

A photograph of a group of young children, likely in a rural setting, looking towards the camera. The children are of various ages, mostly between 2 and 5 years old. They are wearing simple clothing, some in traditional patterns. The background shows a building with a corrugated metal roof and some greenery.

REALIZING FULL POTENTIAL FROM CHILDHOOD TO EMPOWERED YOUTH

Partnership Programme 2015-2017
Annual Report 2016

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ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
CCCD	Child-Centered Community Development
ChSA	Charities and Societies Law (Uganda)
CLAC	Community Led Action for Children
CO	Country Office
CRM	Customer Relationships Management System
CSO	Civil Society Organisation
DR	Dominican Republic
DRR	Disaster Risk Reduction
EARC	Education Assessment and Resource Centre
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECE	Early Childhood Education
ECOSOC	United Nations Economic and Social Council
FAO	Food and Agriculture Organization of the United Nations
FGM	Female Genital Mutilation
GTS	Grants Tracking System
HR	Human Resources
HVCA	Hazard Vulnerability and Community Capacity System
IATI	International Aid Transparency Initiative
ICT4D	Information and Communication Technologies for Development
INFOTEP	National Institute for Technical Training
INGO	International Non-Governmental Organisation
M&E	Monitoring and Evaluation
MFA	Ministry for Foreign Affairs of Finland
MTR	Mid-Term Review
NGO	Non-Governmental Organisation
NO	National Office
RSR	Really Simple Reporting
SAP	Systems, Applications, and Products in Data Processing
SCI	Spinal Cord Injury
SDG	Sustainable Development Goals
SMS	Short Message Service
UNDP	United Nations Development Programme
UNGP	United Nations Guiding Principles on Business and Human Rights
UNICEF	United Nations Children's Fund
VSLA	Village Savings and Loan Association
YEE	Youth Economic Empowerment

2016 NUMBERS AT A GLANCE

IN 2016, PLAN FINLAND'S PROJECTS AT THE COUNTRY LEVEL DIRECTLY REACHED:

78 600

CHILDREN

42 600

GIRLS

36 000

BOYS

91 400

ADULTS

53 500

WOMEN

37 900

MEN



A TOTAL OF

554

ECCD CENTRES
WERE SUPPORTED
OR ESTABLISHED
DURING THE YEAR.



TEACHER SKILLS
AND CHILDREN'S
PARTICIPATION
IN SCHOOL GOVERNANCE
WERE IMPROVED IN

170

SCHOOLS.

AN ESTIMATED

200 000

PERSONS PARTICIPATED IN PLAN
FINLAND SUPPORTED PROJECTS
DURING 2016 IN PROJECT COUNTRIES
AND IN FINLAND.



IN FINLAND, PLAN'S GLOBAL
CITIZENSHIP EDUCATION
PROJECT REACHED IN TOTAL:

19 000

CHILDREN

12 100

ADULTS

17 900 CHILDREN

11 100 6 800

GIRLS

BOYS

RECEIVED TRAINING ON
CHILD RIGHTS AND
PROTECTION FROM
VIOLENCE.

2016 IMPACT AT A GLANCE

BOLIVIA

In Bolivia, fathers' participation in childcare and development has increased after including training on child development issues in other activities that interest them, such as vegetable gardening, and providing specific trainings targeting men, as is the case for example with the workshops to the partners of expectant mothers.

TOGO

1848 girls and 2365 boys with disabilities benefitted from activities held in the Community Based Rehabilitation spaces, created to increase the understanding of children with disabilities about their rights and to promote their participation in society. Community outreach activities have contributed to the changing attitudes at community level towards people with disabilities.

CAMEROON

The school enrolment rate for Baka children in the project area rose to 63 % the average being 30 %. Establishing pre-schools in the project communities contributed to the increase in the school enrolment rate.

ETHIOPIA

Peer education groups and community dialogues have been effective in changing people's attitudes towards female genital mutilation and early marriage. Fathers' participation in childcare has increased, and role model fathers have been identified in communities to motivate others to participate as well.

PAKISTAN

In Pakistan, Plan is supporting the implementation of newly established ECE policy in Punjab Province through training 163 master trainers, and supporting the operations of 100 ECE centers. The Province has plans to open 5000 new early learning centers by 2017. In Sindh Province Plan participated actively in the formulation of the new ECE policy that was approved in 2016.

DOMINICAN REPUBLIC

In the Dominican Republic Plan took an active role in the NGO Coalition for the Infancy to promote the campaign "One Country for Children" to hold responsible the electoral candidates in the 2016 elections for the rights of the child. 150 candidates at municipal, provincial and presidential level firmed an agenda to promote the rights of the child. The youth employment project continued to provide technical training to 141 youth, and the project formed new alliances to promote entrepreneurship among marginalised youth.

MOZAMBIQUE

1400 children participated to ECCD centers in Inhambane region, and 16 new centers were established in communities that requested early childhood services by their own initiative. 1000 children were ready to enter ECCD education in Nampula region in early 2017.

UGANDA

In Uganda, Plan has succeeded in increasing the representation of children with disabilities in school governance bodies after taking deliberate steps to include them. Parents and children report positive change in schools regarding attitudes towards and treatment of children with disability. Plan International Uganda worked closely with Ministry of Gender, Labour and Social Development first to create and now to disseminate an integrated Early Childhood Development Policy.

LAOS

Plan Laos began to implement a new curriculum of teaching Lao to non-Lao pupils at grade one in ethnic communities which has increased the retention rate of non-Lao students at schools. Rural schools are increasingly implementing school development plans and requesting school grants to realise the improvements.

EAST-TIMOR

In East-Timor, the community based ECCD education contributed remarkably to the early childhood development of the children in project areas. At the beginning of the pre-school year 2016, 15 % of children were able to perform age-appropriate development milestones measured by the pre-test. At the final of the year, 83 % reached the milestones. All children demonstrated improved socioemotional, physical and cognitive development.



1. PROGRAMME OVERVIEW

The year 2016 was the second year of the programme financed by the Ministry for Foreign Affairs of Finland (MFA). Most of the projects were well established by this time and results became more visible towards the end of the year. Programme implementation—especially in the first half of the year—was affected by the MFA funding cuts that took effect at the end of 2015, until all the measures taken to adapt and mitigate the cuts were realised.

In 2016, the MFA programme included 16 projects in 9 countries in Africa, Asia and Latin America, and one of the projects was a regional project in Southern and Eastern Africa. In addition, one project took place in Finland. The programme consisted of four thematic areas implemented in country offices: Early Childhood Care and Development (ECCD), Education, Child Protection and Youth Economic Empowerment (YEE). In addition to these themes, a Global Education project was implemented in Finland. Furthermore, support was provided to selected themes through a global thematic component that includes work on innovation, ICT4D, private

THE MFA PROGRAMME INCLUDED
17 PROJECTS
IN 11 COUNTRIES AND REGIONS

sector relations, children with disabilities and resilience.

The number of projects supported in 2016 is fewer than in the original programme plan since two projects—a youth employment project in Pakistan and a regional project to support child protection work in Asia—were handed over to other Plan International offices at the end of 2015. Support for two other projects—an ECCD project in Kenya and a regional ECCD project for East Africa—was discontinued at the end of 2016. The project in Kenya, however, will continue with the support of other donors.

Table 1: Projects per thematic area

Theme	Number of projects		
	2015	2016	2017
Child Protection	4	3	3
ECCD	8	8	6
Education	3	3	3
Youth Economic Empowerment*	2	2	2
Global Education in Finland	1	1	1
TOTAL	18	17	15

* In 2015 YEE project in Pakistan was closed, in 2016 youth SmartUp Factory project in Uganda was initiated

The total programme expenditure for 2016 was € 4 876 560, which was 97 % of the expenditure in 2015 despite the funding cuts that took effect in 2016. This can be explained by lower-than-expected project expenditure in 2015 due to projects starting late (following a relatively late announcement of the funds available for the new programme) and the anticipation of funding cuts for the latter half of 2015. The large carryover from 2015 also helps to account for relatively high expenditure in 2016.

In 2016, 90 % of *direct programme funding* was implemented in developing countries and 54 % of the funds reached the least developed countries, as shown in the Chart 1.

In Chart 2, the division of *direct programme funding* between the different themes is shown. The main allocations have been made to ECCD, followed by education, child protection, and youth economic empowerment.

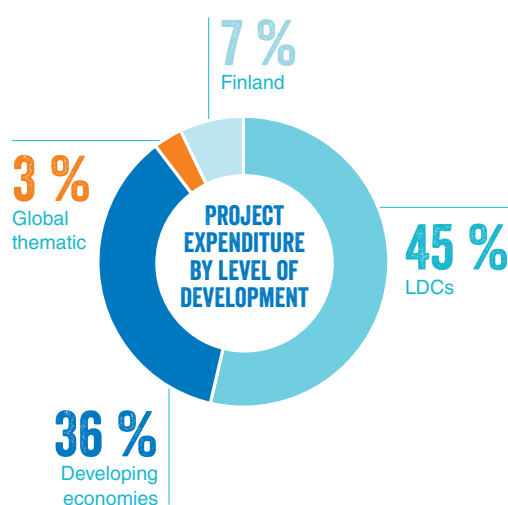


Chart 1: Programme expenditure by level of development of recipient countries, 2016

1.1. Results overview

Plan Finland supported eight Early Childhood Care and Development projects in three continents in 2016. The projects featured a holistic approach to Early Childhood Development (ECD) from 0 to 8 years, and included components on early childhood education, health, nutrition, inclusion, gender and resilience, depending on specific local needs. During the year, 554 ECCD centres were supported or established and 44 700 children and 42 800 parents benefited from the projects. All the projects continued to develop the skills of the teachers and parents to better respond to the developmental needs of children. Fathers' participation was increasingly targeted through the implementation of fathers-only sessions, home visits, and finding role models within communities. As a result of these tasks, clear changes in parenting patterns were observed, with increased attendance of fathers in parenting sessions and improved participation in child rearing practices at home. Health and nutrition components were also introduced into the programme activities, resulting in reduced stunting in the project communities in East Timor. Meanwhile, the main challenges faced by ECCD projects included further improving participation of fathers—which, despite improvements, is still lower than that of mothers—and guaranteeing the full sustainability of the established ECCD centres after the programme period ends in 2017.

Child Protection projects aimed to ensure children's right to protection from violence, abuse, exploitation and harmful practices while ensuring that children are able to participate in

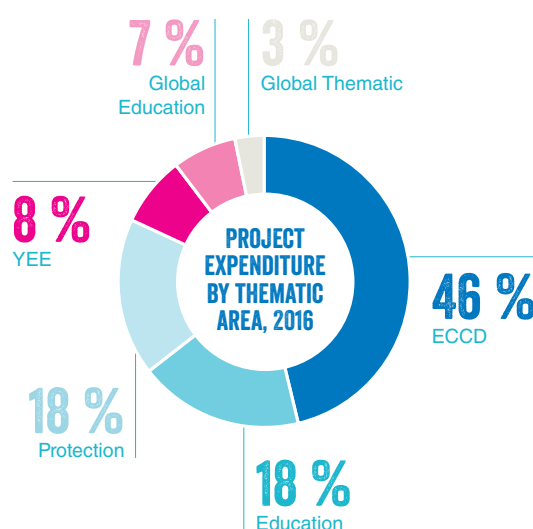


Chart 2: Programme expenditure by thematic area, 2016

issues regarding their own development. The three Child Protection projects in the Dominican Republic, Ethiopia and Togo were all able to improve the realisation of the rights of children; in the Dominican Republic, the project was able to challenge prevailing gender stereotypes among children and youth and to strengthen the skills of community-based child protection networks; in Ethiopia, community discussions contributed to the decrease in child marriage and female genital mutilation (FGM); in Togo, the project has been successful in changing community perceptions towards people with disabilities. The projects also strengthened existing informal and formal child protection structures and processes and conducted advocacy work at the national level. The three Child Protection projects reached an estimated 17 910 children and 19 520 adults through different project activities including trainings, workshops, and advocacy. Challenges faced by the projects include guaranteeing permanent social change at the community level and ensuring that the capacities of the existing informal and formal protection systems are sufficient to achieve sustainability of the projects by the end of 2017.

Three Education projects, in Cameroon, Laos and Uganda, aimed to improve girls' and boys' access to education, to support school governance systems with participatory approach, and to improve the quality of education through teacher training and developing new educational models. During 2016, children's participation at schools has increased, and access to education for excluded groups such as Baka minority in Cameroon and rural minority children in Laos has improved. Altogether 171 schools benefited from the Education projects, and a total of 17 900 children and 22 700 adults were reached. The main challenges faced by the Education projects include the high teacher to pupil ratio, especially in Uganda, that undermines learning outcomes, and finding qualified teachers in the rural areas of

Laos and teachers who possess Baka language skills in Cameroon. In addition, the high turnover of teachers in the project countries challenges the long-term sustainability of the projects.

The Youth Economic Empowerment project in the Dominican Republic provided technical training to 141 youth and supported them with skills in job seeking and entrepreneurship. In addition, a new training module for green skills was developed. The challenges faced by the project include finding financial support for emerging youth enterprises. In Uganda, a SmartUp project to support entrepreneurship and innovations among marginalised youth began in 2015 as a part of the Plan Finland's innovation work; in 2016 it has developed into a steady project, with SmartUp centres being established in five municipalities of Uganda and an aim to extend the activities to Ethiopia.

In Finland, the Global Citizenship Education programme continued to increase the capacities of children, young people and adults on the rights of the child and development cooperation. The Global School project organised 768 sessions by child rights ambassadors in 204 schools or organisations. 87% of ambassadors' lessons were evaluated very successful in terms of content and methods used. 121 teachers and educators received trainings on child rights, and 96% of the participants responding to the feedback questionnaire used the methods and materials they received. During 2016, the Children's Board (CB) and Young Adults' Network (YAN) conducted numerous advocacy and awareness-raising events and social media campaigns throughout Finland. The activities within the Global Citizenship Education programme reached a total of 31 000 adults, young people and children in 2016. Restructuring the project activities after funding cuts and maintaining voluntary networks operative with minimal support from Plan personnel were the major challenges during the year.

**"I WAS SO EXCITED I ALMOST
CRIED WHEN MY FATHER
TOLD ME THAT I WON A
SCHOLARSHIP FROM PLAN
INTERNATIONAL. MY DREAM
JOB BRIGHTENS AGAIN"**

– Vene, 10, Laos



1.2. Programme approach

Child centeredness and a holistic approach to the rights of the child are the cornerstones of the programmatic work of Plan International. The Child Centred Community Development (CCCD) approach is based on the principles of Human Rights Based Programming and guides all of our programme work. Plan International not only implements basic community development work but seeks to involve children in matters that concern them and seeks how to alter power relations in societies in favour of those who have little recognition. The on-going MFA programme is based on the CCCD approach of working in partnership with various actors at different levels—from local to national—which is elemental in achieving permanent change in society and guaranteeing the realisation of human rights for all children. The projects work to change community perceptions, engage with civil society, and advocate local and national governments.

In 2016, Plan International approved a new 5-year global strategy. The new strategy places girls at the centre of our work even more visibly than in the past. The aim is that by 2020, 100 million girls can learn, lead, decide and thrive, bringing a real gender transformative approach into the core of future programming. In the current MFA programme, gender issues are mainstreamed in all of the projects to address the everyday discrimination that girls and young women face; however, this approach will be further strengthened in future programming and steps will be taken to alter the underlying causes and power relations that support unequal gender relations.

There are five distinct thematic areas in the current MFA programme that Plan Finland seeks to promote within programme work and within Plan International globally. Plan Finland is recognised within the Plan Federation for the work in ICT for development and innovations. Other areas include gender, inclusion, and resilience. After years of experience in corporate partnerships in other projects within Plan Finland, the year 2016 saw the addition of a corporate partnerships approach to the MFA programme. The aim of Plan Finland is to shift increasingly towards implementing a “shared value” approach to work in cooperation with the corporate sector, seeking to enhance the ways in which corporations integrate human rights into their business by utilizing the core competencies of Plan Finland on child rights and community development.

The MFA funding cuts had an effect on the crosscutting themes within Plan Finland. In order to minimise the impact to on-going projects, resources in Finland were cut dramatically as a whole in late 2015. Altogether, 15 person years were reduced in the Plan Finland office, resulting, for example, in Plan Finland no longer having a full-time gender advisor - gender work is now supported at country office level and in many cases with the support of local gender advisors. Resilience work, on the other hand, was actively promoted in Ethiopia, which received technical support from Plan Sweden in addition to monetary support from Plan Finland, but the planned expansion of resilience work to all other projects was cancelled.

1.3. Year of evaluations

The MFA programme period reached its halfway point in mid 2016, and a Mid-Term Review (MTR) was conducted to assess the relevance, efficiency, effectiveness, impact, and sustainability of the programme, paying particular attention to the two central cross-cutting themes, gender equality and inclusion. In addition, Plan Finland was one of the organisations targeted in 2016 for the evaluation 2 on the Civil Society Organisations Receiving Programme Based Support and Support for Humanitarian Assistance (CSO2-evaluation) by the MFA. The preliminary results of the CSO2-evaluation were available at the end of 2016, with the official results published in 2017.

The exceptional situation of participating in two independent evaluations concerning the ongoing programme allowed Plan Finland to compare two sets of findings and recommendations and to reflect on their similarities and differences. While it is clearly pertinent to respond to some of the recommendations immediately, other findings—such as the suggestion to concentrate on fewer projects and thematic areas—are more relevant for the planning process of the upcoming programme.

Both of the evaluations recognise Plan's strong human rights based approach as a clear strength of the organisation. In addition, Plan Finland's extensive experience, good capacity and knowledge together with a child-centred focus are recognised as comparative advantages and factors of success. The programme is in line with the country strategies at country level and, in general, the programmatic approach was found to be logical. The MTR in 2016 also mentions the systematic gender approach as one of the strengths of the programme.

The key recommendations of the MTR 2016 include:

- The contribution of the projects on outcomes and impact at the programme level is dispersed. Monitoring and evaluation systems should be less resource intensive and ambitious, and ways to measure behavioural change should be improved.
- The number of countries and themes should be narrowed.
- Fragmented project funding is problematic at the country level, despite the fact that the projects supported with this programme are fully in line with country-level strategies.
- The gender approach is being implemented systematically; however, the capacity of country offices to reach their gender-aware level targets during the programme period varies and should be strengthened even further.
- Inclusion as a theme is fragmented and difficult to implement, since it is tackled from various angles with various interpretations (e.g. disability, ethnicity, language, poverty). A clear focus on the theme should be defined.
- Social, cultural and institutional sustainability is generally well achieved, yet differences can be detected in the preparedness at the country office level. Increased local contributions should be used to enhance sustainability.

ACCORDING TO THE MID-TERM REVIEW 2016, THE STRENGTHS OF THE PROGRAMME ARE:

- **GENUINE COMMUNITY PARTICIPATION AND OWNERSHIP**
 - **IMPROVING LEGISLATION AND ITS COMPLIANCE**
 - **SYSTEMATIC WORK TOWARDS GENDER EQUALITY**
 - **LONG TERM PRESENCE IN THE COMMUNITIES**
-

The key findings and recommendations of the CSO2 evaluation include:

- To build on current thematic strengths while focusing on fewer countries.
- To promote harmonization and coordination of portfolios within Plan International and, with the MFA, to explore the possibilities for pooled funding to reduce the fragmentation of portfolios at the country office level.
- To maintain a balance in providing technical assistance and direct funding to local partners. The current staff of experts might not be sufficient to enable in-depth understanding of key thematic issues, particularly gender transformative change. Plan Finland is recommended to increase technical assistance in the areas of its core competencies: child rights, girls/gender transformation, ICT4D, innovation and M&E.
- To put more emphasis on the organisational capacity development of implementing partners.
- To improve M&E methods, especially when measuring behavioural change.
- To pay more attention to economic empowerment of beneficiaries and to look for possibilities for cooperation with other Plan International members or with other specialized actors to address economic empowerment of target groups.
- To maximize potential as a policy and advocacy actor.
- To guarantee that project exit plans are realistic, taking timeframes into consideration and updating when the context changes.
- To continue committing to long-term and continuous support

Plan Finland has carefully considered the findings and communicated and discussed the results of the evaluations with corresponding country offices. The management response to the MTR 2016 recommends paying specific attention to measuring change and reporting at the outcome level, increasing sustainability at the community level by guaranteeing community involvement when elaborating and updating exit and sustainability plans, and continuing to mainstream gender equality, including assessing the capacity of partners in tackling this theme. The process to implement the recommendations was started already in 2016, including, for example, recruitment of a specialist on monitoring and evaluation in Plan Finland, and the process will be ongoing throughout 2017.



2. PROGRAMME RESULTS, CHALLENGES AND LESSONS LEARNT

2.1. ECCD – Early Childhood Care and Development

2.1.1. Summary

Early Childhood Care and Development is the largest thematic component in the current MFA programme in terms of number of projects, budget allocation and Plan Finland's historical expertise. The model of supporting community-based ECCD centres that are managed by communities with close cooperation of local and national education authorities has been successful in promoting early childhood development in vulnerable areas. Plan Finland is currently supporting six ECCD projects in Bolivia, Pakistan, East Timor, Ethiopia, Uganda, and Mozambique. Initially, the programme included an ECCD project in Kenya and a regional project for Southern and Eastern Africa, but Plan Finland

retired the funding for those projects by the end of 2016. The Education project in Cameroon also includes an ECCD component.

ECCD projects take an integral approach to early childhood development. In addition to pre-school activities, they incorporate such themes as early stimulation, health, nutritional support, inclusion, and community resilience. The projects also include training of parents and community members on child development milestones, positive parenting issues, health, and gender equality. In addition, advocacy efforts and engaging local and national authorities are key components of ECCD work. Especially the projects in Bolivia and Pakistan have a strong focus on advocacy on early childhood education and supporting the government in early childhood policy creation and implementation.

Table: 2 Results 2016 – Early Childhood Care and Development

	Girls/ Women	Boys/ Men	Total
No. of ECCD centres established, managed or supported			554
No. of children enrolled in Plan Finland supported ECCD centres	5 661	5 387	11 048
No. of parents involved in project activities	27 936	14 880	42 816
No. of children involved in project activities	23 633	21 031	44 664
No. of children with disabilities reached			1 080

Most of the ECCD projects are a continuation from the previous framework agreement (2012-2014) and are yielding good results. In general, participation in ECCD education has dramatically increased in the project intervention areas, children are increasingly reaching age-appropriate development milestones in terms of cognitive and psychosocial development, fathers are engaging more in child rearing activities and local and national authorities have introduced supportive ECCD policies in many of the project countries. The projects reached 554 ECCD centers in 2016 and 11000 children benefitted directly from the support given to the centers. Altogether 44600 children and 42800 parents and caregivers benefited from the ECCD projects.

The challenges faced by ECCD projects include high turnover of teachers in the centres, difficulties in achieving a strong community ownership in all of the centres, and demand for ECCD services exceeding supply in certain areas. The Mozambique ECCD project, in particular, has encountered a series of difficulties that are further elaborated in the challenges and lessons learnt section of this chapter.

2.1.2. Results

Changes in project areas and centres supported

Since 2015, The ECCD programme has reached a total of 685 early education centres in eight countries through various project activities, including centre construction, support to centre management, teacher and volunteer training and parental group support. In 2016 alone, 554 centres were supported. 130 centres in Kenya continued with the support of other donors after Plan Finland withdrew from the project. 33 new centres entered into the scope of the project in Bolivia, and Pakistan started to provide policy support, teacher training and monitoring to 100 new government-run centres.

The Early Childhood Care and Development component reached approximately 44 500 children in six countries with 43 000 parents or caregivers participating in programme activities.





THE AVERAGE RATE OF CHILDREN WITH STUNTED GROWTH HAS DECREASED FROM 60 % TO 40 % AMONG CHILDREN IN PLAN SUPPORTED ECCD CENTERS IN EAST-TIMOR.

Improving child development and school readiness

Children who participate in early learning education and pre-schools have demonstrably improved their school readiness skills in all of the projects. ECCD centres cooperate with local primary schools to promote a smooth transition from pre-school to primary school, and most of the children that attend ECCD education smoothly transition to primary school even in areas of low school enrolment rates. Teachers have received training to better support children participating in ECCD activities, and the projects in Bolivia and Pakistan also support local authorities in teacher training at municipal and provincial levels.

The projects monitor the achievement of child development milestones in various ways. Parental education and parenting groups have had a positive impact, child-rearing practices have notably improved, and parents have spent more time with their children after participating in the projects. For example, in Ethiopia, water borne diseases have decreased dramatically, while in Ethiopia and East Timor fathers and mothers have engaged in preparing playing and learning materials from locally available resources.

Holistic approach to ECCD implementation

ECCD project implementation strategies vary between countries and are modified to fit the local context and needs. The projects take a holistic approach to early childhood education and implement strategies that include components on nutrition, health, gender, resilience, community participation and advocacy work aimed at local and national authorities.

To guarantee the integrated development of children, East Timor is combating stunting by offering meals to children attending ECCD centres, cooperating with local health workers and health volunteers as well as educating parents on the importance of nutrition. As a result, the average rate of children exhibiting stunted growth has decreased from over 60 % to 40 % among children attending Plan-supported ECCD centres. The project in Bolivia provided parents and pregnant mothers with training on the importance of adequate nutrition and promoted family vegetable gardens with the project families. In total, 2015 vegetable gardens were installed in 2016. In Ethiopia, 30 mothers received training on healthy alimentary practices and support to plant vegetable gardens.

Building Skills and Confidence at Informal Play Groups

Mariazinha Soares sits on the pre-school floor with her 3-year-old daughter in her lap, and both are ignoring the loud bangs in the background. Class is over and the children have taken their games outside – throwing balls on the roof of the pre-school seems like a fun activity for these 3-4 year olds. Throw, roll, catch, repeat.

“My children enjoy coming to the informal play group, they have learnt their ABC’s and how to play with balls and other toys,” Mariazinha explains. “I’ve been bringing my children here for less than 1 year and I have already seen some progress in my children’s skills. They have learnt to sing and they play with their friends and know not to run away.”

Mariazinha, 33 is a farmer in Maurusa village, located in the district of Aileu 2.5 hours from Dili, the capital of East Timor. She lives just a one minute walk from her local pre-school and brings her two children – 5 year old Ronaldo and 3 year old Loiola -- every morning the pre-school is open.

“I am a farmer and I grow vegetables, including cabbage, mustard leaves and lettuce. I want my children to go to school and get a good education,” Mariazinha explains.

Maurusa village has a community pre-school running three days a week for 5-year-old children and an informal play group once a week in the same building. Plan’s informal play group opened in Maurusa village in 2006 and allows children to develop their physical, social-emotional, cognitive and language skills. For Mariazinha’s two children, the best part about coming to the play groups is the chance to play with the toys, meet their friends and eat a meal before they return home.

The school is staffed by Carlos Bere, who has been working as a volunteer play group teacher since 2006. “I decided to become a volunteer play group teacher because I want to strengthen children’s skills so they are prepared when they begin primary school,” Carlos said.

“The best part of my job is interacting with the children. When they first come here they don’t speak up, and when we ask them to come to the front of the classroom and say their names they just cry. Now they can tell stories, sing songs, say their names and stay in the classroom without their parents.”

In Bolivia, the effects of climate change are visible in disaster-prone project areas and families’ livelihoods are regularly affected by natural disasters, reducing the capacity to allocate resources to education and other additional needs. In response, the project provided training on disaster risk reduction to community members.

Plan supports a community-based model of the management of ECCD centres. In many of the countries trained community volunteers run the centres and monitoring is done with the participation of community management groups or parental groups. Communities may collect a small fee for centre maintenance and teacher salaries. Community involvement is a key element in guaranteeing project sustainability. Bolivia reports that 60 % of the target communities are now actively involved in the management of the ECCD centres, compared with 30 % at the beginning of the project. In

Ethiopia, ECCD centres in Dubo and Yukara kebeles established an afternoon shift with their own resources to meet an increasing demand for ECCD services. On the other hand, in Mozambique, low demand and weak community ownership in certain areas have led to the closing of some of the centres where communities have not been able to continue the activities without external support.

In Kenya and Mozambique, the Village Savings And Loan Associations (VSLA) that were established and/or supported within the projects received training on such issues as child rights and child protection. In the long term, the goal is that VSLA groups would help either support the community-based ECCD centres directly or help to support parents to allow their children to take part to ECCD activities. This would ultimately increase community ownership and contribute to project sustainability.

The involvement of local or national education authorities is essential in maintaining the operations of community-based centres after Plan withdraws from the project areas. In East Timor, for example, 11 community-run centres have received governmental accreditation, which guarantees certain quality support from the government. The aim is that the remaining centres will receive accreditation in 2017. In Ethiopia, the ECCD centres function under the supervision of nearby primary schools, which increases sustainability and facilitates the transition of children from ECCD centres to primary schools. In Uganda, the importance of involving local government representatives in project trainings and activities is highlighted, since this increases their ownership and their ability to perform independent monitoring in the future.

Changing gender norms

Gender equality is a central component in the Plan-supported holistic ECCD approach. Equal enrolment of girls and boys in ECCD centres is generally well addressed in all of the projects. Attention is being paid to the equal treatment of girls and boys through the provision of gender-sensitive learning materials and by training teachers and parents on gender equality. In East Timor, Ethiopia and Uganda, for example, gender-sensitive learning materials such as storybooks are being produced by teachers and parents if and when they are not otherwise available.

As a result of project activities that seek to improve male participation, the projects in East Timor, Ethiopia, Uganda and Kenya all report improved participation of fathers in childrearing activities. The fathers-only parenting groups established in Ethiopia, East Timor and Uganda have been especially successful in

increasing fathers' participation in childcare and transforming existing gender norms. In Ethiopia, male role models who are active in the parenting groups have been motivating other fathers to participate. In East Timor, in addition to fathers' only groups, home visits have been conducted to motivate fathers to participate in parenting groups. The project has sought to accommodate those who participate in paid labour or seasonal work by offering parenting sessions in evenings and weekends as well. In Bolivia, specific workshops have been organised for the partners of expectant mothers under the concept, "Fathers are pregnant as well."

Increased participation of fathers tends to have a transformative effect on gender relations at home, increasing the empowerment and participation of women. For example, in Ethiopia, relationships between parents and children have improved dramatically, with fathers becoming actively involved in positive childrearing practices. Male domineering in families has decreased, with a friendlier approach between fathers, mothers and children taking place in the project implementing sites. In Bolivia, the transformative effect of a more balanced gender dynamic at home as well as greater participation of mothers and fathers in positive child rearing practices has resulted in positive child development and in the perception of greater gender equality from the early age onwards.

Tackling exclusion

Plan Finland's ECCD work seeks to reach the most vulnerable boys and girls. The projects in Uganda, Kenya, Ethiopia and Bolivia all effectively include activities to promote the participation of children with disabilities in their communities, to increase their participation in early childhood education when possible, and to refer the children to adequate services when needed.

In 2016, the ECCD projects reached an estimated 1 080 children with disabilities, of which some are participating in ECCD education, some have been referred to primary schools and others have been referred to relevant rehabilitation services. In Kenya alone, 699 children with disabilities benefited from the project activities.

Despite efforts made, the staff in some projects lack the capacity and skills to work with children with disabilities; likewise, the teachers and educators in ECCD centres, on many occasions, would require more capacity-building on how to include children with disability into their activities. Most of the projects cooperate with local Non-Governmental Organisations (NGOs) specialised in disability issues and obtain their expertise in

**IN 2016, THE ECCD PROJECTS
REACHED AN ESTIMATED**

1 080

CHILDREN WITH DISABILITIES

this thematic area. The project in Mozambique initiated the work with children with disabilities by signing a cooperation agreement with two Civil Society Organisations (CSOs) specialized in the inclusion of people with disabilities: Light for the World and Uhambo. In addition, initial trainings of Plan and project personnel have been conducted in order to fully engage in promoting inclusion in the coming year.

The work on inclusion has different manifestations depending on the context of the specific country, and it can extend to vulnerable groups other than disabled children. In Bolivia, for example, the project has—together with indigenous authorities—created a community-based early learning curricula adapted to the indigenous language and culture in order to reach indigenous children in vulnerable areas. The curricula will be implemented in 2017. In Pakistan, the project includes a pilot component to target ethnic minorities in four disadvantaged communities with a specific focus on children from 0 to 3 years old. The Education project in Cameroon, meanwhile has incorporated an ECCD component in the programme, and works with children of often-excluded Baka minority

group, which—until now—have achieved very low levels of education and school participation. As a whole, each of the projects works with vulnerable communities and with families with limited resources.

Advocacy

Plan's ECCD projects have been active in different early education networks and forums at the local and national levels, and have, on many occasions, been successful in influencing governmental policies on early childhood education.

In Pakistan, Plan participated in the formation of Early Childhood Education (ECE) policy in Punjab and Sindh Provinces. Muzaffargarh District Education Department in Punjab Province has demonstrated a strong commitment to ECE education, and in April 2016 established 100 additional ECE centres. At the provincial level, Punjab Province has plans to establish 10,000 ECE centres by 2018, and Plan has provided support for teacher training in the implementation of the plan, through, for example, providing training for 163 Master Trainers in 2016 and being involved in the formulation of the ECE teacher's

Children with disabilities get a new lease on life

Children living with disability in rural villages face challenges of mobility, discrimination, social stigma, and a lack of education opportunities, among other limitations. To ensure inclusion of children with disabilities in ECCD activities, the Early Childhood Care and Education project in Kenya collaborated with the Education Assessment and Resource Centre (EARC) in Homa Bay. Assessments, screenings and diagnoses of various types of disabilities were made in six target locations. In addition, the project conducted public awareness-raising sessions and parental training on the management, care and referral services available for children with disabilities.

Between August and October of 2016, 270 children were found to have a disability of some degree. The parents and guardians of these children were advised on further managing their conditions and the identified children have been referred to medical services and school placements. With the help of two organisations (EARC and VSO Jitolee), wheelchairs and walking crutches were provided to nine children who had weak family support networks.

Nine-year-old Victor is amongst the children who benefited from Plan's supported community outreach; he is living with cerebral palsy and he cannot walk. Victor has never been to school because his parents were not aware of education options available for children with disabilities. The EARC has informed Victor's parents about a school option at Nyaburi integrated school which will provide better learning opportunities for Victor. With the provision of the wheel chair, Victor's mobility has been improved greatly, easing the burden of family members moving him from one point to another.

Another child, four-year-old Davoly Christine, displayed visual impairments and could not move about and explore her immediate environment. She was identified through the field outreaches in one of the villages, and her mother was linked to Sabatia Eye Hospital in Vihiga County, which performed eye surgery on her daughter. The surgery helped to restore Christine's eye sight and she can now move without additional aid.

guide. In Sindh province, Plan participated in the formulation of ECE policy that will be officially launched in early 2017.

In Bolivia, the ECCD project works closely with local governments, improving the capacities of local authorities in integrated early childhood development on issues of health, nutrition and gender. Local authorities increasingly understand the importance of investing in early childhood, and they have allocated financial contributions to the municipal annual operational plans.

In Uganda, Plan International Uganda facilitated the Ministry of Gender, Labour and Social Development to disseminate the recently approved National Integrated Early Childhood Development policy across Kampala, Kamuli, Lira, Tororo and their neighbouring districts. The new policy has become a key milestone in the implementation and support of the ECD interventions in the country, and relevant government departments and partners have acknowledged the importance of the theme and become more aware of their respective roles and responsibilities in ECCD.

Improving existing models

Plan Finland supported a regional project aimed at strengthening ECCD work in the Southern and Eastern Africa region that encompassed four project countries - Ethiopia, Uganda, Kenya and Mozambique. The project supported the Plan Regional Office for Southern and Eastern Africa in further developing ECCD work in the region, in sharing results and good practices related to the existing ECCD models and in improving the model for fathers' engagement in ECCD work in the region.

2.1.3. Challenges and Lessons Learnt

The ECCD project in Mozambique has faced a series of challenges during 2016. Restructuring of the Country Office and high levels of staff turnover reduced the time dedicated to monitoring and support of the project. A simultaneous change on the project strategy to shift the responsibility of ECCD centre management to the communities led many of the centres to cease activities in Inhambane region, and a large portion of 2016 was used to revitalise the centres and to build community ownership. By the end of the year, 37 of 44 centres were operational. Moreover, due to political instability governmental permissions to construct ECCD centres in the Nampula region were not obtained until late 2016, which further delayed project implementation. On a more positive note, 16 new centres were established in the Inhambane region as a result of high demand from communities. ECCD facilitators and

IN BOLIVIA, THE PROJECT MUNICIPALITIES INVESTED 3,8 % OF THEIR ANNUAL BUDGET TO SUPPORTING EARLY CHILDHOOD EDUCATION, REPRESENTING A 21 % INCREASE FROM THE PREVIOUS YEAR.

center management committees were trained through the project and the communities built the centres using local resources and materials. High demand for ECCD activities is a sign of increased awareness on the importance of ECE in the project area.

Though significant improvements have been achieved in male participation, engaging men in ECE activities and increasing fathers' participation in child rearing practices continues to be a challenge in all of the projects. Changing prevailing norms and attitudes requires continuous work and long-term interventions in order to achieve permanent change.

In some countries, the demand for ECCD services exceeds the capacity of Plan to provide or support the services. In Ethiopia, for example, the ECCD centres in Dubo and Yukara kebeles have established an afternoon shift to meet the extra demand, which in turn raises the need for resources within communities. Moreover, community representatives in other areas are consistently demanded to expand activities in order to accommodate more children. The project in Ethiopia, meanwhile, is seeking to advocate key government officials and influential people in the local community to scale up ECCD activities in order to meet the increasing demand.

The projects in Bolivia, Pakistan and Uganda report high levels of teacher turnover and rotation as one of the key challenges to project implementation. Trained teachers are either transferred by the government to other centres or leave voluntarily, generally due to low or no remuneration offered at community-based ECCD centres or for familial reasons. The high level of rotation results in constant pressure for trainings and raises concerns regarding the sustainability of project results.

2.2. Child Protection

2.2.1. Summary

Plan Finland's Child Protection work aims to ensure the fulfilment of children's rights to protection from violence, abuse, exploitation and harmful practices and seeks to guarantee the rights of children to participate in issues regarding their own development and protection.

Plan Finland supported three Child Protection projects in the Dominican Republic, Ethiopia, and Togo through the MFA programme in 2016. The projects in the Dominican Republic and Ethiopia have a focus on preventing violence against girls and women while the project in Togo focuses on promoting inclusion and the rights of people with disabilities. A fourth project—a regional project in the Asia region—ended early in 2015 due to the MFA funding cuts.

The Plan Finland-supported Child Protection projects reached an estimated 17 910 children and 19 520 adults through different project activities, such as trainings, workshops, and advocacy. The main results for 2016 include the strengthening of existing informal and formal child protection structures and processes, positive changes in attitudes and behaviour at the community level regarding child protection and inclusion and active advocacy work at national level. The main challenges include concerns about guaranteeing the sustainability of the child protection structures and processes established during the project period.

2.2.2. Results

Supporting formal and informal child protection systems

All of the projects have been successful in strengthening existing child protection structures, both informal and formal, which is essential in order to guarantee the sustainability of the efforts.

In Ethiopia, informal community-based child protection groups ("fiche" groups) have been established or strengthened in the project areas and community-based child protection mechanisms, with referral systems being put into place. The fiche groups established in the Bona Zuria district have passed their own decisions and by-laws on how to identify harmful traditional practices (such as early marriage, female genital

mutilation and sexual violence) and their decision gained the approval of their respective Kebele council.

In the Dominican Republic, the community-based child protection networks set up during the previous project phase have continued, and the networks have received training and technical assistance from Plan project personnel. 17 of the 25 networks have advocacy plans concerning child protection issues that are currently being implemented. The aim of the project is to link the informal community-based protection networks with municipal-level entities based on a model piloted in other parts of the country. This would strengthen child protection services at the local level while helping to guarantee project. Both structures still need capacity building in order to function in a coherent and complementary manner in the future.

In Togo, the Child Protection project conducted three reinforcement workshops on child protection and disability inclusion for government services such as health services, social welfare, education, police, judicial and NGO partners. In each district, social welfare services now follow up on cases of violence, including violence against children with disabilities.

Changing attitudes at community level

Since child protection systems alone do not guarantee the realization of a child's right to be protected from violence and harmful practices or the guaranteed inclusion of disabled children, all projects also focus on community development, which focuses on changing people's attitudes at various levels.

In Togo, the efforts in the community work, including outreach activities, radio broadcasts and workshops on gender, disability and child protection, have been successful and community attitudes towards people with disabilities have changed during the project period. Communities are now more involved in the protection of their children in general, including children with disabilities. A sign of increased community perception and improved protection system is that denouncements of cases of abuse against children with disabilities have been made at both the formal and informal levels.

Table 3: Results 2016 – Child Protection

	Girls/ Women	Boys/ Men	Total
Number of children reached	11 090	6 820	17 910
Number of parents reached	10 650	8 870	19 520
Number of persons with disability reached			2 830

IN TOGO, COMMUNITY ATTITUDES TOWARDS PEOPLE WITH DISABILITIES HAVE CHANGED DURING THE PROJECT PERIOD



In order to promote child rights and reduce harmful practices, Plan Ethiopia—together with partner organisations Hundee, KMG and PADet—have actively engaged communities using community conversations, intergenerational dialogues, awareness raising rallies, learning workshops, experience sharing events and other meetings on children's rights as tools for challenging prevailing norms and attitudes. One of the success stories has been the establishment of peer education groups for girls to protect them from harmful practices. The groups receive training, educate their peers, and jointly tackle issues such as early marriage or school absenteeism if identified in their communities or at school. The groups have played an important role in identifying and cancelling arranged marriages. Plan Ethiopia has estimated that in 2016, around 900 children who previously dropped out of school have returned and 440 girls threatened with child marriage have been protected in Fagita Legoma district alone. In a joint 2016 assessment by UNICEF and the Overseas Development Institute, Plan's work with partner organisation Hundee in Ethiopia's Oromia region was selected as one of the few good examples of an organisation successfully addressing child marriage and Plan's work on the issue was acknowledged in a presentation by UNICEF in the national forum on harmful traditional practices.

In the Dominican Republic, 568 children aged 8 to 18 in five provinces received training on child protection, gender based violence, and related themes through arts, poetry, drama and other creative methodologies. 74 % of children and adolescent targeted in the project demonstrated a good understanding of violence against

children and existing child protection reporting systems. In December 2016, training sessions with parents and community members were initiated to increase their understanding of child protection and responsible parenting at the community level. In addition, 50 young men have received thorough training in gender issues with an aim of increasing their awareness of existing unequal gender relations and to function as change agents among their peers and at schools. This methodology has been successful in challenging and changing attitudes of youth, and the trainings have been replicated by 35 youth, resulting in 510 adolescents and youth receiving training on gender equality.

Working with local and national authorities

The Child Protection projects supported by Plan have all been implemented in cooperation with national and local authorities and have contributed to the strengthening of civil society in various ways.

The advocacy efforts of the project in Togo included participating in the revision of the law on social protection of people with disabilities in accordance with the Convention on the Rights of Persons with Disabilities and promoting the establishment of a ministerial order to create a monitoring committee for the inclusion of people with disabilities. Moreover, the National Youth Policy of the Ministry of Development has been revised and now takes issues concerning young people with disabilities into account.

In the Dominican Republic, the Plan country office assumed leadership of the political advocacy work of the CSO network "Coalition for the Infancy" in order to strengthen the



advocacy capacity of the coalition. Although this required more dedication from the personnel than originally thought, most of the coalition members actively promoted the campaign “One Country for the Children,” which held the electoral candidates in the 2016 elections responsible for the rights of children. 150 candidates at municipal, provincial and presidential level confirmed an agenda to promote the rights of children, and over 50 000 persons interacted with the campaign through social media. In addition, Plan Dominican Republic has started to actively raise themes related to the condition of children into public discussion and debate. For example, Plan Dominican Republic produced a study on teenage pregnancy in 2016 that was widely noted in the media.

In the project in Ethiopia, cooperation with different governmental organisations led to increased support for law enforcement against female genital mutilation, child marriage and gender based violence, increased support to the regional Bureau of Women, Children and Youth Affairs in child protection activities, strengthening the anti-harmful-traditional-practices network at the district and regional levels and building the capacity of service providers and law enforcement bodies. Special court days for women and children established during the 2014-2015 project phase with the support of an EU-funded project by Plan Finland and Plan Ethiopia were continued in Bona Zuria district with positive results. Plan is exploring the possibility of promoting this model in other project areas as well. Finally, advocacy efforts made by various community groups and organisations have increased the responsiveness of the formal protection mechanism against FGM, CM and GBV.

Life Skills Training and Educational Support Boost the Self-Confidence of Girls

Asrat, a 16-year-old girl, lives in Becha Kebele with her parents and four sisters. She first heard about the project when she was selected for child parliament training for the Bona Zuria district Child Parliament.

The project helped and awarded her with educational material support on the basis of her excellent academic performance. Being a grade 10 student, she joined the tutorial class program for girl students and joined a life skills training course, which helped her to build communication, negotiation, and decision-making skills. Tutorial program sessions and life skills training encourage girls to ask and speak freely and communicate easily with their teachers, peers and parents. Asrat summarizes that “before commencement of peer education through life skills and tutorial class sessions, we girls were afraid of speaking and asking questions in front of our classmates during regular classes.” The tutorial class sessions helped Asrat and other girls to become more self-confident, to stand against abuse cases and to spend more time on their educational activities than before.

“My father arranged an early marriage while I was grade 10 and forced me to accept his early marriage proposal. I am one of top students in the class room, and life skills training and girls’ tutorial class sessions by the project helped to increase my confidence to “say no” to matters that threaten my future life. My father was very disappointed in my negative response to his early marriage proposal, and he almost stopped supporting me in the pursuit of my future plan through education. However, I am now about to complete my secondary education. I have advised other girls not to be married early and not to drop out of their education no matter how challenging problems are there. As I raised my own awareness on child protection, I would not be silent for any violence against children, particularly against girls,” Asrat reports.

2.2.3. Challenges and lessons learnt

The availability of information on the situation of children at municipal and district levels is scarce and difficult to access. In the Dominican Republic, the project has created synergies with other Plan projects to conduct research and produce materials that illustrate and analyse the situation in project areas in order to conduct evidence-based programmatic and advocacy work.

Changing people's attitudes and behaviour is challenging and requires time; achieving permanent results within short project timeframes is difficult. In the Dominican Republic, it was found that when trainings and awareness raising is conducted among peers—with the participation of community volunteers instead of external trainers—the knowledge and capacity at the community level is enhanced and the sustainability of the activities increases. The trainings of adolescent and young men on gender equality, which include a peer learning component, have been especially successful in transforming attitudes in this often difficult-to-reach group. In Ethiopia, community conversations have been identified as a safe space in which people come together for thoughtful dialogue about shared values and actions. Difficult issues can be tackled in these discussions, leading to more permanent changes. In a similar manner, the peer groups for girls have been proven to be an effective method of changing attitudes at the community level. In addition, it has been found that discussions among religious leaders and the involvement of influential persons at the community level are often crucial to achieve change. This is a long-term process, however, and we are aware that harmful practices and traditions may remain hidden in the communities for a prolonged amount time even after general attitudes begin to change.

In Ethiopia, security problems in the Amhara and Oromia regions had an impact on planned project interventions. In addition, the Charities and Societies Law (ChSA law), which prohibits resident charities from directly working on human rights issues, limits the speed and quality of project implementation. Close coordination with government officials is required to achieve sustainable change, but often resulted in delays in project implementation due to their busy schedules. High staff rotation at government institutions create a challenge in achieving results and long-term change, as the same trainings and negotiations must be undertaken numerous times.

A meningitis epidemic hit the project area in Togo in early 2016. Resources were transferred to tackle the epidemic, which resulted in delays in the implementation of the project. Moreover, heavy rains towards the end of the year made several project communities inaccessible and caused delays.



2.3. Education

2.3.1. Summary

Plan Finland's Education projects seek to improve girls' and boys' access to education and learning, to support school governance systems with a participatory approach and to improve the quality of education through developing new educational models. A special focus is made in improving access to education for children from vulnerable backgrounds, including children with disabilities and children of indigenous and ethnic minorities.

Plan Finland supports three Education projects as part of the 2015-2017 programme: in Cameroon, the project has a focus on ethnic minority children, providing the opportunity for Baka children to be able to study in their mother tongue for the first time; in Laos, the main aim of the project is to support the education of rural and minority children in Bokeo Province and the project has been particularly successful in increasing the school retention rates of rural children; in Uganda, pupils have been involved in improving school governance systems through student councils, and an SMS system for parents and pupils to report problems encountered with school management and governance has been strengthened.

In 2016, the Education projects supported by Plan Finland reached over 17 900 children and close to 23 000 adults, and 171 schools benefitted from project activities.

**THE FIRST GRADE
REPETITION RATE
DROPPED FROM
25 % TO 7 %
FROM 2015 TO 2016
IN THE PROJECT
SCHOOLS IN LAOS.**

Main results of the Education projects include significant gains in the school retention rates and decrease in the dropout rates, increased incorporation of child-centered teaching methods into classrooms, and improvements in participatory school governance. Moreover, important steps have been taken to include children with disabilities into schools and school governance systems in Uganda. Main challenges include guaranteeing that skills gained in teacher trainings become implemented in schools, and offering continuous teacher training due to high levels of teacher rotation.



2.3.2. Results

Table 4: Results 2016 - Education

	Girls/ Women	Boys/ Men	Total
Number of schools reached			171
Number of children reached	8 800	9 100	17 900
Number of adults reached	10 700	12 000	22 700
Number of persons with disability reached			152

Improved school enrolment rates

All three projects have made significant results in improving the school enrolment and retention rates in their respective project areas. The projects have actively implemented community awareness campaigns while motivating the enrolment of children from ethnic minorities or children with disabilities. In Laos, according to district and provincial statistics, impressive gains were observed in enrolment and retention rates across all districts—especially for girls—during the project period. Moreover, the first grade repetition rate has dropped from 25 % to 7 % from 2015 to 2016 in the project schools. In Cameroon, as a result of continuous sensitization at the community level and monitoring of registration at school by community leaders and community-based organisations, the school enrolment rate reached an average of 63 % in the project area, while the average for Bakas in the region stands at 30 %. In Uganda, an increase in the school enrolment rate of boys and girls in target schools from 41 % on December 2015 to 67 % on December 2016 was observed.

Improved teaching practices and gender equality

All of the Education projects include components to improve teacher skills and to promote child-centred teaching methods, and in some cases to work with children with special needs. In Uganda, 129 teachers (56F/ 76M) gained skills in supporting children with special needs and 621 teachers (361F/ 260M) in project schools have improved their capacity to use learner-centred approaches. 69 % of teachers and school principals demonstrated knowledge on education governance, gender and the right to education. In Cameroon, 87 teachers (26F/ 61M) were trained on learner-centred approaches. Improved learning outcomes were most notable in Laos and Cameroon; in Laos, children have had access to education in their mother tongue for the first time while in Cameroon, teachers' enhanced skills in teaching Lao to non-Lao speaking pupils have improved school performance and reduced the drop-out rate of non-Lao speaking children.

Promoting gender equality and schooling for girls are continuous goals in all of the Education projects. In Uganda, the proportion of parents who consider girls' education as important as that of boys has increased from 30 % in January 2016 to 68.3 % in December of the same year. In Cameroon, both girls and boys now have access to children's clubs, while in Laos, monitoring sessions conducted by Plan demonstrate that teachers largely pay equal attention to boys and girls in the classroom and give equal opportunities for boys and girls to answer questions and share opinions.

Teacher Training for Multi-grade Classrooms – Ban Thin Primary School

Ban Thin Primary School is one of five schools in the Ban Mai Cluster School and is located about 31 km away for Phoudom town. This school is an incomplete primary school, with just one teacher and 49 students in grades 1-3.

The teacher, Khamnouy, 25, tells Plan staff: "I am not Khmu originally, but I can communicate with my students in their language, especially when they come to school on the first day."

Khamnouy has recently received a second training on multi-grade teaching in the cluster, with an opportunity to share experiences and lessons learnt with other multi-grade teachers from other schools in

the same cluster. As a result, he has helped the students learn together and arranged more peer learning.

"The two workshops I attended gave me lessons on how to make learning in the classroom effective. I try not to make the students wait for me too long, so I have prepared activity-based learning plans to ensure that they all learn and enjoy the same lesson with different levels of difficulty. Since changing my teaching style, the students seem happier and come to school earlier and stay longer after school to do their homework. I have observed that the learning outcomes of the students have improved."

**"PARTICIPATING
IN THE TEXTBOOK
DEVELOPMENT
PROCESS IN MY OWN
LANGUAGE WAS A
GREAT CONTRIBUTION,
IN ALL THE SCHOOLS
I SEE CHILDREN
READING WHAT
I HAVE SPENT TIME
WORKING ON..."**

— N Frank, Baka native speaker

Participatory school governance

Both Uganda and Laos have implemented processes to improve school management systems. In Laos, special attention was paid in training authorities, principals and teachers on the new school-based governance guidelines that were finished in 2016. However, children's participation in school governance remains limited in many schools and principals generally have limited experience in involving children in school management.

In Uganda, improved and increased participation of all stakeholders in school governance processes were observed. Parents and children had a better understanding of school governance bodies and all the project schools now have participatory bodies—such as school councils—in place. Most parents believe that the responsibility for a child's education lies not only with the school but with parents as well (the opinion varied between 99 % and 57 % among the project districts). Children report that they are being increasingly consulted by established student councils. In addition, the children's capacity to identify problems and to seek assistance for them was demonstrated as a benefit through the project's mid-term review.

The use of an SMS-based school monitoring system in school governance has been vital for revealing the gaps that exist within the school governance system in Uganda. On many occasions, SMS messages revealed inconsistencies in the roles of the inspectorate and of parents in promoting transparent school governance. Approximately 900 messages were recorded in the SMS monitoring platform and 90 % of these messages were from the children while 3 % were from parents. 40 % were messages of appreciation while 20 % were messages of concern in regard to day-to-day management of school resources, including meal provision, teacher presence, pupil presence and availability of books.

Advocacy and work with local authorities

All the projects work in close cooperation with local and district authorities. As a result of Plan's continued work to promote Baka rights in Cameroon, for example, Plan International Cameroon was appointed as a member of an inter-sectorial platform of institutions working with vulnerable minorities. In Uganda, Plan has actively promoted child participation in school management at the national level and has provided training on the issue to national authorities and other CSOs. Steps are being taken to create a Uganda Technical Working Group on Child Participation and to formulate a national strategy for child participation. The project has also participated in the review of the Education Act.

2.3.3. Challenges and lessons learnt

The main challenges faced in Education projects are the low quality of teachers and the high teacher-to-pupil ratios. High teacher rotation in some areas also affects learning outcomes.

In Uganda, the teacher-to-pupil ratio can be up to 50-100 pupils per teacher, which affects the quality of education and leads to high dropout rates. The project is engaging in a campaign to increase the number of teachers available, especially in rural schools.

In Laos, teacher-training workshops have been organised in an effort to improve teaching quality; however, there is currently limited evidence demonstrating whether the training has significantly improved the implementation of child-centred teaching practices. Plan is working in close cooperation with local and district education officers in the design and delivery of teacher training, with the goal of improving teachers' use of child-centred learning techniques the challenge being that the training provided by district level authorities tends to focus the core subjects leaving little time for child-centred

learning techniques. Lessons from activities such as summer pre-school, demonstration schools, and the new Lao to Non-Lao supplementary curriculum for ethnic-language-speaking first grade students show that teachers are willing to utilise different techniques when they are provided with sufficient resources, training and support.

In Cameroon, the availability of Baka teachers remains a constant concern, though the issue has been partially overcome by providing language training for other teachers. However, the high level of rotation of teachers and project staff—especially close to the end of the project—threatens the sustainability of the results obtained so far.

In Uganda, deliberate steps have been taken to incorporate children with disabilities in schools, student councils and other school management bodies and altogether 109 children with disabilities were enrolled in project schools. The remaining challenge, however, lies in the cultural and traditional perceptions concerning disabilities, since parents of children with critical disabilities generally never bring them outside the home.



2.4. Youth Economic Empowerment

2.4.1. Summary

The aim of Plan's Youth Economic Empowerment programming is to improve employment opportunities for youth by providing quality, market-driven technical training, and to provide entrepreneurship training and support that promotes youth-led self-employment. The specific focus of YEE programming is improving young women's access to the labour market.

Initially, Plan Finland had two YEE projects: "Social and Economic Empowerment of Youth" in the Dominican Republic and the "Youth Economic Empowerment Project" in Pakistan. Due to the MFA funding cuts in 2015, funding for the YEE project in Pakistan was ended from the part of Plan Finland, however, fortunately, Plan Netherlands was able to take over the project. Youth employment is also being supported in Uganda, where SmartUp Factory hubs, originally part of Plan Finland's innovation work, seek to foster innovation and entrepreneurship with marginalized youth in five municipalities in Uganda. Due to its different origin, this project does not follow the same structure and indicators as other projects supported in this programme; instead, it allows more room for experimentation and learning from experience.

Main results of the YEE work in 2016 in Dominican Republic include technical and entrepreneurship training for 141 youth, building alliances with organisations promoting youth entrepreneurship, and working to include the needs of marginalized youth into existing governmental programmes and policies. In Uganda, SmartUp Factory hubs started to generate first business ideas, and experiences about the process in larger scale were gained.



The challenges include little availability of funding for youth enterprise ideas, logistical difficulties faced by youth from distant communities to get into training centers even when financially supported by Plan, and finding good corporate partners to offer traineeships and potential employment in the project intervention areas.

2.4.2. Results

In 2016 the project in the Dominican Republic continued to provide technical and vocational training to local youth. Altogether 141 young men and women completed short and mid-term technical training courses. The course offering was revised and modified based on the experiences of the first year. Especially the trainings for assistant nurses received positive ratings in terms of employability and self-transformational experience for the participant. A new curriculum for organic agriculture was also created in coordination with FAO and Food for the Hungry.

So far, 21 youth have completed training on entrepreneurship and have developed business plans while four youth-led enterprises have already been started. On a few occasions, seed funding has been provided with the support of other donors, but the main challenge remains a lack of seed funding or other financing for youth-led enterprises, which have very limited resources and are forced to scale up slowly.

The project has created functioning synergies with other initiatives that promote youth employment and entrepreneurship in the project area. Cooperation with other initiatives such as “Chispatón,” a network organising youth-entrepreneurship-promoting events, has resulted in increased awareness of entrepreneurship as an option for youth and has helped to motivate youth entrepreneurs to become involved with the project. Youth from disadvantaged background, who have not been traditionally part of these kinds of events, have now also been able to attend Chispatón events.

Plan Dominican Republic’s capacity in the field of youth employment has increased, which was one of the aims of this project. Plan has created curricula for trainings on entrepreneurship, life skills, employment skills and ecological skills. These trainings have been used in other Plan projects as well, and synergies with other Plan projects in turn help to strengthen this project’s sustainability. Plan’s regional office for the Americas has provided assistance in refining the project’s approach to fit in with the local context.

In addition to providing youth with technical skills, Plan has approached local and national

authorities to place quality vocational training and youth employment issues in the agenda. For example, project specialists have actively promoted the addition of marginalized youth and youth-led entrepreneurship onto the legal framework for entrepreneurship.

In Uganda, the SmartUp Factory was scaled up in 2016 by establishing new SmartUp Factory hubs in Gulu, Alebtong, Tororo and Kamuli. The SmartUp Factory team consisting of Plan staff and youth champions provided management training to the hubs in order to enable them to engage young people in the innovation process. The youth participated in several sessions on life skills development and other training programs including innovation training, entrepreneurship, computer applications development and design thinking. A total of 260 youth (150 females and 110 males) went through the training and mentorship process. Based on the experiences so far, the SmartUp project will begin to focus on personal engagement in innovation and on developing more compact training schedules. And while the business ideas developed so far have been relatively traditional, the youth involved have already been able generate income through them.

2.4.3. Challenges and lessons learnt

The MFA funding cuts affected Plan’s youth employment work, resulting in Plan Finland reducing the number of YEE projects to one. However, the SmartUp Factory project, initiated as part of the innovation theme, also contributes to supporting entrepreneurship among marginalized youth and provides them with experiences for sharing and learning.

In 2015, the YEE project in the Dominican Republic decided to offer technical trainings through the National Institute for Technical Training (INFOTEP) in order to widen the options for technical trainings to youth in Plan-supported communities. However, the geographical distance between projects areas and the city centres where the courses are held makes it difficult for some youth to access the trainings, even with Plan’s support of transportation and lunch allowances. In response, some of the trainings have been organized within the communities.

Whereas cooperation with INFOTEP at the local level has been smooth, there has been a lack of openness concerning advocacy initiatives at the national level, such as Plan’s aim of influencing the training curriculum in order to better tackle gender and inclusion issues. As an example, people of Haitian origin living in the Dominican Republic are often excluded from technical courses following a legislative

CHILD RIGHT AMBASSADORS HELD 768 SESSIONS ON CHILD RIGHTS IN 204 SCHOOLS AND ORGANISATIONS IN FINLAND

reform that affected their right to stay in the Dominican Republic. To overcome this, some of the trainings—such as the training on organic agriculture—have been organized at the community level and with the support of other institutions.

In the Dominican Republic, the main challenge has been the limited funding opportunities available for youth-led enterprises and youth self-employment. Plan Dominican Republic has attempted to identify available funding sources with limited success. A lesson learnt was that increased engagement of the private sector actors already at the planning phase would have created better synergy with the private sector, ultimately increasing the number of internships and employment opportunities available for youth.

In the Uganda SmartUp Factory initiative, the ideas provided by the youth are still largely similar to typical small-scale businesses; the ability to explore new approaches and alternative business models takes time. The project will improve training models based on these experiences.

Approximately 20 youth champions have received monetary support for their responsibilities in keeping the SmartUp Factory up and running. However, this creates a sustainability challenge: how long (and how much) should the project provide monetary support to the youth? And what will happen when the funding ends? The current plan is to reduce the number of youth receiving support.

In addition, poor participation of youth in certain times—especially during the rainy season—has been identified as a challenge. This has been addressed with regular reminders to those who participate in daily training sessions. Some youth join the initiative with unrealistic expectations and leave when the expectations do not match reality; therefore, more effort will be made to ensure that youth understand the project before joining.

2.5. Global Citizenship Education

2.5.1. Summary

Plan's Global Citizenship Education programme aims to increase the understanding of sustainable development, human rights and other development issues and to inspire people to take action for children's rights. Plan's "Global School" initiative seeks to increase the capacities of children, young people and adults on the rights of the child and on development issues and encourages them to engage in local and international development discourse as active global citizens. The initiative organises visits to schools and other forums by child rights ambassadors, organises children's rights trainings for education professionals in different parts of the country, develops educational resources for children's rights and creates school partnerships to strengthen children's participation in schools.

Plan's Global School project organised 768 sessions by child rights ambassadors in 204 schools or organisations and conducted eight training sessions for teachers on child rights issues. Plan Global School also organised a weeklong activity on humanitarian aid and the rights of the child at the scout camp Finn Jamboree Roihu, where it reached around 6 000 children between the ages of 12 and 15.

In addition, Plan provides opportunities for people to participate in the promotion of global justice and the realisation of children's rights—especially girls' rights. Participation for people of different ages is made possible through the Children's Board (CB), the Young Adults' network (YAN) and through volunteers. These action groups organised numerous advocacy and awareness-raising events and conducted social media campaigns on girls' rights and sustainable development throughout Finland in 2016 and reached an estimation of 14 000 people.

Main challenges during the year were related to the funding cuts in 2015, which led to a restructuring process of the programme in Finland during 2016.

2.5.2. Results

The activities of the Global School, Children's Board, Young Adults' Network and local volunteer groups reached a total of 31 000 adults, young people and children in 2016.

The child rights ambassadors of the Global School project visited 204 schools or related organisations and reached 10 033 children. A 10-lesson study module on child rights designed for 5th and 6th grade pupils, called "Lapsen oikeuksien kymppi," was implemented in 42 classes in 17 schools by the child rights ambassadors. 87 % of ambassadors' lessons were deemed to be very successful in terms of content and methods used.

Current issues, such as the escalating humanitarian crisis, refugee situation and the increase in terrorist attacks and hate speech, were raised as topics of concern among teachers and evoked discussion during the school workshops. In response, Plan Finland initiated two workshop modules on hate speech to be conducted in schools by child rights ambassadors. The workshops aim to provide students and teachers with the tools and knowledge to address hate speech and tackle the root causes of the phenomenon. These modules will be further developed during 2017. In addition, 121 teachers and educators received trainings on child rights, and 96 % of the participants responding to the feedback questionnaire have used the methods and materials they received.

Collaboration and interaction between 11 Finnish and Ugandan schools across Finland and in three districts in Uganda reached 574 children and continued to enhance children's school participation. Plan Global School also produced a Finnish version of the 360° virtual reality documentary "My New Home," which shows a refugee girl at a camp in Tanzania, and produced the related teaching material for schools. Through the documentary, students can explore issues related to forced migration and how it affects the realisation of child rights.

The Children's Board (CB, or "Lastenhallitus") is an advocacy group for children and youth aged 11 to 18. In 2016, it advocated for children's rights with a special emphasis on climate change and girls' rights. The 20-member CB handed the Finnish Minister of the Environment Kimmo Tiilikainen their social media picture petition on climate change, which was done in cooperation with the YAN, Kepa and Climate Parents. The CB interviewed former President Tarja Halonen in a televised concert as well as the Minister

of Development Kai Mykkänen during Plan's International Day of the Girl event. CB celebrated 15th anniversary together with old members and some important affiliates and produced a video for promoting youth participation and their work.

The CB campaigned for girl's rights and gender equality through three big events in the Helsinki region. The run-up to the International Day of the Girl was marked by a photography campaign and six school events in cooperation with local youth councils ("Nuorisovaltuustot").

The Young Adults' Network (YAN) is a community for 18 to 30-year-olds that aims to increase awareness of global issues, advocate for social and political change for sustainable development and encourage active citizenship among young adults. The YAN had 45 actively participating members and the activities conducted by the network reached 1 313 participants. The network has a strong gender perspective in all of its activities, while the special focus for 2016 was climate change. The YAN produced a game that was taken to three big summer events (in Helsinki and Turku, as well as to scout camp Roihu in Evo) that required participants to carry out tasks related to climate change in order to escape a metal cage. Climate change was also discussed in local events in Jyväskylä, on social media and on the network's blog. Moreover, the YAN organised an advocacy workshop for young adults as well as a documentary evening and a discussion on poverty. Together with the plan office, the YAN also worked on issues of corporate social responsibility and had a representative on Plan Finland's Board of Trustees.

Plan's volunteers organised a wide range of awareness raising and other activities in order to communicate information about girls' rights and share the results of Plan's development cooperation. Plan's volunteers initiated 76 awareness raising, global education and advocacy events—a significant increase from the previous year. Volunteers set up 69 photo exhibitions in 10 different themes in public and semi-public spaces across the country, reaching 3 450 viewers. Plan's volunteers, along with local libraries, organised 65 exhibitions in 19 cities and towns across the country. The total number of people reached through events organised by volunteers in 2016 was 9 995. A greater number of people were reached with fewer resources compared to previous years thanks to a new method of engaging libraries and helping them independently promote girls' rights through exhibitions.

2.5.3. Challenges and lessons learnt

The MFA funding cuts in 2015 resulted in a turbulent year for domestic personnel and project tasks. While the global Education project still reached most of its objectives, the level of quality assurance was lowered, and the CB, YAN and volunteers lost a significant portion of their organizational support. Staff turnover forced many on-going activities to be scaled down while restructuring processes were set in motion. Data for a number of the result indicators could not be collected due to a lack of human resources and uncertainty about the activities to be maintained. To overcome these difficulties, Plan Global School established new partnerships and explored new methods of working and service delivery, especially in the field of ICT. The Global School, for example, participated in a joint global education and training project called “Koulu maailmaa muuttamaan” together with a number of other Finnish CSOs. In addition, cooperation with Finnish Scouts deepened with Plan’s participation in the week long Finn Jamboree Roihu summer camp. The “My New Home” documentary, meanwhile, explores virtual reality technology in development communication, and the Global School webpage and online material bank were renewed during 2016.

The YAN attempted to restructure itself with the support of only a part-time coordinator, relying mainly on self-organization and coordination by the youth themselves. It proved to be a challenging task, and the number of people reached and events organized by the YAN in 2016 were lower than expected. The work to identify the best working model for the network is still continuing. The sustainability of Plan’s local volunteer groups was also weakened due to reduced supporting personnel. The required support for well-functioning groups is labour-intensive and includes, for example, trainings, material production and supporting volunteers’ initiatives. As a result, some less active local groups did not receive sufficient support. The new methods of cooperation, for example, the partnering with public libraries, kept the number of activities organized in line with previous years despite the funding challenges. However, the educational impact of these activities is expected to be slightly smaller compared to the more labour-intensive activities of earlier years. Finally, Plan temporarily increased their own funding share for volunteer activities in order to absorb some of these negative impacts.

Cooperation between youth in Finland and youth in Pakistan and Vietnam could not be continued in 2016, and the cooperation between Finnish and Ugandan schools remained the only project of exchange and learning between children from different countries.

2.6. Advocacy and communications in Finland

2.6.1. Summary

Plan Finland actively engages in advocacy work in Finland, follows dialogue on development policy and Sustainable Development Goals (SDGs), and comments on issues related to Plan’s priority themes. Plan’s advocacy work in Finland continues to be based on strong networking and evidence-based influencing through both formal channels and less formal networks.

Plan’s communication functions inform supporters and other members of the population about the results of the programme work and also enhance general understanding of the purpose, foundation and need for development cooperation.

A series of campaigns and events were organized during 2016. These included the celebration of the International Day of the Girl in October, supporting the Wings to Fly project, and promoting Plan’s work on Early Childhood Education. Plan, along with other development NGOs in Finland, took part in advocacy and campaigning on issues of development cooperation, sustainable development goals and other related themes. The communications team continued to be active in public discussions and produced and published a wide range of high quality material on Plan’s work, on development cooperation and on its results, both through Plan’s digital channels as well as in Plan magazine.

2.6.2. Results

Plan’s MFA-funded programme work in Ethiopia gained wide publicity in Finland through the Wings to Fly project initiated by actress, musician and the Director of Mikkeli’s Theatre Katriina Honkanen. She invited other artists to join to promote girls’ rights, and the one-year project culminated in a concert that was broadcast on TV1 by the Finnish Broadcasting Company YLE. Plan provided material about girls’ education and protection from female genital mutilation in Ethiopia and produced short inserts about girls’ protection in India. During the program, Members of Plan’s Children’s Board interviewed President Tarja Halonen about her views and experiences with gender equality.

In 2016, Plan raised a discussion concerning their work on early childhood education in Timor Leste and Ethiopia, bringing this subject to Helsinki’s “Maailma kylässä” event and to SuomiAreena, the annual event held by MTV and Pori. In 2016, Maailma kylässä had 79 000



The Young Adults' Network campaigned against Climate Change in 2016

visitors and SuomiAreena had 63 000 visitors. In Plan's tent at both of these events, visitors heard about ECCD work and the life of the families and communities in project areas, and were also able to watch inserts about the life of a young family in India.

The highlight of Plan's year is the International Day of the Girl on October, which is celebrated nationwide. Plan held a seminar for 100 guests about girls' rights in which Kai Mykkänen, Minister of Development, gave the keynote speech. The Minister was also interviewed by members of the CB and the YAN. During the seminar, Plan published a photo exhibition labelled "#childmothers" with the UNDP. The initiative features compelling stories and portraits of very young mothers from different parts of the world, with the aim of placing the issue of very early motherhood on the global agenda, ensuring that very young mothers are represented in statistics and supported in strategies and programmes. In order to raise discussion about Plan's work to support child mothers and girls' protection and education, a symbolic layette (äitiyspakkaus) for 11-years-old mothers was produced—a product that the world should not need.

Plan Finland continued to be active in our digital communication channels (Facebook, Twitter, Instagram, LinkedIn and YouTube) and Plan's magazine was published quarterly to 32 000 supporters and readers. The magazine features the results and challenges of Plan's program work and brings the backgrounds of beneficiaries closer to the readers. The magazine also contains analyses of development and gender equality issues and aims to raise the discussion on why development work is needed. Plan's magazine is occasionally quoted in the national media.

Plan's communication and visibility is monitored and evaluated systematically. We monitor our visibility using the M-Brain monitoring tool for print and digital media hits. In 2016, we also took part in a research by Taloustutkimus, in which journalists and editors in chiefs evaluated the quality of corporate and NGO communication. Amongst NGOs, Plan's communication received the second-highest grade of 8.6, when 8.63 was the highest grade given. Plan's communications staff was evaluated as being highly professional, producing high quality communication material and having the best communications concerning social responsibility. Plan's web and social media communication was valued as the third best amongst the organizations.

Plan's advocacy in Finland continued to be based on strong networking and evidence-based influencing through both formal channels and less formal networks. The cuts in MFA funding affected our work greatly and resulted in cuts to staff in communication and advocacy, decreasing achievable results. However, Plan's positive reputation as a large INGO provided leverage in delivering messages that promote our strategic topics: child rights with a special emphasis on girls' rights, the effects of climate change on children and the results of development cooperation.

Participation of children and youth is an important element of Plan's work, and the Children's Board and Young Adults Network participated in advocacy and interacted directly with high-profile decision makers on three occasions.

Plan Finland also influenced Plan International globally, by pushing for the strong girl emphasis in Plan's new global strategy and in its plans for implementation. Plan Finland also sought to have climate change mitigation in the strategy but eventually only succeeded in adding climate change resilience as a topic.

Plan participated in advocacy networks and campaigning with multiple players, including other child rights organisations (Unicef, World Vision and Save the Children), other development cooperation organisations under the platform organisations Kefa and Kehys, human rights organisations, organisations involved in global citizenship education, and in the broad NGO coalition involved with the implementation of the SDGs in Finland. Plan participated in the production of the analysis of Finnish NGOs and made recommendations for the implementation of the SDGs. Plan Finland compiled the section on gender equality in Finland's development policy in this report. Plan Finland also took an active role in cross-sectorial workshops organized by the administration and contributed to formulating the national indicators for achieving global goals.

On May 25th, Plan took part in an event jointly organised by child rights organisations concerning corporate social responsibility and refugees that took place in parliament. 80 people, including seven members of parliament, held discussions with private companies and answered questions posed by members of Plan's Young Adults Network.

Together with the Finnish National Committee of UNWomen, Plan also commissioned a report on the gender-transformative aspects of Finnish



development policy implementation which was released in 2017. The MFA cooperated with the report and provided material.

Plan emphasized the importance of advancing girls' rights to ensure their equal rights and to highlight their important role in the reduction of poverty. In addition, the issue of girls' rights was raised through an opinion editorial published in Helsingin Sanomat, which served as a call to make girls visible in humanitarian work.

In addition, Plan was represented in other organizations and committees in 2016 in the following capacities: board membership in Kefa and Kehys, deputy membership in the youth organisations' Allianssi, chairmanships in VaLa and Nenäpäivä Foundation, membership in the state's advisory Development Policy Committee, (*Kehityspoliittinen toimikunta*) and a deputy membership in the Commission for Sustainable Development (*Kestävän kehityksen toimikunta*).

2.6.3. Challenges and lessons learnt

The MFA funding cuts resulted in the loss of several staff members engaged in advocacy and communications work. The positions for full time advocacy staff and gender specialist were eliminated, while an advocacy advisor, specializing in youth engagement and gender, started work only in April 2016. This has reduced Plan Finland's influence both nationally and internationally; for example, Plan Finland's special consultative status in the ECOSOC was cancelled and Plan's proactive contribution to strategic work at Plan International has been reduced.



3. FOCUS THEMES IN 2016

In addition to project implementation, Plan Finland supports country offices with specialized knowledge and expertise in certain themes such as digital development, innovations, gender and inclusion. Plan Finland's focus on these themes can be seen as Plan Finland's added value, and this value is recognised globally within Plan International. Resilience work to respond to climate change was introduced into the programme in 2015 as a new thematic area.

The MFA funding cuts in 2015 severely affected some of Plan Finland's thematic expertise areas. Without the gender advisor, support on gender

issues to the federation was reduced. The resilience pilot component was also reduced in size and scope. However, new openings were also made, and strategic work with the private sector on human rights issues was introduced into the programme from the beginning of 2016.

The results of Plan Finland's thematic focus areas for 2016 are presented in this chapter. Most thematic areas involve a two-tier approach: (1) to provide support to the existing and on-going policy processes at the federation level and (2) to support the mainstreaming of the approach or theme at the programme level through country offices.

THE INNOVATION CHALLENGE 2015 WINNER PINK RICKSHAW IN PAKISTAN PROVED TO BE A SUCCESSFUL INITIATIVE AND SCALED UP FROM THREE TO TWENTY RICKSHAWS WITH EXTERNAL FUNDING.

A step towards strategic corporate partnerships

In 2016, Plan International Finland commissioned a research project titled “Leveraging Plan’s experience to promote children’s rights in human rights due diligence for businesses” from Enact Sustainable Strategies Ab. The project report was based on Plan’s staff interviews and document and tool analyses and provides recommendations on how Plan Finland could better partner with companies to support Human Rights Due Diligence.

Using the UN Guiding Principles on Business and Human Rights (UNGPs) as the benchmark, the report’s suggestions are based on a “do no harm” approach instead of defining corporate responsibility as a voluntary choice.

First, regarding organisation and strategy, the report encourages Plan Finland to acquire more in-house knowledge on issues of business and human rights and to ensure that Plan Finland has a clear strategy for where they want to go.

Second, the report positions Plan in relation to its competitors and suggests current trends in the field of business and human rights that Plan could tap into; for example, due diligence & impact assessment and using leverage to address systemic challenges.

Finally, the report suggests several working models that could be piloted with potential corporate partners in order to gain a deeper experience of their feasibility in human rights due diligence processes. The report, for example, suggests that Plan Finland could engage in an industrial value chain for the promotion of children’s rights. This working model is already in use in Plan Finland’s partnership with Kesko, which concerns the social responsibility of the fishing industry in Thailand.

Plan Finland strategic corporate partnerships will be developed based on the findings and recommendations of the report.

3.1. Gender equality

Plan’s programmatic view identifies a strong link between human rights, eradicating poverty and advancing gender equality; therefore, gender equality is an integral part of every programme design. Gender equality is not simply a matter of developing programmes that favour girls, but rather an approach to ensure that complex gender and power relations are understood and addressed in programme design. Gender equality is being tackled in two ways: (1) ensuring that gender issues are mainstreamed in all projects and (2) implementing projects and activities that are specifically focused on gender issues.

In 2016, all of Plan Finland’s projects sought to include gender aspects in project design and implementation. Depending on a country’s context, project activities included training Plan and project staff, training local community members on gender issues and ensuring gender equality in all of the project activities. Plan Finland has a goal that all of the projects should be at least on the “gender aware” level on Plan’s four-scale gender equality criteria. Gender aware programmes seek to improve the daily condition of women and girls by addressing practical

gender issues that affect them. The long-term aim is that the programs will move towards being “gender transformative” and thereby will begin addressing the root causes of gender inequality more strategically.

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 issues and changing prevailing gender norms in society. The project in Ethiopia has been successful in changing prevailing social norms and improving the status of girls in the project implementation area.

Other projects have successfully tackled specific issues related to gender equality and girls’ rights. For example, the Child Protection project in the Dominican Republic has campaigned for reducing the adolescent pregnancy rate and provided intensive gender trainings for young men who will work as change agents in their respective communities. ECCD projects have actively promoted fathers’ participation in parenting and early childhood education with the goals of achieving more equal parental relations and guaranteeing equal rights for girls and boys.

Unfortunately, the funding cuts of 2015 affected Plan Finland's gender work significantly. In 2016, Plan Finland no longer had a full-time Gender Advisor; instead, Plan Finland now has a part-time gender focal point who participates in Plan International's gender work at the global level and trains Plan staff on gender equality in Finland. Plan Finland continues to support several gender-related processes at Plan International including gender in ECCD, which is a process dedicated to creating global guidelines that guide country offices in addressing gender relations in Plan's early education programmes.

The approval in November 2016 of Plan International's new strategy was a significant step in moving gender equality into the core of Plan's work in all programming and is one step nearer to the goal of achieving fully gender transformative programmes in the future.

3.2. Inclusion

Plan's CCCD approach seeks to create long-lasting change for all children. Tackling exclusion is a core component in the approach. Plan International has committed itself to ensuring that the rights of all excluded children, including children with disabilities, are fulfilled. However, a number of challenges and barriers need to be addressed in order to move from a strategic and policy commitment to actual inclusion in project communities.

Plan International Finland has taken a lead role in addressing these challenges and supports disability inclusion within the organisation at three different levels:

1. Inclusion-focused projects: Creating projects that work for the benefit of one or more of Plan Finland's priority excluded groups, especially children with disabilities and minority groups
2. Inclusion mainstreaming: Ensuring that a project, regardless of theme, seeks to include persons with disabilities or those from ethnic or indigenous background in project activities
3. Supporting the inclusion work of Plan International at policy level through, for example, participating in policy formulation and creating training material and toolkits

The first approach involves designing a project to tackle the specific challenges faced by an excluded group. In 2016, the Education project in Cameroon focused on the education of Baka children, an often excluded ethnic group that for the first time has had the opportunity to

“SINCE THE START OF COMMUNITY BASED REHABILITATION PROJECT THERE HAS BEEN A CHANGE IN THE WAY WE LOOK AT PEOPLE WITH DISABILITY IN THE VILLAGE. NOW THEY ARE ACCEPTED INTO GROUPS AND COOPERATIVES, WHICH WAS NOT THE CASE IN THE PAST”

– A resident of Haloukpaboudou, Togo

receive education in their own language. The Child Protection project in Togo, meanwhile, was designed to improve the situation of children with disabilities and the project has been successful in changing people's attitudes at the community level. More information about the results can be found in the respective thematic chapters and in the annexed project summaries.

The second approach, inclusion mainstreaming, is visible in most of Plan's projects in the MFA funded programme. The ECCD projects in Bolivia, Ethiopia, Pakistan, and Kenya and the Education project in Uganda all have components to include children with disabilities into project activities and to improve their status at the community level. In Kenya, children with physical disabilities were referred to pertinent services and assistive devices were provided; in Bolivia, the project supported registration for birth certificates for children with disabilities; in Uganda, ramps were built to guarantee easier access to educational spaces. Children with disabilities were identified within communities and included in ECCD centres and schools to the greatest extent possible. Yet, common challenges faced in these projects include changing the attitudes at the community level to understand and support the equal right to education of

PLAN FINLAND SUPPORTED PROJECTS REACHED **4100** CHILDREN WITH DISABILITIES IN 2016

children with disabilities and increasing the capacity of existing ECCD centres and schools to provide specialised attention in addition to the basic training provided to teachers and other educational personnel. Indeed, this is a work in progress, and capacities at all levels will be strengthened little by little. In most projects, Plan partners with organisations specialised in this theme. Mozambique is the latest programme country to have signed an agreement in late 2016 with two organisations specialised in working with children with disabilities. The aim of this partnership is to increase the number of children with disabilities who receive quality support within 18 ECCD community centres by the end of 2017.

The third approach includes supporting the inclusion work of Plan International at the policy level. Plan Finland has an inclusion advisor who has been active in both providing support to projects on inclusion matters and supporting the work of Plan International at the global level.

In 2016, Plan Finland actively participated in the second Global Disability Inclusion Conference 2016 in Kathmandu, Nepal, where 20 key disability and inclusion organisations from around the globe engaged in dialogue around inclusive education. The attendees included over 30 Plan offices, many of which Plan Finland is currently working with.

To provide tools to better conduct awareness-raising at the community level, Plan Finland was involved in the development of a toolkit designed to equip Plan field staff and volunteers with a resource that assists in challenging negative perceptions of people with disabilities among community members. The toolkit for the Sub-Saharan context was completed in English, French, and Portuguese in 2016, while contextualised and translated versions for Asia,



Americas and Middle East are expected to be finalised in 2017.

Plan Finland took the lead in the development of guidelines on the consultation of children with disabilities. The guidelines provide a background on the importance of consulting children with disabilities on issues of their own inclusion and aim to equip individuals working on child rights with the necessary knowledge and skills to communicate with children who have a variety of disabilities. The guidelines were distributed to all participants of the Nepal Disability Conference mentioned above.

To obtain reliable information on the situation of children with disabilities in developing countries and to improve inclusion-related programmatic work, Plan Finland has commissioned research from several partners. The research project “*Protect Us!*” carried out by the London School of Hygiene and Tropical Medicine in 2015 and 2016 found that children with disabilities living in Malawi and Uganda are experiencing extremely high levels of violence compared to children without disabilities. In fact, 84 % of children with disabilities reported having experienced some form of violence at school in the previous week. The study stated: “*Children with disabilities are perceived to be worth less than other children, and are viewed as ‘easy targets.’ They may not be able to run away, call for help or tell someone about what has happened to them, leaving them more vulnerable to violence and abuse.*” Children with disabilities find it difficult to access help

when they experience violence, have a lack of information on where they should turn to receive help, find it physically difficult to access those areas and may not be able to communicate with child protection staff or volunteers for fear that they will not be taken seriously.

Another research project supported by Plan Finland, *"Identifying barriers for inclusion specific to girls with disabilities in Togo,"* was developed through a partnership between Plan Togo, Plan Ireland and Plan Finland offices and researchers from Trinity College Dublin. The research project builds on a six-year Plan International project in Togo that works with children with disabilities through community-based rehabilitation programmes. The preliminary data for this project revealed large gender disparities in the number of children with disabilities, which has opened up a number of questions that the research aims to address. Through a multi-disciplinary collaboration between Plan International staff and Trinity researchers in the fields of social work, social policy and economics, this project seeks to understand the possible root causes of this apparent gender disparity and to inform a process for designing possible policy and programme responses. The full report will be presented in 2017.

RehApp – disability learning and reference application

In 2016, Plan Finland, in partnership with Enablement, initiated a prototype app called RehApp that focused on spinal cord injuries (SCI). The app provides community workers, professionals doing outreach, persons with disabilities and their caretakers with relevant information regarding SCI. It supports the identification of secondary problems related to SCI and guides the design and provision of basic rehabilitation interventions, care and support and suggests referrals (when necessary). This prototype is anticipated to be the first in a series of apps focused on disabilities in low-resource countries. The app will enhance the capacity of the community-based rehabilitation field staff and related stakeholders in lower- and middle-income countries in identifying a number of common disabilities, designing rehabilitation interventions, care and support and providing appropriate referrals.

3.3. Disaster Risk Reduction and Resilience

To respond to various climate-change related challenges in programme countries, Plan Finland introduced resilience as a component in the 2015-2017 programme. The project in Ethiopia continued to have a specific resilience and disaster risk reduction (DRR) component in 2016, while many other projects contained activities in either resilience or disaster risk reduction.

Plan International approaches issues of climate change and DRR through the concept of resilience, which is defined as "the ability of children and their communities to deal positively with disturbances that undermine the fulfilment of their rights." Plan Finland's resilience programming generally seeks to provide support to communities in confronting a wide variety of disturbances, from natural to human made, sudden shocks and longer term stresses, including those of an economic, social, political and ecological nature. The main focus of resilience in Plan Finland's MFA programme, however, is to respond to issues related to climate change. Initially, Ethiopia and Mozambique were selected as pilot countries for resilience programming, since they are especially prone to natural disasters and the impact of climate change.

Plan International prepared a resilience toolkit that was piloted in Ethiopia during 2016. A four-day workshop on DRR from a child-centred capacity assessment perspective was organised by Plan Sweden, with the support of Plan International experts at the regional level, in order to increase the capacity of Plan Ethiopia and the local partners to include resilience work in their programming. Child-centred Hazard Vulnerability and Community Capacity Assessment (HVCA) and risk mapping was conducted in 51 kebeles, which encompasses 61 % of the programme communities. Livelihood strengthening schemes incorporated into the project function as a means to improve resilience at the community level; these include savings groups, income generating activities and training on technical and vocational skills. One of the goals of this project is that existing VSLA groups will increase communities' resilience through reserves that can be used to overcome disturbances and external or internal shocks. So far, 88 VSLA groups are functioning and several of them have introduced resilience-related activities.

Unfortunately, the Mozambique office encountered a series of challenges with programmatic work during 2016 (see more information on p. 17). This resulted in the

resilience component being reduced and a partial change of purpose for the funds was submitted to the MFA. However, Plan Mozambique is familiar with the resilience concept and being a disaster-prone country, certain DRR activities have been incorporated into the programming at the country office level.

The MFA funding cuts in 2015 resulted in the withdrawal of plans to expand a resilience component into all existing projects. However, some projects have included resilience and DRR activities by their own initiative and with Plan Finland's support. In Bolivia, the ECCD project operates in disaster prone areas that are affected by climate change. Thus, a training component of DRR was identified as an integral part of early childhood development in order to guarantee that families have means to secure their livelihoods and to continue to invest in their children. The project in the Dominican Republic, meanwhile, added a component on "green skills" to the youth employment programme. In East Timor, climate change and its effects were tackled in the parenting sessions of the ECCD project. In addition, Plan East Timor along with other NGOs conducted a joint assessment on the impact of the El Niño phenomenon; however, since the ECCD project areas were not affected as seriously as the low lying coastal areas, no further interventions were implemented in this project.



3.4. Digital Development / ICT4D

Plan Finland is at the forefront of the Plan International federation in terms of developing and utilizing information communication technology for development, which is now termed "digital development." Digital development was identified as a strategic focus area during 2015, when Plan Finland was developing their 2020 strategy; thus, digital development has an essential part in the 2015-2017 MFA programme.

In 2016, with the initiative of Plan Finland and support from Plan Australia and Plan UK, a new Global Coordinator for Digital Development position based in Plan Finland was created. This post was established for the purpose of strengthening and better coordinating Plan International's work with digital tools and technology, to provide more support to COs who want to use technology as part of their programme work, and to make our work with digital development more visible internally and externally. The following results have been achieved since the establishment of this position in August 2016:

- Establishment of the Digital Development Champions Network, with members from nearly all COs and around 50 % of the NOs
- Launching the Global Digital Solutions Portfolio (this document is constantly updated as more suggestions are being submitted)
- Publishing the first Plan International Working Paper on Girls' Digital Empowerment
- Providing support for the Block by Block Minecraft pilot that was implemented in partnership with UN-Habitat in Hanoi, Vietnam
- Elevating Plan's profile in the area of digital development and innovation externally, for example through Huffington Post articles on Girls in ICT Day and Plan International's participation at the Slush 2016 Conference

The position has already proven to be very important for strengthening and developing Plan International's work with technology and in helping to adopt effective technologies to enhance projects' outcomes and impact. The position is also directly aligned with Plan's new global strategy, which emphasizes digital solutions in international development work.

Moreover, in 2016, Plan Finland continued to provide support for digital data collection to program countries by providing them with the Poimapper service under a global license.

Children using sms-system for improving school governance in Uganda

The predicted scale-up in the use of Solar Media Backpack, the rugged and portable media station for low resource settings, was delayed due to the limited manufacturing capacity of Plan Finland's partner company Aleutia; however, there are currently plans to boost their production in order to benefit more projects and countries.

3.5. Innovation

Plan Finland strives to develop methods, skills and a working culture that fosters innovation in our program work. Plan's work on innovation in development, started in 2014, was incorporated into the 2015-2017 MFA programme and has continued strongly during 2016. The SmartUp Innovation Challenge, rolled out in 2015, resulted in three concepts that were funded for testing during the year:

The Pink Rickshaw project in Pakistan started as an experiment with three women-driven rickshaws that offered public transportation services exclusively to women and girls in Chakwal district. After receiving encouraging results and lot of positive publicity, the initiative is now externally funded and will scale up to 20 rickshaws.

The Ethiopian Ethipads project trains VSLA groups to produce locally made, reusable and affordable sanitary pads for school aged girls. After a successful pilot, the model is being replicated to several other countries as part of sexual and reproductive rights and health programming.

The Ugandan Our School concept involves parents becoming active supporting mentors at schools in order to teach children valuable skills ranging from first aid methods to bee-keeping and handicrafts. This has improved the overall participation of parents in school activities and governance.

Overall, country teams from Uganda, Pakistan and Ethiopia provided the following feedback for the SmartUp Innovation Challenge:

- The ability to adapt and experiment during the pilot was helpful
- Possible failure of the experimental concept was accepted from the very beginning
- There was minimum amount of compliance-driven reporting
- In two of the three concepts, the concept models resembled social enterprises despite being donor-funded development projects.
- Business model planning, analysing market opportunities and comparing plans with existing solutions was emphasized

UN-Habitat Block by Block

Block by Block is an approach developed by UN-Habitat and the gaming company Mojang to use the game Minecraft as a tool for participatory urban planning in poor communities around the world.

Plan International Vietnam and UN-Habitat partnered to pilot the approach with a group of adolescent girls in a community called Kim Chung in Hanoi, Vietnam, as part of an already existing Safer Cities project that aims to make cities safer and friendlier especially for girls and women. Using Minecraft, the local adolescent girls re-designed their community to fix some existing safety issues, such as broken lights, missing street signs and lack of safe spaces, and then presented their designs to local and international decision makers and dignitaries. The local decision makers were very impressed with the girls' designs, and committed to implementing some of their designs and suggestions for improvement. The Block by Block approach is a great example of an innovative use of a popular game to engage community members, especially young people, in urban design and public space improvement and create a new pathway for engaging people in decision making processes.

These lessons form a good basis for the next Innovation Challenge within the MFA programme, which will be launched in early 2017.

During Plan International's global strategy planning process, Plan Finland was heavily involved in sharing aspects of innovation. The approved version of Plan International's new strategy is very open to innovation, stating: "We will embrace a learning culture that encourages innovation, allows for experimentation and accepts that failure is part of making progress" and "We will incentivise and support global and local innovation through collaboration and knowledge sharing and investment to accelerate new ideas..."

In 2016 Plan International was one of the few NGOs active in Slush, Europe's leading startup event, which took place in December 2016. Plan Finland was part of the Slush Impact jury, tasked with selecting the best impact-driven startups



from different parts of the Global South. Plan Finland also invited staff from Pakistan and Ethiopia to learn and become inspired by the examples, talks and presentations during the two-day event. Plan Finland also organised a fully booked “Technology Salon” discussion event on the topic “Which new technologies are best for international development?” in collaboration with Accenture and Slush.

The Development SmartUp initiative, which seeks to improve the entrepreneurial skills of disadvantaged youth in Kampala, began in 2015 and continued into 2016 with promising results, and there are plans to expand the initiative to other municipalities in Uganda. This project is an example of how opportunities in innovation can become a part of programme work. See more results in chapter 2.4 of this report.

Ethipads

Addressing menstrual hygiene management in primary schools in Dara District of Ethiopia contributes towards solving school absenteeism, improves living conditions of girls and women, and creates jobs for young people.

With support from Plan, Village Saving and Loan Associations have started to produce and sell affordable and reusable sanitary pads using local marketing systems to facilitate access to the products. Initially, Plan International supported the launch of the initiative by providing sewing machines with accessories, conducting technical and marketing trainings for producers and offering awareness training on menstrual hygiene management to users and government personnel. Plan International has also created a link between the VSLAs and the government, helping to make VSLAs legal entities that are able to access land for offices and marketing.

Village Savings and Loans Associations use four marketing models to promote and sell their products: shops, local markets, schools and health facilities. Both the reusable sanitary pads and marketing models have been validated by the government, schoolteachers and users. The project has achieved sustainability by charging 36 Ethiopian Birr for a four-pack of reusable sanitary pads. Currently, 120 association members are involved in marketing and selling the product. The local VSLA has a plan to expand its reach to 40 communities and 55 schools in the district.

In Ethiopia millions of girls and women require affordable and locally accessible sanitary pads, especially in the rural areas of the country. There is currently a huge gap in the market. Producing sanitary pads locally provides vast potential for employment in the manufacturing and selling of these products.



4. PROGRAMME DESIGN, MANAGEMENT AND ADMINISTRATION

4.1. Partnerships

Plan Finland implements its programmes in cooperation with a wide range of local and international partners; these partners include implementation partners at the country office level and strategic partnerships with companies, NGOs, education institutes and other Plan offices.

At the country level, projects are either implemented directly by Plan's country offices or with the cooperation of implementing partners, depending on the country's context, Plan's thematic expertise, and the availability of potential partners at the country level. Projects implemented primarily by Plan may also include strategic partnerships for themes in which

specific expertise is required. For example, the ECCD project in Mozambique has an agreement with Light for the World and Uhambo in order to improve their work on inclusion. The Child Protection project in the Dominican Republic, meanwhile, strengthened the capacity and advocacy skills of the local NGO Coalition for the Infancy to influence national laws and policies regarding the realisation of children's rights. On occasion, a project is faced with the needs to end a partnership. The ECCD project in Pakistan, for example, ended partnerships with local CSOs in order to more strongly concentrate on advocacy and supporting the implementation of a new ECE policy after the district authorities significantly increased their investment in early education policies in project areas.

The advantages and disadvantages of working with implementing partners were recognized by the mid-term review and CSO2 evaluation. On one hand, local partners often have valuable expertise and knowledge concerning the local context or may have specific thematic expertise. On the other hand, self-implementing a project is generally more cost effective and avoids the risks related to working with a partner. Plan has been criticized about the nature of its relationships with implementing partners, which have sometimes resembled “outsourcing” or service delivery. It is evident that more attention should be paid to the selection and nature of partnerships, as well as to building the capacities of local partners.

Strategic partnerships are developed and implemented with different institutions at different levels. Partnerships with education institutions provide opportunities for research and bring insight into programming and policy work that would be otherwise difficult to obtain. For example, the research project *“Identifying barriers for inclusion specific to girls with disabilities in Togo,”* conducted with Trinity College Dublin, brought insight into gender disparities within disability from a local perspective and has been a useful resource for Plan Finland’s programming. Plan also partnered with the London School of Hygiene and Tropical Medicine for a research study called *“Protect Us!”*, which is related to community-based protection mechanisms for children with disabilities.

Private sector collaboration has been an effective part of Plan Finland’s working model for over 10 years. Plan currently engages with private sector actors on different levels while aiming to reach mutual strategic goals. For example, Plan is working with Finnish retailer Kesko to enhance the social responsibility of the fishing industry in Thailand, working especially to improve the situation of Cambodian migrant workers and their families. Similar partnerships are now being developed as part of the MFA programme. These partnerships are based on the 2016 report by Enact Sustainable Strategies, which recommended bringing human rights into the core of Plan’s corporate partnerships. Additionally, a partnership with Accenture Finland was initiated to identify gaps and to support Plan Finland’s knowledge-based management.

Plan Finland paid increasing attention to collaboration within the Plan International federation in programme implementation. For example, the Child Protection project in Ethiopia is jointly supported by Plan Finland and Plan Sweden, and the collaboration utilises harmonised templates, continuous exchange of information and joint audits, which improved

monitoring efficiency and lessened the burden of reporting at the country office. The ECCD project in Bolivia is also jointly financed with Plan Belgium and utilises similar collaboration in terms of joint audits and joint reporting formats.

Examples of operative partnerships in Finland include Plan’s deepening cooperation with the Finnish Scouts marked by the presence of Plan Finland in the Finn Jamboree Roihu Scout Camp, and Plan’s cooperation with public libraries while campaigning for girls’ rights during 2016.

The MFA’s funding cuts negatively affected many partnerships in 2016. Most importantly, Plan has no longer been able to participate in Plan International’s working group for developing partnerships. However, new types of cooperation and partnerships have been established outside the MFA programme; for example, in increased Nordic cooperation for Humanitarian Assistance.

4.2. Sustainability

Sustainability is a priority in all of Plan’s projects. Plan’s CCCD approach involves children and youth playing an active role in finding solutions to local challenges and in realizing their full potential. To achieve this, Plan works actively with the children, their parents and guardians as well as other community members to increase their knowledge of children’s rights. Moreover, achieving sustainable change involves working together with local and traditional leaders, local NGOs, and local and national governments. This is a long-term process, thus Plan’s projects generally have a duration of 9 to 12 years.

The communities that Plan works with are involved in planning, implementing and evaluating the projects to enhance local ownership. Furthermore, the projects seek to increase the skills and capacities within the communities to enable them to continue implementing child-rights related activities even after project funding ends. For example, raising awareness of the harmful practices in Ethiopia and training the members of community-based child protection networks in the Dominican Republic improve capacities at the local level to respond to particular local challenges. In many of the ECCD projects, community-based village savings groups have been established to provide community members with the necessary tools to continue funding ECCD centres after the project ends.

Additional sustainability measures include working together with various levels of government; indeed, many of the projects have

successfully involved governments in project implementation. In Bolivia, local governments have committed to providing matching funds to early childhood education activities. In East Timor, 11 of the 29 ECCD centres have attained government accreditation. In Pakistan, the ECCD project is supporting the operationalization of the Provincial Early Childhood Policy and assisting in training of trainers for the opening of 5,000 additional ECE centres in 2017.

In terms of programme management, sustainability is being incorporated into programming from the beginning. Moreover, projects formulate plans that seek to guarantee sustainability and to create realistic exit strategies.

On occasion, effective sustainability requires finding additional funding from other donors. The youth employment project in Dominican Republic, for example, aims to create capacities within Plan Dominican Republic to continue the work of tackling youth unemployment by demonstrating locally adapted and tested models to potential donors.

The MFA funding cuts in 2015 led to a situation in which Plan Finland sought to find substitute donors for select projects rather than terminating them early. Thus, the youth employment project in Pakistan was taken over by Plan Netherlands and the ECCD project in Kenya will be continued with the funding of Plan US. On the other hand, the closing of regional projects in Asia and Southern and Eastern Africa, designed to collect information about best practices and to share information and knowledge between the county offices within the regions, have negatively impacted the sustainability of country-level projects, since the support for South to South learning and sharing are no longer available.

The two evaluations completed in 2016, CSO2 and MTR 2016, recognise that sustainability at social, community and institutional levels in the projects Plan Finland supports is at a good level. However—despite existing mechanisms—achieving complete sustainability remains a challenge. The evaluations highlight that the sustainability plans sometimes have unrealistic time frames and are not modified when timeframes and circumstances change. Some of the projects are terminated before full institutional and financial sustainability is achieved. Local contribution mechanisms, mainly VSLA groups, are in place, yet these should be supported more systematically and alternative methodologies to support the most impoverished should be explored in order to improve their financial sustainability.

4.3. Quality Assurance

The aim of Plan's quality assurance component is to support programme management and to facilitate learning at the programme level. It encompasses the results-based management system and related activities, including monitoring and evaluation.

The current three-year MFA programme reached the halfway point in 2016, and a mid-term evaluation was executed to assess the relevance, efficiency, effectiveness, impact, and sustainability of the programme and to pay particular attention to the two central cross-cutting themes: gender equality and inclusion. The evaluation consisted of desk study, interviews with project countries, Plan staff in Finland and MFA representatives, and two field visits, to Ethiopia and Uganda. The main findings are presented in chapter 1.3. As a part of the recommendations of the mid-term review, a monitoring and evaluation specialist was recruited in late 2016 to strengthen M&E work.

Plan Finland monitors project performance through quarterly or biannual project and financial reports, as well as through regular communication with the country offices (including Skype meetings). In-person monitoring missions are also an integral part of Plan Finland's programme monitoring and compliance assessment and provide valuable information on project progress while facilitating face-to-face contact with project personnel and local partners. The progress and relevance of projects is also assessed through discussions with project beneficiaries and duty-bearers at various levels. In 2016, programme monitoring trips conducted by Plan Finland's programme managers and advisors were made to the following countries: Cameroon, Ethiopia, Laos, Mozambique, and Uganda. The Secretary General and Programme Director of Plan Finland, together with the Desk Officer from the MFA Unit for Civil Society, visited the disability project in Togo. Unfortunately Pakistan did not allow visas for NGO workers during the whole year, and thus the planned monitoring trip was postponed until further notice.

Plan Finland is committed to the International Aid Transparency Initiative (IATI) and is the only Finnish organisation publishing regularly information according the IATI standard, which promotes openness of the data to all. During 2016 Plan Finland developed the publication of data and reporting options together with Akvo.org, a not-for profit foundation offering open source mobile and internet reporting services for international development and piloted reporting the project descriptions for the MFA funded

projects through Akvo's Really Simple Reporting (RSR) service.

The use of Poimapper, a digital data collection tool developed by Plan Finland in partnership with Pajat Solutions, was also supported in Plan's country offices. The project counties have adapted Poimapper to varying degrees according to their capacity and needs: in Uganda and East Timor the application has been used to collect survey data on social change and to provide basic information on project beneficiaries; in the Dominican Republic, the system has been used at the community level to collect data on the child protection cases reported to Plan; in Pakistan, children's attendance and parents' involvement in ECCD centres were monitored with the use of Poimapper in Punjab province. Projects in Bolivia and Kenya, meanwhile, have adapted other digital data collection methods and online reporting systems. Other projects have been slower to adopt digital data collection methods despite the support provided; the project in Cameroon, for example, had challenges finding suitable mobile phones for digital data collection.

4.4. Risk Management

Risk management and assessment is incorporated into the programme at various levels.

Plan International has a Global Assurance team to provide independent and objective assurance and support services and to assess and improve the effectiveness of Plan's risk management, internal controls and governance processes. Plan Finland has access to the Global Assurance reports and exchanges information of eventual audit and financial compliance concerns globally and regionally. Plan Finland follows up on external audit results and on the findings and recommendations from Global Assurance audits, combines the results with the programme and finance teams' findings and experiences from reporting and field visits, assesses the risk status in each programme country and plans appropriate mitigation actions.

Plan's Nordic Grant Controllers in Plan Norway, Plan Sweden, Plan Denmark and Plan Finland have a network that shares information between offices. Moreover, Plan Finland is engaged in information sharing and cooperation with other NOs, especially those implementing projects in the same countries.

Plan International has zero tolerance for corruption and all acquisitions and actions must adhere to principles of good governance and



anti-corruption. Plan Finland is a part of SafeCall whistleblowing service, which allows personnel to inform of any dishonest and unethical behaviour and other serious misconduct. The service is also in use in all programme countries. Additionally, Plan Finland cooperates with Plan International's Counter Fraud Unit on fraud prevention and detection.

In 2016, no irregularities were found in the MFA funded projects.

Programmatic risks are monitored as part of regular project monitoring and quality assurance. Plan Mozambique underwent a restructuring process involving a high level of personnel turnover in 2016, and the office was not able to provide adequate support for the ECCD project at that time (as stated in chapter 2.1). Overall, the country was identified as a high-risk country, and specific monitoring and quality control means were set in place. Plan Finland, along with three other Plan National Offices, comprise an oversight group, which held monthly Skype meetings to discuss high-level issues related to Plan Mozambique and to follow up on the plan for the office's transition process. Regular Skype meetings were held between Plan Finland and the project personnel in the country office as well, including the Project Manager and the Program Unit Manager in Mozambique, to follow up and discuss the progress of the project. Visits to Mozambique were a priority during 2016 and were more frequent and longer than for other projects. Moreover, Plan Finland's Grants Controller has been following the project closely, reviewing budgets, action plans and procurement plans.



4.5. Financial summary

The second year of the MFA programme was intensive for financial management. The influence of MFA funding cuts continued to impact programme implementation at the beginning of 2016. Staff turnover and a shuffling of positions in Finland and at country offices led to delays in budget implementation. Initially, Plan Finland decided to increase the amount of match funding for a number of projects to minimise the negative effects of funding cuts. However, due to an unexpectedly low delivery rate in early 2016, the self-funding share was deducted back to its original level in September, from 23 per cent to 15 per cent.

The decrease in self-funding and the effective budget follow-up led to good results towards the end of the year, with the largest expenditure items being paid out in the last four months of the calendar year. The amount of MFA carryover funds from 2016 to 2017 turned out to be € 345 154—a good result, considering that the overall carryover from 2015 to 2016, € 1 056 446, was also utilized in 2016. Two projects, East Timor and Mozambique, received a higher match rate since additional Red Nose Day funding was allocated to these projects.

During the current programme period, the salaries of Plan Finland programme staff were included in programme expenditure rather than in administrative overhead. In 2016 they comprised approximately 5 % of overall programme costs. The salaries have been recorded in Plan's working-hour tracking system Netvisor, and have been targeted to their specific projects. Administrative overhead consists of costs that

are directly attributable to the MFA, such as financial management costs and recruitment costs of staff working with the MFA programme. In addition, the overhead covers a proportional share of other indirect costs of the programme team (e.g. management, meetings, and trainings) and indirect costs of the administration and finance functions (e.g. premises, HR, IT services). The formula for calculation was shared and discussed with the MFA in 2014.

In 2016, both Plan International and Plan Finland applied changes and improvements in accounting and financial management systems. After having introduced the system in 2015, Plan International started using SAP (Systems, Applications, and Products in Data Processing) comprehensively from the beginning of 2016 for the financial monitoring of grants. During 2015 and 2016, efforts have been made to transfer the existing financial data from the old grants tracking system (GTS) to SAP. This exercise continued into 2017. Due to continuous training and staff getting acquainted with the system and its various features, SAP can be now seen as fairly efficient and working to its full potential, and the system has proved to be well-suited to dealing with complex grant requirements. Furthermore, in 2016, Plan Finland started using a Netvisor accounting system, which generates data needed for HR, account management and audited financial statements. The process to migrate the old EmCe accounting system data to Netvisor required time and effort during the year. In addition to these system changes, Plan Finland was actively seeking opportunities to utilize its new CRM system, "PlanLink," in grants management, which will be further elaborated in 2017.

ANNEX I: FINANCIAL REPORTS

MFA Financial Report 2016

		Budget	Expenditure	CO Expenditure	Salaries Plan Finland	Expenditure vs. budget %	MFA costs	Self- funding	Self-funding %	Carry over	Reason for carry over
Cameroon	229PL128 (CMR100187), Baka Rights and Dignity	329 407	295 062	281 610	13 452	90	295 062	-	0 %	34 345	
Togo	283PL146 (TGO100230), Promotion of the Rights of Children with Disabilities through Community Based Rehabilitation approach	344 052	365 836	352 384	13 452	106	338 398	27 438	7,5 %	-21 784	
Western Africa Total		673 459	660 898	633 994	26 904	98	633 460	27 438	4 %	12 561	
Ethiopia	238PL113 (ETH102106), Early Childhood Care and Development	350 082	370 212	356 743	13 469	106	314 680	55 532	15 %	-20 130	
Ethiopia	238PL114 (ETH102105), Protection of children from gender based violence	342 791	286 430	272 555	13 875	84	243 465	42 964	15 %	56 361	In 2016 Ethiopia faced a wave of protests and demonstrations and in October the State declared a state of emergency. Due to security situation in Amhara and Oromia regions all project activities could not be accomplished according to plans for more than six months.
Ethiopia	238PL115 (ETH102149), Smartup Factory Youth Innovation Project	60 000	43 353	43 353	-	72	36 850	6 503	15 %	16 647	Due to the political instability in Ethiopia, it took longer time than planned to engage the first group of youths to the program and the start of the activities was delayed.
Kenya	248PL143 (KEN100277), Securing a strong foundation for young children	165 137	156 271	148 237	8 034	95	156 271	-	0 %	8 866	
Mozambique	259PL145 (MOZ100046), Early Childhood Care and Development	240 192	124 953	96 269	28 684	52	81 814	43 139	35 %	115 239	The project encountered difficulties due to restructuring the project approach and changes at the Plan Country Office level.
Uganda	285PL129 (UGA100309), Scaling up Community-Led Action for Children (CLAC) in Uganda	382 599	356 656	339 082	17 574	93	303 158	53 498	15 %	25 943	
Uganda	285PL146 (UGA100310), Participatory School Governance for Children (PSGC)	263 595	241 567	224 028	17 539	92	233 214	8 353	3 %	22 028	
Uganda	285PL147 (UGA100314), Development SmartUps Community Project	190 250	170 507	151 618	18 889	90	144 931	25 576	15 %	19 743	
Regional	289PL149 (RES100088), Early Childhood Care and Development	86 025	60 273	51 672	8 601	70	51 232	9 041	15 %	25 752	Savings in costs of technical assistance to the country offices due to combining agendas and reducing the number of visits. Regional conference not organized due to unavailability of all teams at the same time.
East and Southern Africa Total		2 080 671	1 810 222	1 683 557	126 665	87	1 565 616	244 607	14 %	270 449	
East Timor	765PL217 (TLS100086), Early Childhood Care and Development	309 636	319 191	305 465	13 726	103	121 772	197 419	62 %	-9 555	
Laos	745PL218 (LAO100047), Quality Basic Education and Protection Programme	338 321	359 721	336 225	23 496	106	359 721	-	0 %	-21 400	
Pakistan	665PL222 (PAK100273), Smooth Transition of Children to School through ECCD and Protective Environment	410 539	320 184	305 307	14 877	78	272 156	48 028	15 %	90 355	Project restructuring delayed implementation at the beginning of 2016. Governmental decision to change some of the centers Plan was supporting further delayed the implementation.
Asia Total		1 058 496	999 095	946 997	52 098	94	753 649	245 447	25 %	59 401	
Bolivia	428PL305 (BOL100227), Early Childhood Care and Development	411 185	479 781	464 756	15 026	117	408 569	71 213	15 %	-68 596	Due to good results in implementation, the project budget was increased with the approval of Plan Finland.
Dominican Republic	340PL409 (DOM100135), YEE	153 243	167 854	156 158	11 696	110	142 676	25 178	15 %	-14 611	
Dominican Republic	340PL307 (DOM100136), Prevention of Child Abuse and Gender based Violence against Women + masculinities	227 368	205 569	193 759	11 810	90	174 733	30 835	15 %	21 799	
Latin America Total		791 796	853 204	814 673	38 531	108	725 978	127 226	15 %	-61 408	
Global	998PL511, Digital development, global coordination (ICT4D) and Innovation Fund	80 000	83 346	83 346		104	70 844	12 502	15 %	-3 346	
Global	998PL517, Building capacity on working with children with disabilities 332	70 000	38 354	38 354		55	32 601	5 753	15 %	31 646	Budget was increased during the year with an expectation to conduct activities, including a sports toolkit and a baseline research for disability and child marriage, that were finally postponed to 2017.
Global	998PL514, Public Private Partnership development	50 000	26 107	26 107		52	22 191	3 916	15 %	23 893	Ratkaisun paikka-corporate responsibility event was cancelled, and lower than expected expenditure regarding new corporate partnerships
Global	998PL515, Gender investments	25 000	11 126	11 126		45	9 457	1 669	15 %	13 874	Region of the Americas Gender initiative payment € 6 028 was delayed and recorded in the accounting system in January 2017. Due to staff turnover remaining budget € 8 000 couldn't be fully utilized.
Global thematic Total		225 000	158 933	158 933	-	71	135 093	23 840	15 %	66 067	
GRAND TOTAL		4 829 422	4 482 353	4 238 154	244 199	93	3 813 796	668 557	14,92 %	347 069	

Financial Summary

	Total budget		Total expenditure	MFA expenditure	Expenditure vs. budget %			Carry over
Programme activities	4 829 422	4 482 353	4 238 154	244 199	88	3 813 796	668 557	14,92 % 347 069
Plan Finland								-
Quality Assurance	150 000	124 405			83	105 744	18 661	15,0 % 25 595
Communications in Finland	222 000	243 750			110	207 188	36 563	15,0 % -21 750
Administration	616 158	533 206			87	453 225	79 981	15,0 % 82 952
Global Education	344 000	348 949			101	296 607	52 342	15,0 % -4 949
Total Plan Finland	1 332 158	1 250 311	-	-	94	1 062 764	187 547	15,0 % 81 847
TOTAL 2016	6 161 580	5 732 663	4 238 154	244 199	93	4 876 560	856 104	14,93 % 428 916

MFA Financing

€

Transferred from 2015	1 481 713
Funds 2016	3 740 000
MFA funds available	5 221 713
Expenditure 2016	-4 876 560
Carry over to 2017	345 154
MFA interest income 2015	3 515
MFA interest income 2016	2 000

MFA Financial report 2016

Summary of Plan Finland costs

Quality Assurance

Planning, monitoring, technical support and programme development	124 405,19
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Global Citizenship Education

Global Citizenship Education	348 948,84
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Communications in Finland

Programme communications	243 750,00
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Administration

Programme related costs of administrative staff	28 162,00
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Share of administration cost of programme teams	153 761,79
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Fundraising activities	145 779,36
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Share of

Premises	77 701,63
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IT	47 771,74
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Administration cost of management, premises and HR	33 975,21
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Misc.:Organization communication, donor education public	46 054,68
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	205 503,26
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Administration costs total	533 206,41
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PLAN FINLAND COSTS TOTAL	1 250 310,44
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Self-funding 2016

1. Project specific self-funding	Donations
259PL145 (MOZ100046), Early Childhood Care and Development	43 139,00
285PL146 (UGA100310), Participatory School Governance for Children (PSGC)	8 353,23
289PL149 (RES100088), Early Childhood Care and Development	9 040,95
765PL217 (TLS100086), Early Childhood Care and Development	197 419,00
238PL113 (ETH102106), Early Childhood Care and Development	55 531,76
665PL223 (PAK100267), Creating access of poor rural youth to quality market driven Technical, Vocational & Education Training (TVET)	48 027,54
238PL115 (ETH102149), Smartup Factory Youth Innovation Project	6 502,95
998PL511, Digital development, global coordination (ICT4D) and Innovation Fund	12 501,91
998PL517, Building capacity on working with children with disabilities 332	5 753,10
998PL514, Public Private Partnership development	3 916,05
998PL515, Gender investments	1 668,90
PROJECT SPECIFIC SELF-FUNDING TOTAL	391 854,39
2. Project specific sponsorship funding	
283PL146 (TGO100230), Promotion of the Rights of Children with Disabilities through Community Based Rehabilitation approach	27 437,70
238PL114 (ETH102105), Protection of children from gender based violence	42 964,46
285PL129 (UGA100309), Scaling up Community-Led Action for Children (CLAC) in Uganda	53 498,42
285PL147 (UGA100314), Development SmartUps Community Project	25 576,07
428PL305 (BOL100227), Early Childhood Care and Development	71 212,78
340PL409 (DOM100135), YEE	25 178,07
340PL307 (DOM100136), Prevention of Child Abuse and Gender based Violence against Women + masculinities	30 835,32
PROJECT SPECIFIC SPONSORSHIP FUNDING TOTAL	276 702,81
PROJECT SPECIFIC TOTAL	668 557,20
2. Plan Finland	
998PL406 Assurance of Quality	18 660,78
999PL516 Communications in Finland	36 562,50
998PL01 Plan Finland administration	79 980,96
998PL501 Global Education	52 342,35
PLAN FINLAND TOTAL	187 546,59
SELF-FUNDING TOTAL	856 103,79

ANNEX II: AUDITOR'S REPORT



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.-31.12.2016 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 5 732 663 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 9 August 2017

PricewaterhouseCoopers Oy
Authorised Public Accountants

A handwritten signature in blue ink, appearing to read 'Merja Prihti', written over a light blue circular stamp.

Merja Prihti
Authorised Public Accountant

ANNEX III: PROJECT SUMMARIES

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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, UNWomen 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 is still in a trial phase and will be developed both technically and content wise in cooperation with Akvo.org during the programme period. 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:



1ST PAGE: PROJECT PHOTO, DETAILS AND BUDGET WITH EXPENDITURE.



PROJECT SUMMARY, PLAN AND GOALS OVERVIEW



2015 PROJECT PROGRESS REPORT



PROJECT OUTCOMES AND RELATED INDICATORS WITH BASELINE, TARGET AND ACTUAL VALUE. POSSIBLY ALSO EXPLANATORY COMMENTS WHEN AVAILABLE.

Project Summaries

Africa

Uganda

Name of the project	Development SmartUp Factory Community Project	
Implementation period (planned)	2015 - 2016	
Implementation period (actual)	2015 - 2017	
Project code	285PL147	
IATI id	FI-PRO-1498487-2-UGA100314	
Theme	Development SmartUp Factory Community Project	
Geographical location	Kampala, Uganda	
Partners	RLabs Projectic Plan Finland Government of Finland Plan Uganda	
Budget		190,250.00 EUR
MFA expenditure 2016		144,931.00 EUR
Self-funding expenditure 2016		25,576.00 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:

During the reporting period the project team was able to scale up by establishing new Smartup Factory hubs into Gulu, Alebtong, Tororo and Kamuli Hub. Also Smartup Factory Addis was established in Ethiopia. Smartup Factory team consisting of Plan staff and youth champions supported new hubs with management training to enable them engage young people into innovation processes.

In 2016 youths at the Hubs continued to develop ideas and skills. They ranged from business ideas to film acting, solar electronics as well as video editing techniques. From entrepreneurship point of view the business ideas have been quite traditional thus far - such as clothing lines and liquid soap making. However, young people have opportunity to earn from the ideas that were developed in the Smartup Factory. From technology points of view youth champions were able to develop E-currency software which enables young people to earn point based on their ideas and consistency at the Factory. In the long run these points will be developed to allow them have access local services such as airtime. Through utilizing design thinking were champions were deeply motivated in the viability of the solutions and by the prospect of seeing change in their communities.

The new youths adapted well to the Factory and participated in several sessions of life skills development and other training programs including Innovation training, entrepreneurship, computer applications development and design thinking approaches. The current overall total of youths who have gone through training and mentorship stands at 260 youths (150 females 110 males). The numbers are fairly small compared to the scale the project is aiming at. The structure of the trainings has not been clear and focused enough to produce the results. However,

based on the experiences so far, the approach will change the focus more on personal engagement to innovation projects and more compact training schedules.

As local partner hubs like Nina Olugero, Social Innovation Academy (SINA) and SAWA World share similar objectives with Smartup Factory there was natural basis for collaboration and sharing of learnings. The project also continued engagement with Resilient African network in the monthly innovation garage.

A local video company Arkhos Films was engaged to provide training for the project youth beneficiaries in areas of video, photo and audio production with opportunity to enable the youths develop skills in gigs, film production industry as part of the social innovation as a gateway for employment in the filming industry. This attracted 68 youths (38 males 30 females). The skills developed enabled the mentors to be able to create contents, write scripts and use videos as mean of documenting. There is already an ongoing video production, shooting taking place In Gulu. We expect this to create way for more Smartup Production led by young people.

Challenges and lessons learned:

- The ideas the young people have been creating are still largely similar to typical local small scale businesses. The ability to explore new approaches and alternative business / impact models takes time to grow. Project is also going to improve the training models based on these experiences.
- In the new batch of youths, some come with unrealistic expectations. Some of them leave the Factory due to non-matching expectations. There will be more focus on ensuring youth understand the rationale of the project.
- There are approximately 20 youth champions who take lot of responsibilities in keeping the Smartup Factory up and running. They have been given some monetary support to be able to come to the center regularly and focus on the tasks at the Smartup Factory. However, this poses a sustainability challenge: for how long and for how many should the project pay monetary support? The current plan is to reduce the number youths receiving fees.
- Poor turn up of youths in certain times especially during the rainy season where youths in the space were irregular. This was sorted out through continuous reminders and motivations to those who participate in daily sessions

Results

Result 1

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

Indicator 1.A		Number of youth spaces set up	
Baseline: 0 (2014)			
Period	Actual	Target	
2015	1	5	<div><div></div>20%</div>
2016	5	5	<div><div></div>100%</div>
2015: The SmartUp Factory in Kawempe was established. Four other venues outside Kampala (Tororo, Lira, Kamuli,) yet to be set up.			

Result 2

Reach

Indicator 2.A Children with disabilities

Baseline: N/A (null)

Period	Actual	Target
2016	5	N/A

Indicator 2.B Male/Female (adults), direct

Baseline: N/A (null)

Period	Actual	Target
2015	20	N/A
2016	260	N/A

2016: Females: 150 Males: 110 Total: 260

Result 3

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 3.A Number of partners SmartUp Factories are collaborating with

Baseline: 0 (2014)

Period	Actual	Target
2015	2	10
2016	5	10





2015: By the end of 2015, Rlabs and The Hub had been collaborating with Smartup Factory.

2016: Partner network is currently well functioning. At the moment there is actually no need to grow a bigger than it is.

Indicator 3.B

Number of youth having a responsible role in running, maintaining and developing the Startup Factories.

Baseline: 0 (2014)

Period	Actual	Target	
2015	0	30	
2016	30	30	

2015: By the end of 2015 the trainings we on-going. Roles and responsibilities expected to be assigned during first half of 2016.

2016: Project has been able to identify many youths that can take responsibilities of running the Startup Factory, give trainings and develop the project approach.



Result 4

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

Indicator 4.A

Number of innovation concepts in implementation

Baseline: 0 (2014)



Period	Actual	Target	
2015	0	100	
2016	10	100	

2015: The project was focusing on setting up the space and training the youth in 2015. Implementation follows in 2016

Indicator 4.B

Number of innovation concepts presented

Baseline: 0 (2014)

Period	Actual	Target	
2015	2	300	
2016	20	300	



2015: 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.

2016: The Startup Factory program was focused on trainings and management instead of facilitating innovation concepts. This will be changed.

Indicator 4.C

Number of youth trained

Baseline: 0 (2014)

Period	Actual	Target	
2015	20	1000	
2016	260	1000	

2015: The first group of 20 youth champions have received basic training.

2016: The training program was not yet structured enough to manage higher number of youth

Cameroon

Name of the project	Baka Rights and Dignity Project
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	229PL128
IATI id	FI-PRO-1498487-2-CMR0187
Theme	Baka Rights and Dignity Project
Geographical location	Cameroon
Partners	Finland MFA SIL NLC - consulting Plan Finland OKANI MOPAFEJ SEDUC INADES
Budget	329,407.00
MFA expenditure 2016	295,062.00 EUR
Self-funding expenditure 2016	0.00 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 six BRD project outcomes registered this CY16, a positive trend in change making over reference categories / fields such as school enrolment and retention, children performances, parents commitment and participation, as well as quality class activities. To point out few of them, we noticed that:

- The positive trend of the net enrolment rate was maintained during this year, thanks to continuous sensitizations and the monitoring of children registration at school by community leaders and CBOs, hence reaching an average of 63% in the project area with highest rates of 75% in some communities, while the average for the bakas in the region stands at 30% (2014 baseline survey, MoBE & UNICEF).
- Number of children participating in school councils moved from 224 with 86 girls and 138 boys aggregate last year, to 263 this year with 103 girls and 163 boys which is above the target, although the balance between boys and girls needing adjustment.
- Number of ECCD centres that visit FLNO-supported primary schools in preparation of children's transition to primary school led stakeholders to 17 preschool institutions created and maintained, giving the opportunity to 1,092 children (205 Baka girls, 162 baka boys, 391 girls and 334 boys of other ethnic background) to be exposed to the early stimulation program.
- Change in number of schools in the PU that achieve at least a moderate rating in the "school equality scorecard": 32 schools received multipurpose support as planned, enabling 5,349 children (1,105 Baka girls, 1,092 Baka boys, 1534 girls and 1,618 boys of other ethnic background) to have access to improved education offer. This was made possible thanks to the training of 87 teachers 26 women and 61 men on learner centred approaches.
- Level of collaboration among relevant partners (CSOs, government, INGOs) to further the primary education agenda in country: Pedagogic supervision tools were reviewed and consolidated, as well as the school supervision system in the target area. As such, 28 staffs from 8 district's inspectorates and 02 divisional delegations of basic education represented by key actors of the supervision chain which includes head teachers were trained on coaching oriented supervision approach and tools. The significant contribution of Plan International Cameroon to inclusion of indigenous people (namely the Bakas), led to a ministerial decision appointing the organization as a member of the inter-sectorial platform of institutions working with "vulnerable minorities". This strategic positioning leads to challenging mandate that will be made possible through innovative programmes development and implementation in baka context. 'Changes in educational experience' is a crucial benefit category as well, especially the 'Motivation to learn' and 'Sense of achievement'. We noticed the following:
- Percentage of new entrants to FLNO-supported primary schools with ECCD experience jumped from 0% to 38%, thanks to the fact that the 32 target schools are nourished by 17 preschools which were successfully raised in a short run thanks to offensive awareness rising built on an efficient communication with communication with community members.

- The dropout rate was reduced by at least 2% for girls and boys in all the grades thanks to mass sensitization campaigns on education, mainly “back to school” and “Stay in school” campaigns enabled the awareness raising of parents’ interest and support towards school age going children. In Mimbo Mimbo community, a member of the community based child protection mechanism recognized that since decades, baka children usually abandon classes during dry season and this year, most of them stayed. Serious efforts were done at the community level. In the same area, the child protection committee succeeded to dismantle two cases of early marriages concerning baka girls of class 4, thanks to prompt sharing of information and reaction from community leaders.

Challenges:

- Introducing an innovation in a community comes with increased responsibility. Since few months that we started informing stakeholders that the project may end, most are asking what will be done for those who are still in lower classes, since the IME model despite being accepted and admired by the ministry, does not receive any penny.
- When top management supports the initiatives and processes, bottlenecks are reduced considerably.
- Change is about people’s motivation and capacities. This was noticed during peak periods where the project team has to work simultaneously on many activities.

Lessons learnt:



- Community commitment is about community capacities. The more the community members are capacitated, the better they can handle issues concerning them from mobilizing the others.
- Indigenous people issues are nailed down by limited understanding as loss of interest at global level. This is seen in Cameroon where there are lesser programs targeting indigenous peoples and besides, there is a growing generation of decision makers and CSOs who find no real interest working on indigenous people’s related.
- Operating in a culturally sensitive context implies strong planning and adequate methodologies which will take more time for activities implementation. Failing therefore to capitalize on seasons’ moderates expected results and outcomes.
- Relying on one individual’s capacities and voice exposes to high risks related to project performance and sustainability
- When indigenous people’s children attitude is friendly to a person or activity, they now behave in a more self-confident manner. In this case, they enjoyed going to school since corporal punishment episodes were reduced in their respective schools / classes.
- Government services operations are very limited because of unfortunate combination of ill factors such as low motivation of staffs, lack of performance management systems and poor logistics.
- The success of the IME model thus far can partly be attributed to having tailored the supply of primary education to the nature of community’s demand.
- Changing the school-community relationship can have significant payoffs in school quality.
- Well-equipped children contribute to improvement of their parents and siblings education.

Results

Result 1



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

Indicator 1.A**Drop-out rate by grade in primary schools of the project area (boys)***Baseline: 27 (2014)*

Period	Actual	Target	
2015	25.5	22.5	 33%
2016	5.1	18.25	 250%


2015: Grade 1: Boys: 9% Grade 2: Boys: 21% Grade 3: Boys: 25% Grade 4: Boys: 47% Average: 25.5%
 2016: Average: Boys 5,1% On track. Continuous sensitizations, local mechanism such as tracking of absenteeism by community leaders and many facilities comprising feeding initiatives contributed to these results. Unfortunately, teenagers found in primary (from class 3) are too much solicited for paid work in neighborhood farms and marriage.

Indicator 1.B**Drop-out rate by grade in primary schools of the project area (girls)***Baseline: 25 (2014)*

Period	Actual	Target	
2015	22.5	20	 50%
2016	9.4	15.75	 169%

2015: 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.
 2016: Average: 9,4% On track. Continuous sensitizations, local mechanism such as tracking of absenteeism by community leaders and many facilities comprising feeding initiatives contributed to these results. Unfortunately, teenagers found in primary (from class 3) are too much solicited for paid work in neighborhood farms and marriage.



Indicator 1.C**Percentage of new entrants to Plan Finland supported primary schools with ECCD (Early Childhood Care Development) experience***Baseline: 0 (2014)*

Period	Actual	Target	
2015	N/A	N/A	
2016	38.5	5	 770%

2015: Not applicable for year 2015 as in 2015 only a start was made to establish pre-schools
 2016: Girls: 31% Boys: 46% Total: 38,5% Target already met. More community preschool initiatives were raised than what was early planned. The community anchorage here has shown all its potential thanks to higher mobilization and growing interest towards ECCD.

Indicator 1.D Primary School enrolment rate (in the project area)

Baseline: 38 (2014)

Period	Actual	Target	
2015	51.5	58	
2016	55	58	



2015: 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 school year time that not considers the seasonal activities of the Baka society
 2016: Girls: 55% Boys: 55% Total: 55% On track. Continuous sensitization campaigns were carried out jointly with specific arrangements such as suppression of duty to pay PTA fees for all Baka families.

Result 2

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

Indicator 2.A Number of children participating in school councils



Baseline: 74 (2014)

Period	Actual	Target	
2015	224	256	
2016	263	256	

2015: 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.
 2016: Girls: 103 Boys: 160 Total: 263 Target is already met. Regardless, boys' and girls' representation still needs adjustment.

Indicator 2.B Number of clubs established and/or supported by school councils

Baseline: 0 (2014)

Period	Actual	Target	
2015	40	8	
2016	26	16	

2015: 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.
 2016: Target is already met. This will be improved as it is mandatory for each school to have clubs and a children's government.



Result 3

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 3.A

Girls and boys report a positive change in the behavior of their parents with regard to child care and their commitment to education

Baseline: 10 (2014)

Period	Actual	Target	
2015	15	21	
2016	42.6	32	



2015: 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.

2016: Girls: 46,43% Boys: 38,78% Average: 42,6% Target already met. Parental education which is a behavior change initiative, strongly worked with parents to encourage them to better the care to children as one of their key duty.

Indicator 3.B

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

Baseline: 120 (2014)

Period	Actual	Target	
2015	240	240	
2016	448	360	



2015: 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.

2016: Women: 94 Men: 354 Total: 448 On track. Women participation remained low because of their roles in households.

Indicator 3.C

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

Baseline: (2014)



Period	Actual	Target	
2015	15	17	 88%
2016	82	22	 373%

2016: Target is already met. Continuous sensitizations in communities through the "back and stay in school campaigns" coupled with monitoring of SIP as well as training of community leaders led to improved interactions with community members.

Indicator 3.D

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

Baseline: 12 (2014)

Period	Actual	Target	
2015	26.5	28	 91%
2016	69	50	 150%

2015: Women: 21% Men: 32% Close to target, however target is still fairly low.

2016: Women: 56 % Men: 82 % Average: 69 % Target is already met. Adjustments needed on women participation remained low because of their roles in their households.

Result 4

Other relevant outputs

Indicator 4.A

Number of ECCD centers supported

Baseline: N/A (2014)

Period	Actual	Target
2015	4	N/A
2016	17	N/A

Indicator 4.B Number of Parent Teacher Association members trained

Baseline: 0 (2014)

Period	Actual	Target
2015	78	N/A
2016	448	N/A

2015: Female: 28 Male: 50
2016: Female:94 Male: 354 Total: 448

Indicator 4.C Number of awareness raising campaign on education at divisional level

Baseline: N/A (2014)

Period	Actual	Target
2015	2	N/A
2016	2	N/A

Indicator 4.D Number of birth registrations

Baseline: N/A (2014)

Period	Actual	Target
2015	1231	N/A

Indicator 4.E Number of child protection committees supported

Baseline: N/A (2014)

Period	Actual	Target
2015	4	N/A
2016	28	N/A

Indicator 4.F

Number of primary school teachers trained

Baseline: 0 (2014)

Period	Actual	Target
2015	54	N/A
2016	87	N/A

2015: Female: 16 Male: 38
 2016: Female: 26 Male: 61 Total: 87

Indicator 4.G

Number of primary schools supported by FLNO

Baseline: (2014)

Period	Actual	Target
2015	8	N/A
2016	32	N/A

Result 5

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

Indicator 5.A

Number of Early Childhood Care Development (ECCD) centres that visit Plan Finland -supported primary schools in preparation of children's transition to primary school

Baseline: 0 (2014)

Period	Actual	Target
2015	0	0
2016	20	6



333%

2015: 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.
 2016: Target is already met. This performance will be improved as a result of new institutional context.

Indicator 5.B

Number of primary school teachers trained in facilitating the transition from Early Childhood Care Developmet (ECCD) to primary school

Baseline: 0 (2014)

Period	Actual	Target	
2015	0	8	
2016	0	12	

2015: 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.

2016: Delayed. The ECCD centers were to be established first.

Result 6

Reach

Indicator 6.A

Children with disability (direct)

Baseline: 0 (2014)

Period	Actual	Target
2015	16	N/A
2016	43	N/A

2015: Boys: 10 Girls: 6

2016: 43 (26 boys and 17 girls)

Indicator 6.B

Reached adults (direct)

Baseline: 0 (2014)

Period	Actual	Target
2015	316	N/A
2016	1284	N/A

2015: Men: 142 Women: 174 Total: 316

2016: Men: 713 Women: 571 Total: 1284

Indicator 6.C	Reached adults (indirect)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	1150	N/A
2016	8300	N/A
2015: Boys: 209 Girls: 591 2016: Men: 3 642 Women: 4 658 Total: 8300		

Indicator 6.D	Reached children (direct)	
Baseline: 0 (2014)		
Period	Actual	Target
2015	4007	N/A
2016	6015	N/A
2015: Boys: 1 748 Girls: 2 259 Total: 4 007 2016: Baka girls: 1 371 Baka boys: 1 492 Girls of other ethnic background: 1 534 Boys of other ethnic background: 1 618		

Indicator 6.E	Reached children (indirect)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	800	N/A
2016	17400	N/A
2015: Boys: 209 Girls: 591 Total: 800 2016: Approximate figures Men: 9 177 Women: 8 223		

Result 7

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

Indicator 7.A

Change in number of schools in the Programme Unit's area that achieve at least a moderate rating in the "gender equality scorecard"

Baseline: 0 (2014)

Period	Actual	Target
2015	N/A	8
2016	22	14



157%

2016: Target is already met. This performance will be improved as a result of promoting quarterly self evaluation of schools using the reference tool with teachers and children.

Indicator 7.B

Children, in particular girls and boys with disability and those from indigenous and ethnic groups, report positive changes in school related matters

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.

2016: Children report that teachers are very receptive to their claims and treat them without discrimination. On track. Training sessions of teacher have contributed to change in habits; teachers as such are more conscious of their role and results expected from their classes.

Indicator 7.C

Increased availability of and access to mother tongue services

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A



2015: 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.

2016: Below expectations. The lack of Baka-speaking teachers limits the use of IME materials despite being available in schools.

Indicator 7.D

Percentage of Plan Finland supported primary schools that have an up-to-date school improvement plan in place

Baseline: 0 (2014)

Period	Actual	Target	
2015	25	25	
2016	75	50	



2015: Target met. 8 schools out of 32 schools

2016: On track. A total of 24 schools have developed or updated their SIP already.

Indicator 7.E

Percentage of Plan Finland-supported primary schools that meet the standards for 'safe schools'.

Baseline: 0 (2014)

Period	Actual	Target	
2015	0	10	
2016	0	15	



2015: NOT ASSESSED The Ministry of Education of Cameroon has no "safe school" standards and the project did not look into existing practices within Plan (including the ongoing pilot in Cameroon) to start working on this aspect.

2016: Delayed. The schools could not be mobilized because of low capacities and understanding. Capacity building sessions on the theme planned for 2017.

Indicator 7.F

Percentage of child abuse cases handled by the child protection committees

Baseline: 2 (2014)

Period	Actual	Target	
2015	15	10	
2016	1.9	35	



2015: Above target. But this was done by partners collaborating with Plan to raise up more efficient community based child protection mechanisms.

2016: Below expectations. The restructuring of child protection committees took a longer period of time and expected trainings were not done because of budget exhaustion.

Indicator 7.G

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, sexuality education, oral health, etc

Baseline: (2014)

Period	Actual	Target	
2015	0	50	
2016	43.7	60	

2015: 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.

2016: On track. Will be improved with extension of deworming interventions and other health services as well that will be provided by local partners.

Result 8

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

Indicator 8.A

Level of collaboration among relevant partners (CSOs, government, INGOs) to further the primary education agenda in country

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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

2016: CSOs and Government take initiatives for issues of indigenous people On track. Formal and non-formal partnerships were implemented, leading Plan International to closely work with many CSO and with the government at strategic level.

Result 9

Teachers have increased capacity to deliver quality, inclusive education

Indicator 9.A

Proportion of teachers in Plan Finland -supported schools who use formative learning assessments

Baseline: 12 (2014)

Period	Actual	Target
2015	N/A	25
2016	38	35

113%

2015: NOT ASSESSED

2016: On track. Efforts are kept to better this performance by taking into consideration the 192 classes of the 32 target schools.

Indicator 9.B

Proportion of teachers in Plan Finland supported schools who use learner-centred approaches

Baseline: 12 (2014)

Period	Actual	Target
2015	N/A	25
2016	56	35

191%

2015: NOT ASSESSED

2016: Target met. Efforts are kept to better this performance by taking into consideration the 192 classes of the 32 target schools.

Uganda

Name of the project	Participatory School Governance For Children - Uganda
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	285PL146
IATI id	FI-PRO-1498487-2-UGA100310
Theme	Participatory School Governance For Children - Uganda
Geographical location	Uganda
Partners	Anonymous Plan Finland Government of Finland Plan Uganda
Budget	263,595.00 EUR
MFA expenditure 2016	233,214.00 EUR
Self-funding expenditure 2016	8,353.00 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:

Overall there is a slight increase in the school enrolment rate of boys and girls from 41% at 2015 December to 67% at December 2016 in the target schools. A total of 109 children with physical disabilities were enrolled in all the PSGC target schools. 235 children in particular girls and boys from families of children with Disabilities reported positive changes in school related matters including deliberate steps by the school to create slot for their representation in management, and on the prefectorial bodies. 86% of girls and 30% of vulnerable children report increased access to spaces provided in the school such as the children's council and the clubs. 56% of these children reported increased influence of the council in the school management decisions. In addition, 80% of the pupils demonstrate increased confidence, choices, self-value and shared power.

The SMS monitoring system further supported children's participation. Approximately 900 messages were recorded in the SMS monitoring platform, 90 % of the messages were actively from the children. 40% were messages of appreciation, 20% messages of concern in regard to day to day management of school resources which included meals provision, teacher presence, pupil presence, availability of books to mention but a few. 3% of messages were received from the parents.

There has been noticed improvements and increased participation of all stakeholders in the school governance

processes. It is clear that most parents now appreciate the fact that both parents and the school must take responsibility for the child's education and the responsibility lies not only with the school (99% in Tororo, 82.6% in Kamuli, 57% in Lira). The proportion of parents who consider girl education as important as that of boys has increased from 30% in January to 68.3% in December. 87% of women have exhibited high levels of empowerment in their communities as many contested to membership positions at management level.

750 teachers (375 Female) have been reached through the project interventions. Of these 129 teachers (56 Female) gained skills in supporting children with special needs learn and participate in the school processes in the district. 621 teachers (361 female) in project schools use learner-centered approaches. 69% of the DEO, teachers and school principals demonstrated knowledge on education governance, gender and right to education.

In collaboration with other stakeholders, the project continued strengthening child participation structures. The country is in general consensus that for child participation to be realised in Uganda, a guide on structure formation must be developed. The PSG project is taking lead in shaping the structures in the country as a model.

Challenges and lessons learnt:

Many project schools had as many as 400 to 800 pupils. Yet on average, each school had only 8 teachers including the head teachers. This means that the pupil teacher ratio is between 50-100 per teacher and with the lower classes it can be as high as 150 before the drop out. This poses a major challenge for the quality of education. In addition, there is lack of facilitation from government for the routine monitoring and supervision.

The project has shown that the council meetings and peer mediation are instrumental in the development of life skills such as effective communication, decision making, assertiveness and confidence in children since it gives them the opportunity to take charge of their own issues.

The use of ICT4E in school governance is vital in revealing gaps that exist within the school governance system. On many occasions the messages revealed inconsistencies in the role of the inspectorate and supported the role of parents in promoting transparent school governance.

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.

Results

Result 1

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

Indicator 1.A Improved level of participation in education governance processes for girls and vulnerable children in schools

Baseline: 1124 (2014)

Period	Actual	Target
2015	N/A	1124

Indicator 1.B Proportion of Children, in particular girls and boys with disability report positive changes in school-related matters

Baseline: 14 (2014)

Period	Actual	Target
2015	N/A	500
2016	109	300



2016: There was a slight increase in the number of enrollment of boys and girls with disability from 56 at 2015 December to 109 at December 2016. Overall there was improvement in the level of participation for the children with disabilities. Compared to last year, this reporting period recorded 89% of children with disabilities participating in the school affairs and reporting positive changes. (MTR report 2016).

Indicator 1.C Proportion of girls and boys demonstrating increased confidence, choices, self-value and shared power.

Baseline: 56.25 (2014)

Period	Actual	Target
2015	N/A	46.5
2016	80	70



2016: Overall, 80% of the pupils demonstrate increased confidence, choices, self-value and shared power. Reports from the district evaluation team indicate that 80% of the pupils interviewed during a reflection meeting felt confident in their schools to allow them to speak openly and express their views, make suggestions and felt their suggestions are heard and respected by school administration. This is a significant improvement as also reported in the MTR (86.7%).

Result 2

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

Indicator 2.A

Contribute to empowerment of women and girls and reduced gender inequality through participatory education governance

Baseline: 46.4 (2014)

Period	Actual	Target
2015	N/A	60
2016	87	70

172%

2016: Generally, there has not been any improvement in the reduction of the gender inequalities in the terms of numbers, however 87% of women have exhibited high levels of empowerment in their communities as many contested to membership positions at management level.

Indicator 2.B

Increased participation of school children, parents and community members in school governance

Baseline: 56.25 (2014)

Period	Actual	Target
2015	N/A	60
2016	90	89

103%

2016: It's been noted that parents do participate in various ways such as helping children with homework, ensuring children attend school in time, helping with the scholastic provisions, making inquiries when need be, attending meetings as and when called, etc. 90% of the school reports indicate that community involvement in the school processes has increased.

Indicator 2.C

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: 20 (2014)

Period	Actual	Target
2015	N/A	50
2016	78	60


 145%

2016: Stakeholder participation is important for increased ownership, better learning environment for pupils and better accountability in education service delivery. Consequently 78% of children from vulnerable households participate in school council activities; In the same way above PETs continuous home visits to communities and communicate with parents about school issues has created a very big change. Reports from Schools indicate that 62% of parents visits schools during class days/education week and without any official invitation to monitor their child's behaviors, class performance and arrival time for the teachers. Also positive changes have been reported in schools where Innovation pilot was implemented, 90% of parents who passed on skills to their children as resource person(s) , they felt valued and therefore became more actively involved in their children education. 80 % of the parents in project schools demonstrate knowledge of the conditions of their children in school as well as their right as parents to cooperate with school which culminated into parents voluntarily contribution in terms of land, materials and attending meetings as means of creating opportunity to create change notwithstanding the illiteracy rate and poverty levels of their families. ; 2986 parents report an improvement in the communication between school and parents.

Result 3

Reach

Indicator 3.A

Adults (direct)

Baseline: N/A (null)

Period	Actual	Target
2015	5208	N/A
2016	20286	N/A

2015: Male: 2699 Female: 2509

2016: Female: 9700 Male: 10586 Total: 20286

Indicator 3.B

Adults (indirect)

Baseline: N/A (null)

Period	Actual	Target
2015	318440	N/A
2016	87467	N/A

2015: Male: 19899 Female: 29851

2016: Female: 42098 Male: 45369 Total: 87467

Indicator 3.C	Children (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	1635	N/A
2016	11080	N/A
2015: Girls: 817 Boys: 818 2016: Girls: 5540 Boys: 5540 Total: 11080		

Indicator 3.D	Children (indirect)	
Baseline: N/A (null)		
Period	Actual	Target
2015	87220	N/A
2016	99571	N/A
2015: Boys: 45826 Girls: 41394 2016: Girls: 49620 Boys: 49951 Total: 99571		

Indicator 3.E	Children With Disabilities (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	34	N/A
2016	50	N/A
2015: Boys: 30 Girls: 4		

Indicator 3.F	Children With Disabilities (indirect)	
Baseline: N/A (null)		
Period	Actual	Target
2015	34	N/A
2016	360	N/A
2015: Girls: 4 Boys: 30		

Result 4

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

Indicator 4.A

Improved education governance policies and practices at national level to enhance school governance and especially the adoption of children councils in primary schools

Baseline: 0 (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.

2016: Ongoing with other partners like save the children, National council for children and line ministry of Gender and socio-welfare & Ministry of education.

Indicator 4.B

Increased action by civil society organisations to promote education governance policies and good practices

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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

2016: Training of the steering committee on child participation conducted in anticipation for approval of the child participation strategy.

Indicator 4.C

Level of collaboration among relevant partners (CSOs, government, INGOs) to further the primary education agenda in country

Baseline: 2 forums (2014)

Period	Actual	Target
2015	N/A	N/A
2016	4 forums	4 forums

2015: 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.

2016: Increased use of the body of evidence generated by CSOs with regard to quality education for children from marginalised and excluded groups. The country is in general consensus that for child participation to be realised in Uganda, a guide on structure formation must be developed. This is to be part of the national strategy yet to be approved. The project is taking lead in shaping the structures in the country as a model.

Result 5

Teachers have increased capacity to deliver quality, inclusive education

Indicator 5.A

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

Baseline: 46.4 (2014)

Period	Actual	Target
2015	70	N/A
2016	90	70



185%



2015: 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.

2016: 90% of the school reports indicate that community involvement in the school processes has increased.

Indicator 5.B

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

Baseline: (2014)

Period	Actual	Target	
2015	205	200	
2016	621	205	

2015: 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

2016: 621 teachers (361 female) in FLNO-supported schools use learner-centered approaches. 69% of the DEO, teachers and school principals demonstrated knowledge on education governance, gender and right to education.

Indicator 5.C

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

Baseline: 38.2 (2014)

Period	Actual	Target
2015	40	N/A
2016	72.8	N/A

2015: 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

2016: 72.8% of children's councils are functional.

Ethiopia

Name of the project	Protecting Children from Violence
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	238PL114
IATI id	FI-PRO-1498487-2-ETH102105
Theme	Protecting Children from Violence
Geographical location	Ethiopia
Partners	Plan Ethiopia Finland MFA Plan Sweden HUNDEE Plan Finland KMG-Ethiopia SIDA PADet
Budget	342,791.00 EUR
MFA expenditure 2016	243,465.00 EUR
Self-funding expenditure 2016	42,964.00 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, 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

Progress towards achieving the project outcomes:

The project is implemented in 84 communities in four districts in collaboration with three local partners (KMG, PADet and HUNDEE). Finnish funding was 45% of the annual budget.

Over the past year, the project was able to achieve the following:

- Project created awareness and build capacities and skills of girls and boys towards different harmful traditional practices (HTP) such as child marriage (CM), female genital mutilation (FGM) and sexual violence (SV) against girls by employing education for girls and boys, life skills training, psychosocial support for SV & HTPs survivors, tutorial sessions and economic empowerment for girls and child participation in various child protection structures. For example 4650 children (2325F/2325M) were trained in peer education and 4882 girls attended tutorial sessions. 34 vulnerable young girls were economically empowered: they were trained on business development planning and provided seed money. At present they are involved in income generating activities in Bona Zuria. In addition, 8290 children (5890F/2420M) participated in campaigns and 3478 children (1576F/1902M) have attended in peer dialogues regularly in Fagita Legoma.
- Peer education groups have prepared their annual action plans and are implementing project activities. Based on their plan they educated their peers and reported cases of abuse, contributed money and supported vulnerable children. When they hear on child marriage cases they go to the parents' house as a group, discuss issues and play a great role in cancelling arranged marriages. The peer groups have also developed a daily checklist, identifying absentee of students, advice and return them to schools. These child-led clubs/structures are established and supported by Plan in 119 schools in the operational areas.
- Project implementation strategies including community conversations, intergenerational dialogues, awareness raising rallies, learning workshops and experience sharing events and other meetings on children's rights through involvement of community based organizations (CBOs), self-help groups, traditional and religious leaders, and CRC efforts managed to create awareness among communities. To this end, community members including men, women, boys and girls are well aware of impacts of HTPs and GBV, and have started to outlaw them. The project also ensured the engagement of CBOs-Fiche groups (informal community based Child Protection groups), so that increased knowledge and awareness of communities on harmful effects of the HTPs and particularly CM and FGM to girls' health, enable actors to challenge these practices jointly. All CRC, Child parliaments, CBOs/Fiche groups are strengthened to address issues related to CM, FGM & sexual violence against girls, and are working closely with government and local implementing partners. In addition, community level protection mechanisms have also been augmented by the establishment of referral mechanisms and by introduction of community based child protection mechanisms (CBCPMs) through trainings. For example 'Fiche' groups established at Bona Zuria district have passed their own decisions and by-laws on identified harmful traditional practices and their decision got the approval of the respective kebele council and became the law of the kebele.
- At present all project intervention kebeles have banned the practice of FGM, but it needs close support and follow-up to make it practical. Also circumcisers themselves have banned FGM practices; and they are actively participating in the anti-FGM efforts and have become change agents in their respective communities. For example in Fagita district more than 435 children have been saved from early marriage, 885 school dropout children restarted the school (310M/575F) and more than 549 children were saved from child labour (357M/192F).
- In Oromia community volunteers have been trained in all target kebeles with an intention to mentor on positive parenting. As a result, 64 community volunteers have been mentoring 770 households that were identified together with local leaders based on the specific criteria (families with limited income, families that have children with disabilities, etc.) on positive parenting skills in the reporting period. They provide home to home visits and other support services on a part-time basis to help children and families and they are reporting their activities for woreda Women and Children Affairs Child Protection Unit and with a standard format every 15 days. Also in Amhara parenting skills training was conducted for 195 parents and guardians (74M/121F).

- Supporting regional the Bureau of Women, Children and Youth Affairs in child protection activities, strengthening Anti-HTPs network from district to regional levels, capacity building for service providers (law enforcement bodies) and capacity building for CBOs and FBOs on child protection issues are major activities undertaken and enabled the project to achieve its outcomes. All the intervention districts managed to support and influence the government policies and law enforcement against FGM, CM & GBV by bringing three major government organs (Legislative, Executive and Judiciary) and other regional level CP actors together through training on policy and legislation enforcement. In addition, the project managed to establish and strengthen regional and district levels Anti-HTP networks.
- One achievement of the project and previous EU-funded project in the same location is the formation of tripartite agreement among law enforcement bodies in Bona Zuria district (district court, Justice and police offices) established against the practice of FGM, CM and GBV against girls and women. In relation to this, special court days for women and children were assigned with special judges, prosecutors and police officers on every Monday and Tuesday. In addition, the formal court in Bona Zuria district, for example, has instituted some affirmative actions; including reserving Fridays for hearing of cases involving VAWG. This action has significantly reduced the length of time for disposal of cases. Also advocacy efforts made by various community groups and CBOs have increased the responsiveness of the formal protection mechanism against FGM, CM and GBV.
- Communities, CBOs, CSOs, Plan and partner staff and the Government structures capacity towards resilience to disasters and shocks is managed by employing both capacity building training and Community Risk, Asset and Capacity mapping. After Community Risk, Asset and Capacity, and resilience building Assessment (done in 61% of the communities), the 117 Community Conversation groups have managed to design and implement an action plan to strengthen the identified resilience enablers and 88 VSLAs have financial reserve to support vulnerable families. The VSLAs have also incorporated articles that prohibit child rights abuses. These articles penalize any member who commits, supports or becomes ignorant for child rights abuses.

Challenges and lessons learned:

The security problems in the Amhara and Oromia regions had an impact on running the project interventions as planned. In addition, the ChSA law, which prohibits resident charities from directly working on human rights issues, limits the speed and quality of project implementation. NGOs cannot directly intervene in these areas, and every project activity is scanned by the lens of ChSA law of Ethiopia. In relation to ChSA law, the problem with interpretation and enforcement of laws whenever the child abuse case happens and is being reported the NGOs cannot work directly and everything needs to be done in the coordination of the government officials who are engaged in busy schedules, which in turn delays the project implementation. In addition, a staff turnover caused some delays in the implementation of the activities.

The following are the main lessons learnt during the intervention period:

- Economically empowered women and girls can stand up against the HTPs and to resist the impacts of them.
- Community Conversations provide a safe space in which people come together for thoughtful discussions and dialogue about shared values and actions.
- Collaborative effort with relevant stakeholders facilitates smooth, effective and efficient utilization of resources to the interest of the target community.
- Fostering coordination of care (referral mechanisms and linkages, resource mobilization and joint monitoring) are the vital intervention strategies for project sustainability.

Results



Result 1

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

Indicator 1.A

Child-friendly and gender-sensitive services (formal and/or informal) are available and respond to reported cases

Baseline: 1 (2015)

Period	Actual	Target	
2015	4	2	
2016	5	4	

2015: 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 /Fiche (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
2016: 5 formal & 84 informal Especially the informal child protection structures need more capacity building training to become child friendly and gender sensitive.



Result 2

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

Indicator 2.A

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

Baseline: (2015)

Period	Actual	Target	
2015	84	84	
2016	78	87	

2015: 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.
2016: Total 78% During the assessment in Oromia region (in Guna and Diksis) there are some kebeles that performed below the average and needs strengthened implementation. One reason is the fact that during the reporting period there was community unrest for more than 9 months and some of these areas were hotspot kebeles, which were actively participating in the civil unrest. On the other hand some of these areas are more challenging due to religious reasons and there is more resistance to accept changes and persistent culture of silence in regards reporting child abuse cases.

Result 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

Indicator 3.A

Level of cooperation among Govt, CBOs & CSO to prevent CM, FGM and sexual violence against girls

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	4	3



2015: No target for the first year
2016: Operating network in all areas.

Indicator 3.B

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

Baseline: 0 (2015)

Period	Actual	Target
2015	0	0
2016	1	3



2015: No target for the first year

Result 4

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

Indicator 4.A

Number of CC groups who design and implement action plan to strengthen identified resilience enablers

Baseline: 0 (2015)

Period	Actual	Target
2015	0	0
2016	117	50



2015: No target for the first year

Indicator 4.B

Number of VSLA groups that establish separate financial reserve

Baseline: 0 (2015)

Period	Actual	Target
2015	0	0
2016	88	100



2015: No target for the first year

Indicator 4.C

Percentage of children/household supported with interventions to reduce their risk to child protection issues

Baseline: 0 (2015)

Period	Actual	Target
2015	N/A	20
2016	23	10



2016: In Oromia 23% of households in Guna & Dikisis woredas have supported. We do not have the percentage value from SNNPR and Amhara. In SNNPR 150 households were supported and in Amhara 10 groups which comprise 10 members per group provided with revolving fund and 300 parents and guardians are provided with seed money as revolving fund and engaged in group IGAs/35 groups. They have started saving from their profit.

Indicator 4.D

Percentage of project communities where risk mapping on child protection is undertaken

Baseline: (2015)

Period	Actual	Target
2015	19	19
2016	61	100

**Result 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 5.A

Level of investment by the communities on child protection at community level including human and financial resources

Baseline: Low (2015)

Period	Actual	Target
2015	N/A	N/A
2016	High	High



2015: 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.

2016: high: different stakeholders/ community members spend more than 5 hours per month and spend more than 3% of their monthly income/ organizational budget to improve victim's access to referral services

Indicator 5.B

Number of cases reported to Child Protection services by communities (both formal and informal)

Baseline: (2015)

Period	Actual	Target	
2015	72	72	
2016	227	100	

2016: The cases were 120 child marriage, four abduction, three rape and 100 child labour (34 female / 66 male)



Result 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 6.A

Percentage of families, community leaders and religious leaders who prevent, report/ refer to against the Violence Against Children (VAC).

Baseline: (2015)

Period	Actual	Target	
2015	25	25	
2016	72	35	

2015: 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



Result 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 7.A

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

Baseline: (2015)

Period	Actual	Target	
2015	54	54	
2016	71	70	



Result 8

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

Indicator 8.A

Percentage or number of cases reported by children girls & boys through their school or community structures or directly to law enforcement mechanisms

Baseline: (2015)

Period	Actual	Target	
2015	17	17	
2016	26	25	

2016: The figures exclude Amhara PA.

Result 9

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

Indicator 9.A

Number of communities, staff and government Officials trained on resilience in child protection issues

Baseline: 0 (2015)

Period	Actual	Target
2015	62	N/A
2016	220	N/A

2015: 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.

2016: Total amount of trained people is 220 consisting of 55 Plan staff, 12 Partner staff and 153 Government officials in three regions.

Indicator 9.B

Percentage of communities, staff and government officials trained on resilience in child protection issues

Baseline: 0 (2014)

Period	Actual	Target
2015	N/A	30

Result 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 10.A

Number of districts officials who are aware of the National Anti-Harmful Traditions Practices (HTP) Strategy and integrate it

Baseline: 0 (2015)

Period	Actual	Target
2015	60	80
2016	103	40



2015: 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.

Result 11

Reach

Indicator 11.A	Adults (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	12984	N/A
2016	14171	N/A
2015: Male: 6036 Female: 6948 2016: Males: 6789 Females: 7382		

Indicator 11.B	Children (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	28538	N/A
2016	21334	N/A
2015: Boys: 7105 Girls: 21 433		

Indicator 11.C	Children with disability (CWD) (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	157	N/A
2016	66	N/A
2015: Boys: 67 Girls: 90 2016: Boys: 25 Girls: 41		



Result 12

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

Indicator 12.A

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

Baseline: (2015)

Period	Actual	Target	
2015	82	82	
2016	1223	480	

2015: 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.

Togo

Name of the project	Promoting Rights: Children with Disabilities
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 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 AST Handicap International Monde Radieux Fetaph CBM UNDP (duplicate) FODDET
Budget	344,052.00
MFA expenditure 2016	338,398.00 EUR
Self-funding expenditure 2016	27,438.00 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:

- 1848 girls and 2365 boys with disabilities benefitted from activities in the Community Based Rehabilitation (CBR) spaces, which built their capacity on their rights and in their participation in society. 70 adolescents with disabilities benefitted from Income Generating activities and/or vocational training. 5 new CBR spaces have been constructed and equipped.
- Children with communication difficulties and their parents were trained in sign language and braille, which results in their ability to know and claim their rights. Children with physical impairment received rehabilitation services.

2) Communities have increased understanding and awareness of violence against children and the right of children to protection

- 61 outreach activities were carried out in the communities, broadcasts on 10 radio stations and 6 sessions on inclusive education, directly reaching more than 9,500 people. 4 recreational camps were held, where the relationship between children with disabilities and their siblings is strengthened. The communities are now more involved in the protection of children with disabilities and abuse is being reported.

3) Community level actors have an increased capacity to act against violence against children, with a focus on gender and children with disabilities.

- The project organized during the year, 12 training sessions on gender, disability and child protection. 396 community members including 188 women were trained on the types of violence against children, especially those with disabilities and ways to prevent from and respond to abuse. This has resulted in 74 reported cases of abuse in the target areas of the project.

4) Child protection services are available and accessible. The quality of the services provided has increased.

- The project conducted 3 reinforcement workshops on child protection and disability inclusion for government services like health services, social welfare, education, police, justice. and NGO partners. These various workshops have helped strengthen the various actors in their role for the protection of children in general and those with disabilities in particular. In each district Social Welfare services now follow up on cases of violence including against children with disabilities

5) The legal and policy framework for child protection is improved over time and implemented.

- Due to advocacy activities in the project, the law on social protection of people with disability has been reviewed to be in accordance with the Convention on the Rights of Persons with Disabilities and a ministerial order for the establishment of a monitoring committee for the inclusion of people with disabilities. The National Youth Policy of the Ministry of Development has been revised and takes issues concerning young people with disabilities into account.
- All together all efforts have led to a change in attitudes and behavior towards people with disabilities. There is a growing public awareness on disability and the urgent need to protect the rights of children with disabilities, as the Chief of Kpekpleme stated: "the disabled child is no longer hidden".

Challenges and lessons learned:

The year started with a meningitis outbreak in the project area, which delayed project implementation and an emergency response to the outbreak. During the period July to December 2016 the rain season was extreme which made the roads inaccessible and weakened community mobilization and adaptation of the planning of project activities.

Internally the continued modifying of the new global financial system SAP, caused delays in payments.

The challenge remains the dissemination of the rights of children with disabilities to the entire country. The government depends on NGO's while ultimately it is a national responsibility. Continued capacity-building and lobby is required on national, district and community level.

- Disability inclusion for many community members is still focused on children with physical impairments. It is important to ensure children with sensory and intellectual impairments equally benefit.
- To improve the communication of children with sensory impairments, it is important to involve the family in the training.
- CBR space activities, focused on social inclusion, and pre-school exercises with children with disabilities facilitated the integration of children with disabilities into mainstream schools.
- The practice of inclusive sports and games has been received with enthusiasm, it makes all children joyful and promotes social inclusion.
- Income Generating Activities and vocational training create financial independence and relieves the financial burden of parents who do not have the means to fully support their child with a disability.
- It is crucial to get support from the national government institutions to ensure government services at district level are committed to the inclusion of persons with disabilities
- Regular coordination with project partners is crucial for a smooth implementation of the project.

Results

Result 1

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

Indicator 1.A

Community Based Rehabilitation systems are in place and functional to protect children with disabilities

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A

2015: 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 1.B

Strengthened child protection systems in place

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A

2015: 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.

Result 2

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

Indicator 2.A

Child-friendly services (formal and/or informal) are available and respond to reported cases

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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

2016: 119 of teachers and 57 parents of students (committees) in communities received training on inclusive education. 44 including 5 women of social action, law, health and education managers received training on VAC, child protection and inclusion

Indicator 2.B

Improved curriculum for training of providers of Child Protection services

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 1 Unique training module on violence against children in schools is available. 1 draft of the child protection module (inclusive) is elaborated by the project

2016: The new module reviewed by the partners. It's took in account the need of children with sensory impairment.

Indicator 2.C

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

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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

2016: The regional departments of education has an inclusive planning officer. The target was met partially. The different services are apparently disability inclusive there is a need for proof.

Indicator 2.D

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

Baseline: (2014)

Period	Actual	Target
2015	60	50
2016	N/A	N/A


 120%

2015: Percentage of the management of child protection are trained on gender and disability

2016: A monitoring was done by the partner FODDET to ensure that the child protection directorate implemented their action plan. The target was met, The added value of training in the knowledge of international child protection texts was the Convention on the Rights of Persons with Disabilities (CRPD), which was really unknown to any participant prior to the training.

Result 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 3.A

Number of community reports on violence against children with disabilities, in particular girls with disabilities

Baseline: (null)

Period	Actual	Target
2016	2	54



2016: 0 reports on disabled boys 2 reports disabled girls Total 2 reports 88 cases reported on girls but only 2 for girls with disabilities. Far below target. This gap will be analysed with partners mainly social action services, Monde Radieux and Belle Porte

Indicator 3.B

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

Baseline: 40 (2014)

Period	Actual	Target
2015	45	50
2016	65	65



2015: 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
2016: Women: 65 % Men: 65 % Total: 65%

Indicator 3.C

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

Baseline: 0 (2014)

Period	Actual	Target
2015	24	10
2016	32.5	25





2015: Women: 40 % Men: 7 % The percentage of women is higher because they are mostly targeted by the project.
2016: Women: 40 % Men: 25% Total: 32.5% The target was met more than plan. The work of the project focus on fathers clubs this year to improve their involvement in the taking care of the Children with Disabilities.

Indicator 3.D

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

Baseline: 0 (2014)

Period	Actual	Target	
2015	9	10	
2016	25	25	

2015: Women: 8% Men: 9% Target nearly met
2016: Women: 25% Men: 25% Total: 25%



Result 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 4.A

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

Baseline: 19 (2014)



Period	Actual	Target	
2015	23	27	
2016	27	27	

2015: 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)
2016: 27 cantons have cantonal project action plans which include the issue of disability. About 59% of them invested in initiatives on the Community Based Rehabilitation (CBR construction and equipment of CBR spaces, transport payment for the awareness raising sessions in the villages that are so far) Plan International Togo included the disability issues in the process's of the cantons annual evaluation.

Indicator 4.B

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

Baseline: 1 (2013)

Period	Actual	Target	
2015	7	20	
2016	90	24	

2015: 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, Bornefunden and DGPE (National Child Protection Directorate)
2016: Girls : 88 Boys : 00 Disabled Girls: 02 Disabled boys: 00 TOTAL: 90 In the case of girls the target was exceeded because of the training on VAC that the communities members received. The data from Sotouboua is not available.

Indicator 4.C

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

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: Not realised during this period. The activities of training was not possible in 2015, and have been scheduled for year 2
2016: The communities' leaders received training on VAC and disabilities. Their developed a working plan to prevent VAC in their communities.


Result 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 5.A

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

Baseline: (2014)



Period	Actual	Target	
2015	27	27	
2016	N/A	N/A	

2015: 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.
2016: 50% of the children clubs are consulted in their family, 21% of them are Children with Disabilities. 2 girls with disabilities are representative during the annual review of the project

Indicator 5.B

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

Baseline: (2014)



Period	Actual	Target	
2015	34	84	
2016	129	94	

2015: 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.
2016: Girls: 80 Boys: 49 Total: 129 The target was met and the number of boys increased: the girls identified were limited by age (in Togo, you must have over 15 year to work)

Indicator 5.C

Number of child protection cases in targeted communities reported by children

Baseline: 0 (2014)



Period	Actual	Target	
2015	5	27	
2016	23	27	

2015: 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.
2016: The target was not met. In some cases are being hidden by the communities.

Indicator 5.D

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

Baseline: 0 (2014)

Period	Actual	Target	
2015	59	40	
2016	208	40	



2015: 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

2016: Girls: 72 Boys: 136 Total: 208 The target was met. Children with visual impairment received support from a local optic that sponsored the glasses. The number of boys increased during the identification of a partner.

Indicator 5.E

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

Baseline: 0 (2014)

Period	Actual	Target	
2015	61	20	
2016	76	50	


2015: 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.

2016: Girls: 38 Boys: 38 Total: 76 The target increased because trainers were found from the central region to facilitate the trainings reducing the costs when compared to having facilitator from Lomé.

Indicator 5.F

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

Baseline: 10 (2014)

Period	Actual	Target	
2015	16	17.5	
2016	N/A	N/A	

2015: Girls: 17% Boys: 15% Average: 16%

2016: 30% of girls 25% of boys

Result 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 6.A	Child and gender sensitive legal and policy frameworks related to child protection / disability developed and/or strengthened	
Baseline: (2014)		
Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A
<p>2015: 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.</p> <p>2016: - Persons with Disabilities Protection Law passed in first reading of the Togolese cabinet. - Child code Togo for the inclusion was not submitted.</p>		

Indicator 6.B	Improved data collection systems in place that provide evidence with regard to the child protection and disability status in country	
Baseline: (2014)		
Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A
<p>2015: 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</p> <p>2016: -The system to collect data on child protection is clear in country with child protection directorate -The situation of child protection in Plan International Togo area is available with a clear tool. The tool doesn't take in account the disability. -...of child protection cases are recorded at communities level -...of the cases are shared at national level The target was met partially. But we need to improve the tool to include Children with Disabilities' situation. And calculate the percentage of all the cases.</p>		

Indicator 6.C

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

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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
2016: Child code Togo for inclusion was not submitted. The target was not met because the unavailability of Persons with Disabilities directorate to support the initiative, but a second reading was done.

Indicator 6.D

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

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.
2016: CBR network organized one meeting during the period A regional network meeting planned for February 2017. The target was met but there is a need to improve the situation.

Indicator 6.E

Number of implementing partners strategies and policy documents that are gender, children and disability inclusive

Baseline: 1 (2014)

Period	Actual	Target
2015	3	3
2016	N/A	N/A



2015: Monde Radieux and Belle Porte have yet their child protection policy. Target met.
2016: The strategic document of FODDET is not yet reviewed. The CPP of Monde Radieux and Belle porte are in draft. They use FETAPH (they are members of FETAPH) and Plan international CPP

Result 7

Other relevant outputs

Indicator 7.A	Children clubs
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Baseline: N/A (2014)

Period	Actual	Target
2015	16	N/A

Indicator 7.B	Children with a disability registered
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Baseline: N/A (2014)

Period	Actual	Target
2015	3577	N/A

2015: 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 7.C	Community Based Rehabilitation (CBR) spaces under construction
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Baseline: N/A (2014)

Period	Actual	Target
2015	5	N/A

Indicator 7.D	Community Based Rehabilitation agents
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Baseline: N/A (2014)

Period	Actual	Target
2015	64	N/A

Indicator 7.E	ECCD centers established/supported (CBR centres)
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Baseline: N/A (null)

Period	Actual	Target
2015	32	N/A
2016	5	N/A

Indicator 7.F**Holiday camps***Baseline: N/A (2014)*

Period	Actual	Target
2015	1	N/A

Result 8

Reach

Indicator 8.A**Adults (direct)***Baseline: N/A (2014)*

Period	Actual	Target
2015	1164	N/A
2016	11701	N/A

2015: Male: 524 Female: 640

Indicator 8.B**Adults (indirect)***Baseline: N/A (2014)*

Period	Actual	Target
2015	2689	N/A
2016	13942	N/A

2015: Male: 981 Female: 1708

Indicator 8.C**Children (direct)***Baseline: N/A (2014)*

Period	Actual	Target
2015	167	N/A
2016	7736	N/A

2015: Boys: 93 Girls: 74

Indicator 8.D	Children (indirect)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	981	N/A
2016	18705	N/A
2015: Boys: 496 Girls: 485		

Indicator 8.E	Children with a disability	
Baseline: N/A (2014)		
Period	Actual	Target
2015	985	N/A
2016	2831	N/A
2015: Boys: 516 Girls: 469		

Kenya

Name of the project	Early childhood care and development RESA
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2016
Project code	289PL149
IATI id	FI-PRO-1498487-2-RES10087
Theme	Early childhood care and development RESA
Geographical location	Nairobi, Kenya
Partners	Plan RESA Finland MFA Plan Finland
Budget	60,885.00 EUR
MFA expenditure 2016	
Self-funding expenditure 2016	

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:

The project is a regional support project which aims to promote and strengthen the expansion and replication of effective ECCD programme models, strategies and practices; to support the implementation of the regional ECCD Framework; to promote collaboration, learning and dialogue on ECCD within Region of Eastern and Southern Africa (RESA) and Pan-African context; as well as to strengthen ECCD Monitoring, Evaluation and Research within the region.

In 2016, Kenya and Mozambique were selected as two focus countries and support visits were conducted to these countries to enhance the capacity amongst ECCD staff. Support visits to Mozambique were increased as the country project faced challenges in implementation due to staff changes. Training was given to the new team in ECCD in general, gender, and digital monitoring using the Poimapper digital data-collection tool.

A documentary and a photo booklet were produced to showcase the impact of the ECCD model in the target communities in Kenya and Mozambique.

Challenges and lessons learned:

Funding cuts affected the project's two focus country projects in Kenya and Mozambique. MFA funding cuts resulted in Plan Finland retiring from Kenya by the end of 2016, and Hilton foundation, that co-financed the projects in both countries, retired from Mozambique. Regional coordination became less relevant when both of the countries were concentrating on restructuring the project activities. Furthermore, the countries preferred to invest more in internal capacity instead of continuing to rely on the regional office's support in different areas, and therefore it was decided in late 2016 that the regional ECCD project would not be continued in 2017.

Staff changes in both country projects, but especially Mozambique, required the project to adapt and dedicate

more time to supporting the new team in the different aspects related to the ECCD model, shifting focus away from the original, more ambitious plans, and ultimately losing a big part of the initial regional focus.

Mozambique

Name of the project	Early Childhood Care and Development (Moz)
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	259PL145
IATI id	FI-PRO-1498487-2-MOZ100046
Theme	Early Childhood Care and Development (Moz)
Geographical location	Jangamo, Mozambique
Partners	Plan Finland Government of Finland Plan Mozambique
Budget	240,192.00 EUR
MFA expenditure 2016	81,814.00 EUR
Self-funding expenditure 2016	43,139.00 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 early childhood care and development (ECCD) 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 and learn.

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. New project interventions also include establishing more parenting groups, village saving and loan associations, and increasing focus on gender issues.

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

Updates

Progress towards achieving the project outcomes:

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

- 1,443 children (782 girls and 661 boys) enrolled in ECCD centres;
- 728 children (394 girls and 334 boys) from the ECCD centres graduated to primary school (100% of children of the age to enroll to primary school);
- 1,084 children between 3 and 5 years old, of which 523 boys and 561 girls, from the Mogovolas District in Nampula province, were enrolled in December 2016 to start in the new centers in 2017.
- 346 children were supported to obtain birth certificate, in collaboration with Government officers;
- 53 ECCD centres in Jangamo and Homoine districts in Inhambane province functioned during the year, additional 20 in Nampula province were prepared to start in 2017;
- 143 new volunteers (112 Female and 31 Male) selected and trained to be ECCD facilitators in Inhambane, and 60 (6 Female and 54 Male) for new centers in Nampula Province (starting in 2017).
- A new partnership with two disability organizations, Light for the World and Uhambo, was started to increase inclusion of children with disabilities in the ECCD centers. Two trainings were held for the project staff, actual inclusion activities will start in 2017.

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

- 26 functional parental groups composed with 713 parents and caregivers who are attending the sessions (594 women and 119 men).
- 17 parenting groups running Village Saving and Loan Associations and contributing to the sustainability of ECCD centers.

Policy level engagement: Strengthened collaboration with other actors for ECCD policy formulation and implementation

- Plan Mozambique participated in meetings, workshops and other events organized by the government, and participated in the design of the "Essential Package" (the manual which is used to train parents and caregivers to teach them how to take care of their children). This package is being used in all ECCD centers supported by Plan and other organizations, and monitored by the Government.
- Provincial and District Government officers visited ECCD centers. Appreciation of the benefits of the centers and parenting groups was noted and strengthened advocacy messages as well as contributed significantly to the community participation in the implementation.

Challenges and lessons learned:

During 2016, the project faced serious challenges due to:

1. staffing: all the Community Development Facilitators were replaced in late 2015 due to unsatisfactory performance, leading to an interruption in the technical support of the ECCD centers at the beginning of the 2016. In addition, the Project Manager left in May.
2. a change in strategy in late 2015, to shift the responsibility for the payment of the ECCD facilitators' incentives from the project to the parents/communities in order to increase community ownership and prepare the centers for

the project phase-out, and

3. the turbulent political situation in the new project area Mogovolas in Nampula province, further delaying the establishment of new centers according to the plan. Changes in the strategy combined with the lack of technical support due to staff changes resulted in difficulties to maintain the centers operational at community level. When the new team entered the project, they discovered many of the centers closed. A good part of the year the project worked on revitalizing the centers and the related parenting groups, and building community awareness and ownership. By the end of the year, 37 of the 44 old centers were operational, with 7 remaining closed.

There have also been challenges at the level of Plan Mozambique country office, slowing down processes related to project implementation and monitoring. As a result, a restructuring process of the organization, including comprehensive capacity building to all staff, has been started, with strong support from Plan International headquarters and the regional office.

On the other hand, 16 new centers were established, responding to the interest of new communities, making the total number of active centers at year-end 53. The project was approached by these new communities to assist them in starting ECCD activities, and trained the ECCD and parenting facilitators as well as the center management committees, while the community members built the centers out of local materials. Establishment of such a significant number of new centers as result of the communities' own initiative is a strong sign of increasing awareness of the importance of ECCD in the project area.

Results

Result 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

Indicator 1.A	Percentage of children who have participated in Plan Finland -supported Early Childhood Care and Development (ECCD) programmes who transition to primary school		
Baseline: (2014)			
Period	Actual	Target	
2015	100	100	<div><div>100%</div></div>
2016	100	100	<div><div>100%</div></div>
2015: Girls: 740, Boys:718. 2016: Girls: 728 Boys: 334			

Result 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 2.A

Children in Plan Finland -supported ECCD programmes participate actively and feel confident to express their views openly

Baseline: (2014)



Period	Actual	Target
2015	N/A	N/A

2015: The exercise was conducted by observing children in 20 ECCD centres. This indicator is not being followed in the case of Mozambique.

Indicator 2.B

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

Baseline: 1708 (2014)

Period	Actual	Target	
2015	1458	1878	
2016	1443	2760	

2015: Girls: 740 Boys:718, Total: 1458. Children With Disabilities (CWD): 37(17 girls and 20 boys) Opening of new ECCD centers in Nampula has been delayed, planned for 2016; some centers in Inhambane closed due to low community commitment.

2016: Opening of new ECCD centers in Nampula was further delayed due to security situation in the target district, planned for start of year 2017, with 1084 children enrolled; 7 centers in Inhambane closed due to low community commitment.

Result 3

Other relevant outputs

Indicator 3.A

ECCD centers established/supported

Baseline: N/A (null)

Period	Actual	Target
2015	44	N/A
2016	53	N/A

2015: 44 ECCD centres supported

2016: 60 ECCD centers supported, but only 53 operational at the end of the year

Indicator 3.B

Number of girls and boys 0-8 years participating in Plan Finland supported Early Childhood Care and Development (ECCD) programmes

Baseline: N/A (2014)

Period	Actual	Target
2015	1458	N/A
2016	1443	N/A

2015: Girls: 740 Boys: 718
2016: Girls: 782 Boys: 661

Result 4

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

Indicator 4.A

Changes in legal environment or other ECCD agenda

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: The situation remains the same as in the baseline
2016: Plan Mozambique participated in meetings, workshops and other events organized by the government, and participated in the design of the “Essential Package” – a manual which is used to train parents and caregivers to teach them how to take care of children. This package is being used in all ECCD centers supported by Plan and other organizations, and monitored by the Government

Result 5

Reach

Indicator 5.A

Adults (direct)

Baseline: N/A (2014)

Period	Actual	Target
2015	1229	N/A
2016	713	N/A

2015: Female: 909 Male: 320
2016: Female: 594 Male: 119

Indicator 5.B	Children (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	1458	N/A
2016	1443	N/A
2015: Girls: 740 Boys: 718 2016: Girls: 782 Boys: 661		

Result 6

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 6.A	Mothers, fathers and community members actively participate in the establishment and running of ECCD centre	
Baseline: (2014)		
Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A
2015: Communities participate in some initiatives but not very actively 2016: Communities participate in some initiatives but not very actively. There is a difference in the activity of different communities, some being very active and others still need more support and motivation		

Indicator 6.B	Percentage of girls and boys under 5 participating in FLNO-supported ECCD programmes whose father has engaged in 1 or more activities to promote learning and school readiness in the past 3 days	
Baseline: N/A (null)		
Period	Actual	Target
2016	N/A	N/A
2016: 24% of fathers surveyed reported reading or looking at figures with their children “often” or “always” (response options: never, rarely, sometimes, often, always)		

Indicator 6.C

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

Baseline: (2014)

<i>Period</i>	<i>Actual</i>	<i>Target</i>
2015	N/A	9
2016		

2015: Not systematically monitored yet.

2016: 58% of parents surveyed play with their children “often” or “always”, and 52% show their children love; 76% never or rarely beat their children as a disciplinary action (response options: never, rarely, sometimes, often, always)

Uganda

Name of the project	Scaling up Community-Led Action for Children
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	285PL129
IATI id	FI-PRO-1498487-2-UGA100309
Theme	Scaling up Community-Led Action for Children
Geographical location	Tororo, Uganda
Partners	Mbarara University Plan Finland Government of Finland Plan Uganda McGill University
Budget	382,599.00 EUR
MFA expenditure 2016	303,158.00 EUR
Self-funding expenditure 2016	53,498.00 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 2016 the project was implemented across the 24 target communities of the four program areas of Lira, Tororo, Kampala and Kamuli.

On a national level Plan International Uganda facilitated the Ministry of Gender, Labour and Social Development as a mother Ministry, together with other ministries to disseminate the National Integrated Early Childhood Development policy across the Kampala, Kamuli, Lira, Tororo and their neighbouring districts. The approval of this Integrated policy has become a key milestone in the implementation and support of the ECD interventions in the country. Relevant government departments and partners were equipped with knowledge of their respective roles and responsibilities in Early Childhood Care and Development and its importance. This increased knowledge and ECCD/CLAC experience among the partners and relevant government departments and partners were engaged to develop district IECD Plans/ commitments, identified emerging issues and action Plan to address the issues pointed out.

3,276 (1639M, 1,637F) children of which 59 (33M, 26F) children with disabilities were enrolled during the enrolment drives that were conducted across the 24 ECCD Centres. 1,185 (580 boys, 605girls) children graduated in preparation to transit to Primary One across Kampala, Kamuli, Lira and Tororo. Children exhibited competences in school readiness skills that is; literacy, self-care and learning through play as an indication of well-developed language, social, cognitive and physical skills. 131 (44M, 87F) ECCD caregivers across the 24 communities from Kamuli, Kampala, Lira and Tororo were equipped with skills on Government recommended Early learning modules session delivery, child friendly teaching of infants, daily assessment of children, alternative skills in motivating children both boys and girls in class, child alternative means of disciplining children, daily routine and use of learning Framework in preparation for their Certification in Community child care. 22 (3M, 19F) Infant primary teachers were trained by the education supervisor and the CCT of Makindye division – Kampala. Teachers acquired skill in reading and its importance, teaching, writing and reading methods; writing and its importance, development of reading materials at school level, material development and special needs education, use of child friendly handling methodologies irrespective of their ethnicities, child care and use of variety of learning materials.

The harsh weather pattern during this reporting period was detrimental to the children and center activities especially in the beginning of the year. The climate change related drought made it difficult for parents to contribute and participate to the ECD activities as they were struggling to yield crops. Parenting Education Sessions were rescheduled to weekends to allow them engage in the garden work during the week days. In Kampala, 2 of the 6 centres located on private property – church and communal land may hardly survive for the next ten years after the project phase out if the landlords or their heirs change their minds to develop the pieces of land where the ECCD Centres are based. This is exacerbated by the high Caregivers' turnover for better lucrative ventures due to the meagre contributions from parents. However, continued dialogue and local advocacy is being done to combat this.

Lessons learnt:

Engaging community volunteers, who have gone through a hand on training and mentorship to carry out training, is a better way of sustaining the project after the phase-out of the project because they do it with dedication with minimal costs. They continue sharing information using various forums.

Engaging fathers in parenting sessions and local level advocacy has enabled more men to get involved in child care and other family activities. When Local Government staffs are engaged in training project beneficiaries, they are able to do further follow ups on their own, they understand the project more and they are able to report about the project to different stakeholders in different forums.


Results

Result 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.A		Level of progress against the gender quality scales for ECCD and Education	
Baseline: 0 (null)			
Period	Actual	Target	
2015	N/A	N/A	
2016	2	3	<div><div></div><div>67%</div></div>
2016: Boys and girls enrolled in ECCD program attend learning sessions regularly. Boys and girls are given equal opportunities in play/learning activities at home and ECCD centre. Mothers and fathers share child care responsibilities both at home and school.			

Indicator 1.B	Level of progress against the inclusion quality scales for ECCD and Education	
Baseline: N/A (null)		
Period	Actual	Target
2015	N/A	N/A
2015: Inclusion scales were not used in 2015, will be added next year.		

Indicator 1.C	Number of children 0-5 at risk and those with developmental delays and disabilities who are identified and referred to relevant support services		
Baseline: (null)			
Period	Actual	Target	
2015	359	2160	 17%
2016	N/A	2160	

2015: 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 1.D

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

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	100	N/A

2015: 24 communities were targeted. However, percentage could not be established because there was no systematic research done
 2016: Plan International Uganda hired an Early Learning Teachers' training Institution which equipped Caregivers with children assessment skills in preparation for the Ministry of Education Certification. Caregivers regularly assess and record Early Learning children's progress in Cognitive, Motor, language and socio-emotional development.

Result 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 2.A

Number of girls and boys 4-6 in target communities who regularly participate in age-appropriate ECCD-programmes supported by Plan Finland

Baseline: (null)

Period	Actual	Target
2015	0	2880
2016	3276	4320



2015: 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.
 2016: Girls: 1637 Boys: 1639 Total: 3276 Children with disabilities: 59 Although 4320 (2376 girls, 1944 boys) had been enrolled during the enrolment drives, the actual number of children that participated in age – appropriate ECCD programs was lower (see progress results).

Result 3

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

Indicator 3.A

Changes in legal environment or other ECCD agenda, number of early childhood development (ECD) policies launched

Baseline: 0 (null)

Period	Actual	Target
2015	N/A	N/A
2016	1	1



2015: 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.

2016: Plan International Uganda facilitated the Ministry of Gender Labour and Social Development to establish the National Integrated ECD Secretariat to Coordinate the National Integrated ECD Policy activities nationwide.

Indicator 3.B

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

Baseline: 0 (2014)

Period	Actual	Target
2015	15	15
2016	15	15




2015: Parts of the model are being scaled up through interested partners(15 partners). 90% of the partners interested in the parenting component.

2016: Parts of the model are being scaled up through interested partners (15 partners)

Result 4

Reach

Indicator 4.A

Boys/Girls (children), direct

Baseline: N/A (null)

Period	Actual	Target
2016	5376	N/A

2016: Boys: 2664 Girls: 2712 Total: 5376

Indicator 4.B	Boys/Girls (children), indirect	
Baseline: N/A (null)		
Period	Actual	Target
2016	1647	N/A
2016: Boys: 965 Girls: 682 Total: 1647		

Indicator 4.C	Children with disabilities	
Baseline: N/A (null)		
Period	Actual	Target
2016	146	N/A
2016: Boys: 74 Girls: 72 Total: 146		

Indicator 4.D	Male/Female (adults), direct	
Baseline: N/A (null)		
Period	Actual	Target
2016	2096	N/A
2016: Males: 803 Females: 1293 Total: 2,096		

Indicator 4.E	Male/Female (adults), indirect	
Baseline: N/A (null)		
Period	Actual	Target
2016	1520	N/A
2016: Total: 1520 Mothers: 418 Fathers: 1102		

Result 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 equally support holistic care and development of girls and boys.

Indicator 5.A

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

Baseline: N/A (null)



Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2016: Mothers and fathers across the 24 communities provided the readily available materials in the communities including bricks, stones, sand and labour to support the construction of the ECCD centres. Centre management committee members have been at the front of monitoring the daily running of the ECCD centres and mobilise resources to support the centre establishment.

Indicator 5.B

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

Baseline: (null)

Period	Actual	Target	
2015	3480	3480	
2016	4464	1440	



2015: 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.

2016: Girls: 2200 Boys: 2264 Total: 4464 Fathers and mothers practice proper nutrition, hygiene practices, love and respect, talk and play confess to have registered significant changes. There is increased immunity among children, development at the house hold level because of involving their wives in whatever they do, reduced tension and improved self-esteem among children because of play and talk with parents.

Indicator 5.C

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

Baseline: (null)

Period	Actual	Target	
2015	3840	1440	
2016	4464	1440	

2015: Girls: 1776 Boys: 1704

2016: Girls: 2200 Boys: 2264 Total: 4464 Fathers who participate in fathers' conferences have become role models in the communities after realising the need to actively participate in child care. They usually bath their children, prepare meals and wash clothes at home which has reduced the burden of household chores for the mothers in the house.

Ethiopia

Name of the project	Building Strong Foundation for Boys & Girls - Ethiopia
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	238PL113
IATI id	FI-PRO-1498487-2-ETH102106
Theme	Building Strong Foundation for Boys & Girls - Ethiopia
Geographical location	Ethiopia
Partners	WODA Plan Ethiopia Finland MFA Plan Finland RATSON
Budget	350,082.00 EUR
MFA expenditure 2016	314,680.00 EUR
Self-funding expenditure 2016	55,532.00 EUR

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 Bolosore 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

Progress towards achieving the project outcomes

Many changes have been observed during the second year of the second phase of the project. Additional twelve ECCD centers were constructed in 2015 and 2016 making a total number of ECCD centers 24. The centers are well equipped with playing and learning materials, indoor and outdoor games that facilitate the learning process. Following this, an additional 495 children (250F/245M) have had the opportunity to enjoy quality ECCD services provided by the centers. Additional facilitators were enrolled, trained and assigned to deliver quality ECCD services in their locality. This will make a total number of qualified ECCD facilitators to 48. Several trainings related to ECCD and positive child rearing practices have been delivered to facilitators, primary school teachers, management committee members, fathers and mothers. As a result child-parent relationship and children's well-being are highly improved. Children who have participated to the learning programme in ECCD centers have found to be taken better care of their hygiene, being competitive sociable and disciplined and ranked student. It is also observed that the school readiness, attendance and completion rates are increased, and their drop out is decreased.

An emphasis has been given to gender and inclusion related issues. Consequently the gender balance of ECCD children is almost equal (51%F/49%M). Currently due to different trainings provided on disability issues parents have started to bring their children with disabilities to ECCD centers and primary schools. A total of 28 (12F/16M) children with disabilities have enrolled in the ECCD centers in 2016 and there are 120 (65F/55M) students living with different disabilities at primary schools. The people with disabilities are currently freely participating in different contests and ceremonies organized by the centers.

During 2016, 144 parenting groups with their 2880 members (2160F/720M) were doing their best in cascading the knowledge and skills they have got during their regular meetings conducted twice a week in the village and once a month in the center level. Five model fathers have become members of each parenting group of twenty people and they have started mobilizing and sensitizing fathers to carry out their parenting roles. Practical changes towards positive child rearing and early stimulation have been perceived in the communities and related to this water borne diseases have decreased dramatically, fathers and mothers are engaged to tell stories to their children and prepare playing and learning materials from locally available resources. The production of gender-sensitive early stimulation materials at home and village level are the major project activities. Also the major harmful traditional practices, including gender based violence, child labour abuses, harassments in ECCD target schools have decreased in the areas where the project is being implemented.

One vital achievement of ECCD project is the success that has been seen in fathers' involvement in positive child rearing practices. Parent to child relationships have improved dramatically and especially fathers have started to be actively involved in positive child rearing practices. Absolute male dominance is decreased and friendly approach between fathers, mothers and children has been seen in the project implementing sites. All parents in the parenting groups have started to feed locally available nutritious food to their children and considerable achievement are also observed in relation to children's health.

ECCD centers especially in Oromia have been visited by different stakeholders initiated by Oromia Education Bureau. As a result of quality ECCD service provided for the last five years and excellent ECCD children demand for ECCD is highly increased. This also indicates that communities' awareness towards ECCD is increased. Community elders continued telling stories every Friday in story telling rooms built by the community at all ECCD centers. As a result of the communities' own effort, ECCD centres at Dubo and Yukara kebeles have organized a second shift in the afternoon to serve additional children. The community is motivated to send the children in the second shift as a result of the growing awareness on the importance of the ECCD programme that the project has created among the communities.

Challenges and lessons learned:

Similar to last year huge 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 lobbying key officials in the government line ministries and influential people in the local community. The issues have been raised in the network to find solutions, such as making the program even more cost effective and scalable by the local communities themselves.

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 or by providing water hold plastic bottles and water treatment in collaboration with district health office.

Political dispute happened in Oromia and Amhara regions has influenced routine ECCD activities somewhat. However after the declaration of state of emergency the project implementation was going on smoothly.

Results

Result 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.A	Level of inclusion in ECCD and education	
Baseline: Inclusion neutral (2014)		
Period	Actual	Target
2016	Maintain inclusion	Maintain inclusion
2016: ECCD centers construction, ECCD enrollment and other project activities has paid attention for inclusion		

Indicator 1.B

Level of progress against the gender quality scales for ECCD and Education

Baseline: Gender Neutral (2014)

Period	Actual	Target	
2015	Gender neutral	Gender Aware	
2016	Gender aware	Gender aware	



2015: 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).

2016: The communities are becoming gender aware and discrimination has decreased soundly.

Indicator 1.C

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

Baseline: (2014)

Period	Actual	Target	
2015	246	47	
2016	223	227	



2015: 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.

2016: Girls: 108 Boys: 115 The referral to services has been addressed with full involvement of government partners.

Indicator 1.D

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

Baseline: (2014)

Period	Actual	Target	
2015	34.14	25	
2016	47	45	

Result 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 2.A

Children in FLNO-supported ECCD programmes participate actively and feel confident to express their views openly.

Baseline: (2014)



Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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. 2016: ECCD children are very active, they are expressing themselves and they are high ranked (1-3) compared to non-ECCD children. This is witnessed by ECCD focal persons as well as grade one and two teachers.

Indicator 2.B

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.

Baseline: (2014)



Period	Actual	Target	
2015	994	1200	
2016	1455	1038	

2015: 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 2016: Girls: 735 Boys: 720 Total: 1455 Children with Disabilities: 28 (16 Male / 12 Female) The number of children is higher than expected due to the shift system applied in Bolososore ECCD centers.

Indicator 2.C

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

Baseline: 9.8 (2014)

Period	Actual	Target	
2015	19.81	14.8	
2016	23	21	

2015: Girls: 19.83 % Boys: 19.79 %

Result 3

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

Indicator 3.A

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

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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

2016: ECCD network and partnership related trainings, and meetings delivered to concerned district level government officials. Furthermore Management committees and some lead parents trained on resource mobilization and how to handle community managed ECCD centers. The ECCD networks have been established in both regions from different governmental and non-governmental organizations that work on early childhood care and development area. These include, Regional Education, Health, Women and Children Affairs, Bureau of Finance and Economic development, College of teachers' education, Save the Children, World Vision and other local partners. The same is true for sector offices at district level. There are ECCD officers/focal points at government offices and it is them who organize most of the tasks related to ECCD networks and review meetings.

Indicator 3.B

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

Baseline: N/A (2014)

Period	Actual	Target
2015	1,2 & 3	1,2 & 3
2016	3 & 5	3 & 5

2015: 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.

2016: At the moment attention has been given for ECCD. However regarding budget allocation assigning expertise and the like there is no clear information. This indicates that there will be some challenges in achieving the target for 2017.

Result 4

Reach

Indicator 4.A	Adults (direct)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	4001	N/A
2016	2222	N/A
2015: Male: 1,616 Female: 2,385 2016: Male: 555 Female: 1667		

Indicator 4.B	Birth registration	
Baseline: N/A (2014)		
Period	Actual	Target
2015	840	N/A
2016	480	N/A
2015: Girls: 395 Boys: 445 2016: Boys: 230 Girls: 250		



Indicator 4.C	Children (direct)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	5531	N/A
2016	1455	N/A
2015: Boys: 2,648 Girls: 2,883 2016: Boys: 720 Girls: 735		

Indicator 4.D	Children with disabilities (direct)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	40	N/A
2016	28	N/A
2016: Male: 16 Female: 12		

Indicator 4.E

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

Baseline: 12 (2014)

Period	Actual	Target	
2015	18	18	
2016	24	24	

Result 5

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.

Indicator 5.A

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

Baseline: N/A (2014)



Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: Fathers, mothers and communities have begun actively engaging themselves in home-based activities and the Early Childhood Care and Development (ECCD) centre establishment.
2016: District education office, the community management committees and parenting groups have been prepared to manage ECCD centers.

Indicator 5.B

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.

Baseline: 17.5 (2014)



Period	Actual	Target	
2015	36	27	
2016	50	54	

2015: 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 5.C

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

Baseline: 6.45 (2014)

Period	Actual	Target	
2015	27	16	
2016	49	47	



2015: As a result of the provided trainings and orientations, many fathers have done one activity with their children and told stories.

2016: According to facilitators and Management committee reports especially fathers who are involved in parenting group discussions have shown practical changes in relation to preparing children for school.

Indicator 5.D

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)

Baseline: (2014)

Period	Actual	Target	
2015	9.5	11	
2016	2	9	

2015: Girls: 9 % Boys: 10 %

2016: Because of holistic and coordinated health services delivered by government using HEWs water born and other dysenteric diseases have been decreased dramatically.

Kenya

Name of the project	Securing a Strong Foundation for Children - Kenya
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2016
Project code	248PL143
IATI id	FI-PRO-1498487-2-KEN100277
Theme	Securing a Strong Foundation for Children - Kenya
Geographical location	Homa Bay, Kenya
Partners	Plan Kenya Plan Finland Government of Finland Hilton Foundation
Budget	165,137.00 EUR
MFA expenditure 2016	156,271.00 EUR
Self-funding expenditure 2016	0.00 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:

The ECCD project reached a total of 12,960 (86.4%) children (6,460 girls and 6,450 boys) participating in early learning program in 133 ECCD centres in Kisumu (33 centres), Siaya (Bondo-33 centres), Homa Bay (34 centres) and Kwale (33 centres). This includes 10,075 (67.2%) children (5,027 girls and 5,048 boys) who are currently enrolled and participate at the ECCD centres and 2,885 (19.2%) children (1,433 girls and 1,452 boys) who transited to class 1 in primary school in January 2016. These children are supported by their parents and a team of 255 ECCD teachers (31 male, 224 female) out of which 71 teachers are employed by the county government while 184 (72.2%) are employed by the community. In an effort to set pace and improve quality of early learning program which was developed to the County governments the project constructed a total of three model ECCD centres, one in Kisumu, Kwale and Siaya (Bondo) Counties respectively. The model has since been adopted by Siaya County in ECCD construction. Kisumu and Kwale pledged to adopt the same model.

The project has reached a total of 5,228 (95%) parents (3,952 female and 1,276 male) who participate in monthly parenting education sessions at community level from 138 established parenting groups. The parents are supported by a total of 309 (105 male and 204 female) parenting group facilitators who underwent thorough training on parenting education. All the groups have operational village savings and loan associations (VSLA) which support the parents' economic status and feeding program at the ECCD centres. The project also supports 13 expectant mothers clubs which are affiliated to the community health facilities within the project areas.

The project works in partnership with County Governments and Central Government line ministries, and strengthen collaboration with other partners and stakeholders to put structures in place to support the provision of ECCD services in early learning program. Through this effort the project has managed to achieve the following to improve service delivery at the ECCD centres and enhance quality of early learning program; ECCD Management Committees (BOMs) with a total membership of 462 (154 female and 308 male) for Kisumu and Kwale Counties was established and appointed by County Education Boards and trained by MOE to support ECCD centre management. Each center has 7 BOMs members. Siaya and Bondo counties are in the process of appointing BOMs. The launch of school feeding policy for ECCD centres Kisumu county, enactment school milk policy for ECCD children in Siaya County and the deliberate effort of Homa Bay county government to support the establishment of kitchen gardens at the centres to support and promote school feeding programs. The project supported the development of ECCD bills in Kisumu, Kwale, Homa Bay and Siaya County to providing guidance on the operations of ECCD centres at the county level. Siaya and Kwale have since passed their bills and are operational. Kisumu and Homa Bay awaits public participation before being presented to the assembly for reading. The project has played a key role in influencing the County Governments to set aside a budget for teacher recruitment. Kisumu and Siaya county recruited 700 and 300 ECCD teachers respectively during the year. Plan Finland and Finnish Ministry for Foreign Affairs funding for the project was withdrawn at the end of 2016 after MFA budget cuts in 2015. The project has received co-funding from other donors, which will continue to support the project after the retirement of Finnish support.

Challenges and lessons learned:

Labour related issues among teachers in the country slowed the implementation process through a prolonged teachers strike. During this period the flow of activity implementation at the ECCD centres were affected after teachers including the ECCD teachers stayed away from work. Changes in the administration of national examination both in the primary and secondary schools affected effective implementation of activities at the ECCD centres towards the end of last year. The ministerial directive banning all activities in the school compound during the examination period (October to December) equally slowed down the implementation process. Follow up and support of the early learning program could not be effectively carried out during this period. Other activities scheduled to take place during this period like teacher training on transition, open day/orientation of learners (ECCD graduates) to the new learning environment in class one could not take place in all the centres.

Results

Result 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.A	Level of progress against the gender equality scales for ECCD and Education		
Baseline: Gender aware (2014)			
Period	Actual	Target	
2015	Gender aware	Gender aware	<div><div>100%</div></div>
2016	Gender aware	Gender aware	<div><div>100%</div></div>
2016: During the project a total of 1064 sensitization sessions held on gender related topics.			

Indicator 1.B	Percentage of communities in which children participating in FLNO-supported ECCD programmes are routinely assessed for their cognitive, motor, language and socio-emotional development		
Baseline: 19 (2015)			
Period	Actual	Target	
2015	75	100	<div><div></div><div>69%</div></div>
2016	76.8	100	<div><div></div><div>71%</div></div>

Result 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 2.A

Number of girls and boys aged 4-6 in target communities who regularly participate in age-appropriate ECCD-programmes supported by FLNO

Baseline: 0 (2014)

Period	Actual	Target
2015	4521	4800
2016	10075	N/A



2015: Girls: 2269 Boys: 2252 The project will not reach its targets due to phasing out of Ministry for Foreign Affairs support.

2016: Girls: 5027 Boys: 5048 Total: 10075 Most of the ECCD centers were supported by others donors already in 2016.

Result 3

Other relevant outputs

Indicator 3.A

Early Childhood Care and Development (ECCD) centers supported

Baseline: N/A (null)

Period	Actual	Target
2015	129	N/A
2016	133	N/A

Indicator 3.B

Early Childhood Care and Development (ECCD) teachers trained

Baseline: N/A (null)

Period	Actual	Target
2015	74	N/A
2016	255	N/A

2015: Female: 72 Male: 2

2016: Total: 255 teachers Male: 31 Female: 224

Indicator 3.C**Parenting group facilitators trained***Baseline: N/A (null)*

Period	Actual	Target
2015	197	N/A
2016	309	N/A

2016: Total: 309 Parenting Group Facilitators Male: 105 Female: 204

Result 4

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

Indicator 4.A**Changes in legal environment or other ECCD agenda***Baseline: (2014)*

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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 Kisumu county ECD bill. So far the draft bill is ready awaiting for hearing by the assembly. The bill if passed will guide ECD related activity implementation within Kisumu county including the establishment of ECD committees and deployment of caregivers.

2016: ECCD bills passed by County assemblies in Siaya and Kwale. ECCD bills in Kisumu and Homa Bay await ratification by county assemblies. School feeding program for ECCD children was approved in Kisumu. Siaya approved a school milk policy for ECCD children.

Result 5

Reach

Indicator 5.A	Adults (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	4132	N/A
2016	5228	N/A
2015: Male: 724 Female: 3408 2016: Number of parents: Female: 3,952 Male: 1,276 Total: 5228		

Indicator 5.B	Children (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	8521	N/A
2016	12960	N/A
2015: Boys: 4225 Girls: 4296 2016: Total: 12,960 children Girls: 6,460 Boys: 6,450		

Indicator 5.C	Children with Disabilities (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2016	669	N/A
2016: Total: 669 children Girls: 298 Boys: 371		

Result 6

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 6.A	Percentage of girls and boys under 5 participating in FLNO-supported ECCD programmes whose father has engaged in 1 or more activities to promote learning and school readiness in the past 3 days	
Baseline: 0 (2015)		
Period	Actual	Target
2016	1276	N/A
2016: The number of fathers who participated in parenting sessions		

Indicator 6.B

Percentage of girls and boys under 5 years participating in FLNO-supported 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

Baseline: 0 (2015)

<i>Period</i>	<i>Actual</i>	<i>Target</i>
2016	5228	N/A

2016: The number of parents who have participated in the parenting groups

Asia

Lao People's Democratic Republic

Name of the project	Bokeo Basic Education Program
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 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	338,321.00 EUR
MFA expenditure 2016	359,721.00 EUR
Self-funding expenditure 2016	0.00 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 additional 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:

The Program's key objectives centre around the themes of access, quality and governance of primary education in three target districts of Bokeo Province. Plan implements activities in close partnership particularly with the Ministry of Education and Sports (MOES) and the provincial (PESS) and districts (DESB) education offices. The project has helped improve in particular access and enrolment for girls and boys in rural Laos. According to district and provincial statistics, there have been impressive gains in enrolment and retention across all districts, especially for girls, during the project period. Community awareness campaigns by this project are part of Plan Laos larger education programme in the province on equal access to education for both girls and boys have successfully encouraged parents to support their children to attend school.

Efforts to improve teaching quality, as an indicator of improved learning outcomes, have been made in the form of teacher training workshops, which has been more challenging to improve quality. There is currently limited evidence to suggest that this training is significantly improving the uptake of child-centred teaching practices, and the end-line target of 50% of teachers is unlikely to be met. While the in-service teacher training provided by district pedagogical advisors touches on child-centred methodologies, the focus has largely been on improving the subject matter competencies of teachers in the three core subjects of Lao, Maths and World Around Us (science) which continues to be assessed as lacking. As a result, there is not enough evidence of child-centred teaching practices in most classrooms. Plan is currently assessing how to improve monitoring and evaluation systems of its education programming.

During 2016 Plan began implementation of the Lao to Non Lao Grade One supplementary language curriculum across 9 ethnic schools in the target District for the first four weeks of the new school year. Teachers were first provided with one week of training and familiarization with the supporting materials, and then with regular monitoring visits by both school directors, Plan staff and pedagogical advisors. This targeted training was designed in cooperation with two large education consortium projects in which Plan Laos also implements, was well regarded by teachers who particularly appreciated the access to additional teaching and learning resources. More work is planned for 2017 to further refine the supplementary curriculum and training packages for Grade One teachers and roll-out the activity to more ethnic schools in the target districts.

Management and governance of primary education is gradually improving and community ownership and

participation is strengthening. Guidelines for school based management and school development planning have been tried and tested for a number of years, and the processes are now more familiar to education officials, school directors and village authorities alike. This improvement is evidenced in the number of schools that requested and received matching schools grants to contribute to activities prioritised in the school development plans during 2016.

Challenges and lessons learned:

To influence teaching quality Plan relies on government counterparts in provincial and district offices to undertake needs assessments, design and deliver professional development training programs. This ensures sustainability, and is also necessary in the context of Laos. The cascade model of training used (from central level trainers in the Department of Primary and Pre-primary, to province and district in a series of 'trainer the trainer' workshops), while key for scaling up the program, does have the effect where the training quality is potentially diluted at each level. The number of Pedagogical Advisors (PAs) is insufficient to provide the regular monitoring and support required for weak or inexperienced teaching staff. School Directors are sometimes themselves inexperienced and lack the skills to effectively support other teachers in their school. Remote locations, which can take hours to get to on difficult roads, are seldom visited by DESB. As noted above, there is not enough evidence of child-centred teaching practices in most classrooms.

Lessons from both the Summer Preschool, demonstration schools and the new Lao to Non Lao supplementary curriculum for ethnic language speaking Grade One students, shows us that teachers are willing to utilise different techniques when they are provided with sufficient resources and concentrated training and support to do so. Teachers observed more engagement from Grade One students when there was activity based learning. However, these specific targets activities were resource intensive and costly.

Results

Result 1

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

Indicator 1.A	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		
Baseline: 0 (2014)			
Period	Actual	Target	
2015	700	700	<div><div></div>100%</div>
2016	785	800	<div><div></div>98%</div>
<p>2015: 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.</p> <p>2016: Girls: 396 Boys: 389</p>			



Result 2

High levels of girl enrolment and completion rates in primary school.

Indicator 2.A

Increase girls completion rates to over 80% for all target districts.

Baseline: (null)


Period	Actual	Target	
2015	77.7	80	
2016	76.8	80	

2016: Average girls completion rate across three target districts, from Bokeo Province EMIS data 2016-2017. Girls completion rates are stronger than boys and over the target of 80% in two of the three target Districts, with a low rate in Meung (63.3%) bringing down the overall percentage.

Indicator 2.B

Reduce Grade 1 Repetition Rate for boys and girls to less than 18%

Baseline: 28.5 (null)

Period	Actual	Target	
2015	24.7	N/A	
2016	7.5	21	



2015: Girls: 24.9% Boys: 24.6% Total: 24.7%

2016: Girls: 7.3 % Boys: 7.6 % Total: 7.5 % While the average figure for the 3 Districts is low at 7.5%, and this suggests a marked improvement in repetition rates during project implementation, the figure for Pha Oudom District, is significantly higher than other districts (15.4% for girls and 14.3% for boys). This marked improvement in the repetition rate likely partially reflects the Ministry of Education and Sports 'Progressive Promotion Policy' which encourages schools to promote students to higher grades whilst providing additional remedial support for weaker performers.

Indicator 2.C

Reduce girls grade 1 dropout rates to under 5% for all districts

Baseline: (null)

Period	Actual	Target	
2015	5.2	5	
2016	4.5	5	

2016: Girls Grade 1 dropouts rates have shown a slight decrease from last year. Community education campaigning (such as drama show) to increase parents awareness on the importance of education for boys and girls equally, improved infrastructure (making schools more comfortable places to be in), and the availability of scholarships / school supplies, are both contributing to this result.



Result 3

Improved learning outcomes.

Indicator 3.A

Percentage of teachers in 3 demonstration schools who use formative learning assessments, with data disaggregated by gender and ethnicity.

Baseline: 0 (null)

Period	Actual	Target	
2015	16	32	
2016	16	50	



2015: (3 out of 19 teachers)

2016: The representatives from the Ministry (MOES) present at the 2016 Review Workshop believed that no conflict exists between the learning needs of students in the minority schools and the progression of the curriculum. As such, they are not supportive of the approach to use formative learning assessments (and potential deviation from the curriculum text) and the project has had to pull back on this component. A decision was made in mid 2016 to drop the Pha Oudom school from the demonstration school activity due to lack of progress and commitment on part of the key stakeholders. There are now 7/4F teachers involved in this project (5/3F Grade Two & Three teachers, and 2/1F School Directors) Overall, there has not been enough significant improvement on previous years indicators, but those results have been sustained with 3 teachers continuing to demonstrate attempts to balance competency based approaches with moderate deviations from the curriculum. The successful efforts are most visible in the Meung School (a highly remote area) with high numbers of non-Lao speaking students, where the gap between student competency, and the competencies required by the curriculum are most pronounced making it difficult to progress at the recommended pace.

Indicator 3.B

Teaching practices are more child centred in FLNO-supported schools by end of project as evidenced by a classroom observation checklist.

Baseline: 0 (null)

Period	Actual	Target	
2015	16	32	
2016	25	50	

2016: For both demonstration schools and other schools in target Districts, further training and guidance is required to improve teachers' use of child-centred learning techniques. While PA observations throughout the year reported some progress in this area (for example, doing circle and small group activities with students), they also recognise there is much room for improvement. The intensive Lao to Non Lao teacher training on use of Grade 1 supplementary curriculum promoted child-centred techniques, which the teachers employed during delivery of the specific language activities. Detailed and reliable data is not available to calculate this indicator. As a proxy estimate, Mid Term Review classroom observation results from 30 teachers in a sister project funded by Plan Switzerland (2 clusters in Pha Oudum District, whose schools had the same or similar teacher quality inputs, show only minor change in teaching styles (quantitative estimate of a quarter of teachers). A comprehension assessment of teaching styles through classroom observation is planned for the project evaluation.

Result 4

Improved management and governance of primary education in the Provincial Education and Sports Service (PESS), and the three District Education and Sports Bureaus (DESBs), village committees and primary schools

Indicator 4.A

Number or percentage of schools addressing gender constraints to girls' education through school development planning

Baseline: N/A (null)

Period	Actual	Target
2016	N/A	N/A

2016: Follow up with 13 schools provided with gender training using the Gender Empowerment Scorecard in 2015 was done in late 2016. All schools showed some progress and had least put in place some practices promoting gender empowerment such as encouraging girls to take position the student led school units. While there are a disappointing number of girls as Class Heads, School Directors were pleased to see more girls taking deputy positions that previously. Also encouragingly, DESB and Plan staff report that teachers largely pay equal attention to boys and girls in the classroom, and give equal opportunities for boys and girls to answer questions and share opinions.



Result 5

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

Indicator 5.A

Number of Parent Teacher Associations (PTAs) established and trained

Baseline: 0 (2014)

Period	Actual	Target	
2015	50	25	
2016	30	20	

2015: 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.

2016: Parent & Teacher Associations (PTA) at the primary school level are a new intervention for Laos, and have been challenging to set up and run when many parents in remote areas did not attend school themselves. Initially the role of the PTAs will be focused on involvement in the school development planning process (both planning and implementation). In the future PTAs will also be encouraged to promote in-school learning activities, and support home learning of children within the communities. The intention is for the PTAs to be social rather than political organisations, but the structure in some communities is still unclear. According to the Ministry instruction, there should one PTA representative from each village unit, and that person is responsible to mobilise other PTA members within their units.

Result 6

Other relevant outputs

Indicator 6.A

Number of conditional cash transfers distributed to children in the poorest households

Baseline: N/A (null)

Period	Actual	Target
2015	961	N/A
2016	457	N/A

2015: 530 girls 431 boys
 2016: 305 girls 152 boys

Indicator 6.B

Number of schools receiving matching grants for implementation of the School Development Plans

Baseline: N/A (null)

Period	Actual	Target
2015	0	N/A
2016	24	N/A

Result 7

Reach

Indicator 7.A

Boys/Girls (children, indirect)

Baseline: N/A (null)

Period	Actual	Target
2015	7997	N/A
2016	12863	N/A

2015: 4078 boys and 3919 girls
 2016: 6560 boys and 6303 girls* (all primary school children in the three target districts) *Total number of students in the 3 FLNO target districts of Pha Oudom, Meung and Paktha from EMIS 2016-2017

Indicator 7.B

Children (direct)

Baseline: N/A (null)

Period	Actual	Target
2015	2495	N/A



2015: Boys: 1178 Girls: 1317 Of these 431 boys and 530 girls with disabilities and from ethnic/indigenous groups.

Indicator 7.C	Male/Female (adults, direct)	
Baseline: N/A (null)		
Period	Actual	Target
2016	721 males, 445 females	N/A
2016: Total number of adults involved in project capacity strengthening activities, includes teachers, Parent & Teacher		

Indicator 7.D	Male/Female (adults, indirect)	
Baseline: N/A (null)		
Period	Actual	Target
2016	509	N/A
2016: 323 male and 186 female teachers (all teachers in the three target districts*) *Total number of teachers in the 3 FLNO target districts of Pha Oudom, Meung and Paktha from EMIS 2016-2017		

Result 8

Schools and communities are more positive, protective and healthy environments for all children

Indicator 8.A	Number of children (disaggregated by gender) participating in Child Clubs in 42 target primary schools and types of actions taken by Child Clubs to improve the safety and wellbeing (including WASH) of their fellow students.		
Baseline: (null)			
Period	Actual	Target	
2015	700	700	
2016	785	800	
2016: Teachers are trained by Plan to set up and run child clubs, which typically including 10 girls and 10 boys. During 2016, child club activities were implemented in 37 schools with a total of 396 girls and 389 boys participating. The child club students participate in after school activities in line with School Development Plans, like school gardens, cleaning activity, sports and dance. Using the GIZ Fit for School WASH Model, child club participants are the key focal points for student led hygiene promotion activities including regular washing of hands with soap. At the same time the club members have delivered the messages about the child protection and child participation to their peers.			

Indicator 8.B

Percentage of teachers using positive discipline techniques in class as evidenced by a classroom observation checklist.

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: not measured

2016: 72 teachers trained on positive discipline. All 72/18F teachers involved in the Child club activities are exposed to positive discipline techniques as this is included in the child club management curriculum. However, due to loss of a key staff member and trainer (the Child Protection and Gender Advisor) Plan was unable to deliver across the board training on positive discipline techniques to teachers.

Result 9

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

Indicator 9.A

Schools have completed and effectively implemented school development plans.

Baseline: 0 (2014)

Period	Actual	Target
2015	50	50
2016	69	71



2015: All schools in the project have School Development Plans (SDPs). However, they were not functional or effectively implemented. By the end of 2015, 50 schools have SDPs which are functioning and improved as result of Plan's activities.

2016: Principals and Village Education Development Committee (VEDC) representatives of all schools in the three target districts have participated in school based management training workshops and are familiar with the school self assessment and school development planning (SDP) processes. There is clear improvement over the first year. However, not all schools have translated this training into an effectively implemented SDP. 69 schools have been provided with specific coaching by Plan and DESB staff, with follow-up visits to the sites and more regular meetings with school management, VEDC and community members which has strengthened implementation capacity.

Result 10

Teachers have increased capacity to deliver quality, inclusive education

Indicator 10.A

Percentage of teachers in 3 demonstration schools who use informal learning assessments, with data disaggregated by gender and ethnicity.

Baseline: 0 (2014)

Period	Actual	Target
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2015	16	32
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2015: 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 10.B

Teaching practices are more child centered in Plan Finland -supported schools by end of project as evidenced by a classroom observation checklist.

Baseline: 30 (2014)

Period	Actual	Target
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2015	35	50
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2015: 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)	2015 - 2017
Implementation period (actual)	2015 - 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	410,539.00 EUR
MFA expenditure 2016	272,156.00 EUR
Self-funding expenditure 2016	48,028.00 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 two 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, and girls make up 55% of all out of school children (13.7 million in total). The proportion of out-of school children of primary school age stands at 27 %. The lack of attention given to early childhood care and development programmes contributes to the low school enrolment rate and it has been proven that completion of quality pre-primary education significantly increases a child's likelihood of completing primary education.

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 rising up to 40% in Sindh Province, and 44% of children under age 5 are stunted, with numbers skewed higher in rural areas.

The Early Childhood Education and Development project seeks to respond to these challenges in two districts in two regions, Thatta District in Sindh Province and Muzarffargarh District in Punjab Province through supporting local and provincial authorities to provide good quality integrated pre-primary education, and implementing specific targeted activities to improve the development on children under three in selected communities within the project area.

The aim of the project is to enhance participation of children in early childhood education ECCD/ECE by creating

safe and healthy environment where girls and boys are respected, protected, empowered and active in their own protection. Better health and nutrition, positive parenting, care and development are viewed as basic rights for the children.

Moreover, the project will strengthen advocacy with government, communities and families to facilitate for provision of ECCD/ECE at community level and in educational institutions, especially in rural settings, with a focus on girls and children from marginalized background.

Goals overview

During the three year period from 2015 to 2017 the project aims:

To increase access to quality ECE for vulnerable and marginalized children of 3-5 years, and facilitate the smooth transition to the formal schools.

To Pilot Home Based early childhood care focusing on early stimulation and learning for children aged 0 to 3 and improving parenting skills (both mothers and fathers) in rural settings.

To enhance knowledge and skills of caregivers, teachers and community members to deliver high quality inclusive gender sensitive ECE with integration of child protection and Disaster Risks Reduction in schools and communities.

To strengthen existing Governmental initiatives of ECE centers or Kids Rooms in selected public schools in 2 districts in Punjab for up-scaling the model to other schools in the area.

To conduct advocacy to formulate ECE policy in Sindh Province and to follow up its implementation. To assist to develop an operational plan for institutionalization of the new ECE provision in Punjab.

Updates

Progress towards achieving the project outcomes:

During 2016, sustainability and upscaling of Early Childhood Education interventions in Punjab and Sindh Provinces were the major areas the project focused on.

The District Government and District Education Department Muzaffargarh District in Punjab Province established 100 additional ECE centres in April 2016 at public schools through public-private partnerships with the support of Plan. The Provincial Government of Punjab is also committed for the promotion of ECE, and is taking steps forward through Directorate of Staff Development (DSD) for establishment of 10, 000 more ECE centres till 2018. In this regard, Plan has extended technical and financial support to DSD, including but not limited to finalization and printing of "ECE teacher's guide" as well as training of 163 Master Trainers (W: 99, M: 64) in December 2016 for the smooth establishment of the new ECE centres in Punjab Province, of which 5,000 should be operational by March 2017.

In Sindh Province, ECE Policy has been formally approved and notified by the Education and Literacy Department, Government of Sindh. Plan Pakistan supported the policy formulation process and is committed to extend support to printing of the policy document and for the launching ceremony. A five-day international exposure visit for Sri Lanka was arranged by Plan International Pakistan for the Provincial education department colleagues in order to familiarise with the Sri Lankan Home Based ECCD Model for 0-3 year-old children, and to replicate a similar approach in Sindh province adapted to local context.

During the reporting period the project conducted 419 parents meetings and social mobilization sessions. Total 7678 parents (Women 5299 and Men 2379) participated in these sessions. In Muzaffargarh district, meetings of School Councils (SCs) were conducted regularly with the participation of 895 (men 493 and women 402) parents. During these meetings parents actively involved and addressed the routine issues of ECE on priority basis.

The project target directly two socially excluded communities, Mallah and Jogi, to implement a pilot component for home based advice and care for children from 0 to 3 years old with an aim to reduce future social exclusion. Community health volunteers have been selected and trained to implement activities that include neonatal and post-natal training and counselling to improve health and nutritional diet of young children and awareness raising activities in the communities have been initiated at the last quarter of 2016. Older children have been able to join ECCD centers for the first time.

Challenges and lessons learned:

The District and Provincial Governments in both of the project regions have demonstrated a high level of interest and appropriation on the early childhood education, and the structure of the project has been reformulated from being a service provider towards providing technical assistance to local and district authorities. However, this structural change did delay the implementation of some of the project components, and for example the pilot component directed to 0-3 years-old started only in the last quarter of 2016.

In Muzaffargarh District, privatization of existing public schools resulted in more than 20 schools where ECE centers were already running with the support of Plan to be transferred to the management of local organizations. Plan restarted from the beginning in new localities with selection of caregivers and enrollment of new 3-5 years children.

High level of rotation of the caregivers in ECE centers Plan is supporting has been one of the challenges. Trained caregivers leave the ECE centres for example due to early marriages, low honorarium or continuation of studies.

Results

Result 1

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

Indicator 1.A	Level of progress against the gender equality scales for Early Childhood Care and Development (ECCD) and Education		
Baseline: Gender neutral (2014)			
Period	Actual	Target	
2015	Gender neutral	Gender aware	<div><div>100%</div></div>
2016	Gender neutral	Gender aware	<div><div>100%</div></div>
2016: The early childhood education (ECE) guide to be distributed for teachers in Muzaffargarh has been revised from gender perspective and the teacher trainings will automatically include gender component. In Thatta, the program unit staff received training on gender issues, and in plan partner communities, project staff and communities were trained on gender issues. The process included identifying gender gaps in the projects and formulating a year-long action plan to tackle these issues.			

Indicator 1.B

Percentage of communities in which children participating in FLNO-supported early childhood care and development (ECCD) programmes are routinely assessed for their cognitive, motor, language and socio-emotional development

Baseline: N/A (null)

Period	Actual	Target
2016	N/A	N/A

2016: Total 463 children out 592 that are transitioning to school from FLNO supported ECCD centres in Muzaffargarh have successfully developed the competencies as defined in the national curriculum. No figures for Thatta district available.



Result 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 2.A

Number and percentage 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

Baseline: (2014)

Period	Actual	Target	
2015	1311	948	
2016	2841	2377	

2015: Girls: 657 Boys: 654

2016: Girls: 1462 Boys: 1379 Total: 2841 In 2016, the project provided additional support to 100 more ECCD centers, reaching a total of 5502 children.

Result 3

Other relevant outputs

Indicator 3.A

Early Childhood Care and Development (ECCD) centers established/supported

Baseline: N/A (null)

Period	Actual	Target
2015	54	N/A
2016	54	N/A

2016: The project supported directly 54 ECCD centers and provided additional support to 100 government-run ECCD centers in Muzaffargarh district.

Result 4

Reach

Indicator 4.A	Adults (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	1314	N/A
2016	7678	N/A
2015: Male: 501 Female: 813 2016: Total: 7678 Female: 5299 Male: 2379		

Indicator 4.B	Children (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	1311	N/A
2016	2841	N/A
2015: Boys: 654 Girls: 657 2016: Girls: # 1462 Boys: # 1379 Total: # 2841		

Indicator 4.C	Children with disabilities	
Baseline: N/A (null)		
Period	Actual	Target
2016	103	N/A

Result 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 5.A	Mothers, fathers and community members actively participate in the establishment and running of ECCD centre	
Baseline: N/A (null)		
Period	Actual	Target
2016	N/A	N/A
2016: In Muzaffargarh the school councils have developed a strong ownership of the early childhood education (ECE) activities and monitored actively the attendance of children and caregivers. In Thatta Parents Education Committees were participating in the monitoring, and supported the caregivers for the smooth running of the ECE centers.		

Indicator 5.B

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

Baseline: (null)

Period	Actual	Target	
2015	20	20	
2016	38	35	


2015: 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. Due to the efforts with fathers, their attitudes have been changed with their children. 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 the fields.

2016: 38 % of the children in FLNO supported early childhood education (ECE) centers have fathers who have participated into the ECE activities. Parenting sessions have been held during evenings to reach more fathers.

Indicator 5.C

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

Baseline: 19 (null)

Period	Actual	Target	
2015	60	N/A	
2016	75	70	

2015: 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.

2016: 75 % of the parents participate actively in the ECCD activities, and it has been observed in the parenting sessions that parents are implementing more developmental activities, including playing with children, telling stories etc.

Result 6

Strengthened collaboration with other actors for ECCD policy formulation and implementation

Indicator 6.A

Changes in legal environment or other ECCD agenda

Baseline: N/A (null)

Period	Actual	Target
2016	N/A	N/A

2016: In Sindh Province, after a series of consultation meetings, Early Childhood Education (ECE) Policy has been finalized, approved and processed for printing. In Punjab province, ECE is seen as the best tool for retention of enrollment that will ultimately help in achieving the agreed commitments with the international community especially the Sustainable Development Goals (SDGs) as the government has taken initiative for the upscaling of ECE throughout the whole province.

Timor-Leste

Name of the project	Early Childhood Care and Development
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 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	309,636.00 EUR
MFA expenditure 2016	121,772.00 EUR
Self-funding expenditure 2016	197,419.00 EUR

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 ECCD Foundation for the Children's Future project commenced in 2015 and will end in December 2017. During 2016, the project successfully finished 4 new ECCD centers, and in August 2016, the project was successful in getting Ministry of Education accreditation for 11 of 14 ECCD centers (all in Aileu). These 11 ECCD centers will be handed over to the government in December 2017, when the project finishes. The rest of the centres that are not yet accredited will be supported to achieve accreditation standard during 2017.

A total of 940 children participated in preschool and informal play group activities. 487 children aged 5 years (219 girls and 268 boys) attending the Community Preschools (CPS) successfully entered grade one at primary school. An additional of 516 children and 1516 parents in 29 communities have been directly reached through integrated ECCD and community health activities, and parenting education sessions. Mothers and fathers improved their parenting skills, knowledge and practice, and conducted at least three child rearing practices with their children.

In 2016 the project has paid special attention to the father's engagement with children. Home visits have been realized to reach fathers, and separate fathers parenting sessions have been held as fathers seem to be able to discuss more freely about child rearing themes in men only groups. Despite increased attention, the theme continues to be a challenge.

Challenges and lessons learned:

The project encountered a number of challenges. During the rainy season, delays in delivering construction materials were experienced, leading to slow construction progress in both Aileu and Maubisse. Construction materials can only be delivered when there was no rain during the day. Another cause of delay is community participation in \$3 road construction which happened in both Maubisse and Aileu. This led to low participation of community as they were involved in road construction. To solve this problem, staff worked closely with the local authorities to make a plan for ECCD centre construction which also enabled community members to participate in the \$3 road construction.

Slow progress on construction of ECCD centres presented some challenges to the project, resulting in Community Pre-School activities being 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.



Another challenge related to engagement of fathers in parenting. Although some fathers do participate, overall numbers are still low because parenting is considered to be the role of mothers and because of the competing priorities of fathers e.g. re income generating activities. To address this, the project piloted father only groups and conducted home visits to encourage increased attendance of fathers.

Results

Result 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.A		Level of progress against the gender equality scales for ECCD and Education	
Baseline: (null)			
Period	Actual	Target	
2015	Gender aware	Gender aware	
2016	Gender aware	Gender aware	
<p>2015: 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 2016: Parents and caregivers increased their knowledge on gender based violence and more discussion has happened during parenting sessions to share the practices and experiences. Fathers’ participation in Parenting Education session through discussion and home visit increased. In all 29 ECCD centres, playing and learning materials which promote gender equality and do not promote gender stereotypes were used. The piloting of father only groups and regularly discussions with fathers on the importance of their role as caregivers through home visits was an effort made to progress towards gender transformative programming.</p>			

Indicator 1.B		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	
Baseline: (null)			
Period	Actual	Target	
2015	100	100	
2016	100	100	
2016: All children in all 29 communities participating in the ECCD programme were routinely assessed for their cognitive, motor, language and social-emotional development through children progress books, pre and post-tests. (100%)			

Result 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 2.A	Children in Plan Finland -supported ECCD programmes participated actively and felt confident to express their views openly
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Baseline: N/A (2014)



Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.

2016: At the beginning of the pre-school year 15 % of children were able to perform development milestones measured by the pre-test. At the final of the year, 83 % reached the age-appropriate developmental milestones. All children demonstrated improved socioemotional, physical and cognitive development during the year.

Indicator 2.B	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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Baseline: 0 (2014)

Period	Actual	Target	
2015	618	930	
2016	940	870	

2015: Girls: 317 Boys: 301 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.

2016: Girls: 449 Boys: 491

Result 3

Other relevant outputs

Indicator 3.A

Boys/Girls with disability directly reached

Baseline: N/A (null)

Period	Actual	Target
2015	4	N/A
2016	1	N/A

2015: Boys: 1 Girls: 3
2016: 1 boy

Indicator 3.B

Early Childhood Care and Development (ECCD) centers operating/supported

Baseline: 15 (null)

Period	Actual	Target
2015	29	N/A
2016	29	29

**Result 4**

Outcomes related to Plan staff

Indicator 4.A

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

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: All 15 Timor-Leste Country Office (TLCO) staff members have sufficient capacity to continue to carry out the project's quality monitoring and mentoring in all 29 communities. All TLCO staff have applied action plans linked with the Child Wellbeing Index and the Child Development Milestone.

2016: During 2016 all 15 Plan ECCD staff (6 female and 9 male) have good capacity for delivering the ECCD activities. They increased engagement with local leaders and also parents which is very important for sustainability of the ECCD programme. Most of the ECCD staff produce specific Gender-ECCD story books for ECCD centres. They are more engaged in collaboration with Ministry of Education and new elected local leaders to promote ECCD activities. All 15 Plan staff have sufficient capacity to continue the program's quality monitoring and mentoring in all 29 communities. All Plan staff have applied action plan link with child well-being index and child development milestone.

Result 5

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

Indicator 5.A**Changes in legal environment or other ECCD agendas***Baseline: N/A (null)*

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.

2016: The success of working together with the Ministry of Education (MoE) at the national down to municipality levels resulted in 11 CPS being accredited by the MoE in August 2016. Those 11 centres will be managed by MoE when Plan withdraws from them at the end of 2017. The 11 CPS centres will continue to get support from Plan until December 2017. A focus for 2017 will be on implementing an exit strategy for Plan support with community and local leaders.

Result 6**Reach****Indicator 6.A****Adults (direct)***Baseline: N/A (null)*

Period	Actual	Target
2015	1910	N/A
2016	2778	N/A

2015: Male: 955 Female: 955 Total: 1910
 2016: Male: 1389 Female: 1389 Total: 2778

Indicator 6.B**Children (direct)***Baseline: N/A (null)*

Period	Actual	Target
2015	1875	N/A
2016	2305	N/A

2015: Boys: 848 Girls: 1027 Total: 1875
 2016: Boys: 1073 Girls: 1232

Indicator 6.C	Children (indirect)	
Baseline: N/A (null)		
Period	Actual	Target
2015	7500	N/A
2016	1301	N/A
2015: Boys: 3392 Girls: 4108 Total: 7500 2016: Boys: 609 Girls: 692 Total: 1301		

Result 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.

Indicator 7.A	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)	
Baseline: N/A (null)		
Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A
<p>2015: 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.</p> <p>2016: 1516 parents, with 805 men and 711 women in 29 communities attended regular parenting education sessions at ECCD centers and home. Most of the fathers' participation happened through home visits. The survey made in 2016 shows that there were seven child rearing activities which parents and other caregivers were regularly doing with their children, including singing, telling stories and taking children outside to play.</p>		

Indicator 7.B

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)

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.

2016: A survey of 556 families revealed that 60 % of the fathers had engaged to at least one child rearing activity including reading books, storytelling, or taking the children outside to play. Fathers this year were more engaged in playing and learning with their children, this commitment increased since there were separate father's classes at the monthly regular parenting session. There is a need to continue to emphasize the role of fathers through home visits and special IDP (Individual Development Plan) which strengthens the role of fathers in supporting their children's development and also increases their support for their wives.

Europe

Finland

Name of the project	Global Citizenship Education
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	
IATI id	FI-PRO-1498487-2-FLN0001
Theme	Global Citizenship Education
Geographical location	Helsinki, Finland
Partners	Plan Finland Government of Finland
Budget	344,000.00 EUR
MFA expenditure 2016	296,607.00 EUR
Self-funding expenditure 2016	52,342.00 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:

The activities of the Global School, Children's Board (CB), Young Adults' Network (YAN) and local volunteer groups reached altogether 31,000 adults, young people and children in 2016.

The Child Rights' ambassadors of Global School project visited 204 schools and reached 10,033 children. A 10-lesson series on Child Rights for pupils in 5th and 6th class of elementary school, named "Lapsen oikeuksien kymppi" in Finnish, was implemented in 42 groups in 17 schools through the child rights ambassadors. 87% of ambassadors' lessons were evaluated very successful in terms of content and methods used. 121 teachers and educators received trainings on child rights, and 96% of the participants responded to the feedback questionnaire having used the methods and materials they received. Collaboration and interaction between 11 Finnish and Ugandan schools across Finland and in three districts in Uganda continued to enhance children's participation in schools and reached 574 children. Plan Global School also produced a Finnish version of the 360 virtual reality document 'My New Home' of a refugee girl at a camp in Tanzania and teaching material for schools. Through the document students can explore issues related to forced migration and how it affects the realization of child rights. The development of digital tools and material will continue in the 2017.

The 20-member Children's Board handed to Minister of Environment Kimmo Tiilikainen their social media petition on climate change, which was done in cooperation with the Plan Young Adults' Network, Kepa and Climate Parents. CB interviewed former President Tarja Halonen in a televised concert and the Minister of Development Kai Mykkänen in Plan's International Day of the Girl event. CB celebrated 15th anniversary together with old members and some important affiliates and produced a video on their former and present members for this purpose.

CB campaigned for girl's rights and gender equality in three big events in the Helsinki region. Run-up to the International Day of the Girl was marked by a photograph campaign and six events in co-operation with local youth councils.

Plan's volunteers initiated 76 awareness raising, global education and advocacy events which was a significant increase from the previous year. 69 photo exhibitions in 10 different themes were set up in public and semi-public spaces by volunteers, reaching 3,450 viewers. All the events reached 9,995 people. A new way of engaging libraries and make them campaign independently for Plan's cause was developed, which made it possible to reach a greater number of people.

YAN had 45 actively participating members in the groups and teams reached 313 participants. The YAN produced a game where people had to play on the big change in order to get out of a predicament. The YAN was taken to three big summer events in Helsinki, Evo and Turku. Climate change was also discussed in local events in Jyväskylä, on social media and in the network's blog.

Challenges and lessons learned:

The MFA funding cuts resulted in a turbulent year for the domestic personnel and project functions. While the global education work still reached most of the objectives, the level of quality assurance was lowered, and CB, YAN and volunteers lost a good part of their organizational support. Staff turnover forced many of the ongoing activities to be scaled down and restructuring processes were set in motion. A number of the result indicators could not be collected due to the lack of human resources and uncertainty about the activities to be maintained. To overcome the difficulties, Plan also established new partnerships and explored new methods of working and service delivery, especially in the field of ICT. For example, the Global School participated into a joint global education project "Koulu maailmaa muuttamaan" together with a number of other Finnish CSOs, and the cooperation with Finnish Scouts deepened with Plan's participation in the week long World Scout Jamboree Roihu summer camp.

The YAN tried to restructure with the support of only a half-time coordinator, based more on self-organizing and coordination by the youth themselves. It proved to be challenging, and the number of people reached and events organized were lower than expected. The work to find the best working model for the network is still continuing. The sustainability of Plan's local volunteer groups was also weakened due to reduced supporting personnel. The required support for well-functioning groups is labor-intensive and time-consuming, and some less active local groups could not be encouraged sufficiently. Two volunteers were recruited to support the coordination of volunteer work in the Plan office, but it did not prove to be an effective way to relieve the shortage of personnel, due to the trouble of introducing the persons to the task.

Cooperation between youth in Finland and youth in Pakistan and Vietnam could not be continued in 2016, and the Global Education work between Finnish and Ugandan schools remained the only project of exchange and learning between children from different countries despite the strong international presence of Plan Finland.

Results

Result 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.A

Child Right ambassadors apply quality child rights education among selected target groups (materials, participatory methods, approach)

Baseline: 55 (2014)

Period	Actual	Target
2015	N/A	88
2016	87	80

128%

2016: Ambassadors who receive evaluation on level 4 or 5 on the feedback scale.

Indicator 1.B

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: (null)

Period	Actual	Target
2015	N/A	74
2016	96	80

120%

2016: The proportion of training participants who have used the materials 3 months after the training.

Result 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, young women and young men have space to express themselves both internally and externally and their views are respected

Indicator 2.A

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: N/A (null)

Period	Actual	Target
2016		

2016: The indicator is not assessed due to funding cuts effective from 2016.

Indicator 2.B

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

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	70
2016	n/a	

2016: The indicator is not assessed due to funding cuts effective from 2016.

Indicator 2.C

Number of youth led advocacy initiatives and events organised by girls, boys, young women and young men.

Baseline: 8 (2014)

Period	Actual	Target
2015	25	12



425%

Result 3

Other relevant outputs

Indicator 3.A

Global School, school visits, children reached

Baseline: N/A (null)

Period	Actual	Target
2016	10033	N/A

Indicator 3.B

Schools visited

Baseline: N/A (null)

Period	Actual	Target
2015	207	N/A
2016	204	N/A

Indicator 3.C

Training sessions organised in schools/organisations

Baseline: N/A (null)

Period	Actual	Target
2015	765	N/A
2016	768	N/A

Result 4

Reach

Indicator 4.A

Adults (direct)

Baseline: N/A (null)

Period	Actual	Target
2016	12081	N/A

Indicator 4.B	Children (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2016	18868	N/A

Result 5

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 5.A	Level of volunteers capacity and skills to promote the Child Rights Covention and engage the general public	
Baseline: N/A (null)		
Period	Actual	Target
2016	n/a	
2016: The indicator is not assessed due to funding cuts effective from 2016.		

Indicator 5.B	Number of awareness raising, global education or advocacy initiatives linked to Plan and its programme priority areas initiated by volunteers		
Baseline: 23 (2014)			
Period	Actual	Target	
2015	44	35	<div><div></div><div>175%</div></div>
2016	76	30	<div><div></div><div>757%</div></div>

Indicator 5.C	Number of girls, boys, women and men reached through volunteers		
Baseline: (2014)			
Period	Actual	Target	
2015	5069	3000	<div><div></div>169%</div>
2016	9995	3000	<div><div></div>333%</div>

North America

Dominican Republic

Name of the project	Social and Economic Empowerment of Youth
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	340PL409
IATI id	FI-PRO-1498487-2-DOM135
Theme	Social and Economic Empowerment of Youth
Geographical location	Dominican Republic
Partners	FUNDAPEC Finland MFA Plan Dominican Republic INFOTEP Plan Finland ADOPEM
Budget	153,243.00 EUR
MFA expenditure 2016	142,676.00 EUR
Self-funding expenditure 2016	25,178.00 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:

The project as a pilot project has identified and implemented a variety of good practices and approaches to improve the access of youth to the employment through technical training and training for self-employment.

In 2016, 141 young men and women have completed following technical courses: sales assistant, accounting, secretary, mechanics, refrigeration, confectionery, assistant nurse and organic agriculture. The course selection has been made based on previous analysis of employer needs and educational offer in the project area, and will be further defined according to real employability of course graduates.

The project has designed and offered training on life skills, employment regulations and job seeking, as well as green skills to 54 youth participating to the project. The youth have reported high grade of satisfaction with the modules and Plan DR has started to offer these modules in other projects as well.

21 youth have completed traineeships with local businesses, as a part of a pilot component to facilitate the youth to gain their first working experience and to create connections with local businesses.

The projects also includes a component on entrepreneurship. A methodology adapted to disadvantaged youth has been created, and 21 youth have completed the training and receive coaching on creating their businesses. A challenge has been to find financing for youth-led small businesses.

Furthermore, the project has created a website tubeca.do, to provide information on scholarships available for study in DR, mainly at university level.

The project also recognizes the importance to include the family to the youth training and employment plans and to sensitize parents and guardians in the importance of education, as well as gender roles. Moreover, Plan has approached local and national authorities to maintain quality vocational training and youth employment issues in the agenda. For example, the project specialists have been actively promoting the inclusion of marginalized youth and youth-led entrepreneurship on the legal framework on entrepreneurship. Six project municipalities have implemented concrete actions to support youth employment, supporting local level fairs on entrepreneurship, supporting youth technical training or committing to the #UnPaísParaNiñez –agenda.

Challenges and lessons learned:

In the second year of the project, further attention has been paid to the selection of the vocational training courses, and to the interests of the youth. Instead of conducting specific courses within a community, the youth have participated with Plan's support in courses already listed in INFOTEP to guarantee a diversity of professionals within communities.

The project communities tend to locate far from the urban city centers where most of the potential employers are located. This possesses a challenge for the participation of project youth, especially in case of internships, when the remuneration does not necessarily compensate for the transport from the communities. The project has implemented an internship model in which the project and the employer assume a co-responsibility of the costs of the trainee to open more traineeship opportunities for the youth, however, the geographical distance is a factor that in many cases will influence the employment opportunities for the project youth. In many cases, self-employment or small businesses are more realistic options for youth within communities, and are supported within the project.


The youth small businesses lack financing opportunities. While the project has been able to support youth-led businesses with seed funding in certain limited cases, and has established connections with other projects that provide similar opportunities, the funding remains to be a challenge that limits the start and scale up of the businesses.

Results

Result 1

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



Indicator 1.A			Communities and parents recognize and encourage youth, particularly young women to become socially and economically active members of society
<i>Baseline: (2014)</i>			
<i>Period</i>	<i>Actual</i>	<i>Target</i>	
2015	N/A	N/A	
2015: 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 1.B			Percentage of families supporting beneficiaries in the process of youth economic empowerment
<i>Baseline: 0 (2014)</i>			
<i>Period</i>	<i>Actual</i>	<i>Target</i>	
2016	58	250	
2016: Altogether 152 families have signed a consent to support the youth in the training process.			

Indicator 1.C

Percentage of participants in the Plan Finland -supported programme who are female

Baseline: 0 (2014)

Period	Actual	Target	
2015	60	60	
2016	76	60	

Result 2

Other relevant outputs

Indicator 2.A

Number of financial institutions that participate in the Plan Finland -supported programme

Baseline: N/A (2014)

Period	Actual	Target
2015	2	N/A

Indicator 2.B

Number of pedagogical guides for youth economic empowerment

Baseline: N/A (null)

Period	Actual	Target
2016	4	N/A

Indicator 2.C

Number of youth's groups participating in the regional network

Baseline: N/A (2014)

Period	Actual	Target
2015	19	N/A

Indicator 2.D

Tubeca.do webpage followers & visitors

Baseline: N/A (null)

Period	Actual	Target
2016	N/A	N/A

2016: Followers: 3997 Visitors: 28342

Result 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 3.A

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

Baseline: (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2016: -Two partners have committed to a municipal level action plan that includes concrete measures for youth economic empowerment. -As a result of Plan's advocacy, the Ministry of Youth organized a series of workshops (total of 6 communities, with 49 men and 65 women participants) to raise awareness of the Youth Law 49/00 and of the various opportunities for youth participation and dialogue with the Ministry. -Advocacy with the Ministry of Industry and trade in relation to the revision of the regulations regarding the law of entrepreneurship for bringing more attention to the issues of self-employment and youth in vulnerable conditions.

Result 4

Reach

Indicator 4.A

Adults and Children (indirect)

Baseline: N/A (null)

Period	Actual	Target
2015	560	N/A
2016	1300	N/A

2015: Total: 560 Children

2016: Youth technical training benefits not only the youth themselves, but on many occasions the whole community. Many of the trainings either have community work included in the programme, such as the training for assistant nurses, or youth share their skills by their own initiative which has been the case with the participants to organic agriculture.

Indicator 4.B

Children (direct)

Baseline: N/A (2014)

Period	Actual	Target
2015	301	N/A
2016	250	N/A

2015: Boys: 119 Girls: 182 Total: 301

2016: Boys: 117 Girls: 137 Total: 250



Result 5

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

Indicator 5.A

Percentage of beneficiaries satisfied with the training received through Plan Finland supported training institute

Baseline: 0 (2014)

Period	Actual	Target	
2015	95	70	
2016	80	90	

2016: The grade of satisfaction varies between 80 and 100 % depending on the course.

Indicator 5.B

Training provided to young people is appropriate, of high quality and market-driven

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.

2016: The quality of courses has been guaranteed in various ways: the INFOTEP courses are ISO 9001 certified that requires a list of measures to guarantee the quality of training. In other courses, validation of recognized organisations have been used, for example the methodology for courses in organic agriculture was validated by FAO. Student satisfaction is followed, and a study about market-demand was completed at the beginning of the project. Course offers have been revised during the project based on access to employment of course graduates.

Result 6

Young women and men have access to youth-friendly microfinance products and credit

Indicator 6.A

Young women and men have access to youth-friendly microfinance products and credit

Baseline: N/A (2014)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: 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.



2016: One of the challenges has been to encounter adequate financial services for the youth.

Result 7

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


Indicator 7.A Completion rate of participants in Plan Finland -funded training

Baseline: 0 (2014)

Period	Actual	Target	
2015	95	80	
2016	95	90	

Indicator 7.B Percentage of young women participating in the Plan Finland -supported programme who feel empowered as measured by Plan's young women' empowerment tool



Baseline: N/A (null)

Period	Actual	Target	
2015	N/A	N/A	
2016	0	90	

2016: This will be actualized in 2017.

Indicator 7.C Percentage of youth participating in the Plan Finland -funded programme who show an increase in knowledge, skills, attitudes and practice as a result of the training

Baseline: 0 (2014)

Period	Actual	Target	
2015	95	80	
2016	95	90	

2016: The indicator is measured by the completion rate of INFOTEP courses, since the certification includes an evaluation of the skills of the student.

Result 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 8.A

Increased opportunity and skills to access scholarship and educational loan identified suitable for young women and men participating in the Plan Finland supported programme

Baseline: N/A (2014)

<i>Period</i>	<i>Actual</i>	<i>Target</i>
2015	N/A	N/A
2016	N/A	N/A

2015: Not applicable in 2015

2016: The project has created a webpage tubeca.do to bring information about scholarships. The page had 28 342 visitors.

Dominican Republic

Name of the project	Preventing violence against children
Implementation period (planned)	2015 - 2017
Implementation period (actual)	2015 - 2017
Project code	340PL307
IATI id	FI-PRO-1498487-2-DOM136
Theme	Preventing violence against children
Geographical location	Azua, Dominican Republic
Partners	Coalition for Children Finland MFA CONANI Plan Dominican Republic Plan Finland
Budget	227,368.00 EUR
MFA expenditure 2016	174,733.00 EUR
Self-funding expenditure 2016	30,835.00 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:

In 2016, 568 children from age 8 to 18 in 5 provinces have received training on child protection and gender based violence related themes through arts, poetry, drama and other creative methodologies. In December 2016, training sessions with parents and community members were initiated to increase the understanding of child protection and responsible parenting at community level. The aim is to reach 300 families in 16 communities. 40 school counselor and psychologists have been trained to tackle child protection and gender issues at 40 schools.

At local level, the project has provided training and technical assistance to 25 existing community based child protection networks, and the project has worked to create linkages between the community based networks and municipal-level child protection entities and authorities. Dialogue has been created and maintained with religious authorities. 50 young men have received thorough training in gender issues with an aim to become aware about the existing unequal gender relations and to function as change agents among their peers and at schools. So far, 35 youth have replicated the trainings to altogether 510 children and adolescents.

The project has had a leading role in the campaign "One Country for the Children", a joint campaign of various organisations under the umbrella of the NGO Coalition for the Infancy, to hold responsible the electoral candidates in the 2016 elections for the rights of the child. 150 candidates at municipal, provincial and presidential level firmed an agenda to promote the rights of the child, and over 50,000 persons interacted with the campaign through social media.

Challenges and lessons learned:

One of the challenges has been the inclusion of the excluded groups, or people with Haitian origin to be more precise, into the project activities. Steps have been taken to actively reach out to this population, and technical staff with Haitian origin has been hired.

Plan has assumed leadership in the Coalition for the Infancy in political advocacy work, since it was identified that the capacity of the coalition in this aspect should be strengthened. This has required more dedication from the personal than originally thought, however, good results have been achieved.

The project has established good coordination of activities with governmental child protection institutions, yet the timeframe for governmental institutions differs from that of the project, and has caused some delays in the original project plans.

It has been difficult to access to quality information regarding the realization of the child rights at municipal and district levels to provide material for evidence-based advocacy purposes. The project has created synergies with other Plan projects to conduct research and to produce materials to illustrate and analyse the situation in the project areas.

The project has experimented with Poimapper, a mobile-based digital data collection system, to provide evidence about the child rights abuses and gender based violence at community level. Low level of technical knowledge at community level has been identified as a challenge. In addition, false expectations have been created at local level about Plan's role in case solution, when Plan only refers individual cases into existing governmental solution mechanisms.

One of the lessons learned is that when trainings and awareness raising is conducted among peers, and with the participation of community volunteers instead of external trainers, the knowledge and capacity at community level is enhanced and the sustainability of the activities increases.

Results

Result 1

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

Indicator 1.A	Child-friendly services (formal and/or informal) are available and respond to reported cases	
Baseline: (2014)		
Period	Actual	Target
2015	N/A	N/A
2015: Activities to support this indicator will start in 2017		

Result 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 2.A	Percentage of women and men in targeted communities demonstrating increased understanding and awareness about Violence Against Children (VAC) and gender equality	
Baseline: 85% (2014)		
Period	Actual	Target
2015	527	N/A
2016	547	65%
2015: Number of community members trained used instead of percentage. 2016: Number of community members trained used instead of percentage.		

Result 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 3.A

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

Baseline: 3 (2014)

Period	Actual	Target
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2015	17	25
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2015: 17 community committees and community networks have designed their advocacy strategies in child protection issues and are implementing the activities.

Indicator 3.B

Number of cases reported to Child Protection services (both formal and informal)

Baseline: 45 (2014)

Period	Actual	Target
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2015	N/A	N/A
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2016	49	65
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2015: The activities to support this indicator will start in 2016
 2016: Girls: 32 Boys: 17

Indicator 3.C

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

Baseline: 0 (2014)

Period	Actual	Target
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2015	50	N/A
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2016	21	N/A
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2015: Initial discussions and introduction of project in 2015. Sensitization activities with opinion leaders will start in 2016.
 2016: One discussion session with leaders of different religions was held with 21 participants.

Result 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 4.A

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

Baseline: 60 (2014)

Period	Actual	Target
2015	N/A	N/A
2016	74	80



2015: Activities will start in 2016

2016: 74 % of children and adolescent the project targeted demonstrate a good understanding about violence against children and existing reporting systems.

Result 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 5.A

Improved data collection systems in place that provide evidence with regard to the situation and status of the children

Baseline: 0 (2014)

Period	Actual	Target
2015	100	100
2016	n/a	



2015: All community based networks collect information on violence against children with digital mapping tools.
2016: The digital data collection system involving the project communities was tested in 2016. Changes to the system will be made based on experiences during the year.

Indicator 5.B

Level of collaboration between relevant actors (civil society organisations, the government, international NGOs) to move forward the agenda for children's protection in the country

Baseline: N/A (null)

Period	Actual	Target
2015	N/A	N/A
2016	N/A	N/A

2015: Meetings with presidential and congressional candidates, 4 congressional committees and national advocacy campaign planned.

2016: The governing body of the child protection system (CONANI) has been receptive, and is now collaborating with Plan at provincial levels to propose case referral protocol of child abuse. Meetings held with Congress representatives to raise awareness on the disadvantaged situation of girls in the country. The campaign "One Country for the Children" reached out to electoral candidates and managed to unite 150 candidates at municipal, district and presidential level to support the agenda for the rights of the child. 50,000 people interacted with the campaign in social media.

Result 6

Other relevant outputs

Indicator 6.A

Community based networks engaged

Baseline: N/A (2014)

Period	Actual	Target
2015	20	N/A
2016	25	N/A

2016: 25 community based child protection networks participated into project trainings and workshops

Indicator 6.B

Social media with the campaign "One Country for Children"

Baseline: N/A (null)

Period	Actual	Target
2016	N/A	N/A

2016: A total of 50,000 persons interacted in social media with the campaign "One Country for Children".

Result 7

Reach

Indicator 7.A	Adults (direct)	
Baseline: N/A (2014)		
Period	Actual	Target
2015	1025	N/A
2016	1603	N/A
2015: Male: 372 Female: 653 Total: 1,025 2016: Male: 610 Female: 973 Total: 1,603		

Indicator 7.B	Boys/Girls (Children, direct)	
Baseline: N/A (null)		
Period	Actual	Target
2016	568	N/A
2016: Boys: 225 Girls: 343 Total: 568		

South America

Bolivia, Plurinational State of

Name of the project	Early Childhood Development and Protection	
Implementation period (planned)	2015 - 2017	
Implementation period (actual)	2015 - 2017	
Project code	428PL305	
IATI id	FI-PRO-1498487-2-BOL0227	
Theme	Early Childhood Development and Protection	
Geographical location	La Paz, Bolivia, Plurinational State of	
Partners	Finland MFA Plan Bolivia Plan Belgium Plan Finland	
Budget		411,185.00 EUR
MFA expenditure 2016		481,446.00 EUR
Self-funding expenditure 2016		84,961.00 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 children with disabilities, 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 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.
- Improved 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

Updates

Progress towards achieving the project outcomes:

The project reached 28,181 (15,208 F/ 12,973 M) children aged 0 to 8, and reached 251 community based ECCD centers to improve the knowledge and skills of children and to promote the rights of the children to education, health, protection, nutrition and play. In addition, 33,196 (21,635 F/ 11,561 M) mothers and fathers participated to different project activities and 601 (413 F/ 188 M) child development promoters (CDPs) were trained in the project. The programme takes a holistic approach to early childhood development concentrating not only on early childhood education, but also on nutrition, health, gender, inclusion and resilience.

With the support of the project, 651 sessions have been held with parents and primary caregivers on early childhood development, child protection, positive parenting, gender and resilience, amongst other themes, and 3463 pregnant women have improved knowledge about prenatal control, prenatal care, and nutrition. Within families, mothers, fathers and primary caregivers increasingly apply non-violent parenting methods based on a dialogue between the parents and children.

Specific attention has been paid to fathers' participation to childcare and child development. Workshops have been organised for the parents, public servants, communal authorities and Child Development Promoters, with the objective of providing training in active fatherhood and gender equality, focusing on the expression of affection for the children. Specific strategies have been implemented to reach more men; for example men have had a greater participation in implementation of the family vegetable gardens, hence the moments have been used to address child development related topics. In the municipality of Icla, fathers have been involved in prenatal sessions under the concept "the men are pregnant as well", increasing fathers' participation significantly.

to stimulate the psycho-social development of their children (ecological parks using tires, bottles, stones, wood, iron, chains, bricks, sand and other inputs). Using recyclable materials, they make ABCs, numbers and geometric figures to provide stimulating learning material for the children.

2 015 kitchen-gardens have been established since the beginning of the project. The family vegetable gardens have also benefited the participation of mothers, fathers and primary caregivers in workshops and fairs on nutrition, in which they learned how to prepare nutritious meals with local products and soybean. Malnourished children have been identified in the project communities and referred to adequate services.

Trained volunteers support the project objectives in different ways to improve the early childhood development at community level:

Community volunteers have identified children with disabilities within the project communities and referred them to adequate services, and campaigns realized with Municipal Authorities and authorities responsible for the services for disabled persons have resulted in children with disability being issued identification cards. The work with disabled children will be further strengthened in the coming year.

Community based child protection networks are active in many of the project communities, and they organise trainings, peer-learning and home visits related to the children's rights, as well as assist reporting cases where the rights have been violated.

The skills and capacities of Community based Child Development Promoters (CDP) present in the project communities were improved through trainings and exchange of experiences for the promoters. The CDPs in general, are well respected in the communities and are being recognized by the local authorities for the work they do as reference persons in the community on integrated child development, gender, protection from violence and health, being in charge of vaccination campaigns, communal meetings and fairs.

The public servants (health, education, protection and municipal authorities) have improved their knowledge of integrated early childhood development (IECD), the early detection of children with a disability, nutrition, gender, protection, positive discipline, family vegetable gardens and Foodborne Illness (FBI), which has contributed to the improved attention to services related to early childhood development. In total, 1,401 public servants participated (827 women and 574 men) in the trainings.

Work with local and regional authorities has been a key element to achieve many of the results. The project coordinated its activities with the District Education Directorates for the preschool teachers and the teachers of the first grade of primary school to perform a psycho-social assessment of the children at least twice a year and for this activity to become part of the classroom plan.

The project supported an adaptation process of an early childhood education curriculum to indigenous language and culture in three different areas; Aymara, Quechua and Chiquitano. In coordination with the Educational Councils of Indigenous People (CEPOs) and municipal authorities, workshops were organised to operationalize the regionalized curriculum for preschool level. The curriculum should be fully operative in 2017.

The municipal authorities in the project area recognize the importance of investing in Early Childhood. In line with this, they have also allocated financial contributions in their municipal Annual Operational Plans. There have been three accountability events during the reporting year to demonstrate the progress towards the project results, raise awareness and ensure more involvement and appropriation from the project beneficiaries. The active involvement of local authorities have been one of the success factors of the project.

Challenges and lessons learned:

The project identified a number of interventions that require further attention in 2017;

- Attention will be paid to increase fathers' participation in project activities including the early childhood education centers, as well as the family trainings and workshops.
- Communities need more support in order to guarantee that the community based play centers will remain operative and be managed by the initiative of the communities in the future
- Child Protection Promoters still need constant support and training, for example in use of IT-technology to facilitate the work.
- The involvement of municipal authorities to the project should be continued and further supported, in order to increase the importance given to the early childhood education and related themes, and to increase the budget allocated at municipal level to the improvement of related public services.
- Support to the civil society organisations working in the social sector is important, so that they will promote and advocate for improved services for early childhood.
- The family vegetable gardens initiative to promote better nutrition should be considered part of a municipal strategy on resilience and adaptation to climate change, due to the effects the extreme weather conditions have and will have in the future, affecting the well-being of children, families and the communities.
- The good coordination between the different institutions and organisations, both governmental and CSOs, that intervene in the project is one of the success factors, and should be further strengthened during the project duration.

Results

Result 1



Early Childhood Participation: Percentage of children aged 0 to 8 years old, including the ones with a disability, participate actively in inclusive and holistic Early Education in the Family and Community, within the framework of Law 070

Indicator 1.A	Number (and percentage - optional) of girls and boys 4-6 in target communities who regularly participate in age-appropriate ECCD-programmes supported by FLNO		
Baseline: 75.9 (null)			
Period	Actual	Target	
2015	77	80	<div><div></div><div>27%</div></div>
2016	50.8	90	<div><div></div><div>-178%</div></div>
2015: Boys: 80% Girls: 75% Target not reached. More emphasis will be put in 2016. Children with disabilities (CWD): 25% (Boys: 33%, Girls: 20%) Sample size of children with disabilities was very small.			

Indicator 1.B

Percentage of girls and boys age 5 participating in FLNO-supported ECCD programmes who demonstrate timely achievement of development milestones



Baseline: 44 (null)

Period	Actual	Target	
2015	27	32	
2016	42	58	

Indicator 1.C

Percentage of personal in the education sector with improved knowledge about integrated community based early childhood education.



Baseline: 20 (2014)

Period	Actual	Target	
2015	27	32	
2016	34.5	48	

Indicator 1.D

The percentage of children aged 0-59 months with preventable diseases in the last two weeks who received treatment in health centers.



Baseline: 64.5 (2014)

Period	Actual	Target	
2015	18	71	
2016	26	79	

Indicator 1.E

The percentage of fathers of children under 5 years old who have applied one or more activities to encourage learning and the transition to school in the last three days



Baseline: (null)

Period	Actual	Target	
2015	20	59	
2016	86	65	

Indicator 1.F

The percentage of mothers aged 15 to 49 years old who received prenatal care from a competent health professional at least four times during their last pregnancy and/or postnatal care.



Baseline: 24.4 (2014)

Period	Actual	Target	
2015	54.4	38	 221%
2016	72.2	56.3	 150%

Indicator 1.G

The percentage of mothers, fathers and caretakers of children under 6 years, and community members who actively participate in the operation of play centers or child centers

Baseline: 30 (null)



Period	Actual	Target	
2015	39	36	 150%
2016	63.6	44	 240%

2015: mothers: 37% fathers: 39% principal caretakers: 17%

Indicator 1.H

The percentage of mothers, fathers and primary carers who apply positive disciplinary practices or methods.



Baseline: (2014)

Period	Actual	Target	
2015	28	63	 44%
2016	17	73	 23%

Indicator 1.I

The percentage of mothers, fathers or primary carers of children under 5 years old who participated in the PRODIPI-FC Project and who have applied at least three (improved) key practices regarding protection and integrated development in the last 3 days.

Baseline: 15 (2014)

Period	Actual	Target	
2015	61.5	30	
2016	65.6	65	

Result 2

Other relevant outputs

Indicator 2.A

ECCD centers established/supported

Baseline: N/A (null)

Period	Actual	Target
2015	182	N/A
2016	251	N/A

Result 3

Reach

Indicator 3.A

Adults, male/female (direct)

Baseline: N/A (null)

Period	Actual	Target
2015	15231	N/A
2016	33196	N/A

2015: Male: 5 115 Female: 10 116
2016: Female: 21 635 Male: 11 561 Total: 33 196

Indicator 3.B	Children, girls/boys (direct)	
Baseline: N/A (null)		
Period	Actual	Target
2015	14308	N/A
2016	28181	N/A
2015: Male: 6 985 Female: 7 323 2016: Girls: 15 208 Boys: 12 973 Total: 28 181		

ACTUAL