

Finnish Refugee Council

INTERNATIONAL DEVELOPMENT PROGRAMME

Supporting New Beginning for Vulnerable Refugees and Host
Communities in Protracted Refugee Crisis and in Fragile Post-Conflict
Context

Annual Report 2018

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Table of Acronyms

AEO	Armed Ethnic Organisation
CBO	Community Based Organisation
CD	Country Director
CSO	Civil Society Organisation
DRC	Democratic Republic of the Congo
DTVET	Department of Technical and Vocational Education and Training
EAO	Ethnic Armed Organisation
EFA	English for Adults
FAL	Functional Adult Literacy
FGD	Focus group discussion
FRC	Finnish Refugee Council
GoU	Government of Uganda
GTHS	Government Technical High School
HH	Household
HRA	Hope for Refugees in Action
HQ	Headquarters
IDP	Internally Displaces Persons
IGA	Income generating activity
IOC	Intermediate Outcome
KNPLF	Karenni Nationalities Liberation People Front
KNWO	Karenni Women Organisation
KSYN	Kayah State Youth Network
LMC	Literacy Management Committee
M&E	Monitoring and Evaluation
MEO	Monitoring and Evaluation Officer
MoE	Ministry of Education
MoU	Memorandum of Understanding
NAEAL	National Adult Education Association of Liberia
NGO	Non-governmental organizations
OPM	Office of the Prime Minister
PM	Prime Minister
PoE	Pathways of Empowerment
PWD	Persons with Disability
RS	Refugee Settlement
RSS	Republic of South Sudan
RWC	Refugee Welfare Council
SGBV	Sexual and Gender Based Violence
SRHR	Sexual and Reproductive Health and Rights
TVET	Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
VE	Vocational Education
VSLA	Village Savings and Loans Association
WFP	World Food Programme
YUVA	Yuva Demeği

1. Programme goal and objectives

1.1 Introduction

The year 2018 initiated new four-year International Development Programme. The Programme has been designed based on the long experience of Finnish Refugee Council (FRC) in building the capacities of people of concern in the prolonged refugee situations and conflict affected areas. The aim of the programme is - through improved self-reliance and resilience – to contribute towards realisation of the rights of people who have been uprooted from their homes by conflict, violence, persecution, discrimination, poverty and climate change. Programme works not only with the refugees but also other affected groups such as host communities, IDPs and marginalised ethnic groups in order to facilitate peaceful co-existence and social cohesion in the target areas.

The year 2018 was essentially a preparatory phase of the multi-year programme. In Uganda the Country programme was restructured and several new positions were created to strengthen the management structure. Concurrently the M&E systems were under revision both in Uganda and Myanmar. To prepare for the future years extension of the programme, feasibility studies were conducted in Myanmar (Kachin) and Ethiopia (Gambella). In Turkey a disability inclusion training was organised to the Partner Organisation staff to prepare the cooperation to be started in 2019.

Despite the restructuring of the country programme the Adult Education and Livelihood programmes in Uganda continued providing support to over 21,900 refugees and members of host communities. Similarly, the programme in Myanmar continued the work started during the previous programme cycle and supported almost 1,800 participants. The long-time work in Liberia was terminated in 2018. The FRC Liberia country office was closed in March, but the adult education work continued till the end of the year through partner organisation benefiting over 1,200 refugees and Liberians. The total number of participants involved in the programme in 2018 was close to **25,000**. The set targets have been met as shown in the summary table below and further narrated in the Chapter 2 on Results.

1.2 Summary of the Results achieved

Indicators and Target 2018 ¹	Actual results
Intermediate Outcome Adult and Youth from refugee and host communities have improved self-reliance and resilience	
Overall Number of participants Target 2018: 12,800 (±5%) Women 75% PWD 3-5%	Total number of beneficiaries 24,979 Women 67% PWD 2% Uganda 21,905; Women 64%, PWD 3,7% Liberia 1,268; Women 79%, PWD 0,5% Myanmar 1,793; Women 56%, PWD 0,2% Turkey 13; Women 23 %, PWD 0%
Programme participants showing signs of empowerment	<u>In Uganda:</u> <ul style="list-style-type: none"> 75% EFA/FAL graduates reported that their participation in community activities has increased;

¹ The logical framework has been revised to include Intermediate and Immediate Outcomes for the sake of clarity. See revised Logframe in Annex 1.

<p>Target end of Programme: at least 65%</p>	<ul style="list-style-type: none"> • 65% are able to solve household conflicts; • 70% can express themselves in English without using a translator; • 60% are able to translate for others; • 58 % of business skills learners have increased self-esteem in Uganda <p><u>In Liberia</u> it is estimated that 97% of the women learners have improved self-esteem and self-confidence</p> <p><u>In Myanmar</u></p> <ul style="list-style-type: none"> • 42% of TVET graduates expressed that their status as community member had increased, and 98% feel more confident. • Staff of Partner organisations was observed to gain increased skills and self-confidence (2 CSOs, 49 staff)
<p>% of participants to programme activities able to get access / improve income opportunities and diversify expenditure</p> <p>Target end of Programme: at least 40%</p>	<p><u>In Liberia</u> 75% of the learners gained business skills (e.g. calculating interests and profits, record keeping of transactions) facilitating fair trading and profitable businesses.</p> <p><u>In Uganda</u></p> <ul style="list-style-type: none"> • 59% of business skills training graduates were involved in small businesses and other income generating activities. • 93 % of the business skills learners graduated thus having the basic business skills <ul style="list-style-type: none"> - 52 % women; 89% refugees, 11% Ugandans; 42% youth, 1% PWD <p><u>In Myanmar</u></p> <ul style="list-style-type: none"> • 91% of the vocational training graduates use the gained skills. • 78% skills training by women's organisation get income using gained skills
<p>Immediate Outcome 1 Adult and Youth from refugee and host communities have improved self-reliance and resilience through acquisition and use of functional literacy, language and life skills thanks to wider access to inclusive education services</p>	
<p>Total number of participants under Outcome 1</p>	<p>20,690 Refugees 78%; Host community 22% Female 69% / Male 31%</p>
<p>% of learners -individuals - functional literate (basic ability to read, write and make simple calculations) in their own language</p> <p>Target end of Programme: at least 70%</p>	<p>69 % of 5,226 enrolled learners Refugees 69%; Host 31 %, Female 73%; Male 27% PWD 3,5%; Youth 22%</p> <p><u>Uganda:</u> 66 % of 4,257 enrolled learners Refugees 82%; Host 17%, Female 78%; Male 22%; PWD 4%; Youth 28%</p> <p><u>Liberia:</u> 77 % of 969 enrolled learners Refugees 12%; Host 88%, Female 81%; Male 19%; PWD 1%</p>

<p>% of learners -attendees – who acquired with basic knowledge (at different levels) of other language than their own Target end of Programme: at least 60%</p>	<p><u>Uganda</u>: 72 % of 2,727 enrolled EFA learners Refugees 94%; Host 6%, Female 62%; Male 38%; PWD 2%; Youth 41%</p>
<p>% of participants who put into practice acquired life skills Target end of Programme: 60% of all learners (from Ug, Lib., Eth., Turkey)</p>	<p><u>Uganda</u></p> <ul style="list-style-type: none"> • 60% are able to read and understand children’s reports and make follow up with the respective teachers where necessary; • 85% are taking their children for immunization <p><u>Liberia</u></p> <ul style="list-style-type: none"> • 85% are keeping cover on their food and water • 65% of learners (estimation) especially women, have changed their negative attitude towards family planning to more positive and are practicing it. <p><u>Myanmar</u></p> <ul style="list-style-type: none"> • 81 % of graduates apply lessons of human trafficking and smuggling in their daily lives.
<p>Output 1.1. Learning materials/ curricula developed/ revised to facilitate participatory and inclusive approaches tailored to learners’ needs and links/connections with key actors in (adult) education established</p>	
<p>Number of new curricula developed or upgraded / new methodologies introduced by the end of the programme Target in 2018: 4</p>	<p><u>Uganda</u> 1 new training material developed for tailor-made learning group</p> <p><u>Liberia</u> Learners Capacity Assessment test developed and used as baseline and endline</p> <p><u>Myanmar</u> 3 curricula developed/ revised for vocational short courses. (carpentry, motorbike, life skills)</p> <p><u>Turkey</u> Staff of partner organisation trained on disability inclusion</p>
<p>Participation to technical working groups and networks</p>	<p><u>Uganda</u>: participation in UNHCR Education sector network <u>Liberia</u>: Adult Education Forum activated <u>Myanmar</u>: participation in vocation training providers’ network</p>
<p>Output 1.2 Voluntary peer educators trained and able to deliver the planned courses</p>	
<p>Number of voluntary peer educators trained Target in 2018: 292</p>	<p>In total 475 facilitators trained in Uganda and Liberia</p> <p><u>Uganda</u> 374 (114F / 260M) trained in basic training and 1,007 (287F / 720M) in thematic trainings</p> <p><u>Liberia</u> 51 (1F / 50M)</p>
<p>% of voluntary peer educators trained who facilitated course independently Target: 80%:</p>	<p><u>Uganda</u> 83 %</p> <p><u>Liberia</u> 90 % of facilitators conducted learning circle regularly. 100% continued till the end of the course</p>

Output 1.3. Disability and gender inclusive education courses (functional literacy, language, life skills) for target people of concern are provided.	
Overall number of individual learners attending regularly lessons of one full course cycle (disaggregated by refugee, host community, gender, age, and disability) Target in 2018: 10,500 (±5%)	In total 19,201 Refugees 81%; Host 19 %, Female 64%; Male 36% PWD 3%; Youth 26% <u>Uganda: 18,073</u> Refugees 84%; Host 16 %, Female 63%; Male 37% PWD 3%; Youth 28% <u>Liberia: 1,128</u> Refugees 27%; Host 73 %, Female 77%; Male 23% PWD 1%
Setting up of support services such as child friendly spaces, facilities accessibility, tailored trainings for facilitators and tailored education materials.	Not in 2018; the sensitisation messages on disability and other People with Special Needs resulted in larger number of PSNs in the learning groups
Immediate Outcome 2 Adult and Youth from refugee and host communities have improved self-reliance and resilience through acquisition of skills to increase livelihoods and employment/self-employment opportunities through the provision of inclusive technical courses and support services.	
Total number of participants under Outcome 2	In total 1,226 Refugees 84%; Host 16 %, Female 55%; Male 45% PWD 1,5%; Youth 43% <u>Uganda 935</u> Refugees 84%; Host 16 %, Female 58%; Male 42% PWD 1,6%; Youth 36% <u>Myanmar 291</u> Female 53%; Male 47% PWD 1%; Youth 63%
% of targeted beneficiaries running viable/profitable income generating Activity / enhanced existing IGAs out of business and vocational graduated trainees Target: 30%	<u>Uganda</u> 43% of the business skills learners & VSLA members Refugees 90%; Host 10%, Female 45%; Male 55% PWD 1,6%; Youth 22% <u>Myanmar</u> 61% of the graduates were employed in the field they studied. 89% of the women participants of skills training could earn some income with sewing diversifying HH incomes
% of internships/jobs created /facilitated for participants to vocational trainings. Target end of Programme: 45% Target in 2018: 80 jobs/internships	95% (184: 47 F, 137 M) of trainees participated at internship period.

% of micro loans disbursed by VSLA group for investment purpose. Target: 50%	55% (an estimation based on group records of VSLAs)
% of graduated business skill learners and VSLA members able to meet sudden expenses due to emergencies such as crop failure, theft, fire, sickness.	53%
Output 2.1 Stakeholders' knowledge on market-oriented livelihoods opportunities and on labour demand and supply improved	
Number of market surveys/feasibility studies to identify sectors where employment and business opportunities for refugees and host communities can be promoted. Target end of Programme: at least 2	1 Feasibility study conducted in Kachin Myanmar
Links with private companies & entrepreneurs are established. Target end of Programme: 30	<ul style="list-style-type: none"> • 20 local employers offering internship place • 199 participants (officials, entrepreneurs, NGO's, trainees) in annual job fair
Output 2.2. Voluntary peer community facilitators trained and able to deliver the planned courses on small business management /Income generating activities (Uganda)	
Number of voluntary community facilitators trained.	20 facilitators Refugees 85%; Host 15%, Female 20%; Male 80% PWD 5%; Youth 33%
% of voluntary community facilitators trained who facilitated courses independently. Target 75%	60%
Output 2.3. Refugees and host community members supported to establish market oriented small business, income generating activities, village and saving groups	
No. of people who attend business trainings delivered and % of those who pass the test Target in 2018: 1,000 (±5%)	765 business skills learners Refugees 87%; Host 13%, Female 56%; Male 44% PWD 2%; Youth 42% 93 % graduated
No. of saving and loan groups (VSLA) established accessible to refugees and host communities, and No. of their members. Target in 2018: 80 groups, 2,400 members	88 VSLAs established 1,398 members in the groups (1,247 also member of learning group, 150 not participating in other programme activities) Of the 40 VSLAs of business trainees: Refugees 69%; Host 31%, Female 76%; Male 24% PWD 2%; Youth 12%
Percentage of VSLA groups continuing to function two years after formation. Target: 65%	N/A

Output 2.4. Target people of concern (special focus on the youth) have greater access to inclusive competence based technical and vocational trainings	
No. of trainees who attended professional vocational trainings and % of those who graduate Target: 75% trainees graduate Target in 2018: 220	193 enrolled 95% graduated Female 26%; Male 74% In addition, 98 women completed non-formal skills training
% of trainees assisted in their job search and placement	97% assisted in their job search and placement
Immediate Outcome 3 Adult and Youth from refugee and host communities have improved self-reliance and resilience through wider access to protection and social services and improved inter-community interactions and meaningful participation, also by the enhancement of formal/informal associations representing them	
Total number of participants in Outcome 3	3,063 Female 46%; Male 54% <u>Uganda</u> 1,476 (Female 32%; Male 68%) <u>Myanmar</u> 1,502 (Female 59%; Male 41%)
% of targeted trained staff/leaders put into practice knowledge acquired Target: 70% out of 30 staff and 40 youth leaders	<u>Uganda</u> 45% of the 40 business trainees' VSLAs functioned well Leaders of those groups were: Refugees 74%; Host 26% Female 45%; Male 55% Youth 15% <u>Liberia</u> 95% of Literacy Management Committees functioned well (i.e. fulfilled the agreed tasks registering learners, reporting individual learners' progress and attendance reports regularly) <u>Myanmar</u> 40% of the trained staff apply the M&E and project design skills in their organisation. <u>Turkey</u> Training was organised for 13 staff members of partner organisation in Turkey, result (putting in practise) will be monitored in 2019.
Systems of internal planning and accountability are in place Target: 4 association	<u>Uganda</u> 3 refugee organisations have business plans and budgets, implementation of plans started <u>Myanmar</u> 2 CBOs in started the process of organisational development based on the Organisational Caopacity Assessment conducted in 2018
% of host community members of the participants in the programme activities Target: at least 20%	19% of the participants are host community members

Recorded positive (inter/intra) community cohesion	<p><u>Uganda</u> Refugee CBO in Kampala reported increased social cohesion due to sensitisation of host communities. The networking during conference on HIV/AIDS increased social cohesion through linking refugee groups with local organisation</p> <p><u>Liberia</u></p> <ul style="list-style-type: none"> • Host communities and Ivorians are entering into contracts and work together as they understand each other now due to improved English skills of Ivorians. • All participating communities have started regular community cleaning day. <p><u>Myanmar</u> Improved social cohesion among trainees of different ethnic background was recorded in the end of training</p>
<p>Output 3.1. Staff of targeted formal/informal associations and community groups are trained and mentored to improve managerial and organisational performances</p>	
Number of staff trained Target in 2018: 30	<p>31 staff trained Female 58%; Male 42%</p> <p><u>Uganda</u> 21 refugee association staff trained in business planning (F 11, M 10)</p> <p><u>Myanmar</u> 10 CBO staff members trained (F 7, M 3)</p>
No. of associations/ groups improving the quality of planning and reporting (Ω pre-and post-programme) Target end of programme: 4 targeted associations	<p><u>Uganda</u> 12 youth groups improved their planning and reporting 3 Refugee associations improved their planning</p> <p><u>Liberia</u> 1 partner organisation improved in reporting on quantitative data</p> <p><u>Myanmar</u> 2 CSOs improved their reporting</p>
<p>Output 3.2. CS's and associations' leaders trained and mentored to enhance representativeness and participation.</p>	
Number of leaders trained and mentored Target in 2018: 30	<p>Total of 184 leaders trained and mentored</p> <p><u>Uganda</u> 40 refugee youth leaders (F 11, M 29) 60 VSLA leaders (F 27, M 33)</p> <p><u>Liberia</u> 85 LMC members (F 45, M 40; Refugees 18, Liberians 67)</p> <p>In addition, CBO organised short leadership trainings for 280 young people (F 128, M 152) in <u>Myanmar</u></p>

<p>No. of youth groups where there is at least one woman in management role (Uganda) Target: at least 5 out of 20 groups targeted</p>	<p><u>Uganda</u></p> <ul style="list-style-type: none"> • 100% all the 20 youth groups in UG • 30 % of board members of the supported refugee associations are women <p><u>Liberia</u> 38% LMC members were women</p>
<p>Output 3.3. Refugee and host community members are more aware of their rights and have more access to available protection services and social exchange.</p>	
<p>No of participants in civic education activities. Target: 500</p>	<p>1,771 participants Female 58%; Male 42% Participants are from diverse ethnic groups, host community members and refugees participating in SGBV awareness events and peace and civic education activities organised by CBOs in Uganda and Myanmar</p>
<p>No. of individuals benefiting from outreach activities and % of host community members reached</p>	<p><u>Uganda</u></p> <ul style="list-style-type: none"> • 425 (F 228, M 197) refugee and host community youth sensitized on SRHR and SGBV • 363 youth (F196, M167) in established peer groups • 193 service providers (F 77, M 116) from police, health workers, local council leaders, leaders of CSOs and refugee leaders trained on how to handle SRH and SGBV cases <p><u>Myanmar</u> Total 450 participants (F 333, M 117) in KNOW organised events and trainings</p> <ul style="list-style-type: none"> • 371 (F 276, M 95) participants in community awareness events • 79 (F 50, M 29) service providers in SGBC coordination meetings • 34 (F 27, M 7) staff of Govt. Health Service on SGBV • 67 (F 37, M 30) community leaders incl. EAO participated in SGBV awareness and prevention training • 53 (F 45, M 8) GBV community facilitators trained <p>Total 862 (F 420, M 442) young people participated in civic education trainings organised by KSYN</p>
<p>No. of individual case managements and counselling/info/ awareness sessions</p>	<p>Total 26 (all women) in Myanmar</p> <ul style="list-style-type: none"> • 7 women received shelter, psychosocial and legal support • 19 cases were reported through the established help-line and received support
<p>N. of participants to dialogue support (e.g. peace and inter-/ intra-community) activities</p>	<p>Not in 2018</p>

1.3. Description of areas of operations

Uganda

The number of refugees in Uganda has been consistently high since the 1960s. Reflecting the regional political and security instability, Uganda hosts refugees from the entire region. During last 3 years the situation has worsened with the dramatic rise of the South-Sudanese refugees who fled to Uganda and the recent (since December 2017) escalation of intercommunal violence in Utenyei Province, Democratic Republic of Congo (DRC), bordering Uganda, who forced over 96,000 of Congolese to enter Uganda between 1st of January and end of July 2018 (OPM data).

The Uganda Refugee Response Influx data shows that as of 31st July 2018 Uganda had 1,5 million refugees; 1,073,125 from South Sudan, and 316,968 from Democratic Republic of Congo. The rest were from Burundi, Somalia, Rwanda, Eritrea, Ethiopia, Sudan and other countries.

The Uganda country programme is being implemented in the urban area of Kampala and in 10 refugee settlements.

In the South West the targeted settlements are: Nakivale in Isingiro District, Kyangwali in Hoima District, Kyaka II in Kyegegwa District. In the North the targeted settlements are Ayilo I, Ayilo II, Nyumanzi, Pagiryinga I – IV in Adjumani District, and Palabek in Lamwo District.

The total number of refugees and/asylum seekers in the targeted area of operations totals 561 957.

Liberia

Liberia is one of the poorest and least developed countries in Africa. With a population of only 4.6 million and endowed with rich natural and mineral resources, it however, ranks only 181st position out of 189 countries listed on UNDP's Human Development Index for 2017. Long and violent civil war and later the Ebola crisis combined with the systemic corruption in the government, have contributed to a societal environment that is highly characterized by exclusion, inequality and poverty.

Thanks to UNHCR led voluntary repatriation (VolRep) programme, the number of Ivorian refugees in Liberia has decreased. The VolRep programme ended in June 2017, when UNHCR started the Local Integration programme for approximately 10,000 Ivorians, who decided to remain in Liberia. In 2017 FRC decided to phase out of the country. In March 2018 FRC office in Monrovia was closed but our Liberian implementing partner, National Adult Education Association of Liberia (NAEAL), has been supported throughout 2018. The target areas of operations were:

- *Bahn* refugee Camp whose population, as of December 2018, was approximately 1850 Ivorians, who have decided to stay in Liberia and be integrated in the Liberian society;
- *Nimba* county: all selected communities are close to the border between Liberia and Ivory Coast, and there are many Ivorians in these communities because their home villages are not far, they understand each other since they speak similar local dialects and share same cultural traditions.

Myanmar

Following almost 50 years of military rule, Myanmar has embarked a process of partial political reform after the general elections in November 2010. Since then, the economic and political opening and the gradual democratisation process started and progressed up to the landslide victory attained by the National League for Democracy (NLD) and its leader, Daw Aung San Suu Kyi, at the first free and fair general elections held in November 2015. On 1st of April 2016 the first civilian government since the 1962 coup took the office.

However, the expected path to democratization has been highly challenging and controversial. The NLD-led government has been struggling with a number of challenges, some of them being potential to endanger the democratization and peace process, such as: continuous high influence of the military in national politics, non-progressing peace process, the rising of social inequalities, ongoing inter-ethnic and inter-religious conflicts and increased criticism from the international community due to violence against communities especially in Rakhine, Kachin and Northern Shan.

The target area of the country programme is Kayah State, one of the ethnic states highly affected by decades of conflict between Myanmar Union Army (Tatmadaw) and Ethnic Armed Organizations EAOs. Although the smallest state in Myanmar, many diverse ethnic groups, each having its own language and cultural identity, live in Kayah State; it is one of the most underdeveloped regions with severe poverty, lack of infrastructure and high rate of youth unemployment. Small-scale agriculture is the main source of livelihoods. Since October 2018, increased tension between State Government and civil society groups (due to dispute over a statue of General Aung Sue) lead to demonstrations, arrests which has prompted further political instability.

Besides, following up a first fact finding field trip in Myikyina, Kachin State, conducted in December 2017, a feasibility study meant to assess the possibility to expand FRC operations in TVET sector to target the Internally Displaced Persons (IDPs) in Kachin State was carried out in August 2018. Amidst the legacy of decades of conflict, authoritarian rule and mistrust, IDPs are by far the most vulnerable population in Kachin and Northern Shan States, continuously at risk of the ongoing armed conflict and internal displacement. Continued escalation in fighting since 2011 with intensification since 2016 has resulted in increasing displacement and loss for civilian populations, and reports of human rights violations and violations of international humanitarian law. Recent reports (i.e. by DRC and Oxfam in 2018) underline that the majority of IDPs in Kachin and Northern Shan States cannot generate sufficient income to cover basic family needs such as food, education, clothing and health.

Ethiopia and Turkey

Programme preparatory activities have been carried out also in Ethiopia and Turkey.

Ethiopia is still one of the poorest countries in the world and remains challenged by the need to create economic opportunities for its fast-growing population (the second largest in Africa). The drive for reforms of the new Prime Minister, Mr. Abiy Ahmed, has raised high expectations domestically and internationally and some positive steps have been already observed.

Besides, Ethiopia is a country of destination, transit and origin for refugees, asylum seekers and migrants. After Uganda, Ethiopia is host of the largest refugee population in Africa. The recent escalation of the conflict in neighbouring South Sudan has resulted in a dramatic and large recent influx of refugees, now accounting for nearly 50% of the whole refugee population in the country. As of 31st of August 2018, there were 905,831 registered refugees. Gambella region, in the South-west of the country, where more than 400,000 South Sudanese found refuge, is the selected target area in Ethiopia.

Turkey's geographical position makes it a first reception and transit country for many refugees and migrants. As a result of the civil war ongoing in Syria since 2011, Turkey is currently hosting more than 3 million Syrian refugees, in addition to half a million coming from other countries (such as Iraq). According to the data from the Directorate General of Migration Management (DGMM), as of 30th of March 2017 registered Syrian refugees are 2,969,669 (but many others are not registered), making Turkey the country hosting, by far, the largest refugee population in the world. The selected target area is Kırıkhan, Hatay province, in the South East. Kırıkhan is the largest town in terms of acreage in the Hatay province with 113,096 inhabitants (Turkish Statistical Institute-2017). Today, there are approximately 27,000 Syrian refugees living in Kırıkhan, accounting for almost 25% of the whole town population. It is also estimated that together with the unregistered Syrian the number reaches to 30,000

2. Results of the programme

2.1. Intermediate Outcome

The change in beneficiaries' (i.e. adult women and men and youth from both refugee and host communities) lives the programme aims at is the improvement of their self-reliance² and resilience³ (Intermediate Outcome). This change is expected to be reached if the following immediate outcomes will actually trigger the expected positive change in beneficiaries' capacities and skills:

1. the acquisition and use of functional literacy, numeracy, language and life skills (Immediate Outcome 1: Access to Inclusive Adult Education);
2. the acquisition of technical skills, tailored to the context of operations, meant to increase livelihoods and employment/self-employment opportunities (Immediate Outcome 2: Inclusive Support to Livelihood);
3. wider access to protection services and the enhancement of target communities' social networks, including the strengthening of CSOs and CBOs representing or working for them, their staff and leaders, (Immediate Outcome 3: Strengthening Civil Society at large).

As briefly reported in the table summarising the programme results under sub-section 1.2 above, the indicators meant to measure the programme performance show that meaningful progresses towards the achievement of the intermediate outcome have been recorded in 2018.

Indicator 1

In terms of the overall number of participants (Indicator 1), the target set for Year 1 (12,800 (±5%)) has been comfortably met. The actual number of people reached by FRC programme in 2018 totals 24,979 broken down per country and per immediate outcome as follows:

Country	Immediate Outcome	n.
Uganda	1	19,494
Uganda	2	935
Uganda	3	1,476
Liberia	1	1,183
Liberia	3	85
Myanmar	2	291
Myanmar	3	1,502
Turkey	1	13
Total		24,979

Under Immediate Outcome 1, only in Uganda, 12,841 first time learners attended FAL and EFA courses in 2018. Actually the overall number of people attending the courses in 2018 was 19 074, but only 76% of them (i.e. 12,841) were first time learners e.i. not participated in any other training organised by FRC before.

This data was recorded one month after the enrolment to include only those committed to the learning and includes:

- FAL basic learners enrolled under the 2017/18 (already completed) and the 2018/19 (still ongoing) learning cycles; 10 377
- EFA learners who attended both basic and intermediate levels under the 2017/18, and 2018/19 learning cycles. 8697

² As per the UNHCR definition adopted in FRC programme document, "Self-reliance is the social and economic ability of an individual, a household or a community to meet essential needs (including protection, food, water, shelter personal safety, health, and education)", page 53.

³ As per the UNDP definition adopted in FRC programme document, "Resilience is the transformative process of strengthening the capacity of people, communities and countries to anticipate, manage, recover and transform from shocks", page 53.

In Liberia, according to the progress and attendance reports, 949 learners completed the six-month Level 2 learning cycle in 2018, active learners in Level 1 were 179, totally 1128.

In addition, during the year 425 community facilitators were trained, whereas the total number of active facilitators in Uganda and Liberia was 475.

Under immediate Outcome 2 there were totally **1,226** of beneficiaries. In Uganda there were 765 Business skills learners with 20 facilitators. VSLA group members that were not participating in any other programme activities were 150. Totally there were 1,247 supported VSLA members in Uganda. In Myanmar there were a total of 184 beneficiaries from the vocational and technical training including students, trained teachers and companies providing internship place. Partner organization provided skills training also for 98 women.

In addition, it is worth mentioning that 35 CSO/CBOs, including FRC implementing partners in Uganda, Liberia, Myanmar and Turkey, benefitted from the programme under the immediate Outcome 3. Additionally, 1,116 local community and youth leaders have been trained and/or been actively involved in Uganda, Liberia and Myanmar. In 2018 CBOs were focusing especially to raising awareness on SGBV. These events and trainings had 1,055 beneficiaries including security personnel and health service providers.

At programme level female participants accounted for 65% and persons with disabilities (PWDs) for 2% of the total number of participants against the set targets of 75% and 3-5% respectively. Female participants varied between 48-87% depending on the location and activity. Highest number (87%) was among South Sudanies participating in Functional Adult Literacy course. The lowest percentage (48%) occurred in vocational training in Myanmar as most of trades are traditionally considered suitable for male only (more in 2.3.1.). Target for the percentage of PWDs was only just reached and the efforts to wider inclusion continue in coming years. Work for disability inclusion strategy started in 2018 in Uganda. In Myanmar FRC networked with CSO actors working with disability and consulted about approaches to include more PWDs in the activities. (more in 2.4.1.) In Turkey staff of the partner organization YUVA was trained on disability inclusion by Disability Partnership Finland.

Regarding the host community participation in Uganda the target of 20% was not reached. In literacy training 17% were Ugandans whereas in English courses only 6%. This is because most Ugandans appreciate the need to start from FAL basic and there is less interest in English courses. The target for youth participation (20%) was comfortably reached as 41% of the participants were younger than 26 years. This can be attributed to the enthusiasm among the youth to learn English to facilitate the process of application for resettlement as well as employment within Uganda.

Indicator 2

As described in FRC programme document (6.2, pp 75-76) the Pathways of Empowerment (PoE) is the qualitative monitoring tool adopted by FRC to identify meaningful changes in beneficiaries' lives directly or indirectly linked to FRC's intervention. The PoE tool is expected to track social changes and to capture key information (i.e. signs of empowerment) on the empowerment process meant to widen participants' opportunities for their own development. Indicator 2 (Programme participants showing signs of empowerment) and its End of Programme Target (65%) has been included to assess, under the qualitative angle, to which extent the programme has contributed to the improvement of beneficiaries' self-reliance and resilience.

To facilitate the application of the PoE, as well as of the other quantitative indicators, baseline surveys have been conducted before the start of each programme activity (e.g. functional literacy or language or vocational courses) meant to describe the situation of beneficiaries before their participation to the programme. In this report, we refer to this starting point as *Start Level*.

An example of Start Level related to the adult education country programme in Uganda and Liberia⁴ is learners' low self-esteem; they feel ashamed to be unable to read and write. In addition, often cultural norms in many targeted communities, South Sudanese, Congolose and Ivorian refugees, as well as Liberians and Ugandans, sideline women, excluding them from an active role in their communities, assigned to men only.

Among the signs observed during the learning cycles related to self-esteem, female learners' ability to speak out in class, and to the decision making process at household level, gain confidence to speak in public in the presence of men as well as their willingness to take on leadership roles are among the most meaningful. Additionally, in Liberia Ivorian refugees were pleased to be able to interact with Liberian without interpreter.

In Uganda the youth club leaders were empowered, and they started making plans, reports and involving group members in planning and conducting group activities.

As per our regular observation and the focus group discussions held in Myanmar with the trainees who attended the vocational courses provided by the Governmental Technical High School, at the beginning of the courses trainees felt lonely, ashamed, some even depressed, especially those coming from remote rural areas; they tend not to speak and were shy. Already a couple of weeks after, trainees started gradually interacting also with others than their own community members. Living in shared boarding facilities was new to most of them, but they learnt about team work and cooperation, skills they found useful also in their home villages. Trainees expressed that they have felt empowered by simply participating to joint decision making (about house rules, for instance), and carrying out related responsibilities, something that is not possible in their home villages. Many trainees strongly expressed how the courses had positive effects on their well-being and self-esteem: "[Before the training], I thought that my life had ended, and I could not do better. I felt depressed about myself because of my lack of education. I felt like a hopeless person. Now I feel like a successful person because FRC made a bridge for me to work."

Similar positive feedbacks were collected by the women attending the technical skill trainings provided by FRC national partner, the Karenni Women Organisation; targeted trainees are women with low education, and few or no marketable skills. Attending sewing classes made them feel proud and more comfortable to interact with the others. At the end of the training they looked more confident, and ready to generate extra income to support their families. Observations at the end of the course showed trainees' self-confidence to plan independently their lives.

Indicator 3

Indicator 3 (% of participants to programme activities able to get access/improve income opportunities and diversify expenditure) measure more quantitatively the programme's contribution to beneficiaries' self-reliance and resilience. It is worth highlighting that the target percentage (40%) will be applied to the number of actual participants to activities falling under Immediate Outcome 2 (i.e. business skills trainees and VSLA members from Uganda and vocational trainees from Turkey and Myanmar), which include both first timers and those who have attended in addition to the skill trainings other programme activities such as language and literacy courses.

Preliminarily, it is important stressing the role played by the functional approach adopted by the adult education programmes in Uganda and Liberia, applied both to literacy and language courses, to expand beneficiaries' livelihood opportunities.

For instance, at the beginning of the learning cycle, Start Level learners do not know how to make basic calculations, or count money and they are thus deception-prone, in market places as well as at

⁴ In Liberia baseline of qualitative changes was not done, but it was reflected retrospectively in the FGD in the end of the learning

distribution points. At the pre-test most learners actually failed the calculations related to small business daily management. At the end of the learning cycle, the post-test results have shown that 66 to 75% (Uganda) and 72% to 78% (Liberia) of the learners were able to do small business calculation like family budgeting, record keeping and calculating percentage, interest and profit.

Simple teaching aids such as abacus, stones, bottle tops, counting sticks have been effective to enhance learners' numeracy skills as proven by the signs observed such as ability to add and subtract numbers, conversation with customers, basic book keeping in place and easy identification of names and numbers. In Uganda our findings show that 65% of FAL (Functional Adult Literacy) that is with mother tongue graduates can correctly make basic calculations and 40% have been able to start small income generating activities. In Ayilo 1 settlement, Northern Uganda, a 48 year old South Sudanese refugee learner said: "Before joining the FAL class, I had a small business which was not progressing. I was cheated most times because I would give wrong balance to customers, did not keep details of my debtors and did not even know how to keep business records because I did not know how to read and write. My participation in FAL enabled me to know how to count, write down shopping list, expenditures and profits. My business is flourishing now". In Liberia Victoria Buuduo stated "I have been making business for almost 20 years, but I could not get profit, but needed still take credit to keep my family. Now I have learnt to count profit and other things, and business is just improving".

More in general, at Start Level most refugees with poor literacy and language skills are excluded by the Ugandan and Liberian labour market, reading and understanding basic English being a minimum requirement. Our findings have shown that 68% of the EFA (English for Adults) graduates were able to respond to job advertisements in writing. Nema Bazuzi, a 20 years old Congolese refugee based in Nakivale settlement was able to get a job as a nursery teacher soon after she completed the EFA basic course: "I worked very hard, attended class regularly and did all the exercises given by my instructor. I am very happy that my hard work paid, I am now a nursery school teacher. I don't have to beg my husband for money nor wait for food ration' she said." Communication skills gained during the EFA courses also proved to be important for learners as explained by another graduate from Nakivale: "the FRC intervention has changed my life because I was able to get a job as a barber and I am able to communicate with my customers in English". Viviane Billaud from Bahn camp in Liberia told that before trainings, she didn't get out of the camp because she was afraid of the language barrier. She said that this program has helped her a lot as "Nobody can cheat me anymore; I am improving in my business, I know how to check money, I know the numbers, I am following the steps about family planning to avoid unwanted pregnancy."

Functional numeracy skills with basics of small business skills are included in FAL/EFA/ Level 2 trainings and this has strengthened remarkably learners' economic resilience. The small businesses and/or employment opportunities have given learners additional income generating opportunities. Additionally, VSLA is incorporated into the FAL/EFA learning in three settlements in Uganda. The groups were formed and managed independently and the program provided technical advice and some start up materials. In VSLA the members have the opportunity to save money and borrow loan to inject in small businesses and meet sudden expenses, which results in increased resilience of the group members.

In Uganda at Start Level, learners had poor saving culture; not having access to affordable credit, emergency needs could hardly be, if not at all, met. With the introduction of VSLAs, most of the members have began taking loans for small investments, mostly for circular capital, purchase agricultural inputs like seeds, and even hire some extra labour for farming. Formed and supported VSLAs have shown more stability, confidence and interest in what they do. VSLA members reported they now have larger stocks to sell, and their profit have increased. Of the 5 FAL and 5 EFA sample groups monitored and observed in Kyangwali, for instance, 50% of members borrowed and paid back loans promptly, 60% invested the loan into small businesses. One refugee graduate in Kyangwali said: "I thank FRC for bringing us in a group. When our instructor asked what we would like to be trained on, we chose VSLA. I borrowed loan and started my small retail shop which is now a major source of livelihood. I don't have to wait for food ration from World Food Program"; another said: "My child was very sick and I had no

money to take him to the hospital. I quickly turned to my group and borrowed money. If it was not for the positive response of my group members, I would have lost my child”.

In Liberia as well the pre-and post-test results recorded from the Level 2 Adult Literacy programme as well as the findings from the focus group discussions held with learners have shown meaningful changes in participants’ capacity to handle daily tasks and challenges. In voting for the most important change 75% of the 855 learners casted their vote for business skills and improved numeracy skills. It was reported that the number of businesses had increased significantly as participants gained skills in calculating money and profit and keeping records. This reduced the cases of deceptions and increased the profitability of businesses. Also planned use of household income and saving were recorded. Following statements were made in FGD conducted among 491 (176F) elders and LMC members:

- “80-95% of learners are doing business and we see changes in the lives of some families”
- “Before this program people made small businesses but these could not last, but since the program started small businesses do not collapse any more.”
- “There is also high reduction in cheating, people are not crying of being cheated by cash crop buyers anymore.”

In Uganda the business skills training increased the resilience of the participants by providing skills for managing the various income generating activities. The endline survey carried out on 323 former business skills training participants indicated that 189 (59%) were now involved in small businesses and other income generating activities (IGAs). This percentage was relatively higher compared to 109 (31%) at baseline survey.

In Myanmar tracer studies were conducted to follow up a sample of 2018 vocational short course graduates. According to the findings, 61% of them were employed few months after the course completion - 70% of whom in trades related to the attended course. These were mainly graduates in carpentry, electric wiring and motorbike repairs,

Tracer study concerning the graduates of the skills training courses organised by the women’s organisation was conducted 2-3 months of the end of the training. 80% of the trainees were reached and of them 78% earned income using the new skills. 34% earned ca. 50 € per month whereas 25% earned between 180-450€ per month.

Indicator 4

The PoE tool has been used also to collect relevant information and observations to measure the Indicator 4 (Recorded positive -inter/intra – community cohesion).

It is worth stressing that the approach adopted by FRC in Uganda and Liberia - i.e. organising learners in groups facilitated by peer volunteers – is itself promoting social cohesion, especially when inter-group/ethnic tensions affect social relations. As in Uganda, the programme promotes mixed groups. This is particularly important in conflict-affected contexts, where there are still prejudices among the diverse ethnic groups. Often refugees do not feel comfortable by being identified by their ethnic groups. In Uganda FAL groups are formed based on learners’ proximity to each other while EFA (English for Adults) course consist of learners from different nationalities/tribes. In both countries as learners start meeting regularly every week, they learn to know and accept each other and gradually begin to feel a sense of belonging to their groups.

PoE results have also shown enhanced social cohesion among VSLAs members; they reported to see each other as a single family and always stand to support each other in case of loss of loved ones, sickness or responding to emergencies and uncertainties. In Liberia learning groups reported similar signs of belonging and as a result of mutual trust all learning groups formed a saving and loan group, except in Bahn where these existed already. As a sign of trust and group cohesion majority of the learning groups started common farming and some learning groups moved forward and started their own group IGAs.

In both countries the inclusion of themes such as peace building and conflict resolutions into the course curriculum further fosters peaceful co-existence among the learners and in their households. They have learnt to mediate and use alternative dispute resolution methods rather than violent behaviours to solve domestic conflicts. According to the findings of a survey conducted in Uganda in 2018, out of the 400 FAL/EFA learners interviewed 65% reported that they are able to solve household conflicts. In Liberia the participatory, and softer, conflict management skills were the third most important change learners associated to the adult education programme.

This is consistent with the reports of the Literacy Management Committees stating that there has been a meaningful decrease of conflicts within the target communities. The trend to increasingly solve/manage conflict amicably in the community, often under the mediation of LMC members or community leaders has been confirmed by many learners. More and more often domestic conflicts have been indeed settled amicably instead of turning to tribal courts, which is expensive and whose decisions can be biased.

Other sign of social cohesion on community level is a regular community cleaning day that has started in all the communities where Level 2 was running. As the learners understood the causes of malaria and diarrhea they started to sensitize also neighbours and family members of safe hygiene practises. Signs of social cohesion can be seen also in business practices, which unlike before are now in some instances done as a group. Trust in each other benefits the businesses as larger stocks can be bought jointly.

In Uganda 70% of respondents stated that their improved capacity to communicate in English has reduced the gap among different refugee groups and between refugees and Ugandans. Same trend was recorded among Ivorians in their communication with Liberians in Bahn camp and in the border area communities when their English skills improved. Also the relations between the different refugee groups present in camp were reported to improve after participation in training groups with mixed tribe and religions.

From the FGDs held in Nakivale settlement with Business skills learners and VSLA members emerged that participants feel now more comfortable to contribute to group discussions and participate to community activities more than before.

The leadership trainings in Uganda equipped youth leaders with skills that led them to promote internal participation within their group and to form networks. One youth leader interviewed in Kampala said: *“the skills I learnt have helped me and the group to build networks with different organisations which have also in turn enhanced our capacity”*.

In Myanmar trainees have highlighted the importance of meeting peers from other ethnic groups and communities. Besides, both partner CSOs, KNWO and KSYN, promote the inclusion and equal participation of all ethnic groups in Kayah State and facilitate, through their activities, inter-group linkages and exchange.

2.2. Immediate Outcome 1: Access to Inclusive Adult Education

The acquisition and use of enhanced functional literacy, language and life skills - i.e. the ability to apply the skills of reading, writing and written calculations to the requirements of daily life – are the changes in beneficiaries' capacities pursued by Immediate Outcome 1; the arrangement and provision of inclusive education services for adults are at the core of the activities implemented by the programme under this outcome.

In Uganda the learning cycle includes two levels: basic (lasting 11 months) and intermediate (five months), in Liberia Level two as an intermediate course last for 6 months. No more than 30 learners in Uganda and 25 in Liberia are enrolled per learning group, which is facilitated by one community instructor. Functionality is emphasised throughout the learning cycle, which includes essential skills that learners (both refugees and host community members) need in order to be active in their communities

and to operate more confidently, effectively and independently. Life skill topics, part and parcel of the curriculum include maternal and child health and nutrition, hygiene and sanitation, environment-friendly agricultural practices (this topic is specific to Uganda), drafting basic job applications, financial literacy for small business management and for loans and savings groups, gender equality, rights and obligations.

At the end of each course, written tests have been administered to evaluate the reading, writing and numeracy skills learners have acquired. The PoE tool helps FRC to capture information on learners' ability to adapt the acquired skills to everyday life and their sense of empowerment and self-reliance.

In Uganda reading materials have been reproduced in the most widely-spoken languages in the settlements, and mobile libraries have been established to circulate books for learners to practise and sustain the skills they have acquired. In Liberia learning materials are in English due to the learners willingness to learn the official language of the country.

Indicator 1 and 2

The following indicators have been set purposely to measure the actual acquisition, and the sustained use, of literacy and numeracy skills (*% of learners - individuals - functional literate - basic ability to read, write and make simple calculations - in their own language*) and language skills (*% of learners - attendees – who acquired with basic knowledge - at different levels - of other language than their own, e.g. English, Turkish*⁵). The estimated target is 60% for both indicators⁶.

In Uganda, to assess the level of functionality of the 2017/18 FAL learners, their numeracy, writing and writing skills were tested through the administration of final exams. Tests are practise oriented and test both reading, writing and numeracy skills as well as include questions on practices related to nutrition, hygiene, conflict resolution etc. Learners' records show that out of the 4,257 FAL learners who regularly attended the courses, 78% (i.e. 3,325) sat for the final exams and 66% (i.e. 2,830) scored above 50% and graduated.

The comparison between baseline and endline results shows that at Start Level FAL learners do not even know how to hold pens and books. At the end of the cycle 75% (300/400) could identify letters while 80% (320/400) were able to write their names and sign. Similarly, at the start of the cycle, FAL graduates could not read time and calendars, relying on inaccurate traditional methods (e.g. the position of the sun throughout the day) The survey findings indicate that 70% (280/400) of the graduates are able to tell time correctly.

At Start level, EFA learners are unable to communicate in English. The course's objective is to enhance learners' ability to smoothly interact and communicate in English with Ugandans. According to the results of the oral and written exams administered, 72% of learners passed the test showing that they have elementary knowledge of English.

98% (949) of the learners attended lessons regularly. 969 (749F) learners of the Level 2 participated in pre-test after learning had continued one month and 883 (693F) in the Learner Capacity Assessment test conducted right after completing the course. The test showed that learners' literacy skills in English progressed from 2-3 letter words to making sentences and that 83% of the Level 2 learners could read and write short and longer sentences following the basic grammar rules and 85% were able to do advanced calculations. FGD after Level 1 with Ivorians had to be held in French as they mainly were only able to say greetings in English, whereas after Level 2 the FGDs were held in English and Ivorians were able to participate in discussion fully, showing a remarkable improvement in their English skills.

⁵ The programme in Turkey (and consequently the teaching of Turkish language) has started in 2019 only.

⁶ Initially, in the original programme logical framework, the target related to functional literacy was set at 70%; in the revised programme logframe, attached to this report, the target has been aligned to the 60% applied to the monitoring of the sustained use of language and like skills.

Indicator 3

With reference to life skills, the following changes have been observed in related fields/sectors as evidence of programme beneficiaries' improved self-reliance and resilience.

Access to information

According to our findings in Uganda and Liberia the skills acquired by EFA/FAL/Level 2 learners have enhanced their capacity to access important information. At Start Level learners do not have access to any written information, even vital information; announcements in public boards, news in newspapers, or any books, are simply out of their reach and they have to depend on others.

In Myanmar Life skills and Small Business sessions included lots of communication tools and team building games; majority of trainees have expressed that they feel more confident in communicating with others after the course. Life skill sessions were also designed to be participatory, which is a new approach in traditionally hierarchic and technical education sector in Myanmar. When the training was almost finished, they look more confident and readier to go to start their livelihood by the skill they got from the training. Value and benefit of Life skills have been recognized not only by trainees, but also by teachers and employers.

Health

A relevant example is given by medical prescriptions. Those unable to read meet difficulties in following the prescribed doses of drugs or the recommended actions; serious consequences can occur if mothers cannot adopt for their children the prescribed nutritional, health and hygiene actions.

PoE detected signs, combined with the findings of the rapid survey conducted on a sample of 400 beneficiaries after the completion of EFA learning cycles, have shown positive behavioural changes in terms health practices; parents are paying more attention to the vaccinations for their children (85%), pregnant women seek antenatal care at the hospitals (90%), household members sleep under mosquito nets (38%) and 70% of graduates stated they are able to read and understand medical cards and prescriptions. One mother from Palabek settlement said: *"It was very hard for me to interpret prescriptions written on the medical cards. I gave an overdose to my daughter because I misinterpreted the medical prescription. I nearly lost her. When I learnt about FRC program, I was determined to learn how to read and write. I can now read medical prescriptions"*.

In most of the rural communities targeted by the programme in Liberia the knowledge of health-related issues as well as access to health services is limited. Under these conditions, the inclusion of basic health related topics on malaria, diarrhea and skin problems proved to be highly appreciated by learners. In FGD learners repeatedly mentioned that only after Level 2 training they have changed their hygiene practices (such as washing hands regularly, cover their food and water, sleep under mosquito net, clean the dishes and hanging the washed cloths on the cloth lines) as they learnt about the connection of these habits and prevention of diseases. The learners shared the information also with their neighbours thus spreading the good practices in the communities. FGDs of the elders and LMC members also reported that cases of diseases have decreased in the communities.

Water and Sanitation

Though many agencies are engaged in the Water, Sanitation and Hygiene (WASH) sector, the incidence of communicable and water-related diseases such as diarrhea is still high due to poor hygiene practices and facilities such as toilets, hand washing and rubbish pits in target areas, in Liberia as well as in Uganda. Including WASH topics as part of the functional literacy courses have facilitated the understanding of key prevention messages, thus raising learners' awareness on personal hygiene. Learners from both countries reported that there has been reduction in the incidence of communicable and water born diseases and best practices in place have been observed by FRC monitoring officers.

For Instance, Akonga Paska, 22, a refugee living in Palabek Settlement, who attended the FAL course, had no toilet, rubbish pit, and at the start of course, she used to have long nails and wear dirty clothes; she reported her family members were often sick. During the follow up carried out at the end of 2018, it

was observed that hygiene and sanitation conditions in her home were greatly improved. She had a toilet, hand washing facility, and rubbish pit, her home was clean and her children in good condition.

Family planning

In rural Liberia there is the misconception that family planning “brings sickness”. As part of the adopted functional approach, family planning has been given great visibility and included in the curriculum as key topic. As a consequence, family planning is not seen as taboo, information sharing and discussions about it are promoted at community levels. In FGDs the family planning was repeatedly mentioned as a major benefit of the programme. It was stated that “*Family planning can put stop for poverty*”. A man in Gorwmoie said “*I undertood that if my wife only gives birth all the time she can dye and we, me and my wife, are supposed to take care of the children.*” A woman in Bahn camp explained that “*Before my husband was blaming me that I give birth only girl child, but now we learnt about x and y chromosome and that the girl is coming from man. Now there is no more insulting me*”

Nutrition

At Start Level learners did not value the importance of a balanced diet and the large majority did not have kitchen gardens. Simple land and water saving (e.g. in broken plastic bags, cut jerricans, used buckets) technologies trainings were included as part of functional literacy courses in Kyaka, Nakivale, Adjumani and even in Kampala were trained on how to grow vegetables, highlighting their nutritional values. The Agriculture trainers practically demonstrated how to plant and manage nursery trays. FRC distributed watering cans, improved vegetable seeds (e.g. sukumawiki, eggplants, carrots etc.) to facilitate the establishment of plant nurseries. Out of 38 groups trained in Adjumani, 100 learners are now engaged in kitchen gardening. In Kyaka, out of the 4 tailor made groups facilitated to set up plant nurseries, one group has managed to produce vegetables even during the dry season.

Trickle down effect of literacy on education of children

The acquired literacy and language skills acquired by adult learners have been also associated to the enhancement of their children’s education. At Start Level, FAL/EFA learners were unable to help their children with school related activities. At the completion of the courses 70% of graduates reported they are ensuring their children attend school daily while 60% are able to read and understand children’s reports and follow up with the respective teachers where necessary and 63% help their children with homework. All learners reported positive behavioural changes towards the value of education for their children.

Similarly, in Liberia positive attitudinal and behavioural changes towards child education were observed among adult learners such as children going to school with all the required school materials. Learners reported in FGD that one of the main uses for the increased income is the child education.

2.2.1. Related Cross cutting objectives

Gender equality

FRC encouraged women’s participation by tailored mobilization campaigns and the dissemination of sensitization messages about the available learning courses, giving learners the opportunity to schedule learning days and time. This gave both women and men equal opportunity to participate to the courses. Many women would like to improve on their communication skills to improve their chances of being resettled in third countries.

In both countries gender equality was also addressed through the inclusion of gender-based violence theme into the contents of the courses; learners gained knowledge about domestic violence, dangers of alcoholism, gender roles. As a result some changes were reported. For instance, in Liberia participants reported that men are increasingly helping women to carry out domestic tasks. Importance of women’s involvement in decision making was also one of the learning topics. Our findings show strengthened women’s participation in decision-making at household and community level. There were several cases in the FGDs in Liberia where men were told that now they have given a decision-making role in household issues for their wives when they are absent. Women were additionally reporting that now the

family-level decision e.g. about the child education and use of the money have been done together or they have been consulted.

In Uganda, FRC joined the rest of the world in commemorating international Women's day on 8th March 2018 across the settlements. This year's theme varied from settlement to settlement. Kyangwali had "Empowerment of rural women and girls; opportunities and challenges"; Kyaka II had "Press for progress" while Nakivale had "Time is now. Rural and Urban activists transforming women's lives". FRC participated in the events by exhibiting activities such as fish farming, leather making, vegetable growing and different adult education activities.

In Liberia the programme focused on gender equality; it was designed to improve and increase literacy skills, life skills for female refugees and the female members of Liberian communities as vulnerable members and to empower them to better manage and support the family, participate in the decision-making processes in family and the community. Communities were encouraged to prioritize the selection of qualified and capable women to serve as community adult literacy facilitators. Field monitors encouraged communities to be gender sensitive and have not less than three women per LMC. The mixed composition of the LMC shows positive results in terms of social equality: 38.1% (121 out of 318 members) women were selected to serve as LMC members in 40 targeted communities that is rare in Liberian setting. Besides, the number of women registered as learners (74%) proves the efforts made reached the targets. In some instances, in order to have gender balance in the learning groups men were favoured when selecting learners, as women were applying in such a great number.

In addition, the role of women and men was one of the topics in curricula. This was reported to have contributed to changes of attitudes and practices in families, mainly towards more equal division of work and decision making. In FGDs 62% of learners reported some changes in their families. The other positive changes within the target communities recorded from the PoE findings were:

- women who earlier were not consulted in the decision making process are now listened by the community; some have even been selected for leadership positions such as town chiefs, block leaders, and quarter chiefs.
- during the PoE discussion or meetings, women dominated the discussions and spoke freely without any intimidation from men;
- women are now able to support men in businesses, which has increased their appreciation among their husbands.

Reducing inequalities

Wider access to adult education is in itself conducive to reducing inequalities in status and education levels thus promoting the realization of rights. The learning courses are free and open to those willing to participate. As mentioned above, the curriculum and themes are developed in such a way (functional) that the topics are responsive to the needs of the learners enabling them to put into practice whatever they learn. FAL training is provided in mother tongues. During 2018 there were 12 languages of instructions of which 10 were vernacular languages.

In Uganda, during the registration of new learners, people from all ethnic groups were given equal opportunities to enrol into the EFA/FAL courses. Especially FAL courses were designed to be as inclusive as possible. For example, in Palabek and Adjumani, FRC focused on providing education to ethnic minorities, Lutuko and Peri tribes. During mobilisation and registration, emphasis was put on the refugees (80%) because they are more vulnerable than the host community.

In Liberia, NAEAL collected evidence showing the Level 2 of their adult education programme has the potentials to mitigate social inequalities. The opportunity provided to learners (refugees and host community members) who completed the Level 1 to increase their literacy skills, Life skills and Business skills have had a positive impact on the existing inequalities of the social structure of target communities. PoE findings have shown that learners who completed the six months Level 2 curriculum can better deal with their daily tasks in communities and camps.

The following are some of the signs detected:

- social participation increased
- increased use of health services: Clinics have been there, but many “never went to clinic before when pregnant or when sick”
- increased perceptions of rights
- inequality has decreased between Liberians and Ivorians.

Climate sustainability

In Uganda, themes related to the environment have been included in the EFA/FAL curricula. Beneficiaries were trained on climate smart agricultural practices such as agro forestry, organic farming, soil and water conservation measures. The environmental awareness lessons changed the attitude and practices of the learners. Many have planted trees and adopted climate smart agricultural practices. It also led to the adoption of the use of energy saving stoves e.g. among 30% of 150 learners in Kyangwali, reduction in bush burning and tree cutting among others. One of the learners said “I know the importance of the environment, how to protect it and as a result of the skills and knowledge I got, I have even planted some trees around my homestead”. Another learner stated that “because of my learning with FRC, I have taught my community how they can make kitchen gardens to sustain their food baskets”.

In Liberia the programme does not have a topic on climate sustainability. However, the skills and knowledge acquired by adults facilitate their access to relevant information other agencies or organizations disseminate on climate change and helped them to understand the importance of climate resilience for their society. Thus, programme contributes towards climate sustainability indirectly.

2.3. Immediate Outcome 2: Inclusive Support to Livelihoods

Immediate Outcome 2 focuses on the acquisition of skills to increase livelihoods and employment/self-employment opportunities by the provision of inclusive technical courses and support services.

The justifications and rationale behind this outcome are in line with those related to Immediate Outcome 1; this outcome is based on the assumption that education and life skills tailored to the context empowers learners and increases their self-esteem and opportunities. Livelihoods opportunities have then been promoted to build target participants’ self-reliance and resilience, to give them more positive life expectations.

Target participants have been equipped with behavioural, technical, job-relevant and entrepreneurial competencies needed to get access to the job market or to engage in self-employment; in Uganda, access to micro loans has also been facilitated by supporting the formation and the operations of VSLAs.

Indicator 1

% of targeted beneficiaries running viable/profitable income generating activity / enhanced existing IGAs out of business and vocational graduated trainees. The target set is 30%.

In Uganda 43 % of the beneficiaries are running profitable income generating activity that is defined as 100 000 UG shilling (24€) profit per month. The percentage is from the end line survey done among 323 business skills learners. Baseline done among the same learners gave only 10%.

Also as a result of business skills trainings there were the number of IGAs increased. The end line survey shows that 189 (59%) was involved in IGA compared to 109 (31%) at the time of baseline survey. 62 (45%) of the ones with IGA were women.

Rapid survey using PoE signs conducted among 105 former Business skills participants and VSLA beneficiaries gave the following results: 91% can communicate / speak to customers and fellow members, 90% were able to control expenses and that 75% has been able to develop a personal business plan that they followed and had established a small business.75% of the respondents stated that they are now able to meet family needs and share responsibilities at family level due to the improved earnings from income generating activities. Particularly the women were proud that they no

longer sit at home to wait for their husbands to provide for everything but can earn incomes for household needs and meeting children's school expenses.

Acquired skills like budgeting and costing and keeping business records enriched with basic arithmetics enabled learners improve their knowledge and skills with issues of money handling and transactions. A combination of the skills and the behavioural changes can be linked to contribute to the improved profitability of the small business ventures that these business skills participants are involved in as indicated by the endline survey results.

In Myanmar the participants of skills trainings organised by KNWO gained income generation skills, both technical and small business management skills. The tracer study showed that 78% graduated women could apply the skills they had gained from the training and have increased their financial independency. Some tracked women were able to open their own sewing shop, some were collaborating with their friends working mainly with traditional clothes, some got permanent jobs in sewing or weaving businesses.

Indicator 2

% of internships/jobs created /facilitated for participants to vocational trainings. The target set is 45%, This indicator refers specifically to the vocational training component implemented in Myanmar.

95% (i.e. 184) of the 193 enrolled trainees got graduated in 2018. FRC, GTHS in Loikaw, and local entrepreneurs closely worked together to deliver market-oriented trainings and provide internships in local small enterprises/companies/NGOs. It is worth noting that FRC has managed to positively engage GTHS teachers who were finally willing to monitor and follow up their students during the internship placement. This is a major change, as earlier teachers did not care meeting their students after the completion of the courses and therefore had no up-to-date information concerning trainees' after-course needs. Through these follow up visits, teachers discussed with employers about VE trainees' actual skills and additional required skills. Through this monitoring process, teachers also learnt more how to improve their teaching.

To this regard, to improve the quality of curricula, two of the current curricula and teaching material (carpenter and motorbike repair) were reviewed and revised to better meet the current technical and context needs. The review was done in cooperation with GTHS teachers and local entrepreneurs. Trainings are increasingly competence and skill based, including designed competence assessment for each course. However, in regard to the curricula development, to be in line with national development and avoid overlapping work, FRC has also followed the TVET working group's recommendations which aim at setting up common minimum standards. This will influence the curricula development process in 2019. Teachers were also supported to increase their pedagogical tools and skills through pedagogical trainings which were provided in December.

It is also important highlighting that FRC/GTHS Vocational Short Courses have become increasingly known among diverse companies and employers in Kayah state. 199 participants attended the Job Fair 2018, and 23 companies provided internship placements. All graduated students successfully completed in local companies the internship arranged by the programme.

As a result, on average 61% of graduates are employed; although our M&E system's findings did not explore the actual income, graduated trainees reported an increase and diversification of their income. 91% expressed that they had benefitted from the training and are using the technical skills. Majority of interviewed trainees were planning to return to their villages and support their communities with gained skills: carpentry skills for house constructions, motorbike repair "even for free, if someone in the village has no money" or electric wiring, as electricity network is gradually reaching also the remote villages in Kayah. The percentage of employed among the interviewed graduates varied by trade: 86% for carpentry, 80% for electrical wire installation, 68% for motorcycle repair, 61% for Auto CAD use, 42% for both basic computer and masonry graduates.

Indicator 3

% of micro loans disbursed by VSLA group for investment purpose. The target set is 50%.

The monitoring system was not yet able to produce data for this indicator. However, the reports give a rough estimate of 55%. An alternative indicator used for measuring the improvement of self-reliance is “% of graduated business skill learners and VSLA members able to meet sudden expenses due to emergencies such as crop failure, theft, fire, sickness.” Result in 2018 for this indicator was 53%.

The VSLA trainings were mostly organised in connection of the business skill, FAL and EFA training groups. Through these trainings a total of 1,247 people have been actively engaged in savings and loan schemes. In addition, VSLA trainings were provided to about 150 persons not involved in any other FRC organised activities.

Through savings and loans groups, members started acquiring collateral free loans at lower interest. Before joining the groups, members could hardly get loans as the formal lending institutions are not interested in having them as clients or alternatively they were exposed to the high interest rates offered by money lenders. The VSLA members in the rural areas in Nakivale Refugee settlement attributed increase in farm stock to ability to borrow cheap loans from group savings. They mainly used the loans to hire land from nationals living near the settlement, purchase farm inputs like seeds and also to hire extra farm labour. As a result, there was increase in farm acreage, production, stock and incomes from the sell of farm produce. (Other contributing factor was the acquisition of farming skills from the FRC group practical skills trainings.) Revenues and profits from business and farm are used to improve their social and economic well being in many ways e.g. payment of schooling and medical expenses of the household.

2.3.1. Related Cross cutting objectives

Gender Equality

In Uganda FRC has actively advocated for inclusion and participation of both men and women at both project areas in Nakivale and Kampala for the urban Refugees. Both men and women have been encouraged to participate in the Programme.

Regarding Business skills learning, 56% (425/765) of the participants were women. In VSLAs 76% of the members are women. Women have also been encouraged to take up leadership roles in their VSLAs and approximately 90% of the groups key leadership positions have been filled by women. This has given them the opportunity to make key decisions on issues that affect them and their group activities.

Though vocational education has been traditionally highly male-oriented in Myanmar, leaving women generally excluded, the programme has promoted inclusion of women in current trade courses. However, cultural gender roles take time to change. Therefore, FRC introduced also trades more attractive to women such as computer basic courses. In October 2018 a hospitality training was piloted and the recorded women participation was positive (7 out of the 11 trainees were women).

The selection criteria set for course participation promotes inclusion of the vulnerable groups including women. FRC also assessed the needs for gender sensitive accommodation, and prepared accommodation premises and practices accordingly. The gender secure and sensitive practices are also shared with target communities and families of female participants, to further facilitate the participation of female trainees.

In 2018 overall 47 female youth (26% of the total 184) participated in VE short courses provided in the GTHS in Loikaw. In addition, FRC supported non-formal skill trainings for girls and women through partner organisation KNWO. The participants in the skills training courses were all female and in vulnerable situation. Training strengthened their capacity to contribute to household incomes and increased their independence and self-confidence. Thus promoting equal economic rights and participation for women.

Reduction of Inequalities

In Uganda the programme targeted primarily refugees and vulnerable poor from host populations as main beneficiaries under the business learning courses and VSLA. In 2018, 1,042 (81%) of participants were refugees and 244 (19%) from host communities.

A particularly vulnerable group targeted by the programme is the youth. There are higher disparities between the youth and adults in terms of skills, access to employment and incomes. The project has actively advocated for youth's socio-economic empowerment by mobilising and enrolling them in business training course so that they could acquire essential business skills to manage their own small businesses and reduce income disparities. In these courses, trainees have also been trained in life skills such as how to deal with life and career decisions; Out of the total 714 Business skills graduates in Uganda, 285 (40%) were youth (aged 15-25). While the youth participation in VSLA was 12% only; FRC has already planned to improve youth participation in VSLAs through massive mobilisation and sensitisation.

The programme has also put special emphasis on including people with disabilities into the programme. To this purpose, as mentioned above, in Uganda a process for designing a strategy to mainstream disability was started in 2018. FRC will conduct situation analysis study and based on that formulate a strategy for inclusion of PwDs in the programme. Currently under the livelihoods component inclusion of PwDs is low, less 1% of beneficiaries. The participation to business courses and VSLAs is open to all, but additional support mechanisms needs to be adopted to facilitate the access of more persons with disabilities.

In Myanmar, the concept of short vocational course itself aims to increase access to vocational education also to youth from remote villages with low economic status and low educational background who do not have chances to participate to regular vocational education. The vulnerability criteria set for trainee selection includes persons with disabilities, youth from remote rural villages (including non-government controlled areas), youth with low education level (basic primary level), youth from women-headed household, refugees or returnees from Thai border camp, IDPs inside Myanmar, youth with chronic illness, youth without parents, youth who have experienced domestic violence or victims of trafficking. To reach also youth from remote areas, both advertisements and interviews were conducted in all 7 townships of Kayah state. Participants from remote areas were supported with housing (women-friendly, as mentioned above) and meals throughout the training and internship. Also, transportation to internship places was arranged by the programme. As a result, 106 trainees (61%) were from remote areas. Overall 83% of participants to the short courses provided by the GTHS were from vulnerable groups.

Similarly the KNWO run skill training targeted vulnerable women and housing and food was provided for all participants. Also childcare was organised to ensure that women have equal opportunity to participate in the courses. In the end of the course start-up kits were provided to support self-employment efforts of the participants. There were three disabled women among participants.

Climate Sustainability

In Uganda the project is supporting the adaptation to climate change by improving economic resilience of the refugees. Business skills training improves the capacities to manage better the income generating activities as well as to diversify the sources for income. Whereas VSLA is providing resources for IGAs but importantly also a buffer in case of crop failures increasingly common due to erratic climatic conditions.

To mitigate the climate change the project included environmental conservation modules like tree planting and forestry preservation, mulching and crop rotation, avoidance of bush burning in VSLA practical learning modules. Also the business plans done during the training course were screened so that e.g. charcoal burning and marketing, which negatively affect the environment, have been greatly discouraged. Instead the project continued training beneficiaries in the production of charcoal briquettes from charcoal dust, sawmill dust, starch, and sandy soils. General awareness raising about the

environmental issues during business trainings and VSLA meetings was part of the climate sustainability approach.

Similarly in Myanmar programme addressed environmental issues by incorporating environment awareness in the trainees' life skills training and ensuring that materials used and practices followed in vocational training courses were environmentally sustainable such as choosing sustainable timber and locally produced materials. Programme also participated in related events such as Rubbish Collection Activity organised by the Ministry of Natural Resources for World Environmental Day.

2.4. Immediate Outcome 3: Strengthening Civil Society

The Immediate Outcome 3 aims at widening the access to protection and social services and improving inter-community interactions and meaningful participation by the enhancement of formal/informal associations representing people of concern.

In Uganda, in Kampala urban area, a number of programme activities, especially those supporting beneficiaries' adult education and livelihoods, are channelled through a number (more than 10) existing refugee associations; this approach itself has made FRC's and the supported associations' work more visible and enhanced the capacity of these refugee associations to deliver their institutional services for refugees.

Three refugee organisations were selected for intensive business planning training which included also monitoring and mentoring during the implementation of the plans. Seven key staff members of each organisation participated in the training conducted by Teach a man to fish. During 2018 programme also funded two small projects of refugee organisations that had participated in the capacity building training in 2017. Projects were designed under FRC's guidance and monitored closely.

Youth clubs, whose leaders have participated in the leadership skills training, benefited by the continued support to improve group management, team building and self-esteem among youth. Youth leaders have fostered unity and joint decision making within their groups and targeted youth have also benefited by networking with other groups/ organisations.

In Myanmar FRC has worked closely with two CSOs, Karenni Women Organisation (KNWO) and Kayah State Youth Network (KSYN), tailoring capacity building trainings to their jointly assessed needs and equally as in Uganda funding small projects designed under FRC's guidance and support. Representatives of both CSOs reported to have increased confidence and capacity to initiate activities and implement them accordingly, also thanks to the mentoring from FRC staff. In particular, they highlighted:

- increased capacity in project management, which is expected to strengthen their capacity to initiate diversify their funding opportunities;
- increased understanding of inclusion of diverse groups such as ethnic minorities, female headed households, persons with disabilities;
- improved contribution to existing networks.

Though the programme will start its activities in Turkey in 2019 only, in October 2018 a training on mainstreaming disability was delivered in Istanbul to the staff of YUVA, FRC's Turkish implementing partner, meant to support the design and implementation of YUVA inclusive approach.

Indicator 1

% of targeted trained staff/leaders put into practice knowledge acquired; the target set is 70%.

In Uganda as a result of the trainings all the trained 3 refugee CSOs (100%) reached the expected results by having business plans and budgets for IGA. During the recent monitoring visit to check on progress towards these developed business plans, it was observed that most of these agencies have began putting together resources to effect their business plans.

Before training, 2 CSO's had some business that they were running, but there was no systematic business plans and budgets, neither plan to raise the resources. During the trainings one CSO did a market survey and started to pilot a broiler project. Two other ones with the existing businesses improved quality of the products and concentrated to the marketing by matching their products to the demand. Attitude change from the charity based funding to the business orientation was the major result in addition to the gained skills.

A continued improvement in youth group management in both Nakivale and Kampala has been observed. Group leaders are executing their leadership roles and responsibilities better than before, they share and delegate leadership roles and ensure open communication. There is also an improvement in nature of work plans being developed, activities are scheduled according to priority and given adequate time frames and resource allocations. Group creativity has also increased; diverse initiatives have been initiated such as debates, music and dancing competitions and links with other organisations that promote youth empowerment have been established: for instance, in Kampala, Kibuli Apostolic Youth Project has networked with Reach a hand Uganda to train young refugees on reproductive health issues. Groups in Kampala that participated in leadership training have formed a networking platform to share information, identify existing opportunities, challenges and possible solutions to emerging problems. The network has promoted group cohesion, capacity enhancement and integration with local communities. The groups within the network conduct exchange visits to each other, organize joint activities that promote talents and peaceful co-existence in the host community like football competitions with local youth teams.

Leadership training for youth leaders focused on life skills and aimed at equipping them with skills to better deal with daily challenges. Among the topics, career planning (goal setting, career path), advocacy, peer pressure relationships, communication, hygiene and sanitation, HIV/AIDS and decision making, drug abuse, teenage pregnancy were the most popular. Some meaningful results were observed quite soon after the trainings such as participants' improved hygiene and sanitation practices, critical and analytical attitude (e.g. ability to handle negative peer influence which may result into bad practices like taking drugs, engaging in risky sex leading to early pregnancies etc.). It is worth highlighting that all groups that participated to these trainings have incorporated life skills topics into their work plans so that their members (a total of 496) can keep learning.

In Liberia, as mentioned above, NAEAL piloted the Level 2 Programme for 6 months; additional trainings were delivered to 85 LMC (318 members) to enhance their capacity to supervise the provision of the new curriculum. After the training, LMC were able to select community voluntary facilitators for each study circle, register 1,150 learners, monitor 46 study circles and submit regularly to NAEAL the individual learners' progress and attendance reports.

In Myanmar, as per regular observation, communication and mentoring by FRC project staff, partner CSOs have increased their capacity to design and implement the planned interventions. Though they are still facing challenges, both senior management and field staff have shown an increasing understanding of the project cycle. Both organizations proved to be able to adequately budget and timely implement the proposed activities. They also showed improvements in their systematic data collection, although there is still need to improve in data analysis and reporting.

Indicator 2

% of host community members participating to programme activities; the target set is 30%.

Unlike the general target related to the participation of host community members to the programme activities, especially under Immediate Outcomes 1 and 2, (see under indicator 1 of the intermediate outcome), this indicator specifically refers to the Turkey component of the programme which, as said, will start in 2019 only.

Indicator 3

Systems of internal planning and accountability are in place

In Uganda, the baseline information collected from all the 20 targeted youth groups (and 40 leaders trained) showed that the overall percentage of youth groups with activity plans was at 30%. However, the plans still needed improvement. Youth groups with reports stood also at 30% and also the quality of existing reports was poor.

After the leadership trainings and mentoring sessions conducted with the youth leaders and youth groups, a meaningful improvement was recorded. The end line assessment shows that all youth groups have plans in place and 90% regularly draft reports; also the quality of the plans and reports has greatly improved.

The baseline and endline assessments on plans focused on the following key areas:

- whether plans are available and, if existing, realistic, e.g. availability of material/ financial resources, skills and knowledge available, clear targets, sharing roles and responsibilities by tasks;
- review of plans when required and whether plans are long-term;
- availability of both project and financial reports, information sharing mechanism within groups and with donors and supporters.

In Myanmar, although there were some challenges in financial management, KNWO improved its financial management through regular mentoring, and feedback from each month. Also, Financial Refresher Training was provided in July to support KNWO to follow up other projects than the FRC-funded one. Their admin&finance staff showed increased understanding of financial issues, for example in budget review.

Indicator 4

Number of youth groups where there is at least one woman in management role. The target set - 5 out of 20 groups – has been comfortably reached and exceeded.

Actually, at baseline level 17 women were holding leadership positions and at the time of the endline assessment, 27 women held leadership positions and all the 20 groups had at least one woman in leadership position within their groups. One woman who took part to the leadership training stated: “... the training has helped me to appreciate female participation in leadership, I can now chair some of the group meetings...”.

2.4.1. Related Cross cutting objectives

Gender Equality

Specific training on gender mainstreaming was included in the youth group leaders training. This enhanced the involvement of more female youth in leadership and group activities.

By providing support to national CSOs, FRC has promoted protection interventions targeting gender-based violence (GBV) and sexual reproductive health (SRH).

In Uganda the association (HRA) was funded to implement the project whose main goal was to increase the capacity of male and female refugee youth in Kampala urban area, to prevent, protect and respond to gender-based violence and sexual violence and exploitation. Overall, 425 refugee and host community youth were sensitized on human rights and GBV and were advised on where to get support in case of any sexual rights violations and exploitation. GBV episodes, especially physical violence against women refugees have reduced; actually, no incidences were reported to peer educators/local leaders. Peer educators are playing a significant role in referring refugees facing SRH and GBV challenges; refugees are able to access information on GBV and SRH either using the developed phone application or relying on the existing service providers in the area which are now providing refugee friendly services.

In Myanmar as well FRC has promoted girls' and women's participation, empowerment and access to GBV protection. Not only KNWO's organisational capacity has been enhanced through the organisational assessment carried out (also KSYN benefited from it), but also the implementation of three projects were supported. The skills training targeted to vulnerable women is already reported above (under Immediate Outcome 2). Secondly the programme supported the maintenance of the Safe House established by KNWO to help women and girls who have experienced GBV and need support. Thirdly, with the complementary funding from UK Foreign and Commonwealth Office, FRC supported KNWO to strengthen GBV prevention and response mechanisms and empower women in decision making at all levels in Kayah State. Overall, more than 1,500 women and men participated to events organised by the project. A campaign was organized during the international 16-days Activism against GBV. Additionally, a GBV training was organised and delivered to 34 Government Health Service Staff and GBV prevention and awareness trainings were arranged for 67 community leaders and representatives of Non-State Actors (NSA, including combatants from Ethnic Armed Organisations). A GBV helpline was set up to listen and respond to GBV needs, provide callers with advice on how to react to GBV cases, and to protect them. 19 cases were reported and supported by helpline. Additionally; workshops for 53 Gender-Based Violence community facilitators were organised to capacitate them to support victims.

Reduction of Inequalities

Attention to the most vulnerable has been central throughout the programme implementation, including under the implementation of FRC-funded projects to the partner CSOs in Uganda and Myanmar. In addition to women, targeted vulnerable groups have been youth from remote areas and ethnic minority groups, persons with disabilities, and in Myanmar also IDPs.

In Uganda the youth leadership trainings and resulting strengthening of their organisations have contributed to reduction of inequalities as their operations give the refugees the opportunity to access services which otherwise would have been difficult for them to access. Trainings on agriculture resulted in youth group farming businesses enabling income generation and reduction of economic disparities.

In Liberia formation of LMCs enabled widening the participation in decision making at village level. This has a major influence in smaller communities as power is concentrated to a few traditional leaders and educated persons.

KSYN organized the civic education trainings in all 7 townships to be able to reach also youth from remote villages. Youth from different ethnic background were encouraged to participate. KSYN staffs and township youth representative mobilized participants and village heads prior the trainings. During the mobilization period, KSYN staff aimed to mobilize also vulnerable youth in communities. Overall 862 youth, 49% of them young women, participated to civic education trainings. KSYN actively advocated and encouraged participation of female youth in all their trainings and events.

FRC also created networks with local and international organizations working with disability, such as Finland based ABILIS, Myanmar Independent Living initiative (MILI), World Education (WE) and Humanity and Inclusion (HI), which were consulted to design the strategy to include persons with disabilities. At the same time, there are still few participants with disabilities to programme activities, which shows that much more is required to increase the outreach and train FRC's and partners' staff.

Climate Sustainability

The theme of climate sustainability has been included in all training targeted to civil society actors. In Uganda the youth groups were provided various thematic trainings guiding towards environmental friendly practices and livelihoods such as climate smart agricultural methods and briquette making. In both countries the project and activity plans of the CSOs were assessed from environmental perspective in the process increasing the capacities of CSOs in environmental protection.

3. Impact assessment

The programme is based on the theory that people's ability to shape their own development and future depends on their capacity to learn independently, critically and continuously, and, thus, to take informed decisions and assume active roles at any social level, from within their family to their communities and countries. Facilitating the target groups in the countries of operations – i.e. people uprooted from their homes by conflict, violence, persecution, discrimination, poverty and climate change - to live in dignity and peace is consequently the impact the programme aims at.

Though only the first year of implementation has been completed, and many activities were meant to set up the programme and upgrade the existing M&E systems, some impact assessment has been carried out, especially in Liberia, from where FRC phased out at the end of 2018. The following relevant information are worth noting.

As mentioned above under Section 2, in Liberia learners benefited considerably from the 6 months Level 2 curriculum which continued the learning acquired in Level 1 focusing more on small business management; within a very short period of time, they have managed to successfully apply the skills and knowledge acquired, the high female attendance has brought increased women participation within their communities which spilled over positive effects to the whole community.

These positive results have had an even more remarkable impact taking into account the current situation of Ivorian refugees in the country: the integration refugee programme has come to the end, and camp operations are closed. Target refugee learners reported that the acquired skills - the combination of business and functional English skills - highly contributed to fulfil their right to a decent life and to facilitate their integration into the Liberian society.

It is worth reporting that during the LMC training in Bahn camp, block leaders and representatives of the camp leadership participated in the training for the first time since the program started in 2014. They said they were so impressed of the level of impact the programme has made in the lives of the learners, that they decided to participate themselves to the training to know more about the program and help the LMC manage the program in their blocks and camp.

An experienced development worker based in Nimba County and working with refugees over last 5 years, interviewed by NAEAL programme coordinator, stated: *"FRC/NAEAL program is really making a change in the refugee camp; for the past years, local and International NGOs sensitized refugees about health-issues like importance of sleeping under mosquito nets, cleaning of the surrounding and using of Latrine constructed etc. with no much results, but now in 6 months refugees are putting in practice the knowledge they learned from the six months NAEAL Level 2 Adult Literacy training"*. Other major changes stated in the FGDs of the learners have been the attitude change towards family planning and children's education.

Learners, both Liberians and Ivorian refugees, observed that their household economies are transitioning *"from credit to saving"*: previously they were relying on credit from others, often due to lack of business skills combined to exposure to frauds; the new acquired skills have enhanced their self-confidence and ability to better protect their interests. Such impact is even greater considering that the targeted areas are remote and located close to the borders where few development interventions are ongoing.

As also reported under Section 2, the signs of increased social cohesion observed can contribute to the peaceful coexistence intra and inter different groups. For instance, though neither directly nor indirectly promoted by NAEAL, the formation of farming groups among learners, meant to increase income, has been recurrently observed in the targeted communities. Other signs of improved social cohesion reported by community leaders are the community cleaning days started as a result of trainings as well as the improved conflict resolving skills that have resulted in drastic decreased in the number of cases in local court. We have then associated this development to a positive unexpected programme result.

In Uganda, interestingly, more and more learners attending business skill trainings and other adult education programme facilitated by FRC have been engaged in key leadership positions within their communities. Some of Business or VSLA members represent their communities and are employed as resourceful persons by WFP and other UNHCR partners in monthly distribution of food supplies to refugees in camps, community sensitisation of health risks and protection issues as, having enhanced their the self-esteem, they can easily express themselves in English and Swahili in front of an audience.

Besides, cases of learners who have started independently replicating project activities. Under the Ugandan VSLA programme, practical learning sessions are organised for the saving and loan groups. In Nakivale settlement, two VSLA groups were engaged in practical skills like baking, hand crafts and production/ mixing of dyes for Bitengi, an African fashion wear. Some of the trained VSLA members do now organise private training sessions for other groups; consequently, more community members, especially women, have begun handicrafts production as income generating activity to complement their household economy.

The National Education Strategy Plan (NESP) in Myanmar has been taken as guidance in diverse sectors of education, including Vocational Education. The Myanmar country programme supports the national development in TVET, in Vocational Education Short Course development in particular. This is done through supporting Loikaw GTHS in development and implementation of short courses, but also, more strategically and with a wider scope, by participating in and contributing to national VE short course standardization through the DTVET-INGO-EU coordination group, which aims to develop the provision of quality and harmonizes short vocational courses by institutions, like Loikaw GTHS, under the DTVET of the Ministry of Education of the Union of Myanmar.

FRC, along with other INGOs (i.e. ADRA, Norwegian Refugee Council, Swiss Contact, AVSI, and ACTED), has also started supporting DTVET to enhance its capacity to guide the technical schools under its supervision. As the department was earlier providing mainly nationwide general orders to schools, it has become more open for changes and to tailor its support to the different needs in the diverse contexts of the country. FRC and other INGOs close cooperation with DTVET and their active participation to the EU-lead network has widened the programme outreach in Myanmar and its impact. The continuous and consistent exchange of information among key actors is expected to define minimum standards operational procedures (Sop)/requirements for the short courses delivered by the targeted GTHS. FRC has been actively contributing to the development of SoP for competency based short term courses under the leadership of the DTVET; SoP that will then be adopted not only by the targeted GTHSs but also by all other GTHSs under DTVET.

4. Sustainability of results

The sustainability of the programme needs to be viewed regarding the specific context it is implemented in. The refugee camps and settlements are temporary by nature, although increasingly long-lasting solutions. Consequently, the sustainability of the results lies on the approach chosen and on the selected activities, most of them identified by beneficiaries by themselves. The support to right-holders focuses on the provision of skills, thus avoiding building up any dependency. Sustainability must be seen in the context of knowledge investment: an investment whose effects can last beyond the duration of the project, possibly until refugees have either permanently resettled, in a third country or in the host country, or returned to their home countries.

In order to ensure sustainability, the programme concentrates in building the capacities in various levels of society. In addition to right-holders – refugees and vulnerable members of host communities and ethnic minorities – capacities of facilitators and instructors as well as community leaders are built. The trainings and mentoring provided for the civil society actors, CBOs representing refugees and local communities are also important from the point of view of sustainability.

The sustainability strategy on individual, organisational and community level followed in the programme implementation is described in the programme document. For the sake of brevity, only one example of the importance of capacity building and participatory approach in implementation from Liberia is described here. The assessment done in the end of 2018 proved that the role of LMCs and facilitators was integral for sustaining the learning activities in the communities. The program provided only training for LMC members, and although they worked in the program voluntarily without any payment all LMCs monitored and reported on the learning activities actively. The facilitators equally received training which gave them knowledge and skills to sustain the learning activities in the communities/ refugee camp. Ability to lead group of adults peacefully were often noticed among community members and leaders and consequently, facilitators are presently serving in different positions in the community, churches, refugee blocks, and at the level of the community leadership contributing to the development of communities. LMCs have continued their role in managing the learning activities in the communities and additionally in many instances evolved into conflict resolution bodies asked to help in resolving conflicts in the community.

Regarding the environmental sustainability, the programme does not have major negative impact on environment as no large quantities of materials or resources are used. FRC believes in the importance of raising awareness about climate change and of educating programme participants on environmental issues; so, courses, trainings and activities dealing with environmental topics have been included.

The social sustainability does have some limitations as the programme mostly operates in refugee settlements temporary in nature. However, through the various activities bringing people together for common cause the programme contributes towards increased social cohesion, social equity, community development, social capital and support, human rights, social responsibility, and especially community resilience and human adaptation.

5. Monitoring and evaluation

In 2018 the development of programme's monitoring and evaluation system continued. Both qualitative and quantitative methods were reviewed. In Uganda the focus was in renewing the facilitators regular data collection method and materials used combined with related trainings organised for staff and facilitators. This work continues in 2019 as regular monitoring and mentoring is needed to ensure correctness of the data gathered. In Myanmar the development efforts concentrated in improvement of qualitative data. Also the first tracer study for the vocational trainees was done.

To strengthen the M&E of the programme both in Uganda and in Myanmar M&E officer has been recruited. Additionally, in Uganda a consultant was hired to revise the monitoring system and materials used in the field activities. The field staff with the guidance of M&E officer and programme manager are in charge of the day-to-day monitoring. Adult Education Officers visit the learning groups twice a month in Uganda and once a month in Liberia ensuring constant and rapid support when needed. Programme managers report on the progress to the Country Directors and Headquarters.

The annual and quarterly work plans guided the implementation. Field offices and partner organisations reported monthly to country offices, or in case of Liberia directly to Headquarters. Country offices submitted quarterly and annual reports to the Headquarters. Additionally, information between field offices/partner organisations and Headquarters was exchanged regularly through e-mails and skype meetings. Country management conducted regular monitoring visits to field activities. In addition, two monitoring and planning visit from Headquarters were conducted to Myanmar as well as to Liberia.

Projects' monitoring in all operational areas was participatory involving stakeholders and right holders. In Uganda and Liberia the facilitators of learning groups had integral role in monitoring the attendance and progress of learners. In Ugandan refugee settlements quarterly meetings of facilitators provided a feedback mechanisms enabling both common planning and channel for discussion on challenges encountered. Interviews and focus group discussions are conducted to understand and document the view of right holders on the changes resulting from their participation in the programme.

As part of the programme's target to strengthen the civil society in Myanmar partner CSO's activities were monitored closely. Meetings with partner organisation were held bi-monthly and visits to accessible project activities such as skills trainings were done regularly. During 2018 the M&E systems of CSOs were developed with the guidance of FRC enabling more reliable and systematic documentation of the programme activities.

Baseline and endline surveys were conducted in most programme activities giving valuable information on the results achieved regarding the skills gained. For mapping out behavioral changes PoE method was used. The PoE tool tracks social changes and captures key information on defined signs of empowerment. These covers diverse aspects of resilience such as economical, cultural, self-esteem, communication (social cohesion) and good life/life-skills process meant to widen participants' opportunities for their own development as well as self reliance. The signs depict the progress and changes taking place in the lives of the beneficiaries as a result of the project intervention. Use of PoE is most advanced in Uganda, but also in Liberia and Myanmar it was used in adjusted context specific form to map out the behavioural changes of right-holders.

6. Challenges encountered, lessons learnt and risk management

6.1. Challenges

In Uganda adult literacy program's target of 70% of participants being functionally literate was not achieved as the results remained in 66%. The performance towards meeting this indicator was affected by low participation of learners in taking final exams in Adjumani because of the intra tribal and inter community (host and refugee communities) conflicts. These conflicts lead some casualties and caused fear among learners hindering them to participate in the exams. In Palabek, exams were administered during the peak agricultural season when learners had migrated to the distant gardens to attend to farm work. This did not only affect retention of learners in the FAL classes but also their participation in the final exams.

The increasing influx of refugees in the country has created conflicts not only in Northern Uganda but also in Kyangwali refugee settlement where the plans for expanding the area allocated for refugees caused conflict with the local communities. As new areas are not readily available the Government of Uganda (GoU) has been forced to half the size of plots given to refugees. This has affected the food security of refugees.

Agricultural livelihood activities were also affected by the prolonged dry season and resulting poor harvest. The urban livelihood activities and VSLA members capacity to save was affected by high inflation.

The turnover of facilitators continues to be high due to mobility as well as headhunting conducted by other agencies resulting from limited number of educated individuals in the settlements. Therefore, there is constant need to recruit and train new facilitators, which has implication on resources and quality of delivery of lessons by the new recruits.

In Liberia the main challenge faced concerned the target group. The plan was to target primarily the refugees but at the time of registration it turned out that the share of refugees remained very low. Contrary to assumption during the planning phase refugees were not confident enough to take part to the English level 2 but instead would have preferred Level 1 English training. As the plan was to deliver only Level 2 training and there was high demand for it in the targeted communities additional arrangements needed to be done for the inclusion of refugees to the programme. English Level 1 programme with lighter monitoring support arrangements was organised increasing the number of participants with additional 179 refugees.

In Myanmar the gender balance within the vocational training continues to be challenging. Despite the efforts to recruit female trainees the share of the girls remains low (30%). In 2018 hospitality training was piloted and proved to be attractive to female as well. Another challenge encountered is that some of the trainees with low education level and Myanmar language skills have challenges in following the trainings. Support with translation from the peer trainees is encouraged and has helped many to complete the training despite the challenges. Reaching persons with disabilities has been a challenge, as unlike earlier years there were no PWDs among the students in 2018. In order to improve inclusion FRC consulted Humanity and Inclusion and has planned cooperation with ABILIS.

As in general in TVET sector in Myanmar, teachers' ability to provide quality teaching was limited due to their education and lack of practical experience in the trade in question. Teachers bear heavy workload, as the short courses are additional to the regular courses the institutes are providing. This affects their motivation and time available to focus on the development of short courses.

6.2. Lessons learnt

The common lessons learnt from adult education projects in Uganda and Liberia is the significance of having local volunteer facilitators as they are able to contextualise the learning contents facilitating the practical use of the acquired skills and knowledge during and after the training. Graduates were also able to easily consult their trainers when having challenges with their income generating activities.

The relevance of the programme is shown in the high demand for all the courses organised. As the limited resources prevent increasing the number of learning groups the demand cannot be met. In some instances in Uganda, this has disrupted the learning as the group size was allowed to exceed 30 which has been defined to be the maximum number of learners in order to provide quality lessons. As a result, in the future more attention will be put to keep the group size manageable. In Liberia the challenge was solved by prioritising the most vulnerable. Additionally, the alternative way of organising adult education programme with very light monitoring arrangement (called “We learn on our own”) is responding to a situation where demand is higher than available resources.

Engagement of leaders from both the refugee and host communities has proved to be important right from the planning stage and throughout the implementation of the programme. In Uganda sharing of the program work plans and progress reports to the leaders enhanced their participation in project implementation and cleared their expectations with regards to the project. The feedback meetings were a good advocacy strategy to sensitize the leaders about the importance of adult education. As a result, leaders are now lobbying the government to increase funding for informal adult education

Concerning the selection of facilitators similar lessons have been learnt from both Uganda and Liberia adult education projects. The involvement of learners in the selection of suitable instructors facilitate acceptance of the selected persons and increases ownership of the program. Often it is not only the education level of the facilitator, but importantly also the acceptance of the learners that is needed for a successful learning group.

Selection of learning topics and materials for Level 2 based on the needs assessment and piloting done in close collaboration with the learners. The selected topics were found relevant as they were tackling the issues that the learners face in their daily lives. Material contained stories related to the different topics with role models that were familiar to the learners. That was one reason why discussions also on the sensitive topics like family planning and role of men and women were possible and produced positive change in communities.

In regards to the organisational management training provided for refugee associations, one of the key lessons learnt from previous years is that it is essential to train multiple staff members of each association to have sustained changes in the organisation. There is frequent high turnover of staff due to resettlement and return to countries of origin and therefore wider participation to trainings and related organisational development processes is needed. This was taken into consideration in 2018 as seven staff members of each association were trained. Another good practice followed was regular follow up and monitoring after and in between the trainings, which enabled the organisations to get the needed support in time and also increased the motivation to implement the agreed and planned activities timely.

When working with youth groups more attention needs to be paid in integrating components that promote their capacity to earn income individually and as a group, as many groups developed business and work plans but did not have capacity to mobilise adequate resources to operationalise them.

Myanmar vocational training project identified a good practice of involving the teachers in discussions with the construction companies about their labour needs. The teachers know better the technical language of the construction sector and can clearly communicate what kind of skills the trainees have, as well as the fact that the construction companies have a high level of respect for the teachers because they are Government employees.

6.3. Risk Management

FRC's risk management strategy bases on risk analysis matrixes developed in the country offices. These country specific analyses have been used to formulate programme level risk matrix which is described in the programme document. It focuses on contextual, institutional and programmatic levels and is categorised as internal or external. As per FRC strategy, the monitoring of the situation and the risk analyses is verified quarterly, and the updates are included in the quarterly reports. Whenever needed, the related risk matrices have been adjusted accordingly.

The risk analysis has been helping in identifying forthcoming challenges and to devise actions to address them. The following issues have recurred during 2018:

In Uganda:

Main internal risk is the mismanagement of project funds. A case of mismanagement in Kampala was discovered as one member had not paid the facilitators fees to all facilitators but instead used funds himself reporting with fake documents. Fortunately, this was discovered early and the malpractice could not continue long. This led to termination of the contract of the person in question. The action taken was to further reduce the bulk of money in the field in 2019 by paying the facilitators directly through mobile money and the service providers through bank. Other actions taken to minimise the risk of mismanagement was to increase the frequency of on spot checks and audits. Additionally, during the staff meeting of field staff the FRC code of conduct was reiterated and discussion thoroughly. FRC is also part of the inter-agency Feedback, Referral and Resolution Mechanism (FRRM) for refugees spearheaded by UNHCR and OPM. It was launched in October 2018.

Programatically high dependence on volunteer instructors is continuous risk as some of the trained refugee facilitators are repatriated, resettled or drop out of job for various reasons before completion of the course. To mitigate this risk through checks and careful selection of volunteer facilitators was done. The selected facilitators were trained and constantly mentored to ensure that they have adequate knowledge and skills to conduct trainings. Also review meetings were held with them in addition of paying them a small token every month to motivate them.

Similarly, as above the high turnover due to the high mobility of refugees potentially affects the youth work. There is high risk that the trained youth leaders leave the groups. This has been managed by encouraging the trained leaders to also train and mentor members of their groups so that when they leave the other group members can take over. Same risk exists within refugee CSOs, and it was mitigated by training several staff members.

External risks concerned the continued violent attacks in Eastern DRC and the political tensions affecting democratic processes in Congo, especially before and during the general and presidential elections in 2018. High number of Refugees from Congo were arriving in Uganda especially in Kyangwali Refugee settlement due to uncertainty and discontent from the results of the 2018 general elections. With the coordination of OPM and UNHCR partners the increased number of arrivals was dealt orderly although conflicts on land use rights with local communities arised in the process of settling in new refugees.

Another external risk was the outbreak of ebola in the Democratic Republic of Congo. This was expected to spread also to Uganda as many of the refugees keep moving back home and return to Uganda. The government of Uganda moved in first to control the ebola spread in Uganda and Ebola emergency kits were procured and distributed in the settlements to control spread among FRC staff. Action taken by FRC was to include learning the topics related to prevention of diseases such as Ebola, Marburg and cholera. Learners gained knowledge and skills and applied it in their everyday life hence contributing to the reduction of the possibility of such outbreaks.

Climate change related risks were realised to some extent as weather conditions in Adjumani and Palabek were hard and the torrential rain disrupted learning and strong winds destroyed the learning

shelters. As an action taken additional local resources were mobilized to improve on the learning centres so in future when heavy rains are experienced lessons can be conducted.

An unexpected risk was the political interference in Adjumani and Palabek where some leaders wanted to use the programme to advance their political interests. FRC took action to clearly explain the programme mandate to the leaders resulting in understanding of the non-political nature of the programme and importance of equality in the implementation.

Affecting mostly VSLA component in Kampala the insecurity and rampant theft cases caused challenges. Increased cost of living and unemployment especially among the urban youth has increased thefts in Kampala. Saving and loan groups were likely to be targeted since they keep money in saving boxes in homes. As a response, FRC encouraged members to reduce on money kept in the boxes, register their saving groups with local government authorities so that they were in position to open up bank accounts to deposit money that was not yet borrowed by members.

In Liberia

Many of the likely programmatic risks were materialised but due to planned mitigation measures their effect on results was contained. The poor road conditions hindered car access to some of the project areas and motorbikes were then used for monitoring. The high dependence on voluntary work of LMCs was mitigated with strong messages right from the beginning of the programme on community ownership and with regular monitoring and encouragement. During the program implementation none of the risks materialised. There were some challenges in the quality of narrative reporting of the Partner organisation, but this was tackled with mentoring and training arrangement from FRC Headquarters.

In Myanmar

External risks to programme in Myanmar are linked to the governmental regulation and security situation. State Government of Kayah increased the already heavy reporting requirements. This was related to increased tension in the state due to conflict between state government and civil society on the statue of General Aung Sang. The mistrust towards central government was high in ethnic areas while the country was getting prepared for 2020 parliamentary elections. FRC had to submit request letter 15 days prior to each activity to Kayah state government in order to get approval for implementation of project activities. Also, some of the report requests came within a very short notice. The frequent and tight approval requirements did not concern only INGOs, but also the partner CSOs. The process was time consuming and created uncertainties. FRC regularly followed guidelines from the Government, and aimed to respond in timely manner. Additionally, FRC had increasing reporting requirements towards the central government after signing MoU.

Main programmatic risks related to the civil society strengthening project continues to be partner organisations' low capacity in project design as well as monitoring and evaluation. Furthermore, they were dependent in short-term funding which was a risk for sustainability of the organisation. Especially KSYN had challenges in access to funding sources. The director and board members of KSYN had gaps in communication and working together. Therefore, the project implementation depended heavily on the director and project staff, who still had gaps in project management. However, the director and staff were motivated to receive mentoring and training.

7. Right-holders, local partners and other stakeholders

7.1. Right-holders

Learners of the training groups

In Uganda the participants of training groups were adults and youth (aged 15 - 25) from both the refugee and host communities. The project served refugees from the DRC, South Sudan, Rwanda, Burundi, Ethiopia, Somalia and Eritrea. Programme is implemented both in rural and urban setting. Special emphasis was put on inclusion of women and Persons with Disability (PWDs).

In Liberia the participants were both Liberian and Ivorian refugees. While participants in the Bahn refugee camp were exclusively Ivorian refugees, in Bong County they were exclusively Liberians, whereas in the communities in Nimba County there were both Liberians and refugees. Refugees in the camp have decided to stay in Liberia and they were part of the integration programme as UNHCR supported voluntary repatriation had closed. In host community refugees were mainly the ones that had repatriated to Ivory Coast, but due to insecurity had returned to Liberia border communities. Majority of the participants were women.

In both countries limited access to educational opportunities, inadequate access to basic needs due to limited resources and low education level, less access to participation in decision making due to language barrier, low self-esteem and negative cultural practices were the main overall human rights challenges refugees and host communities have to cope with. Majority of the refugees are women, who haven't attended school because of either conditions in their home countries or their schooling had interrupted. When arriving they suffer from trauma induced by displacement, presence in a foreign country, sometimes xenophobic environment, and lack of financial resources. Most of them cannot speak English, the official national language making communication and handling of their affairs very challenging. In terms of livelihood refugees and host communities rely on agriculture, backyard gardening, daily hire on farms, petty trade in the camp and other small business. Thus the functional literacy and numeracy, business skills and life skills remained a significant factor for the improvement of their life.

In Myanmar vocational trainees are young people from remote ethnic areas and vulnerable groups. The remote location is a significant constraint in their access to education and livelihoods. School drop-outs are common for ethnic minorities due to the socio-economic situation, quality of education and barriers caused by most education being in Myanmar language. Youth with no education or work opportunities in border areas face severe risks. Myanmar border areas have large scale drug production and drugs are easily available. Consequently, risk of drug addiction is major problem. There are also active EAOs and militia, attractive for youth, especially boys, with no education or livelihood opportunities, or other channels for meaningful participation. Participants in handicraft skills trainings organised by KNWO were all women and many in vulnerable situation living in safe house due to GBV and/or trafficking experiences.

Facilitators

In both countries the facilitators are fellow refugees or community members. Their background varies a lot, some may be e.g. engineers or NGO-workers, others high school graduates in country of origin. After recruitment and trainings, the facilitators play active role in programme implementation by supporting and guiding their peers to gain new skills

Most of the GTHS teachers were graduates from technical university and lacked practical experience as well as pedagogical training and skills. Therefore, capacity development of the teachers has been organised and they have been involved in development of the training courses.

7.2. Local partners

Due to the working context there were differences in basic approaches in each programme country. In Uganda project was directly implemented by FRC in the settlements, and in Kampala through refugee CSOs. In Liberia the project was implemented by partner organisation NAEAL and the community level management was done by LMCs. In Myanmar programme was implemented in close coordination with Loikaw Government Technical High School and two CSOs, namely Karenni Women's Organisation and Kayah State Youth Network.

As already mentioned, the implementing partner in Liberia was National Adult Education Association in Liberia (NAEAL). Longstanding cooperation between FRC and NAEAL had significantly improved NAEAL's capacity as an organization and as an actor in the field of adult education in Liberia. The project was fully and independently implemented by NAEAL with guidance from FRC. The progress of the project implementation was discussed in NAEAL's regular monthly and quarterly programs meetings and skype meetings with FRC's Headquarters in Helsinki.

Literacy Management Committees monitored and reported on the literacy activities in the communities. Committees consisted of nine members representing different groups in the communities, with the exception of traditional leaders who were excluded in order to promote democratic decision making. NAEAL trained three members in literacy circle management, who then trained the other members. Solving emerging conflicts in literacy circle was one of the tasks of LMC and in many instances they have later extended their tasks to solve also other conflicts within the community.

In Uganda programme co-operated with 11 refugee CSOs in Kampala. CSOs were running totally 25 FAL and EFA learning groups. CSO were Solidarity Eden-Gogonya, Hope for Children and Women, Union for Vulnerable People Development, Voice of Refugees, Young African Refugee for Integral development, Urban Refugee Rights Program, Love Alive Uganda, Soccer for Social Impact, Compassion Eden, Working with Communities and Somali People Aid. Instructors were trained and monitored by FRC and the followed curricula and learning materials were from FRC, but the implementation was done by the CSOs.

Three refugee organisations were selected for intensive business planning training and mentoring programme. All key staff members were involved in the business trainings. Additionally, two organization, namely URRP and Hope for Refugees in Action (HRA) that have been part of the capacity building programme in earlier year received project funding to implement projects they had planned.

The vocational training in Myanmar is implemented with Loikaw Government Technical High School (GTHS) in Kayah State. GTHS is a governmental education institution under Department of Technical and Vocational Education and Training (DTVET), under the Ministry of Education (MoE). FRC implements the project and activities in general, but GTHS provides teachers and venue for the courses.

During 2018, Ethnic Armed Organisations (EAOs) in Kayah State have actively aided project by helping advertise the courses through their networks in remote areas in Mese Townships. KNPLF also offered for FRC to use their venues to interview VE candidates in Mese Township.

Civil Society Organizations have two roles: firstly, they are implementing projects benefiting the people of concern and secondly, their staff and members are targeted by the programme component for civil society strengthening. CSOs have a critical role in representing their communities; in development of democratic and inclusive participation in decision making and development; and attaining rights of the people, especially the disadvantaged groups or groups that have less access to participation, such as women and youth. At the same time, and due to the limited freedom and space to act during the military rule and conflict, local and national CSOs lack capacity with effective implementation and overall organizational development including; designing effective projects, improving management of funds and measuring results. CSO's which are locally based, motivated to represent their communities, but still in need for increased capacity to design and implement aimed activities effectively. The programme

targets CSOs representing groups that are disadvantaged and unrepresented in development and decision-making processes in different levels of the society.

KNWO is a women's organization promoting equal rights for women, with special focus on Kayah state and refugee camps in Thailand. In partnership with FRC, KNWO has been providing skills training to women and done awareness raising on Gender Based Violent (GBV) in both government and EAO controlled areas as well as provided support services to GBV survivors such as shelter and psychosocial counselling at safehouse and facilitated access to health and legal support. KNWO has good networks with communities, in both government and non-government controlled areas, and in refugee camps across the Thai border. They are experienced in particular in promoting participation of women and prevention of GBV. With support of FRC, they have started working also in skill training and livelihoods. KSYN is a network organization bringing together youth within the Kayah State to increase awareness on rights and to strengthen their communication. In addition to human rights trainings they have organised leadership trainings for young around the State with the programme funding. Both KNWO and KSYN have gaps of capacity in project management, as well as in financial management, in which FRC has supported throughout the year.

7.3. Other Key Stakeholders

Community and Refugee Leaders had a major role in the project implementation. FRC interacted with the block leaders, Camp Commandant from the refugee side and Local Council, Sub-county and District Leaders from the host community side in Uganda and Liberia. Additionally, in Uganda FRC worked with Refugee Welfare Council (RWC) and in Kampala with Refugee Associations. In day to day work leaders that were involved were RWCs chairpersons, church leaders and members of Local Council. In Liberia main counter partners in day-to day implementation were LMC, block and community leaders. Leaders were involved in the identification and mobilization of the learners, identification of facilitators and learning venues as well as in monitoring the project activities. They were sharing information on their findings and suggesting solutions to the issues raised. The leaders also provided steward to materials and properties at centers within their areas in the settlements/camps. All this raised awareness of the leaders about the importance of adult education, sensitised them about their roles and responsibilities and gained support for the project.

In Uganda FRC is an operational partner to Office of Prime Minister (OPM) and UNHCR, the coordinating bodies for the refugee settlements. FRC is an active member of UNHCR Education sector network (more in 8.3). At settlement level, FRC participates in the monthly inter-agency coordination meetings and education sector working group meetings as well as livelihood coordination meetings. In Palabek, a joint monitoring team was instituted headed by OPM to monitor activities of partners. This effort has strengthened the synergy between FRC and the other Agencies, improved information sharing, bolstered the referral pathway and enhanced harmonization of activities thus avoiding duplication.

Cooperation with other actors was also done in connection with various events. FRC supported financially the reading event organised by Uganda Literacy and Adult Learners Association and Kampala City Council Authority. FRC also joined other Agencies to commemorate Women's Day, Refugee Day and World AIDS day.

In Liberia the Ministry of Education, Alternative Education division was an important stakeholder in the project. Reports from the field were shared with County Supervisors of Alternative Education division in Bong and Nimba. All stakeholders and authorities in the sector and partners in refugee camp were informed about the implementation of the program, they include, representatives of the Ministry of Education, UNHCR and Liberia Repatriation and Resettlement Commission (LRRRC) as well as camp leadership including blocks leaders and chairperson of the camp.

In Myanmar Department of Technical and Vocational Education and Training (DTVET) is focal department being responsible for TVET under the Ministry of Education. DTVET is also the focal department for the official approvals and FRC has signed MoU with DTVET. Other central government bodies FRC is reporting to are Ministry of Planning and Finance and Ministry of Home Affairs.

FRC is an active member in the EU coordinated INGO-DTVET technical working group focusing on development and technical harmonization of Vocational Education Short Courses, including teacher training, curriculum, trainee selection, etc. The objectives of this collaboration include:

- to improve communications between the different INGO agencies who are providing training to disadvantaged groups; and to share resources and “lessons learnt” from planning and implementation.
- to expand and improve the quality of existing and planned training courses by helping to highlight and define good practise in planning, implementation, data capture and analysis.
- to harmonise/standardise the structure and content of the short courses programme for purposes of awarding certificates.
- to help to develop the capacity of the DTVET (at Ministry and institution level) which is currently implementing its own short course programme in many government schools without direct assistance from INGOs.

FRC has worked to maintain and strengthen relationships with the local authorities who play a pivotal role in the successful implementation of project activities. State government provides needed approvals for activities and FRC reports to them bi-annually. The State Government is also the key duty-bearer in regard to ensuring the right to education.

There are numerous Ethnic Armed Organisations operating in Kayah state. The Karenni National Progress Party (KNPP) is the biggest and most powerful EAO, the Karenni Nationalities Liberation People Front (KNPLF) being the second influential. EAOs are significant stakeholders in providing the approvals for operations and for implementation of activities especially in EAO controlled border areas. They also have an interest to promote development of their communities, such as education or livelihood of youth. Therefore, FRC informs, requests suggestions and approvals from KNPP for activities. As the state government, KNPP is to be informed two weeks ahead of each activity taking place in Kayah state, especially under their controlled area.

Local Employers and Companies in general are significant partners in developing vocational education to address the needs of the market. Project maps regularly potential companies in Loikaw, and coordinates internships or other collaboration activities with motivated employers. FRC has been also working on building a relationship with the Loikaw Industrial Zone Management Committee. Job fairs that FRC has organized have proven to be a successful means of continuing to build relationships with various Government departments, local companies, and GTHS and its’ trainees.

FRC participated in Protection, Education, Gender or other relevant coordination groups of the development actors such as the South-East Focus Group under INGO forum including members like UN organisations, INGOs and donors working in South East Myanmar. At state level FRC participated regularly in inter-agency, protection sector and education sector meetings with other INGOS, NGOs, CSOs and CBOs in Kayah State. FRC concentrated especially issues concerning IDPs, migration, refugee and returnees as well as civic documentation, trafficking, land issues, GBV and any other protection issues. Additionally, the FRC in Loikaw actively initiated networking between organisations by hosting a Livelihood Meeting.

In Myanmar coordination with Embassy of Finland and Finnish INGOs was active and the Embassy consulted regularly NGOs during MFA missions and organised bi-annual NGO-meetings.

FRC collaborated with Finn Church Aid by sharing the office space and in Yangon, plans on common activities did not yet materialise. ABILIS is starting to support self-help groups of PWDs in Kayah state. Possibilities for coordination in the area of capacity building have been discussed should the self-help groups see the need for it. This will be followed up in 2019.

8. Programme communication, global education, and supportive advocacy

8.1. Programme communication

The main objective of FRC's programme communications in 2018 was to provide the Finnish population with accurate information on refugee and development issues related to the prolonged refugee crises and the fragile states targeted by the FRC's International Development Programme.

The last years have been challenging for all parties working with refugee and development issues. While there are increasing amounts of displaced people in the world, the desire to help is, by the looks of it, decreasing. This has affected all work on communication and has led to a need to revisit and analyse previous methods. In addition to the regular communications framework, the focus of the year 2018 has been openly and critically analysing our own work.

8.1.1. A stronger presence in the public discussion on development issues

A key part of communication is to know when, where and to whom you are communicating to. During 2018 FRC has focused on making the communications process more efficient and strategic. In practice this has meant a greater focus on finding the right target groups, on developing the internal communications processes and on better utilising the human resources in the countries of operation.

During the year the communications team have developed new systems for attaining quicker information about the development in the countries of operation, with new regular meetings and new structures for reporting results to communications. In addition, a qualitative analysis of the FRC's brand and its operational surroundings was made at the end of the year. The time invested in these development projects will increase the efficiency and communications results in the long term.

In order to better reach the Finnish population, FRC kicked off the year with a complete renewal of the organization website. The website is one of the FRC's most popular and visited communications channels and that is why significant work was done to make the content as accessible and clear as possible in both Finnish and English. The renewal has been a success and has led to a larger number of visitors and interest in the FRC's work. The new website contains more in-depth information on the FRC's work abroad, as well as tailored sites for target groups like teachers and other educators interested in global education. The website's most popular section has long been the facts and figures on refugee situations worldwide.

One of the FRC's main goals is to be a key player in the public discussion on development issues. During the year more efforts have also been put into work with media relations, with a focus on quality journalism. The focus of the communications has been to offer the FRC's knowledge as an expert organization to journalists and contributing with a more analytic approach. This strategy has led to more high-quality media reaching out to FRC, leading to more in-depth interviews and background calls than before. By developing these processes, FRC is reaching new target groups and getting the message across to a larger audience. Efforts to improve the media presence in the countries of operation was continued by arranging and participating in events like the Refugee of The Year Award, International Women's day, World Refugee day in Liberia and Uganda and the AIDS day celebrations.

The interest for FRC is also increasing on social media, with the amount of people following FRC on social media steadily increasing throughout the year. This is a positive development, especially with regards to the general communications climate, which has become more challenging. FRC is also putting added efforts into creating a broader network of corporations and the private sector at large. This has led to new partners for the FRC international programme. One of the examples of these new forms of collaboration is the Run 4 Refugees event that was arranged together with the companies Microsoft and Tieto, reaching around 90 000 people in Kamppi mall in the city centre of Helsinki. Other new partners are, amongst others Tikau, Lidl, Kesko and Lyfta.

8.2. Global education

FRC's global education experienced an excellent year of operation in 2018. Throughout the year, FRC had 38 global educators visiting schools, double the number of global educators than in the year 2017. A training for new global educators was organised in the autumn. This indicated an increased enthusiasm to actively promote refugees' rights and global justice. Means of active participation were also introduced in the workshops conducted by the global educators.

In their feedback, nearly every global educator noted that through global education volunteerism they have found a way to promote positive attitude atmosphere. In addition, through the Let's get global project a group of UNESCO high school students visited and got to know FRC's operation in Uganda. The students wrote stories to local magazines about their experiences.

Throughout the year 2018, altogether 73 workshops were arranged by FRC's global educators where 1,722 pupils received information and knowledge about refugees and migration. The feedback was extremely encouraging: for example, 98 % of the teachers said the workshops had improved their students' knowledge on refugees and migration and 93 % said the students' empathy skills had improved.

FRC was a part of global education collaborations. In a teacher's education project, *Koulu maailma muuttamaan*, two trainings were organised before the project ended in spring 2018. FRC was also involved in producing the project's material online. In spring 2018 another global education collaboration project, *Transformer 2030 – opettajat kestävän kehityksen muutosagentteina*, began. FRC was strongly involved in the planning and implementing of the project, which is coordinated by Fingo. The trainings aimed at strengthening teachers' knowledge about global education and giving them tools to include the Sustainable Development Goals in teaching. FRC also continued collaborating with *The Guides and Scouts of Finland*. The project produced a guide in 2017 providing methods and exercises for tackling prejudices and discussing migration. The guide was printed in 2018, and it was used and utilised throughout the year.

Teachers and educators were targeted directly at the Educa fair in January. At the fair, feedback was collected from teachers and educators in order to develop the material and means of operations in relation to teaching. These results will be utilised in 2019 when developing FRC's global education actions. A newsletter for teachers and educators was launched in 2018 in order to reach them better. Also, the section on FRC's website regarding global education was enhanced as a part of the website renewal, and the global education material is now more accessible and informative.

8.3. Advocacy supporting programme communication and global education

The last years development in the world has led to an increased need for advocacy work both on a grassroot, a national and on an international level. The advocacy work in 2018 started with finalizing a new strategy for FRC's advocacy work. The strategy pinpoints four strategic themes for the advocacy work; 1) The rights of asylum seekers and migrants 2) The successful integration of migrants and refugees 3) The continued commitment to development work 4) A positive attitude and discussion climate on refugee and development issues.

Development policy and aid was one of the main themes in FRC's advocacy work in Finland leading up to the 2019 parliamentary elections. During summer and autumn FRC met key politicians from all parliament parties and discussed the need and results of development work in the Global South. FRC has also been an active participant in several networks and collaborations with other organizations. FRC was actively participating in planning and organising the development organisations campaign to make education one of the priority areas in Finnish development policy, as well as in the Fingo campaign for a higher percentage of development funding. FRC has also been active member of the follow-up group for National Action Plan for 1325.

During the year the FRC team has participated in numerous panels, discussions, conferences and summits on migration, refugee and development policy. FRC was also a part of the Finnish delegation to

the UNHCR executive committee in Geneva and to the Global Forum on Migration and Development in Marrakech.

There was also active advocacy work in the operations abroad. In Uganda the focus was mainly on adult education and cooperation. Amongst other things, FRC participated in the launch of the internationally recognised Education Response Plan in September 2018 as part of the Comprehensive Refugee Response Framework (CRRF). FRC also contributed to the CRRF and to the respective sector working groups with valuable data and partner information.

FRC also worked closely with the local government as well as refugee leaders to advocate for the right to adult education. In a bid to streamline operation of actors, harmonize standards, recognize and take advantage of complementary roles played by other sectors, FRC strengthened strategic networks with government departments like the Office of the Prime Minister (OPM), the District Services department and other development agencies. This cooperation led to coordination mechanisms and new guidelines to facilitate the implementation of adult literacy programs being established.

FRC has also worked hard to raise awareness about the importance of adult education among partners and the general public. As a result, the OPM has committed to supporting adult education activities and recommended improved coordination and collaboration among the different partners. FRC also advocated for support and more resource allocation to local adult education activities. This work has mobilized resources for adult literacy programs and secured wider commitment to and support for adult literacy services on local and community levels.

In Myanmar the focus of the advocacy work has been on two themes; vocational education and Gender Based Violence (GBV). In the vocational education sector FRC actively participated in networks including UN organizations, International and National Non-Governmental Organizations with the aim to strengthen and develop the position of vocational education.

The work on GBV has mainly entailed supporting partner organizations with preventing GBV and promoting the rights of their beneficiaries. The main partner for this work has been the Karenni National Women's Organisation (KNWO) with which FRC has a GBV focused Civil Society Project. The major focus for the advocacy work involved: raising awareness for women's rights, decreasing and preventing violence in communities, improving awareness and skills among service providers, such as health staff and police, improving the referral systems for victims and advocating for more psychosocial and legal support.

In Liberia FRC's long-term partner NAEAL re-activated the Adult Education Forum, which consists of both civil society, UN and government bodies working in the adult education sector. Also, as part of the advocacy efforts FRC supported the World Refugees Day Celebration in Bahn refugee camp with the theme on importance of language learning for integration.

9. Resources

9.1. Personnel

In the Development Cooperation Programme, FRC had, for the year 2018, 99 full-time personnel, 5 in Helsinki and 94 in the operation countries. Additionally, in the Helsinki office six staff members were working part time for the programme. The expatriate staff were 3, one in each country of operation. The Country Directors play a key role in the management of the country programmes.

Staff in Finland working in the programme:

1. Director of International Programme
2. Advisor, International Programme
3. Special Advisor, International Programme
4. Special Advisor, Communications
5. Communications Intern (several, one at a time)
6. Director of Communications and Marketing
7. Head of Public Affairs
8. Director of Finance and Administration
9. Finance Officer
10. Human Resource Officer
11. Administrative Coordinator

Of these, the first five work primarily for the development cooperation programme including global education and communications. The latter six work on development cooperation and global education part time as part of their overall duties.

In each country office, in addition to one expatriate staff, there is a number of locally hired personnel. In 2018 there were 91 locally hired staff members (6 part-time, 85 full-time employees): 6 in Liberia, 13 in Myanmar and 72 in the eight offices in Uganda. The national staff consists of professionals (adult education, community development) and support staff (finance and administration, logistics, security).

9.2. Financing

The total expenses for the Development Cooperation Programme in 2017 were **1,698,805** euro, which comprises of **1,443,827** euro programme support from the Ministry for Foreign Affairs and **254,978** euro funds from private donations in Finland. The attempts to minimise fundraising costs by shifting the focus away from new donor acquisition continued in 2018 and manifested as falling revenue and falling number of monthly donors, while experimentation with e.g. online fundraising and fundraising campaigns proved much less successful than anticipated. International organizations specialised in fundraising were benchmarked and new fundraising methods were tested throughout the year. Contacting of companies were done more actively and new partnerships were built. Despite the global refugee situation becoming more serious than ever before in recorded history, the public's sense of crisis was clearly diminishing with the falling influx of asylum seekers into Finland and Europe, which also contributed to declining fundraising revenue.

The budget was realised at **85,4 %** level. The main reason for the unused funds was the organisational restructuring of Uganda country programme and related prolonged recruitment processes causing underspending of the personnel costs.

The lack of personnel resources affected the results achieved in the *Livelihood and small business training* project as only 86% of planned number of beneficiaries was reached. Project was not able to start operations in the North Uganda during the year 2018 as planned. Whereas the understaffing did not affect the number of beneficiaries reached by the *Adult education project*. However, long recruitment process resulted in slow development of monitoring system in the absence of qualified staff. Liberia project was realised at 91,3% level and Ethiopia project planning phase slightly exceeded the budget (with 2,974 euro).

In Myanmar the *Enhancing Vocational Education for Youth*– project was realised at 80,4% level. Main unused funds were in personnel and activity budget. Turn-over of personnel resulted in temporary unfilled vacancies and a consultancy on feasibility was delayed transferring the costs partly to the year 2019. The other project implemented in Myanmar, *Strengthening Civil Society participation in conflict affected areas* was realised at 93,5% level.

The planning, monitoring and evaluation costs were realised at 96,6 % level. Within the budget section programme development exceeded the budget with 35% resulting from the salary costs which were higher than anticipated. As more than planned working time was used for programme development the time used for planning and monitoring was less than estimated and budgeted. Expatriate staff costs were realised almost as budgeted, realisation was 96,5%.

Communication and global education budget was realised at 75,9% level. The communications at 93,1% and global education at 62,4%. The unused funds in global education resulted from the several months period of unfilled vacancy.

Regarding the administrative costs the realisation was 99,0%. Within the planned administrative costs less than planned was used for salaries as the salary payment was moved to external service provider resulting on the other hand overspending in general office costs. Also, the fund-raising costs were higher than budgeted. On the whole the administrative costs consist 10,0% of the realised costs.

A total of **468,032** euros of Foreign Ministry funds has been transferred to the years 2019 and 2020. Ministry has earlier approved transfer of funds from the year 2017 to the years 2019 and 2020 as follows: 110,379e to the year 2019 and 110,710e to the year 2020. Additional 246,943 euros of the year 2018 grant is transferred forward to 2019.

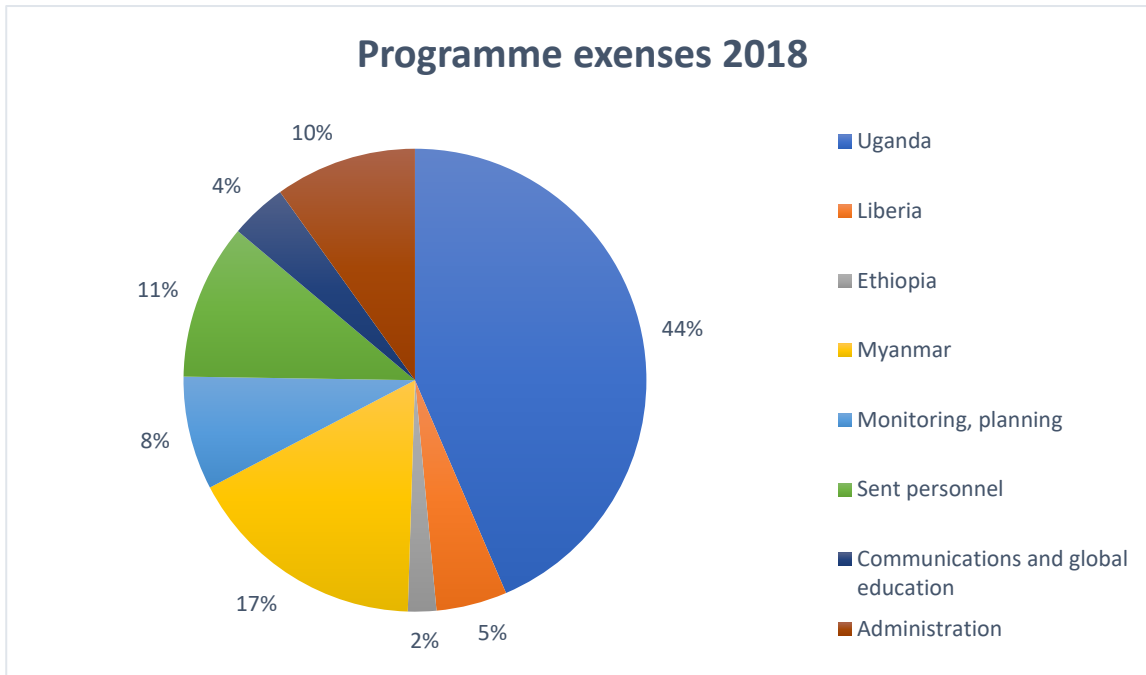
Uganda is the main programme country, consisting of three projects with 43,7% of the total program expenditure. As explained above the organisational restructuring and prolonged recruitment process resulted in low realisation of the budget, at 78,1% level.

Liberia program was phased out during the year 2018 and the costs included FRC's own cost for the first quarter and Partner organisation's project implementation till the end of the year. Liberia expenses made 4,8% of the program costs and budget was realised at 91,3% level.

Myanmar country program consists of two projects, which together made 16,6% of the program expenses. Budget was realised at 86,9% level.

Expatriate staff costs made 11,0 % of the expenses whereas 8,0 % of the overall programme costs were spent on monitoring, evaluation and planning including programmatic support to the field offices. The Programme communication expenses were 2,1 % and global education expenses 1,8 % of the total Programme costs. Administrative costs were 10,0 % of the Programme costs.

The chart below shows distribution of programme expenses between the different project components.



Detailed finance report of the programme is annexed (**Annex 2**).

10. Annexes

Annex 1: Revised Logical Framework

Annex 2: Financial report 2018

Annex 3: Financial statement - Balance sheet book 2018

Annex 4: Auditor's statement on FRC accounts in 2018

Annex 5: Auditor's statement on DC Program 2018

Annex 6: Developing the qualitative monitoring in 2018