. Similarly in community level events DYN is taking leading role. Provincial and National Government is focusing on youth. Recently Provincial Government started initiative to provide technical trainings to youth which was free of cost. DYN disseminates the information in far of villages where information about choices is always a challenge. National Government has started loan scheme for the youth. DYN provides assistance to youth in application submission for the loan.

Outcome 4

Reach

INDICATOR 1

Adults (direct)

BASELINE

ACTUAL

TARGET

2920

Male: 981 Female: 116

INDICATOR 2

Adults (indirect)

BASELINE

ACTUAL

TARGET

2097

Male: 1224 Female: 1696

Results

INDICATOR 3	Children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		337	
Boys: 155 Girls: 182			

INDICATOR 4	Children (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		438	
Boys: 193 Girls: 245			

Outcome 5

Young women and men have access to appropriate quality, market driven training and financial services

INDICATOR 1	70% of young women and men who are satisfied with the training received through Plan Finalnd -supported training institutes		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
			163
<p>Graduates who have completed trainings are in transition towards securing employment or developing their own enterprise. Almost 14 TVET graduates put application for loan for self-employment. People with disabilities (YWD) completed their trainings in Feb. Toolkits are provided and they are ready to be engaged in self-employment. 3 YWD secure employment. 100% graduates completed their vocational trainings and satisfied with job placements/internships. Few of the graduates' secured jobs where they were placed for internship. However, neither survey nor tracer study has been conducted to assess this indicator.</p>			

INDICATOR 2	Training provided to young people is appropriate, of high quality and market-driven		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		167	200
<p>In total 167 (87Female & 80 male) Youth were enrolled for Technical and vocational courses in TVETs Institutes. 24 (12 M; 12 F) YWD selected for financial support and attending training from IRADAH Technical Vocational Centre. Advance skills trainings will be provided to those who need to improve their skills beyond 3 months regular technical trainings. It will be based on need, aptitude and success of enterprise. It will start in 2016. As quoted by principal of vocational training institute in Chakwal and TEVTA in Chakwal, the enrollment is on rise in various trades. Clinical assistant training is the most popular trade among young men and women as this trade has job vacancies locally.</p>			



Outcome 6

Young women and men have increased assets, agency, and skills to seek employment or start entrepreneurship.

Results

INDICATOR 1

Completion rate of participants in Plan Finland -funded training.

BASELINE

ACTUAL

TARGET

100 (2014)

Technical and Vocational Education Training (TVET) trainings: 100% completion rate. No drop outs. Handy Skills Training (HST): 174 Youth members, 138 girls and 36 boys are trained in handy skill Kitchen gardening, tie dye and Bee Keeping training. Target could not achieve in 2015 due to delay in Funding Agreement (FA) signing. The activity is ongoing and backlog will be cleared by May 2016 (under Netherland National Office/NLNO funding) Skills Plus Training (SPT): in the reporting period Training of Trainers (TOT) was organized (05 days) for Skill Plus trainings. 43 participants including 21 female and 22 male participated in the training. Out of total 43 trainers, 20 of them are selected to further replicate training in 56 targeted communities. The activity is ongoing and backlog will be cleared by June 2016. At the community level youth forums have been formed where girls, boys, children, and those who are not give opportunity even to participate in village affair are members and actively get benefits form the project activities. The communities where Youth Economic Empowerment Project (YEPP) is implemented, Community Based Organisations (CBOs) already exist and its members have been sensitized on gender, children right and working for marginalized people through different Plan. Now project is working with these marginalized groups; some of them are provided trainings and given opportunities to stand against all causes impeding their economic status to improve.

INDICATOR 2

Percentage of employers who are satisfied with the quality of intern and employees received through the Plan Finland -funded programme.

BASELINE

ACTUAL

TARGET



76 (2014)

89

95



Timor-Leste

Name of the project	Early Childhood Care and Development		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	765PL217		
IATI id	FI-PRO-1498487-2-TMP0086		
Theme	Early Childhood Care and Development		
Geographical location	Timor-Leste		
Partners	STVM Plan Finland Government of Finland Plan Timor-Leste Ylen Hyvä		
Budget	Budget 2015	383,977.00	EUR
MFA expenditure		341,102.00	EUR

60,194.00

EUR

Self-funding expenditure

Project summary

Child mortality rates in Timor Leste are high, around half of children under age 5 have stunted growth, and estimated pre-school enrolment was only 14% in 2013. This project seeks to enhance health and education for boys and girls age 0-5 by introducing or improving Early Childhood Care and Development programs in 29 communities and advocating for improved policies at national and district levels.

Project plan

The previous project phase (2012-2014) established and supported community pre-schools and playgroups in two districts: 20 communities in Aileu District and 9 communities in Lautem District. The work in Lautem communities ended in 2014 and was handed over to the communities, Ministry of Education and EMBLI (the Mother-Tongue project of UNESCO's National Commission). The Ministry of Education will also take up funding for 5 of the preschools in Aileu in 2015. During the current phase, the project activities will be scaled up to 5 new communities in Aileu and 9 new communities in Ainaro district, making a total of 29 ECCD centres covered by the project by 2017.

This project utilises a holistic approach to child development. In addition to work on preschool education, the project includes health education (especially for issues related to stunting and identifiable disabilities), child protection issues such as Universal Birth Registration and child protection referral system at the district level, supporting mothers and fathers to increase capacity to support their children aged 0-8 years old, and a component on Disaster Risk Reduction. The approach will promote inclusiveness and gender equality among girls, boys, mothers and fathers in the 29 programme communities in Aileu and Ainaro. The project also intends to establish an ECCD coordinating body at District level and to improve policies and practices related to ECCD at national and district levels.

Project activities for this phase of the project include:

- An increased focus on strengthening the quality of school readiness for girls and boys aged 5 years, in gender equal and inclusive settings so they can more effectively transition into primary school
- Increase the capacity of mothers and fathers to practice child development with their children.
- Regular home visits to increase the involvement of fathers.
- Increasing the capacity of facilitators/community volunteers in order to better support girls and boys in regards to the child development milestones (cognitive, social-emotional, language and motoric abilities).
- Increasing the capacity of facilitators to identify children with disabilities (mapping) in their own communities and enrolling girls and boys with disabilities in community pre-schools.
- Advocacy to promote holistic approach to ECCD in cooperation with other civil society actors.
- Strengthened cooperation with the health sector and more attention to challenges related to malnutrition

Goals overview

The overall goal of the project is that all children up to the age of eight in Plan Timor-Leste target areas, especially excluded children, have access to quality and sustainable Early Childhood Care and Development, including smooth transition to primary school. Additionally, this plan seeks to support gender mainstreaming for girls, boys, mothers and fathers in all program communities by the end of 2017.

Updates



Progress towards achieving the project outcomes:

The Early Childhood care and Development (ECCD) Foundation for the Children's Future project commenced in 2015 and will end in December 2017. Building on from the previous phase, the project continues to receive funding and support from the Finland Ministry of Foreign Affairs (MFA) and Ylen Hyvä Rednose Day through Plan International Finland. During 2015, the project successfully commenced implementation in 14 new communities: 5 in Aileu Municipality and 9 in Ainaro Municipality (Maubisse Administration Post).

A total of 1875 children and 1910 parents have been directly reached through integrated ECCD and community health activities, parenting education sessions, informal play groups and supplementary feeding activities operating out of established or operational ECCD centres in 29 communities.

In 3/9 implementing communities in Ainaro Municipality, a pilot activity has seen ECCD integrated into the community health system (SISCa), establishing a sound foundation for scale-up in 2016, through a forthcoming Memorandum of Understanding (MoU) with the Ministry of Health (MoH) and the Carmelite Nuns (who manage SISCa in Maubisse).

Construction of ECCD centres is progressing as planned in 7 out of the 14 new project communities (the proportion reflecting a limited budget), and 2/4 buildings in Aileu are near completion. Until all construction is completed (expected in 2017), and in the remaining 7 communities, ECCD activities continue to be delivered from Suko buildings, schools and private homes.

Challenges and lessons learned:

The project encountered a number of challenges working with local partner MASEU in Maubisse. Initially, these were in the form of slow performance, but upon further investigation, the organization revealed itself to be engaging in fraudulent behavior and programming with the partner was discontinued from October 2015. Currently efforts are underway to recover misused funds and equipment. In response to this incident, and in consideration of

an absence of partner organisations with suitable capacity, Plan Timor-Leste will implement the project in Maubisse in the foreseeable future.

Slow progress on construction of Early Childhood Care and Development (ECCD) centres presented some challenges to the project, resulting in Community Pre-School activities having to be conducted in primary school class rooms, community houses and community buildings. Creative efforts were identified to ensure the informal settings did not impact negatively on children's participation.

The project also recognized that some parents (particularly fathers) are not fully committed to bringing their children to Community Pre School and Informal Play Group activities when they have other, competing engagements such as cultural commitments. The project is working with parents to foster value for ECCD activities amongst parents.

Lessons learned through the project include: involving the Ministry of Education and local leaders at initial stages of community engagement; more attention to the appropriate selection of Community Preschool and parenting facilitators; working more closely with the Ministry of Health (MoH) and the community health system (SISCa); and placing more time and importance on the appropriate selection of project partners.

[Read more in RSR](#)

Results

Outcome 1

Access to quality Early Childhood Care and Development (ECCD) services at community level: Children, parents and communities have access to quality, inclusive and holistic ECCD programmes

INDICATOR 1	Level of progress against the gender equality scales for ECCD and Education		
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BASELINE

ACTUAL

TARGET

Gender in Early Childhood and Development (GiECCD) training was conducted in April and a GiECCD assessment carried-out in Aileu municipality. In all 29 communities, ECCD interventions were conducted as planned. While the ECCD project is rated 'gender aware', steps are being taken to move toward 'gender transformative' status. The GiECCD assessment is the first scheduled activity towards this, followed by an action plan. Gender monitoring tools have not yet been developed, and this will be a major focus of the

INDICATOR 2	Percentage of communities in which children participating in plan Finland -supported ECCD programmes are routinely assessed for their cognitive, motor, language and socio-emotional development		
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100

Outcome 2

Children's participation: Girls and boys 0-8 years, including children with disabilities and those from ethnic and indigenous groups, participate in quality, inclusive and holistic Early Childhood Care and Development (ECCD) programmes

INDICATOR 1	Children in Plan Finland -supported ECCD programmes participated actively and felt confident to express their views openly		
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BASELINE

ACTUAL

TARGET

In pre-test, 3% (15) who knew the numbers from 1-10, demonstrated confidence to answer simple questions and were not shy to speak, however by January 2016, 71% (279) from IPGs had no difficulties following the activity. 42% (204) of children with limited pre-literacy and numeracy skills were shy to speak in front of other people, and could not answer questions, compared with only 16% in the post-test. This demonstrates good results in terms of preparing children to perform well in school settings as they move from ECCD into primary school.

INDICATOR 2	Number of girls and boys 4-6 [years] in target communities who regularly participate in age-appropriate Early Childhood Care and Development (ECCD) -programmes supported by Plan Finland		
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0 (2014)

483

930

Girls: 264 Boys: 219 Children With Disabilities: Girls 3, Boys 1 This activity is not achieving as planned mainly due to the issues associated with the partner in Maubisse, and the slow construction of ECCD Centres.

Results

Outcome 3

Increased capacity of Plan staff to develop and implement quality holistic ECCD program for excluded populations.

INDICATOR 1	Increased capacity of Plan staff to develop and implement quality holistic ECCD program for excluded populations.		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

The Ministry of Education (MoE) issued the letter of approval to Plan's Community Pre-Schools in all 29 communities. This means that: Plan is authorized to implement ECCD projects in all 29 communities. The MoE monitors and ensures quality of Community Pre School (CPS) and willing to do regular monitoring visit to ensure the quality of CPS activity such as the routine base on MoE preschool's curriculum, Suko Facilitators are trained to deliver preschool curriculum training. 16 CPS in Aileu were included in the MoE's accreditation process. The result will be announced in 2016. Advocacy efforts with trhe MoE are getting some traction and are contributing to an enabled environment for quality ECCD programming.

Outcome 4

Other relevant outputs

INDICATOR 1	Boys/Girls with disability directly reached		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

4

Boys: 1 Girls: 3

INDICATOR 2	Early Childhood Care and Development (ECCD) centers operating/supported		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

29

Outcome 5

Policy level engagement: Strengthened collaboration with other actors for Early Childhood Care Development (ECCD) policy formulation and implementation

INDICATOR 1	Changes in legal environment or other ECCD agendas		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>

Results

The Ministry of Education (MoE) issued the letter of approval to Plan's Community Pre-Schools in all 29 communities. This means that: Plan is authorized to implement ECCD projects in all 29 communities. The MoE monitors and ensures quality of Community Pre School (CPS) and willing to do regular monitoring visit to ensure the quality of CPS activity such as the routine base on MoE preschool's curriculum, Suko Facilitators are trained to deliver preschool curriculum training. 16 CPS in Aileu were included in the MoE's accreditation process. The result will be announced in 2016. Advocacy efforts with the MoE are getting some traction and are contributing to an enabled environment for quality ECCD programming.

Outcome 6

Reach

INDICATOR 1	Adults (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1910	
Male: 955 Female: 955			
INDICATOR 2	Adults (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		3820	
Male: 1910 Female: 1910			
INDICATOR 3	Children (direct)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		1875	
Boys: 848 Girls: 1027			
INDICATOR 4	Children (indirect)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		7500	
Boys: 3392 Girls: 4108			

Outcome 7

Role of fathers, mothers and care-givers: Mothers, fathers and other caregivers take shared responsibility for the parenthood and have improved knowledge, attitude and practices to equitably support the holistic care and development of girls and boys.

Results

INDICATOR 1

Percentage of girls and boys under the age of five participating in FLNO-supported ECCD programmes whose mother, father, or caregiver has engaged in at least three improved key child care and development practices in the last three days (will do the Early Learning Stimulation - ELS - research as a baseline)

Regular Parent session and home visits have taken place in 29 communities and have been attended by 498 parents (310 mothers and 188 fathers). Most of the fathers' participation happened through home visits. Data for number of children has not been collected. There is a need to improve the data collection to understand how these numbers of parents equates to percentage of children.

INDICATOR 2

Percentage of girls and boys under the age of five participating in Plan Finland-supported ECCD programmes whose father has engaged in one or more activities to promote learning and school readiness in the past three days (will do ELS research as a baseline data)

Early Learning Stimulation (ELS) research was conducted with 200 fathers in 20 communities in Aileu, amongst whom 45 (23%) reported to be willing to support their children at home. Their activities to date have been mostly talking with, and listening to their children discuss what they did at the Community Pre School (CPS) centre. 155 fathers reported that they don't support their children at home because their children do not ask for it. They placed importance on their children attending CPS because they said it would make them smart. No updated data has been sourced.

Project Summaries



Name of the project	ARO Regional ECCD		
Implementation period (planned)	1-Apr-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Apr-2015 -- 31-Dec-2017		
Project code			
IATI id	FI-PRO-1498487-2-ARO100089		
Theme	ARO Regional ECCD		
Geographical location			
Partners	ARNEC Plan Asia Regional Office Government of Finland Plan Finland		
Budget	Budget 2015	60,000.00	EUR
MFA expenditure		60,451.00	EUR

10,668.00

EUR

Self-funding expenditure**Project summary**

This project has been designed to enable Plan ARO to support regional networks, provide targeted technical oversight to Early Learning and Education initiatives of Plan Asia and nurture the emerging leadership among participating country office teams to steer specific sub-themes under the impact areas of Early Childhood Development and Education. To these ends it also invites the participation and financial support of NOs and other donors to work collaboratively on issues of common concern and co-create strategic approaches, implementation frameworks and tools as well as resources for communication and advocacy within Plan and beyond, thereby advancing the aspiration of 'One Plan, One Goal'.

Project plan

Main activities of the project include:

- Finalization of the gender in ECCD self assessment tool for program staff
- Developing an action research framework to advance parental initiatives through community mobilization for ECCD
- Dissemination, advocacy and networking
- Grant to the Asia-Pacific Regional Network for Early Childhood (ARNEC)

The purpose of the grant to ARNEC is to advance the agenda for ECD in the Asia-Pacific region (and beyond) as an imperative for realising children's rights and contributing to the global discourse for the post-2015 global development

framework. In addition to financial contribution, Plan's active involvement as a Core Team organisation will be of significant benefit to the regional capacity building and enhanced partnerships for ECD through ARNEC as the lead ECD network platform for the region, allowing ARNEC to draw on Plan's considerable experience in early childhood policy and programming, convening its high level national government officials and different development partners and strong presence in the countries in the region and globally.

Outcomes of the ARNEC grant are:

- 1) A stronger and more dynamic ECD community established
- 2) Holistic and inclusive ECD agenda is articulated, disseminated and adapted in the Asia-Pacific region
- 3) ECD knowledge specific to Asia-Pacific region is enhanced
- 4) Asia-Pacific region's experiences increasingly influence the global ECD agenda

Goals overview

Goals Overview

max 600 characters The program is expected to deliver the following results within the duration of the grant period:

- Early childhood and Education program strategies, sub-thematic program frameworks developed;
- Articulated strategies and program frameworks operationalized following Child Centered Community Development (CCCD) principles with accompanying program quality standards, guidelines and benchmarks;
- Processes and tools to measure results and implement quality assurance systems developed and validated;
- Multi-stakeholder networks in early childhood and education strengthened
- Informed advocacy, dissemination and networking advanced to promote a rights based agenda for early childhood and education.

Updates



Progress towards achieving the project outcomes:

Support to the Asia-Pacific Regional Network for Early Childhood (ARNEC): Plan International Asia, a founder member and core supporter of ARNEC provided two grants to the Network, generating the following key outcomes: (a) co-funding of the Annual Regional ECCD Conference, held in Beijing, China from October 21-24, 2015. The conference was attended by over 600 delegates from more than 20 countries including high level participation of 12 Ministers from Asia. Focusing on 'Poverty Reduction and Child development', it featured keynote speeches from Ms Julia Gillard, Prof. Jeffery Sachs, Prof Amartya Sen, Mr James Heckman (latter two via video) and a written address by UN secretary General, Ban Ki Moon among other eminent contributors. Overall the conference was an effective curtain raiser to positioning ECCD in the SDG era; (b) documentation of noteworthy practices, undertaken in partnership with the University of Brunei Darussalam featuring 8 programs from Bhutan, Cambodia, India, Indonesia, Nepal, Pakistan (2), and the Philippines, three of which were also accompanied with video documentation; (c) development of ECCD advocacy materials including a Briefing note on 'ECD in the SDGs'; advocacy videos highlighting the centrality of ECD to the SDGs, both shared with more than 1900 ARNEC members; following a mapping of ECCD networks in the region a list of national networks was compiled. (d) development of resources linking ECD to Neuroscience and Peacebuilding as well as on innovative pedagogical approaches in ECCE; a short version of the ECD scales was also produced and (e) The funds also supported the core costs and activities of ARNEC secretariat and contributed towards review of ARNEC vision 2015 and strategic planning for 2016-2020.

Gender and Inclusion initiative: A 6 day workshop was held in Bangkok with 30 participants (20 women), largely comprising of ECD and Gender focal points from 13 countries in ARO as well as regional colleagues from ARO and RESA, IH and Plan Finland with the following key outcomes: (a) review of the gender in ECCD tool and with specific suggestions on cleaning up the data collection formats; reflection on gender-transformative approaches in ECCD and identification of avenues for application of the tool to strengthen gender in ECCD and education program cycles. (b) Sharing of country program examples of programs around ECCD in Emergencies and disability inclusion in ECCD. (c) A family-centered approach to address early intervention for children at risk of developmental difficulties by Ummeed- India was also shared as part of the ARO responsive care and early stimulation program framework. All but 3 of the participants who filled the end of workshop evaluation felt that the workshop enhanced their knowledge and skills 'very much' while the remaining three felt it did so 'somewhat' (on a three point scale). ##### Action Research for social mobilization for ECCD: Under the new 'Parental Innovations through Community Mobilization for ECCD (PICME)' program, ARO has developed a 3 component approach to advance its responsive care and early stimulation framework

comprising of (a) Social mobilization to encourage parental and community initiated action to advance Early Childhood Care and Development (ECCD); (b) Community based mechanisms to build on parental knowledge, skills and innovations that support ECCD, with special focus on children at risk of developmental difficulties and (c) Strengthening the responsiveness and capabilities of early childhood services to provide targeted developmental support to young children, especially those at risk of developmental difficulties and their families. While PICME is based on evidence based strategies as well as noteworthy programs already being implemented by Plan Cos in Asia, ARO undertook action research to explore how parents and communities articulate their understanding and priorities for ECCD. A joint workshop was undertaken over 6 days in Nilphamari district of Bangladesh with participation of 18 colleagues from Plan International ECD/WASH/MNCHN programs in India, Bangladesh, Nepal, ARO and 2 consultants from the CLTS Foundation (altogether 6 women, 12 men).

[Read more in RSR](#)



Name of the project	Strengthening Civil Society in Asia for Increased Child Protection		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2015		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2015		
Project code			
IATI id	FI-PRO-1498487-2-ARO100087		
Theme	Strengthening Civil Society in Asia for Increased Child Protection		
Geographical location			
Partners	Plan Asia Regional Office Government of Finland Plan Finland		
Budget	Budget 2015	120,000.00	EUR
MFA expenditure		81,894.00	EUR
Self-funding expenditure		14,452.00	EUR

Project summary

The programme aims to A) strengthen the capacity of CRC Asia and NACGs to advocate for increased commitment to implement regional child protection treaties and frameworks in SAARC and ASEAN and improved child protection systems across Asia; B) to devise concrete advocacy plans and support specific advocacy actions and C) strengthen participation of the child and youth groups under SAARC and ASEAN to inform the ongoing advocacy towards the two regional bodies.

Project plan

Violence against children is found across the Asia region in all settings. Legislation to protect children from violence has improved over the years, yet its implementation still considerably lags behind. The lack of regional Human Rights bodies and institutions significantly affects sustainable development and regional progress in meeting obligations under the UNCRC. Efforts are reduced to individual countries or sub-regions at best, which contributes to uneven level of achievements and slow advancement and compliance in realizing children's rights

The two regional associations for inter-governmental collaboration in Asia, SAARC and ASEAN, adopted various human right treaties and instruments with a specific focus on child protection. However, their implementation in practice remains weak, legally non-binding and highly fragmented. There are numerous opportunities and entry points for sub-regional CSO coalitions like CRC Asia (Child Rights Coalition Asia) and NACGs (National Action Coordinating Group) to advocate for increased commitment to implement regional child protection treaties and frameworks.

Goals overview

The main objective of the project is to assure and improve the quality of the framework programme. Specific objectives are:

- To ensure compliance to Plan International and Ministry for Foreign Affairs of Finland rules and regulations
- To build Plan knowledge base on selected thematic issues such as children with disabilities to the benefit of the projects and the children they serve
- To ensure continuous learning and improvement of programme quality through conducting programme-level evaluations

Updates



Progress towards achieving the project outcomes: The work undertaken in year one has contributed to reinforce Civil Society Organization (CSO) partners' organisational capacities, skills and knowledge to define/refine advocacy strategies to effectively advocate Association of Southeast Asian Nations (ASEAN) and The South Asian Association for Regional Cooperation (SAARC). During the reporting period, Child Rights Coalition Asia (CRC Asia) has increased its prominence and recognition as a hub that links child protection issues and interventions at different levels. Furthermore, CRC Asia also received consultative status to ASEAN Intergovernmental Commission on Human Rights (AICHR) which has opened up additional opportunities to enrich its advocacy efforts against Violence Against Children (VAC). Project activities have also contributed to enhance the bonding among the national level CSO members and unify them around a common agenda for regional advocacy. Both CSO partners recognised the added value of involving Plan Country Office focal points in the Project as this contributes to reinforce the interlink between national level circumstances and

regional advocacy.

In relation to the Result One, the Regional Training on Advocacy Skills contributed to increase the conceptual learning and practical skills among the civil society partners to exercise advocacy more effectively. As a direct outcome of the training, and in a subsequent workshop held in December, National Action and Coordinating Group against Violence against Children (NACGs) developed their advocacy strategy. ASEAN group shortlisted thematic issues which are common across the Association of Southeast Asian Nations (ASEAN) Region and which could provide focus to their advocacy within the Project.

In relation to the Result Two, Child Rights Coalition Asia (CRC Asia) conducted an Advocacy Mapping and Stakeholders Analysis to increase its capacity to influence the ASEAN sectoral bodies. CRC Asia also conducted the Regional Consultation on the Elimination of Violence Against Children (VAC) and Increased Public Investment in Children.

In relation to the Result Three, NACGs conducted several activities under the coordination of NACG Pakistan, through GD Pakistan. The main achievement of this year was to bring together seven NACGs and mobilising them to conduct a coordinated intervention to promote children's right to protection at SAARC level. A gap analysis of the two SAARC conventions was conducted along with a needs assessment of NACGs to understand what kind of capacity building elements were needed to achieve the objectives of the Project. Based on the needs assessment, a manual was developed to increase NACG members' knowledge on CSA/CSEC and on gender. Moreover, all NACGs got together in Bangkok to develop a regional advocacy work plan to counteract CSA/CSEC. The advocacy work plan now serves as guidance for collective advocacy actions targeting SAARC. The Workshop has also garnered a sense of ownership and togetherness, a vital ingredient for collective advocacy action at regional level

Challenges and lessons learned: In terms of gaps, challenges and lessons learned, both CSO partners recognised the need for establishing a steady in-country communication mechanism, so to make the ongoing exchanges more effective, consistent and efficient. Communication glitches among Group Development Pakistan (GDP), NACGs and SRS were evident during the initial stage of the Project which were eventually addressed by identifying focal points for communication. Both CSO partners identified the need for investing increased efforts to mobilise additional funds. Participatory processes adopted throughout the project implementation has contributed to create an increased sense of ownership of the Project among all stakeholders. The implementation of the Year One activities of this Regional Project was delayed by 6 months due to numerous procedural and administrative reasons.

[Read more in RSR](#)

Europe



Finland

Name of the project	Global Citizenship Education		
Implementation period (planned)	1-Jan-2015 -- 17-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 17-Dec-2017		
Project code			
IATI id	FI-PRO-1498487-2-FLN0001		
Theme	Global Citizenship Education		
Geographical location	Finland		
Partners	Plan Finland Government of Finland		
Budget	Budget 2015	490,000.00	EUR
MFA expenditure		411,061.00	EUR

Self-funding expenditure

72,541.00

EUR

Project summary

This project provides opportunities for children, young people, and adults in Finland to become active global citizens for the promotion and realization of children's rights around the world. In addition, this project seeks to enhance the education of global children's rights issues in Finland.

Project plan

Plan Finland's global citizenship education focuses on the education, participation and advocacy of global child rights issues in Finland. The Global Citizenship Education project includes funding and managing the following groups:

Plan Global School works with schools and youth forums through Child Rights' Ambassadors, who provide participatory lessons on child rights and development work. Components include training educators on human rights related subjects, development of early childhood education programmes, and maintaining cooperation between Finnish and Ugandan schools to strengthen participatory school governance.

The Children's Board is a forum for participatory advocacy and awareness-raising for children. The emphasis is on peer-to-peer awareness raising activities. Training is provided on relevant aspects in order to strengthen the capacity of members and motivate them to speak out about global children's rights. Continued cooperation with the Vietnamese young media club raises awareness of violence against children. Under the Regional project in Asia (CSO Strengthening in Asia for Increased Child Protection), opportunities and platforms are continuously explored to share the outcomes of the cooperation between the children in Finland and Vietnam at sub-regional and regional levels.

The Young Adults' Network ("Mitä verkosto") arranges a national awareness-raising campaign every year that targets young people, the general population, or decision makers, depending on the topic. Cooperation with global partners in Pakistan and the Dominican Republic on Youth Economic Empowerment and gender are the main focus areas. The network supports partners in developing youth engagement models and sharing campaigning experiences.

Volunteers actively participate in local events and national campaigns to raise awareness of child rights around the country (e.g. on the Day of the Girl). Training components for volunteers will be further developed in order to strengthen their communication skills regarding these issues. In general, the aim is to increase the number of active volunteers and locations where volunteering is possible.

Goals overview

Main goal: Children, young adults, education professionals and the general public in Finland become increasingly aware of and understand the realization of child rights and social justice as part of global development, and take action for the promotion of global responsibility.

Updates



Progress towards achieving the project outcomes:

To enhance children's and young adults' understanding of child rights and global development, as stated in Outcome 1, Plan encouraged the Children's board and the Young adults network to lead their own advocacy initiatives and arrange various events across Finland in 2015. The groups reached 8279 (4417 Females, 3862 Males) children and young adults and 770 (F 426, M 308) through their activities. The main campaigns were the "Prisoners for Gender Roles" in the spring and "Step forward" in the autumn. With their gender campaign, the Young adults' network (YAN) wanted to pay public attention to questions related to gender equality. "Step forward" was a campaign planned by the Children's Board and the Young adults' network together with partners. The campaign called for the Finnish government to carry out its responsibility and take action on climate change in order to ensure realization of children's rights. In addition, the Children's board challenged Member of Parliament (MP) candidates to discuss children's rights and trained some newly selected MPs on children's rights. Both groups also continued their collaboration with youth groups in programme countries, Children's Board with Young Media Club in Vietnam and YAN with young advocates for gender equality in Pakistan.

Plan's global school reached 805 educators and 13607 children through various child rights education activities, supporting the achievement of outcomes 1 and 2. Child rights' ambassadors were provided training on global citizenship education theories, child protection in Plan's programmes and gender equality. They visited 207 schools and reached 13085 children. Lapsen oikeuksien kymppi study module was implemented in 52 groups in 23 schools through the child rights ambassadors. 88% of ambassadors' lessons were evaluated very successful in terms of content and methods used. We also reached 118 educators through trainings related to child rights. Target groups varied from teachers and kindergarten teachers to scout leaders and museum educators. 74% of participants who answered the questionnaire after the trainings mentioned that they have used the methods and materials they received in the training. In addition, collaboration between Finnish and Ugandan schools was started to enhance children's participation in the schools.

In line with outcome 3, Plan's volunteers reached out to the general public by participating in or arranging 110 public events and photo exhibitions at town festivals, shopping centers, music festivals, schools and libraries around Finland. The events varied and included i.e. information stands, documentary showings and visibility stunts, all with the aim to increase knowledge on children's, rights, focusing on girls rights. The international day of the girl was again a highlight of the year and was noted in different ways in 18 different towns, 6 more compared to

2014. In addition, the volunteers arranged several meetings to activate new volunteers and to plan voluntary activities. In January 2015, a volunteering seminar was piloted and 60 volunteers (out of 140 interested) received training on children's rights and how to engage locally as an active volunteer. One volunteer was also sent to Plan Kamerun's office through Kepa's Etvo program.

Challenges and lessons learned:

A major challenge during this reporting period was caused by the budget cuts by the government. Information on the cuts was released in the spring and specified in June, which also marked the start of adjustment of activities in Plan. This influenced the quality of activities. In addition, several planned tasks were not carried out, which is why some targets were not met. Some indicator measurements were not carried out due to uncertainty of continuation of different components, as well as lack of resources after some staff had been laid out. One example, and a lesson learnt, was the international cooperation between the youth groups as well as Finnish schools with Ugandan schools. This was highly affected by the reduction of resources, as the cooperation requires strong support from Plan staff to the schools and the youth groups. With a promising start, the international cooperation between the youth groups had to be terminated. The practical activities of the school cooperation were much delayed. Experience with the volunteers, on the other hand, showed that support through the trainings was very valuable to the volunteers. Local group leaders reported that several of their volunteers gained valuable knowledge and new motivation in the seminar which was arranged for them.

[Read more in RSR](#)

Results

Outcome 1

Education professionals (including Child Rights ambassadors) have knowledge and skills to implement child rights education related to global development and empower girls and boys on active global citizenship.

INDICATOR 1	Child Right ambassadors apply quality child rights education among selected target groups (materials, participatory methods, approach)		
	BASELINE	ACTUAL	TARGET
	55 (2014)		88


INDICATOR 2	Educators apply child rights education in their work by applying the content and methods they have learned in the trainings and by using the educational resources		
	BASELINE	ACTUAL	TARGET
			74

Outcome 2

Girls and boys, young women and young men are increasingly aware of the interconnectedness of child rights and global development, have the capacity, skills and motivation to promote child rights and global justice, and engage their peers for promotion of development related to Plan's programme priority areas. Girls and boys.

INDICATOR 1	Increase in knowledge on Child Rights and development issues, with specific focus on Plan Finland programme priority areas, and skills to promote Child Rights and global justice.		
	BASELINE	ACTUAL	TARGET

INDICATOR 2	Level of Children's Board and Young adults' network engagement in Plan Finland campaigns/events/activities at different stages against the participation scale		
	BASELINE	ACTUAL	TARGET
			70

INDICATOR 3	Number of youth led advocacy initiatives and events organised by girls, boys, young women and young men.		
	BASELINE	ACTUAL	TARGET
	8 (2014)	25	12

Results

Outcome 3

Reach


INDICATOR 1	Adults		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>


INDICATOR 2	Children		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>

Outcome 4

Volunteers have capacity, skills and motivation to raise awareness of child rights and global development related to Plan's programme priority areas, and general public engages in action for global development.

INDICATOR 1	Level of volunteers capacity and skills to promote the Child Rights Covention and engage the general public		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>

INDICATOR 2	Number of awareness raising, global education or advocacy initiatives linked to Plan and its programme priority areas initiated by volunteers		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>
		23 (2014)	44
			35

INDICATOR 3	Number of girls, boys, women and men reached through volunteers		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>
		3670 (2014)	5069
			3000

North America



Dominican Republic

Name of the project	Preventing violence against children		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	340PL307		
IATI id	FI-PRO-1498487-2-DOM136		
Theme	Preventing violence against children		
Geographical location	Dominican Republic		
Partners	Coalition for Children CONANI Plan Dominican Republic Plan Finland Government of Finland		
Budget	Budget 2015	206,114.00	EUR

MFA expenditure	156,710.00	EUR
Self-funding expenditure	27,655.00	EUR

Project summary

Child abuse and gender-related violence is a pressing issue in the Dominican Republic. This continuing project aims to minimize the amount of violence against women, girls, and boys by raising awareness, by providing advocacy and capacity-building support for community-based organizations, and by working with authorities at various levels to strengthen the National Protection System.

Project plan

The project seeks to contribute to fulfilling children's and adolescents' rights in the Dominican Republic, especially the right to protection from all types of violence. This project focuses on child protection, with an emphasis on strengthening the democratic governance processes at local and national levels. The project has been constructed based on the conviction that all of the strategies for preventing and providing a response to violence against children should take the gender dimension into account, by challenging gender stereotypes that directly or indirectly promote violence against children (which by definition includes tackling violence against women).

Therefore, the intervention seeks to tackle the problem of gender-based violence against children in the Dominican Republic.

Through this project we seek to raise awareness in Dominican society about the gender dimensions of violence against children and to increase the negotiation and advocacy abilities of community-based organisations and civil society networks to influence decision makers at a local and national level, in order to ensure that sustainable links between civil society and the government are developed. The project also seeks to impact candidates in presidential, congressional and municipal elections that will be held in 2016, in order to ensure that they prioritise the protection of children from violence in their political programmes. At the same time, the adoption of an active and responsible citizenry will be promoted among the population. This is an important step towards democratic governance as it opens the channels for civil society as well as interest groups to demand greater responsibility by both parties, by generating and sustaining a citizenry-government dynamic that significantly supports the reforms.

Goals overview

The main objective of the project is to promote children's rights to protection against all forms of violence by strengthening the role of community and civil society involvement in rights promotion.

Updates



Progress towards achieving the project outcomes:

The overall objective of the project is to promote the right of children to protection from all forms of violence, strengthening the role of promotion and advocacy of civil society in the Dominican Republic.

Capacity building of civil society

Plan conducted training workshops (7 trainings with 101 participants of 17 communities) for members of local Community Networks Protection on the legal framework for the protection of children and women from violence in the Dominican Republic. These trainings helped the community networks create own local advocacy plans to prevent violence against children.

The baseline survey was made with a digital data collection tool (POIMapper). Community focal points were trained on digital data collection. Digital data collection will be used for recording information about cases of violence against children in communities. The data collected at community level will also serve to support advocacy of local and national systems of protection.

Advocacy

The national NGO Coalition for Children were trained on existing legislation on child protection as well as social monitoring tools and advocacy (32 participants from 10 organizations participated). A user friendly version of the National Road Map for child protection was created together with the National Non-Governmental Organisation (NGO) coalition for Children.

Plan has the meetings have served to understand the legal framework for child protection in Congress, and to identify allies for it.

During 2015 Plan has together with the NGO coalition for Children, created the advocacy campaign “One Country for Children” which summarizes main advocacy messages for the upcoming national elections. Key advocacy objectives include prohibition of corporal punishment and increase in budget allocation in the national action plan against violence.

A website with key advocacy messages has been set up, and commitments from politicians will be collected on the website during election campaigning.

raising on violence against children

Awareness and understanding of violence against children and gender based violence was increased through community based cineforums in 11 communities. Plan also celebrated the Day of the Girl Child on 11th October with an advocacy visit of girls' spokesperson to the national congress. 15 girls between 14 and 18 have been selected as change agents in their own communities and trained on gender equality and violence. These girls/ change agents visited the Congress to express their views on how violence against children such as teenage pregnancy, affects their lives.

Challenges and lessons learned:

New national legislation has made it challenging to engage participants from Haitian descent in the project activities. The legislation has caused both Haitian migrants to return to Haiti, or alternatively decreased their participation in activities due to fear being deported. Due to the low attendance of people of Haitian descent in outreach activities to parents and guardians, Plan has started activities a new community (Villa Central, Barahona) which has a high percentage of people Haitian origin or descent. Plan has also hired technical staff of Haitian descent, who speak Kreyol language which facilitates communication with this group. Plan is also taking measures at national level to prevent and mitigate the consequences of the deportations.

Plan decided to organize the community based protection and management committee activities around a course, to improve motivation of participants.

The rotation of attendees at the cinema forums is quite high, which limits the impact of the sensitization. Plan will think about alternative schedules and intervals to organize the cinema forum activities.

Participation in community elections has declined due to the upcoming national elections in 2016, where many participants are actively participating in political campaigning. The upcoming elections have also required postponing or rescheduling some community activities due to increased risk of violence.



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Plan has met with representatives of Congress and civil society while developing the advocacy strategy for the project. The meetings have served to understand the legal framework for child protection in Congress, and to

identify allies for it.

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[Read more in RSR](#)

Results

Outcome 1

Child Protection services are available and accessible. The quality of services provided has increased.

INDICATOR 1	Child-friendly services (formal and/or informal) are available and respond to reported cases		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		N/A	
Activities to support this indicator will start in 2017			

Outcome 2

Communities have increased understanding and awareness of violence against children and children's right to protection (with a particular focus on gender, Children With Disabilities (CWD) and those from ethnic and indigenous groups)

INDICATOR 1	Percentage of women and men in targeted communities demonstrating increased understanding and awareness about Violence Against Children (VAC) and gender equality		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		85 (2014)	

Outcome 3

Community-level stakeholders have increased capacity to respond or/take action against VAC (Violence Against Children) with a particular focus on gender, children with disabilities (CWD) and those from ethnic and indigenous groups.

INDICATOR 1	Level of prioritisation of and investment in Child Protection initiatives at community level		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
3/20 local committee networks include violence against children as a priority in their plans/12 committees (70% of 17 plans) prioritized child protection			

INDICATOR 2	Number of cases reported to Child Protection services (both formal and informal)		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
The activities to support this indicator will start in 2016			

Results

INDICATOR 3

Opinion leaders/shapers (e.g. community leaders, religious leaders, traditional authorities, etc) prevent and report/refer to against violence against children (VAC):

BASELINE

ACTUAL

TARGET

50

Initial discussions and introduction of project in 2015. Sensitization activities with opinion leaders will start in 2016.

Outcome 4

Girls and boys, especially those with disabilities and those from ethnic and indigenous groups, have increased knowledge about child protection, an understanding of gender dynamics in VAC, and better capacity to protect themselves

INDICATOR 1

Percentage of children in targetted communities who demonstrate a good understanding of VAC and knowledge on reporting using the reporting systems

BASELINE

ACTUAL

TARGET

60 (2014)

Activities will start in 2016

Outcome 5

Legal and policy framework for child protection is improved over time and implemented. The child-friendly legal and policy framework is supported by evidence that reflects child protection status in country.

INDICATOR 1

Improved data collection systems in place that provide evidence with regard to the child

BASELINE

ACTUAL

TARGET

100%

0 (2014)

100

100

All community based networks collect information on violence against children with digital mapping tools.

INDICATOR 2

Legal and policy frameworks related to child protection are effectively enforced

BASELINE

ACTUAL

TARGET

Meetings with presidential and congressional candidates, 4 congressional committees and national advocacy campaign planned.

Outcome 6

Other relevant outputs

Results

INDICATOR 1	Community based networks engaged		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		20	

Outcome 7

Reach

INDICATOR 1	Adults		
	<i>BASELINE</i>	<i>ACTUAL</i>	<i>TARGET</i>
		332	
Male: 177 Female: 155			



Dominican Republic

Name of the project	Social and Economic Empowerment of Youth	
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017	
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017	
Project code	340PL409	
IATI id	FI-PRO-1498487-2-DOM135	
Theme	Social and Economic Empowerment of Youth	
Geographical location	Dominican Republic	
Partners	FUNDAPEC Plan Dominican Republic INFOTEP Plan Finland Government of Finland ADOPEM	
Budget	Budget 2015	205,153.00

MFA expenditure	161,274.00	EUR
Self-funding expenditure	28,460.00	EUR

Project summary

Nearly a third of youth in the Dominican Republic are unemployed. This project aims to improve the employment of young women and men in southern Dominican Republic through training, advocacy, and awareness-raising. Youth will receive vocational training, educational scholarships, and entrepreneurial support and subsidies, and a forum will be established to lobby for youth economic development.

Project plan

The Technical and Vocational Professional Training National Institute (INFOTEP) provides high quality technical and professional training in the Dominican Republic. However, it has a set of requirements that not all young men and women can fulfil. Other technical training entities—such as vocational schools, polytechnics, and technical institutes—tend to offer low-quality, out-of-date programmes that do not teach sufficient skills.

The project will provide young women and men with training on life skills and vocational and entrepreneurship skills. The activities include building youth capacities and motivation and helping them search for scholarships, finance for enterprises and paid employment. The project will be working in the provinces of Azua, San Juan, Elías Piña, Barahona and Pedernales. Particular attention will be given to new technologies and private sector engagement.

The project results will be supported with awareness-raising in the communities and among parents to increase understanding of the importance of youth training and the risks youth face in gaining employment.

This project will set up a youth advocacy forum to lobby for economic development of youth at local and national level. This project will build capacity of the private sectors to continue supporting youth employment after the end of the project.

Goals overview

General objective: to contribute to improving the quality of life of adolescents and young people by making the most of socio-economic development opportunities in the southern region of the Dominican Republic.

Specific objective: to promote a model of socio-economic empowerment for adolescents and young people (between the ages of 15 and 24) by developing improved capacities and opportunities for their economic, personal and social development in coordination with relevant local and national actors.

Updates



Progress towards achieving the project outcomes

In 2015 the project activities started. Plan organized 11 short-term technical trainings together with technical training institute INFOTEP, in for example pharmacy, computer science, baking, cooking and radio production. Part of the courses were organized in the communities, since although INFOTEP's courses are free, youth cannot afford to pay for transport to courses. Project participants also joined medium-term technical training courses offered by INFOTEP in baking and mechanics. The courses offered in 2016 will be revised based on feedback from youth, market demand as well as plans to offer courses which can challenge traditional gender roles in the communities.

Plan has set up a CoWorkingRoom in local Community Technology (CTC) centers. It is a workspace for young entrepreneurs and a place to develop business ideas further. In 2016 the space will be available for courses on technology and coaching to young entrepreneurs in the South as well as a meeting space for the youth networks.

The project supported entrepreneurship through organizing courses on entrepreneurship and developing own business plans. 30 youth participated, and as a result 13 business plans will be developed further to establish businesses in e.g. leather arts, accessories, cafeterias, ice cream shops. To support entrepreneurship, Plan organized entrepreneurship events "Chispatóns", which are motivational meeting where entrepreneurial experiences and life paths to increase youth interest in entrepreneurship. Youth network representatives were able to influence the Ministry of Industry and Trade to organize financial education training in the project areas.

The focus of activities was also to design quality and market-driven training content to complement technical trainings. Plan offered employability skills which included modules on labour law, life skills.

At national level Plan signed a collaboration agreement with project NEO in Dominican Republic (funded by Inter-American Development Bank), where 19 organizations both private (companies), government and Non-Governmental Organisations (NGOs) help improve training and career paths of young Dominicans. The project will find synergies with the work of NEO which will benefit more vulnerable young people in the southern region of the country.

Next year's priority will be engaging more strongly with companies and the local private sector.

Challenges and lessons learned

It was found to be more appropriate to include participants in the various courses offered by vocational training centre INFOTEP, rather than organizing specific courses for this project. This allows the project to offer greater diversity of technical profiles; which will increase the chances of employment of youth.

A political or administrative change that has influenced project implementation has been the change in the National Community Radio in the Community Technology Centers has been to centralize the training work and this has slowed the execution of the management at the centres.

The project has been able to make synergies with Plan's other projects such as Crecer Contenta, which is a specially designed curriculum for teenage girls on savings and life skills. Some of young women who have participated in the Crecer Contenta training have joined the youth network Red Voces, which is linked to this project.

[Read more in RSR](#)

Results

Outcome 1

Communities and parents recognize and encourage youth, particularly young women to become socially and economically active members of society

INDICATOR 1	Communities and parents recognize and encourage youth, particularly young women to become socially and economically active members of society		
-------------	---	--	--

BASELINE

ACTUAL

TARGET

There are limited or no barriers for the participation of young women in the project activities. 70% of parents have signed a commitment to support youth and their training

INDICATOR 2	Percentage of participants in the Plan Finland -supported programme who are female		
-------------	--	--	--

BASELINE

ACTUAL

TARGET



0 (2014)

60

60

Outcome 2

Other relevant outputs

INDICATOR 1	Number of financial institutions that participate in the Plan Finland -supported programme		
-------------	--	--	--

BASELINE

ACTUAL

TARGET

2

INDICATOR 2	Number of youth's groups participating in the regional network		
-------------	--	--	--

BASELINE

ACTUAL

TARGET

19

Outcome 3

Policies, plans, practices and products of government, private sector and training institutions are responsive to the employment needs of marginalised youth, especially young women

INDICATOR 1	Policy development and implementation at different levels in support of youth employment		
-------------	--	--	--

BASELINE

ACTUAL

TARGET

Results

Outcome 4


Reach


INDICATOR 1	Adults (indirect)		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>
			58
Male: 37 Female: 21			

INDICATOR 2	Children (direct)		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>
			141
Boys: 91 Girls: 50			

Outcome 5

Young women and men have access to appropriate quality, market driven training and financial services

INDICATOR 1	Percentage of young men who are satisfied with the training received through Plan Finland supported training institute		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>
		0 (2014)	95
			70

INDICATOR 2	Percentage of young women who are satisfied with the training received through FLNO-supported training institute		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>
		0 (2014)	95
			70

INDICATOR 3	Training provided to young people is appropriate, of high quality and market-driven		
		<i>BASELINE</i>	<i>ACTUAL</i>
			<i>TARGET</i>

Results

There is an increased level of knowledge of governmental and private opportunities for quality training and support to micro entrepreneurs among youths participating in the Plan Finland programme. The majority of opportunities still at central level but some quality short term technical training are already available at local level. All courses offered by INFOTEP have ISO 9002 quality certificate.

Outcome 6

Young women and men have access to youth-friendly microfinance products and credit

INDICATOR 1

Young women and men have access to youth-friendly microfinance products and credit

BASELINE

ACTUAL

TARGET

Presence of barriers to access to microfinance services for youths. Low level of knowledge and information about available services and institutions. The few governmental special programs for youths are not available at local level. In 2015: Young women and men increase their access to youth friendly microfinance services through training and orientation, as part of the entrepreneurship courses.

Outcome 7

Young women and men have increased assets, agency, and skills to seek employment or start entrepreneurship.

INDICATOR 1

Completion rate of participants in Plan Finland -funded training (young men)

BASELINE

ACTUAL

TARGET

119%

0 (2017)

95

80

INDICATOR 2

Completion rate of participants in Plan Finland -funded training (young women)

BASELINE

ACTUAL

TARGET

119%

0 (2014)

95

80

INDICATOR 3

Percentage of young men participating in the Plan Finland -funded programme who show an increase in knowledge, skills, attitudes and practice as a result of the training

BASELINE

ACTUAL

TARGET

129%


28 (2014)

95

80

Results

INDICATOR 4	Percentage of young women participating in the Plan Finland -supported programme who feel empowered as measured by Plan's young women' empowerment tool		
	BASELINE	ACTUAL	TARGET
		N/A	

INDICATOR 5	Percentage of young women participating in the Plan Finland -funded programme who show an increase in knowledge, skills, attitudes and practice as a result of the training		
	12 (2014)	95	80

Outcome 8

Young women and men have increased assets, agency, and skills to seek scholarships and educational loans to enter and keep studying in University

INDICATOR 1	Increased opportunity and skills to access scholarship and educational loan identified suitable for young women and men participating in the Plan Finland supported programme		
		N/A	
Not applicable in 2015			

South America



Bolivia, Plurinational State of

Name of the project	Early Childhood Development and Protection		
Implementation period (planned)	1-Jan-2015 -- 31-Dec-2017		
Implementation period (actual)	1-Jan-2015 -- 31-Dec-2017		
Project code	428PL305		
IATI id	FI-PRO-1498487-2-BOL0227		
Theme	Early Childhood Development and Protection		
Geographical location	Bolivia, Plurinational State of		
Partners	Plan Bolivia Plan Belgium Plan Finland Government of Finland		
Budget	Budget 2015	353,076.00	EUR
MFA expenditure		256,675.00	EUR
Self-funding expenditure		45,296.00	EUR

Project summary

In Bolivia, 37% of young children are not enrolled in early education programs and 30% of children under age 2 in rural areas suffer from malnutrition. This project promotes early childhood development and protection in 15 rural municipalities through parental training, early learning centre support, municipal service integration and advocating the Bolivian government for child-friendly policies.

Project plan

This project, titled “Integrated Early Childhood Development and Protection in the Family and Community (PRODIPI-FC)”, seeks to advance a holistic vision of childhood health and development that begins before birth. The first stage of the project began in 2009 and was implemented in 11 municipalities in Bolivia; in this third stage of the project (2015-2017), implementation will be expanded to 15 municipalities and will focus on gender equality and sustainability of project actions, with respect to cultural diversity and redefining parenting patterns.

This project promotes an integrated, cross sectorial and holistic approach to early childhood development and supports the Bolivian government in the formulation and implementation of public policies that aim to fulfil the rights of young girls and boys. In communities, established ECCD centres provide girls and boys with quality and gender-sensitive early education and care and support smooth transition to primary school. Parenting sessions aim to provide mothers and fathers with the necessary skills to support the development of their children in a protective and stimulating environment. A special focus of the project is on advancing gender equality by promoting shared parenthood and equal treatment of girls and boys. Another important focus is to strengthen child protection in early childhood.

The project targets vulnerable girls and boys, with special attention given to disabled children, their mothers and fathers, as well as caretakers, teachers and public education, health and judicial staff at national, departmental and local level.

This project has the following focuses:

- Work in partnership with the state to implement a set of actions that ensure the non-discriminative protection and development of girls and boys under eight years at community and municipal management levels.
- Improve the care and protection with gender equality approach of young children by strengthening the skills of educators and civil servants in the education and health sectors and by building partnerships between them and families/communities.
- Promote empowerment and capacity building of parents and public servants on issues related to child protection and gender. Raise awareness of the issues of violence against children, their right to protection and non-discrimination, and the ways their rights can be enforced.
- Identify gaps in local and national legislation and implementation. Utilize standardized tools and indicators to influence governmental leaders on the importance of investing in early childhood care and development. Ensure that the Bill of Comprehensive Early Childhood Development is adopted.
- Using communications technology to support local, interagency management and monitoring of child development and protection systems.
- Collect, analyse, and communicate the experiences of project interventions in the numerous municipalities in order to influence public policies that favour the protection and development of young children.
- Improve actions related to protection will aim to prevent the abuse, negligence and violence affecting the children in Early Childhood in all possible Project scenarios, in a coordinated effort with other sectors and with a multidisciplinary and multi-sectoral approach.

Goals overview

Girls and boys aged 0-8 enjoy their right to grow up healthy and well-nourished in stimulating, safe and violence-free environments

[Read more in RSR](#)