

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 2019

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Table of Acronyms

CSO	Civil Society Organisation
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
GTHS	Government Technical High School
IDP	Internally Displaces Persons
IGA	Income generating activity
KNWO	Karenni Women Organisation
KSYN	Kayah State Youth Network
M&E	Monitoring and Evaluation
MFA	Ministry for Foreign Affairs of Finland
MoU	Memorandum of Understanding
NAEAL	National Adult Education Association of Liberia
OPM	Office of the Prime Minister
PoE	Pathways of Empowerment
PWD	Persons with Disability
RWC	Refugee Welfare Council
SGBV	Sexual and Gender Based Violence
TVET	Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
VSLA	Village Savings and Loans Association

Summary

The International Development Programme of the Finnish Refugee Council (FRC) has completed the first half of its implementation phase. Most of the quantitative targets set at the annual planning stage have been comfortably reached, some even surpassed.

Uganda country programme continues to be the largest within the programme covering over 40% of the budget. Its Adult Education project involved majority - over 80 % - of programme participants. In 2019 the phasing out of Liberia has been finalized by conducting an ex-post assessment on the courses completed between the end of 2018 and the first quarter of 2019; besides, the programme operations started in Turkey, Kirikhan, Hatay Province, in the south east of the country first and then in Istanbul towards the end of the year. Finally, in June 2019 FRC got registered under the Agency for Civil Society Organisations in Ethiopia, thus making it possible to start its operations in Ethiopia as well; to this regards, humanitarian funds from the Ministry for Foreign Affairs of Finland have been secured and in 2020, one year earlier than planned under the Development Programme, FRC will start the Ethiopia country programme.

During 2019 positive signs towards the achievements of programme objectives have been observed as recorded by the qualitative indicators. Evidence of the human, social, and economic benefits the combination of programme components have conferred on individuals, families, and their communities, particularly on the most vulnerable groups targeted by the programme, has been collected.

The overall number of beneficiaries served by the programme by the end of 2019 totals 38,145. In 2019 there were 13,177 first time participants. With specific reference to the Intermediate Outcome, as per the information collected by our Monitoring and Evaluation System there is indeed ample evidence that targeted right-holders' self-reliance and resilience have improved in various ways. Firstly, diverse aspects of empowerment, namely well-being and life-skills, social and cultural, psychological and economic, have been recorded thanks to the qualitative monitoring tools developed by FRC, i.e. Pathways of Empowerment, and the related Focus Group Discussions. Secondly, significant improvements in economic resilience were reported. The training skills provided by the programme proved to be conducive to promote participants livelihoods and income generating activities. To this regard, numeracy and ability to make simple calculations has been considered as extremely useful by Functional Adult Literacy learners in Uganda and Liberia. Similarly training in the main language of the host country (Turkish for Syrians and English in Uganda) is foundational skill for coping in new environment. Lastly, including themes addressing conflict management and resolution in many of the courses provided by the programme, combined with the promotion of intra- and inter-group relations and the support to national civil society organisation have actually facilitated active participation and social cohesion

As to cross-cutting objectives, a remarkable participation of women to the programme activities has been recorded proving that the design addressed adequately gender equality; in general, in all sectors women's large participation has been ensured; besides, a new Sexual and Gender Based Violence (SGBV) protection component started in Myanmar. Special emphasis has been placed on the inclusion of Persons with

Disabilities. In Uganda FRC conducted a disability inclusion needs assessment in one settlement which informed the Disability Inclusion Strategy, finalised in July 2019 and meant to guide FRC to mainstream disability in its programme.

Finally, positive results were achieved to make FRC and its MFA funded programme more visible in front of other agencies and institutional donors. In Myanmar, FRC's role within Vocational Education short course development network has grown more strategic as well as additional funds were secured from key donors (UKAid, UNFPA, LIFT) in the country to expand the scope of the programme. In Uganda, negotiations are ongoing with the World Food Programme (WFP) to coordinate the nation-wide provision of financial literacy trainings to the recipients of WFP Cash-based transfers (CBT) for Food Assistance.

1. Introduction to the Programme

1.1 Programme Rationale

Education opportunities for adults in the targeted areas are inadequate or non-existent. Equally so in the countries of origin of the primary groups targeted by FRC Development Programme, i.e. refugees and vulnerable conflict affected population. In especially difficult situation are the vulnerable women and PWDs, who often lack the basic education including literacy and numeracy skills. The youth, who often is left idle in the camps is another focus group of the programme, as through learning their time can be employed to restore hope and confidence. Under its Development Programme FRC will aim at filling these education gaps.

FRC 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. Acquiring the foundational levels of reading, writing and numeracy form an indispensable prerequisite for this.

FRC programme, through a participatory and inclusive approach, intends to provide targeted individuals with skills adequate to the specific context where they live (i.e. basic functional literacy and numeracy, language, and technical) meant to pave the way towards their self-confidence and self-reliance, thus positively transforming their lives.

Furthermore, FRC strongly believes on the potentials of refugee-run and, in general, grassroots-connected civil society organisations to contribute to their own communities' development and local integration; therefore, better functioning CSOs can positively impact on building a more inclusive and equal society. A capacity-building and social cohesion component has been also included in the programme.

1.2 Summary of Progress towards the Result Achievement

See the summary table in Annex 1

1.3 Changes in the Implementation Context

The situation in South Sudan has remained tense and refugees on the Ugandan and Ethiopian sides are determined to stay. This has increased demand for services including adult education and business skill courses in Northern Uganda as well as in Ethiopia as

reported below. As per the findings of the needs assessment conducted, FRC expanded its FAL/EFA (English for Adults) intervention to four new settlements **in Uganda**: Boroli, Olua I and II in Adjumani District, and Oruchinga in Isingiro District.

In addition, thousands of refugees fled violence in Democratic Republic of the Congo (DRC) during 2019; renewed clashes between opposing Hema and Lendu groups in north-eastern parts of DRC drove people across the border into Uganda at a rate of hundreds per day. Therefore, the “old” refugee settlements in South West such as Kyaka II and Kyangwali have rapidly increased their refugee population, and this has put more pressure on forming additional learning groups for new arrivals.

Uganda has been on Ebola alert since June 2019 because of the influx of refugees from DRC. This affected attendance especially in Kyaka and Kyangwali. Thematic trainings on Ebola prevention and control were conducted to raise awareness among learners. FRC also monitored health alerts and kept staff abreast of any developments. Ebola kit was also distributed to all the settlements as preventive measure.

Overall, FAL/EFA courses have been provided in 13 refugee settlements, whereas the adult education component was closed in Kampala.

It is also worth mentioning that in 2019 World Food Programme (WFP) has started planning the expansion of Cash-based transfers (CBT) for Food Assistance to gradually move away from food distribution. Since most of prospective beneficiaries lack basic skills in cash management, savings and investment, training on Financial Literacy was piloted in Nakivale settlement; FRC was among the agencies that piloted the curriculum developed by WFP in the field.

In Myanmar, the escalated violence and related humanitarian crisis in Northern Rakhine have raised tensions between the Government of Myanmar (GoM) and the international community, thus further reducing the space for and work of international organizations. Consequently, controls and travel limitations have increased pushing the country back to its recent past (e.g. travel authorisations to visit the project areas, suspended in 2013, have been recently reactivated). Besides, repercussions have also been noticed in Kayah state, where since October 2018 tensions between State Government, Ethnic Armed Organisations and civil society groups have grown; the dispute over a statue of General Aung Sue placed in Loikaw town centre lead to demonstrations, and arrests. Political instability continued till the end of 2019.

Programme funding in Myanmar proved to be central to secure additional institutional funding from leading donors to expand the geographical and thematic scope of the country programme. UKaid, United Nations Population Fund (UNFPA) and the Livelihoods and Food Security Fund (LIFT) are the donors which further funded FRC in Myanmar in 2019.

This enhanced financial support has been conducive to enhance FRC’s commitment in prevention and response to Sexual and Gender Based Violence (SGBV) and to start operations in Kachin State where, amidst the legacy of decades of conflict, authoritarian rule and mistrust, the vulnerable population has been continuously affected by ongoing armed conflict and internal displacement since 2011.

The LIFT funded project “Vocational Education to Support IDPs and Host Communities in Kachin and Northern Shan State: Sustainably Enhancing decent work opportunities and bridging the gap between the youth from IDP and vulnerable host communities” is implemented by consortium led by the Adventist Development and Relief Agency (ADRA), which, besides FRC, includes also AVSI and three national partners. The project builds on the experience gained in Vocational Training project implemented in Kayah under the Development Programme and is thus aligned with the Programme complementing the results with beneficiaries in new geographical area.

This project started in July 2019 and FRC will work in cooperation with GTHS Myiktyina and will target 30 IDP camps in Myiktyina and Waingmaw townships. FRC has the technical lead for developing harmonised and quality short courses. As from 2020 annual report the key results attained under LIFT funded project will also be reported under FRC programme.

In Turkey due to severe limitations imposed by the Minister of Family, Labour and Social Services (MFLSS) on civil society organizations for protection services, YUVA has not been able to provide protection services, i.e. outreach and psychosocial support activities, from February 2019 onwards. This change of scenario forced YUVA and FRC to revise the intervention in Turkey and replace the provision of protection services in Kirikhan. with the provision of remedial education support for Syrian children in marginal districts in Istanbul in Umraniye, in the Asian side in Avcilar, in the European side. According to official data from the Directorate General of Migration Management’s (DGMM), Istanbul metropolitan area currently hosts 496,561 Syrians under Temporary Protection. Adding those registered in other provinces but living in Istanbul, and the unregistered, the number of Syrians in the metropolitan area can easily exceed 650,000.

Finally, it is worth mentioning that in June 2019 FRC has been registered at the Agency for Civil Society Organisations in Ethiopia, pre-condition to operate in the country.

The signing of the Framework Partnership Agreement with DG ECHO in March 2019, which has made FRC eligible to apply for MFA humanitarian funds, combined with the registration in Ethiopia, opened up the opportunity to start operating in the country even earlier than 2021 (as planned in FRC development programme). The proposal was submitted to MFA KEO-70 in January 2020 and approved in March (the inception stage has just started). In line the recommendations of ARRA and UNHCR, the project will target Jewi refugee camp, which hosts 54,603 refugees, and local communities in surrounding areas.

2. Stakeholders

2.1. Right-holders

Refugees living in camps and settlements

They are the primary beneficiaries of the programme. They are adults, aged 26+ and youth (aged 15 - 25). Under the Uganda country programme, refugees from DRC, South Sudan, Rwanda, Burundi, Ethiopia, Somalia and Eritrea have been targeted, while refugees from Ivory Coast and refugees from Syria have been targeted under Liberia and Turkey programme components. Refugee women have been especially targeted,

accounting for 72% of learners (FAL and EFA) in Uganda and 78% among Ivorian refugees in Liberia.

Illiterate refugees have been targeted to attend FAL courses while basic literacy skills in mother tongue are required to enrol to EFA in Uganda and to business skill courses and/or to join Village Savings and Loans Associations (VSLA).

Peer facilitators (FAL/EFA Instructors / Business Skills Facilitators in Uganda and volunteer instructors in Liberia) have been recruited among literate refugees (some even able to speak English) thanks to the facilitation from refugee leaders.

In Turkey, Syrian men and women under temporary protection¹ have been targeted by the Kirikhan Community Centre (KCC) in Hatay province who benefited from Turkish language and vocational courses (and during the first part of the year from protection services) and took part to activities promoting social cohesions. Besides, also Syrian children were supported by providing them with Turkish language courses meant to facilitate their attendance to Turkish public schools.

As from the second half of the year, Syrian (and local disadvantaged) 10 to 14 year old children having adaptation problems to public schools (providing Turkish and Mathematics Academic Catch-up courses) have been supported at the Umraniye Child and Youth Center (UCYC) in Umraniye district, Istanbul; in December 2019, YUVA replaced the UCYC with the Avcilar Leyla Bayram School (ALBS), in Avcilar District in the European side of Istanbul.

Internally Displaced Persons (IDPs)

As mentioned above, in Myanmar through the LIFT funded project, Internally Displaced Youth in Kachin State have been targeted by facilitating their access to short vocational courses provided by the Government Technical High School (GTHS) in Myitkyina.

Host communities

In Uganda, Liberia and Turkey vulnerable host community members as well have benefited from most programme activities serving refugees.

In Myanmar the youth and women living in conflict affected and rural communities in Kayah state have been primarily targeted. The majority of the targeted groups live in areas that have been unstable because of tensions between Ethnic Armed Organisations and the Government of Myanmar (GoM) and lack basic services and infrastructures. Without access to education, livelihoods and protection services target groups are at risk of unsafe migration, including human trafficking, recruitment into armed forces and exploitation and abuse.

Civil Society Organizations

In Myanmar our partner CSOs, namely Karenni Women Organisation (KNWO) and Kayah State Youth Network (KSYN), their staffs and, indirectly, their beneficiaries, have

¹ Turkey retains a geographic limitation to its ratification of the 1951 Refugee Convention, which means that only those fleeing as a consequence of "events occurring in Europe" can be given refugee status. Therefore the Temporary Protection mechanism applies to and governs the arrival, stay and rights of Syrians (namely access to education, and health care).

been targeted by programme. Their motivation to better represent their communities, combined by the ongoing capacity building provided, are making their interventions more effective, both those directly supported by the programme and, as to KNWO, those supported by other donors (i.e. UKAid and UNFPA) thanks to the facilitation of FRC.

2.2. Local partners

In Myanmar the above mentioned KNWO and KSYN are CSOs benefitting from the capacity building scheme under the programme and, at the same time, have been implementing actions funded by the small grants provided within the frame of the programme. FRC field staff have closely followed up and monitored the implementation of these small scale projects as well as mentored partner CSOs' staff as central part of the capacity building component. Though improved in 2019, both organisations still require support to ensure quality project design and M&E.

The Government Technical High Schools (GTHSs) in Loikaw, Kayah State, and, from July 2019, in Myitkyina, Kachin State are key partners in Vocational Training projects. GTHSs are governmental education institutions under the Department of Technical and Vocational Education and Training (DTVET) of the Ministry of Education. DTVET is the central authority which granted FRC (by signing the MoU in 2018) the authorisation to operate in the country. FRC facilitates the implementation of the vocational short courses provided by GTHS teachers in GTHS premises. GTHSs, especially their teachers, benefited from the programme thanks to support of FRC for the development and design of new competence-based curricula and for the mentoring offered to their teachers. Teachers' engagement and motivation has proved to be crucial for the development of TVET.

In Liberia, the National Adult Education Association of Liberia (NAEAL), FRC's long-time partner, brilliantly managed to follow up the completion of the self-initiated English learning groups for Ivorian refugees and, six month later, to carry out the ex-post monitoring on the results achieved as reported below under section 3.1 and 5.

In Turkey YUVA Association, an experienced Turkish NGO, is directly implementing the programme under the remote supervision and monitoring of FRC HQs. As reported below under section 6.1, due to the tighter and tighter restrictions to NGO work, YUVA has faced several challenges in 2019 whose effects were mitigated by readjusting some activities.

2.3 Ownership

FRC's approach, which comes with participants' involvement at any stage, from the design of contents to the adaptation of the activity schedule to their commitments, has facilitated the ownership of the programme.

In Uganda and Liberia, for instance, FRC provides construction materials for the learning shelters while learners avail their manpower, thus being active part of the programme and owners of the learning venues.

FRC does not impose learning times and days, but, rather, leaves the decision to learners and community instructors. They choose the place, days and times suitable to them. When the learning is interrupted due to recurrent and important activities in settlements (e.g. cash and food distribution), the learners reschedule their learning days to

compensate for the missed lessons. Besides, the functional approach is such that topics and ideas from learners are included in the course programme to respond directly to their needs and to enable them to put into practice immediately the knowledge acquired. This process as well has enhanced and facilitated the feeling of ownership.

In Uganda, annual meetings have been held with community business facilitators who often act as VSLA village level agents. The FAL and EFA facilitators held quarterly meetings to plan and discuss current issues. In such meetings facilitators shared their opinions on what worked, what did not and requires adjustments. They are community members themselves and they are then in the best possible position to bring the programme activities closer to beneficiaries' expectations.

In Myanmar, FRC has come up with diverse ways to engage VE trainees, thus making them feel the owners of the action. Trainees from remote areas staying at the boarding facility made available by the programme were consulted to develop the rules and regulations governing the cohabitation. Guests have formed "work groups" that accomplish, on rotational basis, the domestic tasks to keep the guest house clean and functional. A trainee leader has been elected by each batch to represent the others and bring any issues or concerns to the attention of the house owner or of FRC staff. By electing a youth leader, trainees have been also involved in a democratic process and peaceful dialogue among each other which have also contributed to shape their experiences in participation.

With regards to the development of TVET curriculum, teachers and principal of GTHS Loikaw have been involved in the selection, development, and revision of course curricula. Their active engagement has been valued and has shown their interest in capturing the full ownership the results achieved. In 2019 the Vocational programme has adopted a peer-to-peer approach; GTHS Loikaw teachers have been invited to conduct a training for the teachers from the GTHSs of Myitkyina, Bhamo, and Lashio under the LIFT funded intervention.

Partner CSOs have been asked to independently develop their own proposals following a project quality check-list to achieve a double objective: to feel free to put in practice their own ideas and enhance their confidence in designing and managing project proposals for other donors than FRC/MFA.

Finally, it is worth mentioning the self-representation approach adopted by YUVA at KCC. Beneficiary communities have been involved in all aspects of the programme, from planning to implementation, monitoring, and decision making. As part of this process Women and Youth Committees have been formed to propose, design, and implement their own sub-projects. Syrian refugees' participation and engagement have highly benefited by this approach which enables all groups to have a say and being equally represented, thus respecting their mutual rights.

2.4 Other Key Stakeholders

Leaders

Leaders have been regularly consulted and played a central facilitation role in all targeted countries. In Uganda FRC has interacted with Refugee Welfare Committees (RWCs) and block leaders from the refugee side and Sub-county and District Leaders

from the host community side and, in Kampala, with Refugee Associations' representatives as well. In Liberia contacts were kept with local leaders. In Turkey wide range of leaders have been engaged: Syrian leaders, Mukhtars (elected head of the town districts), religious leaders, e.g. Kirikhan Mufti office, and imams in both Kirikhan and targeted districts in Istanbul. Local leaders were supportive in monitoring and reporting the progress of learning as well as in sharing information. In Kirikhan Mukhtars also co-organised some activities (e.g. handicraft classes) in their neighbourhoods.

Central and Local Authorities

In Uganda, the central authority in charge of refugee affairs is the Office of the Prime Minister (OPM). FRC has signed a Memorandum of Understanding (MoU) with OPM in order to get authorised to operate in the settlements. Additionally MoU has been signed with each District where FRC operates.

In Myanmar, as mentioned above DTVET is the key central authority FRC is interacting with: for administrative purposes, since FRC's authorisation to work in the country falls under the MoU signed with DTVET, as well as for operational purposes. FRC cooperates with DTVET also within the technical group lead by EU established to promote the harmonisation of the short vocational courses provided by GTHSs. At State level, FRC has worked to maintain and strengthen relationships with the local authorities who have played a pivotal role in the successful implementation of project activities, in Kayah as well as Kachin. Without State governments' approvals, no operations can be implemented. Bi-annual reports must be submitted to State Governments as well as authorisation requests have to be forwarded 15 days prior to the start date of each programme activity.

FRC also interacts with Ethnic Armed Organisations (EAOs) which are also local authorities, though non-governmental. In Kayah, besides the most powerful and popular, the Karenni National Progress Party (KNPP), the Karenni Nationalities Liberation People Front (KNPLF) is also influential. In Kachin the Kachin Independent Army (KIA) still controls large areas bordering China, where many IDP camps are. EAOs are relevant stakeholders, interested in promoting the development for their communities. EAOs as well must be consulted for clearance before implementing activities in areas under their control.

In Turkey, the District Ministry of National Education of the targeted districts and municipalities (i.e. Kirikhan and Avcilar) are the key stakeholders. As it will be explained below in section 6.1, the two-year protocol under the Ministry of National Education YUVA had signed in September 2017 (which gave legal ground for YUVA's education activities and also the power to issue MoNE recognised certificates of the trainings provided) expired in September 2019 and YUVA is facing difficulties in renewing it.

The programme has cooperated closely with Kirikhan Municipality. Awareness-raising workshops and meetings have been organized for its staffs and some activities have been jointly implemented to share YUVA's knowledge and experience of working with vulnerable groups in a multi-cultural environment. Besides, the Family and Social Policy Provincial Directorate has been involved by KCC in information sessions, especially on early marriages and violence against women.

Local Employers and Private Companies

In Myanmar, private companies and employers in general are significant partners in developing vocational education to address the needs of the market. The programme maps regularly potential companies in Kayah State (and soon in Kachin State as well) and encourages internships or other joint initiatives with motivated and engaged employers.

Unfortunately, in Turkey the relation with local employers has not taken off yet and, as explained under section 6.2, alternatives have been designed to promote income generating activities for trainees who attended technical courses.

NGOs, INGOS, CBOs, UN agencies

In Uganda FRC is actively involved in the livelihood and resilience sector working group and the cash working group at national level. In 2019 the Cash Based Interventions Technical Working Group, WFP and UN Capital Development Fund, together with PHB Development, developed a comprehensive financial literacy capacity building tool-kit for refugees, design of which FRC contributed through comments and piloting it in selected settlements, finally, negotiations started with WFP for a possible future cooperation to provide this financial literacy training nationwide.

In Myanmar, at national level, FRC Country Director has been active in setting up and coordinating a network group among INGOS working with TVET to promote information sharing to avoid duplications and increase synergies among TVET actors. Besides, FRC has regularly taken part to INGO forum monthly meetings and bi-monthly INGO forum South East focus group meetings. At Kayah State level, every two months FRC participates to the Inter-Agency Coordination Meeting, to the Protection Meeting chaired by UNHCR and to the Education Sector Working Group. In Loikaw, FRC also took the initiative to host a Livelihood Meeting to promote networking among NGOs working in the sector.

3. Results

3.1 Impact Assessment

The programme overall objective is:

In protracted refugee crisis areas (Ethiopia, Turkey, and Uganda) and in fragile post-conflict contexts (Myanmar and Liberia), people uprooted from their homes by conflict, violence, persecution, discrimination, poverty and climate change live in dignity and peace to build a secure future as contributing members of the communities where they live.

- Though the impact of the programme cannot be fully assessed during the first half of its implementation, positive signs towards its achievement have been observed. Evidence of the human, social, economic, political and cultural benefits literacy and education confer on individuals, families, communities and nations, particularly on the most vulnerable has been already collected through the quantitative and qualitative information and data gathered to date. FRC recorded that:
- Literacy and numeracy have equipped people to increase their income, improve their livelihoods and thereby escape from chronic poverty (link to [SDGs 1, 8 and 9](#)).

- Literate parents are in a better position to help their children to receive an education (link to [SDG 4](#)), thus getting more chances to break the intergenerational cycle of poverty.
- Education has enabled mothers to improve their children’s nutrition and health and theirs and their families’ personal hygiene (link to [SDGs 2 and 3](#)).
- Access to education have helped women and Persons with Disability to have a voice and make more aware choices with regards to their lives (direct link with [UNSC Resolution 1325 “women, peace and security”](#), [SDG 5](#), and [CRPD](#)).
- Functional literacy makes people more open to innovation, is essential for their ability to use information and communications technologies (i.e. mobile devices) and facilitates the sustainable use of natural resources (link to [SDGs 6, 7, 11, 12, 13, 14 and 15](#)).
- Literacy and education also play a vital role in promoting human rights, tolerance to diversity and conflict prevention (link to [SDG 16](#)).
- Finally, adult literacy is contributing to increased self-esteem, empowerment, which are key to the development of any individual.

Besides, in Liberia, where FRC phased out from in 2018, NAEAL, FRC’s national implementing partner finalised the programme activities in the first quarter of 2019 and carried out an ex-post programme assessment during the last quarter of 2019. 162 Ivorian learners who attended the self-initiated Level 1 English training (self-initiated by Ivorian learners in 9 communities) and 141 Ivorian learners who attended Level 2 business skill oriented English course were reached from 6 to 12 months after the completion of their respective courses. Objectives of the ex-post assessment were to measure to which extent learners had acquired relevant literacy and business skills and record meaningful positive changes in their lives.

As to Level 1 over 80% of learners acquired the essential English language skills taught, one fourth at advanced level, while the majority agreed that the most significant changes to their lives were associated to their ability to be independent and better interact and liaise with Liberians for their daily tasks. As to Level 2, the large majority of learners are more confident to start/run their small businesses and/or join traditional village rotating savings and credit associations, thus improving their families’ livelihoods. Additionally, the acquired conflict management skills paved the way to enhanced social cohesion within their communities.

3.2 Progress towards Intermediate Outcome

The Intermediate Outcome of the programme is:

Adult and Youth from refugee and host communities have improved self-reliance and resilience.

As per the information and data collected by our monitoring tools (see Section 5 for more details) to measure the achievement of the Intermediate Outcome, there is ample evidence that targeted right-holders’ self-reliance and resilience have improved in various ways.

Below find the table showing the overall number of participants served by the Programme (**Indicator 1**) in 2019 :

Total number of direct participants	Number of new participants	% of women	% of Persons with Disabilities
21,971	13,177	69	4

The total number of participants includes the participants whose training course continued from the year 2018 whereas the new participants are the ones participating first time in the programme during the year 2019.

Under **Indicator 2** (*Programme participants showing signs of empowerment*), diverse aspects of empowerment, namely well-being and life-skills, social and cultural, psychological and economic, have been recorded thanks to the Pathways of Empowerment tool and the related Focus Group Discussions held with different target groups. The progresses made are outlined below.

1. Well-being and life skills

Hygiene and health themes are among the main discussion topics in both FAL (functional Adult Literacy) and EFA (English for Adults) courses in Uganda. The graduates reported significant changes in their daily practices. As per the baseline surveys, before joining the course they did not wash their hands after using the toilet or did not use toilet at all, did not have toilet cover nor hand washing facility by their toilets, did not clean the compound regularly and did not have drying rack. Whereas after the training 80% of all graduates are using toilets, 86% (FAL) and 89% (EFA) graduates are washing their hands with soap. Participants also ensured that they cleared bushes, swept their compound regularly and got rid of stagnant water. This proves that majority of participants have not only been informed about health and hygiene best practices, but that they have taken action and put them into practice.

As additional positive change associated to the health-related topics included in FAL and EFA courses, the graduates reported reduced incidences of diseases such as diarrhoea and malaria in their households. During FGDs they also mentioned that they have been able to use the money saved by less drug purchase to meet other households' basic needs (e.g. for food or for circular capital for their small business).

With regards to their children's education, the baseline findings showed learners were not really valuing it, one of the reasons being the general feeling of uncertainty. Changes to this negative attitude were observed after the courses, especially after EFA courses, since participants reported increased involvement in their children's education. 75% of the EFA learners started to support their children by helping them to do their homework, 70% reported that they would be willing to pay for their children's tuition fees and 48% participated at least once to Parents and Teachers Association meetings.

Nutrition and kitchen gardening have also been included in the FAL and EFA curricula because instrumental to learners' wellbeing. South Sudanese refugees, for instance, had not practiced agriculture before. Interviewed learners mentioned that the knowledge and skills gained in the trainings helped them to improve their self-reliance. 82% of EFA and 63% FAL learners reported that they have been able to eat fresh vegetable three times

per week after courses, extremely important for a more balanced diet for them and their HH members.

In Myanmar, the life skills component included in the technical short courses has also positively affected trainees. After the courses 95% of the trainees applied and practiced at least one of life skills they learnt, 92% reported that they are applying media literacy and financial literacy.

2. Social and cultural aspect - communication, participation and social cohesion

In Uganda, Liberia and Turkey one of the main benefits reported by the participants was the improved communication skills. Literacy and language skills facilitated interactions with authorities and members of host communities. Access and use of health services improved as understanding the doctors and nurses as well as the recipes prescribed became possible.

In Liberia 88 % of Ivorian learners reported that they can understand the nurses and the prescriptions in English:

“Before going to the clinic was difficult for us because most of the assigned nurses cannot speak the local dialect and could not understand the French we speak and we too could not understand English but now we go freely to the clinic and can understand the nurses and the prescription.”

Ivorian learners highlighted that the improvement in communication between them and Liberians was one of the main positive change resulting from the training.

In Turkey the findings of the survey conducted by YUVA through a questionnaire administered to 424 beneficiaries show that more than 80% of the respondents have asserted that activities and courses did strengthen their communication and interaction with host communities.

In Myanmar 93% of the vocational course trainees improved their communication skills and “Good communication in dealing with diverse people” was voted as third most important change resulting from the training. Life Skills training helped them to communicate and build good relationships with people with different backgrounds. The events organised by the partner organisations also promoted inclusion of diversity which can facilitate new linkages between different groups in conflict-affected communities.

Benefits to gender relations at household level were also observed. This was attributed to female participants’ increased skills and knowledge which enhanced their status within the HHs, thus making them gain their husbands’ respect and getting more involved in decision making on important family matters. As stated by a literacy group member from Ayilo I settlement in Northern Uganda:

“These days my husband does not order me around. We sit, discuss and come up with a joint decision. This is because of the respect I gained from my husband because he is happy with the knowledge and skills I have acquired”.

Conflict management skills were also included and contributed towards intra- and inter group cohesion. A participant based in Ayilo II settlement noted:

“As a result of the knowledge gained from the lessons on conflict resolution, I usually sit down with the two conflicting parties and try to resolve the issue causing conflict”.

In Uganda conflict solving skills have proved to be particularly important for VSLA members, who usually face conflicts and tensions. FRC strengthened them by promoting the election of their leaders and providing training on mutual roles and responsibilities. VSLA leaders gained the skills to handle and mediate conflicts, which helped the group to function effectively.

In Myanmar 80% of vocational trainees improved their problem-solving skills. Trainees also developed more polite habits and ways to communicate.

3. Psychological aspect: self-knowledge and self-esteem

New social relations facilitated by diverse learning groups and classes in all targeted countries have offered a place for sharing participants mutual experiences, also trauma and loneliness experienced. A Congolese learner in Kyaka II settlement in South-western Uganda described her change as follows:

“I become sad each time I remember how my family was murdered before me and how the soldiers sexually assaulted me. This always happens when I am alone. By joining the FAL groups, I have made more friends and we visit each other. I feel I worry less now because of the company and psychological support from my friends I made in class.”

Participants' self-confidence seems to be positively affected. In Liberia Ivorian refugees reported that they had felt inferior to the Liberians, especially since the integration in the host communities started. Majority of them had been illiterate when they arrived to Liberia. Learning English helped them to manage better in daily life as well as raise their self-esteem.

Similarly, participants in Uganda report how their self-confidence has improved after learning functional English:

“This course has helped me in confidence building. This is because during and after this course I started speaking in public meetings using English I learnt from FRC course, but before I used to be shy and I could not even express myself in my local language because I used to have no confidence in me”. (South Sudanese woman in Nyumanzi settlement, Northern Uganda).

Improved ability to decision making was reported among the literacy learners. At the completion of their course, 75% strongly agreed that they are now able to make informed decisions. A refugee woman in Ayilo II stated:

“I am now in position to make my own decision; I do not have to wait for my husband to decisions such as taking his bicycle and taking my sick children to the hospital.”

FGD feedback and findings from Myanmar have also shown that towards the end of the vocational short courses trainees looked more confident and ready to start practicing the acquired skills; they valued the confidence gained and voted “self-confidence in public speaking” as the second most significant change.

Women participating to the skill training courses provided by the national partner Karenni Women Organisation (KNWO) also highlighted the positive changes in their self-confidence. They reported that most of them started to plan their lives actively and independently thanks to the new skills they gained; they also added that their communities started acknowledging them as change agents.

In Kirikhan, through the Kirikhan Community Centre (KCC), YUVA is the only agency targeting refugees by providing language and vocational courses, social cohesion activities and livelihoods support for women; all these activities are meant to open up further opportunities. Language courses graduates, for instance, have the opportunity to apply to public universities thanks to the official certificates issued by KCC. These chances have been perceived as powerful tools to enhance their self-esteem.

4. Economic aspect - livelihood

Significant improvements in economic resilience were reported. The trainings provided by the programme proved to be conducive to promote participants' livelihoods and income generating activities (IGAs). To this regard, numeracy and ability to make simple calculations has been considered as extremely useful by FAL learners in Uganda and Liberia. Before the training most experienced problems in daily transactions in the market as they could not calculate the money. Income generating activities were challenging as long as they could not calculate profit and losses in their businesses. At the completion of the courses 77% of the participants were able to do that in Uganda. Similarly, in Liberia knowledge of numbers and counting in English has brought a big change for Ivorian refugees, who stated:

"Before we didn't know how to count in English so we were cheated in most of our business transactions. We could not do our own business for the fear to be cheated and we didn't join their saving and loan group as we did not know counting well the money."

FAL and EFA courses include already topics, besides numeracy, related to income generation, an example being the promotion of back yard gardens in the settlements (and sack moulds with vegetables in Kampala) which, in some cases, results into vegetable production not only for HH consumption but also for IGA.

In Uganda specific business skill trainings (and in Liberia previously under the Level 2 of the curriculum) are meant to facilitate participants' orientation towards profitable IGAs. The training focuses on concrete planning and management of IGAs and, consequently, to improve participants' resilience and self-reliance. The ability to independent decision making improved as participants gained knowledge, confidence and self-esteem.

After the training 70% of the participants were able to identify profitable IGAs and 77% able to plan for it. Furthermore, it has been reported that an increased number of participants can afford to meet basic family costs. As per the baseline survey, only 19% of enrolled trainees had the capacity to provide for their families' basic household needs such as food, medicine, cloth etc. After the training, 56% were able to provide for their family basic needs thanks to small micro enterprises they managed to start. The participants reported that, unlike before, they have started using profits from established businesses to meet basic needs and acquire household assets:

“Because of my grocery that I put up after learning business, I am able to get profits and my children no longer go hungry, I am able to buy fish, beef and other foods that WFP cannot offer to refugees” (a women from Nakivale settlement, in South western Uganda).

Over 60% of the business skill learners have established IGAs. They were able to take independent decisions concerning their businesses such as taking loans and adequately managing their savings.

In Myanmar during the follow-up visits to women trained in handicrafts by KNWO, interviewees stated they have overcome many of the challenges they used to face before, such as being financially dependent, not having confidence and not being able to contribute to school fees of their children, nor other family expenses. Their income has diversified and increased. They have marketing plans and co-operate with local shop owners in trading their products. 71% of graduated reported to have increased their income from 33 EUR to 98 EUR per month.

The results above have generally largely exceeded the target (40%) set for **Indicator 4** (% of participants to programme activities able to get access/improve income opportunities and diversify expenditure), except in Turkey where, at the moment, only 13% of the 107 vocational training participants have reported to have improved their income opportunities. Under the current unfavourable economic situation and attitude atmosphere for Syrians to access the job market, YUVA developed a strategic education plan complementary to vocational courses which incorporated other initiatives of the community centre and is expected to improve this result in the long term. In particular, facilitating the establishment of Sales Groups made of women who attended the vocational courses, in combination with training on the formation of Women Cooperatives and mentoring interested women groups to apply for seed-funding, made it possible for 14 women to establish sustainable businesses.

Another key factor for the achievement of the Intermediate Outcome has been the promotion of VSLAs. In general refugees can hardly access any form of credit, as formal micro finance institutions are not accessible for them (besides the hardly affordable interest rate). In Uganda the programme has also encouraged FAL, EFA, and business skill learners to form VSLA. VSLAs allow its members to start saving regularly, even small amounts, and, through the group, getting access to affordable loans. According to our data, 78% of the FAL and 84% of EFA learners interviewed were able to borrow loan and pay back. One learner said *“I have been able to pay the fees of my two sons in secondary school. I might not have been able to send the children to school if not for the financial support from the group. I later paid back the money to the group.”*

As per the baseline, 9% of the business training participants were affiliated to a saving group, whereas after the training 61% had joined a VSLA. Most of the interviewed participants observed that they can now borrow money for their business, pay for scholastic material for their children, buy medicines and/or acquire assets such as livestock or means of transport such as bicycle.

A refugee from Nakivale settlement reported that thanks to the VSLA membership promoted by FRC he was able to get a timely loan at 5% interest for buying seeds for his

farm; he then managed to plant at the right time and got a good yield that enabled him to have enough for the family needs and additionally sell the surplus in the market.

Finally, with regards to **Indicator 3**, i.e. Recorded positive (inter/intra) community cohesion, signs of improved social cohesion in the target communities have also been recorded.

The positive influence of including themes addressing conflict management and resolution in FAL and EFA courses has been already reported above. In addition, it is worth highlighting that simply grouping learners with different ethnic and cultural background to attend FAL and EFA courses proved to foster social cohesion. Often learners reported that when they have difficulties in following the group, they tend to rely on their fellow classmates or they like engaging in group activities, which turn into basic group therapy for them. A learner from Nyumanzi settlement said: *“Since I joined the FAL class, I have made friends, learnt from my fellow classmates and shared experiences on mutual problems”*.

Participation in a group has developed their problem-solving skills and ability to deal with and accept criticism. This has facilitated the groups functioning and the learning process, but also, learners reported, has contributed to equip them with new skills to better handle disputes within their families and communities. In Uganda, 74% of EFA and of 68% FAL graduates stated they are now able to accept their mistakes and correct them, unlike in the past when they used to get annoyed when criticised. Accepting criticism from a woman is not easy for men in male-dominated cultures. During FGDs with male South Sudanese refugees it came out that criticism from their wives and from outsiders is more tolerated than before.

In Liberia as well Ivorians mentioned improved social cohesion as a major positive change associated to English courses, especially because more interactions are possible, e.g. participation to community meetings or to the Liberian traditional village rotating saving and credit associations.

Kayah State (and Kachin) in Myanmar has been affected by conflicts for decades and there is deep mistrust between different ethnic groups, especially between the Bamar, the leading group, and minorities. In addition, the youth in Kayah State, both from urban and rural remote areas, have limited interactions with persons from other communities. Many vocational course trainees come from remote areas, where communities consist mostly of one ethnic group only. Mixed classes have been successfully introduced by the FRC and GTHS. Positive feedbacks were collected from trainees who appreciated the opportunity given to share experiences with others and to mutually understand diversities.

A similar, though a more cautious approach has been adopted by YUVA/FRC in Turkey. Except the language and vocational courses, open to both communities, some of the outreach and social activities were organised for Syrians and Turkish as mixed groups, some others were organised targeting separately the two groups, depending on the pre-existing conditions in the targeted neighbourhoods. Because of the political climate of Turkey, any intervention addressing social cohesion has been implemented in close cooperation with public offices and local leaders (religious and civil, i.e. Muhktars – see

below under section 3). However, sometimes officials from local institutions, fearing the locals' attitude, proved to be reluctant to cooperate. In any case, leaders from both communities have always been consulted and sensitised before undertaking any initiatives targeting Syrians and Turkish jointly.

For instance, the cooking and gardening workshops organised creates an inclusive environment for both Syrians and host community members where they could work together. Initiatives like "ecological workshops" and "playing with Legos for putting together robots" were mentioned by interviewees as conducive towards social cohesion as well as co-operation with peer Turkish organisations in the selected neighbourhoods. For instance, Karadenizliler Association (KA) serves only host community members in Kirikhan; to overcome its members' reluctance to target Syrians as well, a strategic inclusive plan to promote social cohesion step by step was agreed between YUVA KCC and KA. Various events were jointly organised by the Women Committee of KCC and female members of KA. These included bi-monthly handicraft workshops for Turkish women facilitated by Syrian women, seminars lead by the Mufti (religious leader) on the importance of social peace in religion, and a workshop to discuss the importance of women in peacebuilding and were warmly embraced by both communities.

3.3 Immediate Outcomes

3.3.1. Access to Inclusive Adult Education

The Immediate Outcome 1 contributes to the achievement of the Intermediate Outcome by supporting target groups to acquire and use functional literacy skills. In 2019 inclusive adult education services have been provided in Liberia (learning groups which had started in 2018 and were completed in 2019), Uganda and Turkey. The total number of beneficiaries reached under the Outcome 1 was **17,405**.

225 Ivorian refugees who settled in the country attended the last Level 1 basic English courses the programme implemented in Liberia which started in June 2018 and were completed in March 2019. They were so motivated to learn the basics of English, the most widely spoken language in Liberia, to better interact with Liberians and become active members of the host communities that they persuaded NAEAL, FRC's national partner, to facilitate the establishment of their learning groups even though there was not programme budget left. Hence, learners themselves paid for facilitators' allowances and the learning groups were managed with little supervision and monitoring from NAEAL (basically each group and facilitator were provided with education materials only). 72% of enrolled learners (162 adults of whom 83% women) managed to complete the course and were administered the Literacy Capacity Assessment carried out by NAEAL meant to assess the acquired literacy skills. FGDs were also held to record the changes in behaviours, and attitudes reported above under section 3.2. Once again, the recorded results have been remarkably positive:

- 142 learners (87%) can write/spell simple words and short sentences in English.
- 143 learners (88%) can make simple calculations (multiplications and divisions up to two digits numbers) in English.

In Uganda 8,839 learners participated for the first time in the FAL/EFA basic and continuous (i.e. intermediate) courses. These figures were captured one month after

enrolment to account for learners actually committed to attend the courses and exclude the 7,616 learners who enrolled in 2018 and attended the Sept 2018-July 2019 learning cycle (already accounted for under the 2018 annual report). The target number of learners set in the annual plan at country level was exceeded with 889 learners. This was due to the overwhelming demand for adult education FRC had to respond to in 2019. As reported above under section 1.3, the main factors for this high demand have been:

- the new influx of refugees from DRC in Kyaka and Kyangwali settlements;
- expansion of the programme to new settlements in Adjumani District.

FAL basic, literacy in learners' mother tongue, is the most popular course, especially among women (81% of participants). This can be explained by the fact that illiteracy rate is much higher among women; for instance, South Sudan, where the majority of refugees come from, has a general literacy rate of just 27%, female literacy rate being 16% only, while male 40%. This data can be indirectly confirmed by the higher percentage of men attending EFA classes (43% vs. 19% attending FAL) who seem then more interested in gaining the foundations of English to enhance their social interactions with Ugandans. The share of the youth within participants of English courses is high (39% of the graduates), as they are too old to get access to the formal education, but passionate to gain skills to access the job market and engage in businesses.

Another interesting figure concerns Ugandans who attended FAL in their mother tongue other than English (20% of graduated learners, i.e. 740) which confirms that, in line with CRRF's objective to provide support for host community as well, FAL responds to Ugandans' needs as well.

The presented data also suggest that 5% of learners are Persons with Disabilities. Further details to this positive result, which has followed the design of the Disability Inclusion Strategy (DIS), will be given under section 3.4 Cross cutting objectives.

The low figures of first-time learners attending FAL and EFA intermediate courses (i.e. 76 learners) are due to the fact entry criteria for registration require basic literacy skills. This explains why the large majority of learners attending intermediate courses (94% i.e. 1,115) were beneficiaries who had previously attended basic FAL/EFA courses. This information also suggests that a relevant number of learners have shown growing interest and commitment to education as they start their learning process.

Besides learners, 200 new community instructors were trained to enable expansion to new settlements and to replace those who left or who proved to be unable to manage the assigned tasks. The training is made of 3 modules: Module I develops the capacity of the instructors on FAL/EFA group management and facilitation, Module II addresses development and topical themes (e.g. environmental conservation and sustainable energy, Sexual Gender Based Violence-SGBV) while Module III focuses on assessment.

The percentage of female instructors (37%, i.e. 74 out of 200) is still lower than FRC would aim at, but it is related to the above mentioned lower literacy among women than men. Additionally, women tend to prioritise household tasks rather than working for others. However, also thanks to the community sensitisation and mobilisation conducted by FRC, more women applied for community instructors in 2019 than in 2018.

It has also been recorded that at least 10% of new instructors are either EFA or FAL graduates. This result is motivating other learners to perform well in class and confirms the quality and potentials of FRC courses.

To assess the level of functionality of the courses and the numeracy, reading and writing skills acquired by learners, competence-based tests were administered.

The table below shows the learners who attended the FAL/EFA courses in 2018/19 (including Sept 2018-July 2019 and Feb 19-Dec 19 learning cycles) and were eligible to take exams:

- out of 5,100 FAL learners, 80% decided to take the exam and 71%, i.e. 3,643 learners passed it (score higher than 50%);
- out 3,406 EFA learners, 73% took the exam and 69%, i.e. 2,388 learners, passed it.

Both results are in line with the 70% target of the indicator for Immediate Outcome 1 (% of learners functional literate in their mother tongue / % of learners who acquired basic knowledge in other language than their own).

Enrolled learners 18/19	Total Number	Sat exams %&No	Passed exam % &No	% women of graduated	% PWD of graduated	% youth of graduated	% refugees of graduated	% host of graduated
FAL basic	5,100	80% 4,056	71% 3,643	83%	4%	24%	80%	20%
EFA basic	3,406	73% 2,513	69% 2,388	68%	5%	39%	84%	16%
Totals	8,506	77% 6,569	70% 6,031	76%	4.5%	30%	81%	19%

According to the results of the test, 71% of FAL learners are functionally literate in their mother tongue and 69% of EFA learners in English. This implies that they are able to apply the skills of reading, writing and written calculations to the requirements of daily life. It also indicates that they have basic knowledge of the functional and practical themes taught (e.g. water, sanitation and hygiene, SGBV, environmental conservation and management, contagious diseases, e.g. ebola, prevention and response among others) responding to the requests arisen during the learning cycle. Routine monitoring of learners and instructors has been strengthened in 2019 thus enabling close follow ups of those at risk of drop out.

In Turkey, KCC provided Turkish language courses as per the local Public Education Centre (PEC)/Ministry of National Education (MoNE) guidelines:

- A1 level; 136 hours (about 3.5 months) which is required to get access to the vocational short courses,
- A2 level; 160 hours (4 months),
- B1 level-1; 320 hours (6 months),
- B1 level-2; 320 hours (6 months).

347 Syrians attended the Turkish language courses (see the table below for details) provided by KCC in Kirikhan. 240 (69% success rate) received the official language certification recognised by PEC/MoNE thanks to the protocol signed by YUVA and MoNE

in September 2017. As it will be explained below under section 6.1 Challenges, the MoNE protocol expired in September 2019 and, despite the timely application submitted by YUVA for its renewal, it has not been renewed yet by MoNE.

Age breakdown	Gender No & %		Total	No of graduated with certificate	% of graduated
	Male	Female			
6-17	76 (42%)	105 (58%)	181		
18+	82 (50%)	84 (50%)	166		
Total	158 (46%)	189 (54%)	347	240	69%

The courses attended by children (6-17 group age), also recognised by PEC, are meant to support their integration into the Turkish formal education and, at the same time, to motivate their family members to participate to the other KCC activities.

Besides, every week KCC has also organised daily tea-chat meetings meant for learners to practice daily Turkish language and to support the well-being of Syrian women by encouraging social interactions, thus enhancing the impact of courses.

The content of the language course for children in KCC has been updated. KCC language trainers developed a special curriculum for the children at A1 level which uses a non-formal education approach.

Finally, during the last quarter 502 children attending ALBS and 73 attending the Flying Library facility in Istanbul have started attending Turkish Language and Mathematics Academic Catch-Up courses in line with MoNE regulations; these are mixed (1st/2nd grade) level formal education curriculum support courses lasting 4 months as per the initial work plan done for 4 hours a week per pupil.

3.3.2. Inclusive Support to Livelihoods

The Immediate Outcome 2 contributes to the achievement of the Intermediate Outcome by supporting target groups to acquire skills to increase livelihoods and employment/self-employment opportunities. Inclusive technical vocational and business courses and support services have been provided in Uganda, Myanmar and Turkey. The total number of beneficiaries reached under Outcome 2 was **2,356**.

The first indicator of Immediate Outcome 2 states that *30% of targeted beneficiaries (i.e. business – in Uganda - and vocational – in Myanmar and Turkey - graduated trainees are expected to run viable/profitable income generating activity (IGA) and/or have enhanced existing IGAs.*

In Uganda, overall 2,001 people benefited from the programme under this component including business course learners and facilitators, and first time VSLA affiliates (see further below specifically about VSLA), as detailed in the table below:

Type of participants	Total Number	Graduated	% women	% youth	% PWD	% refugees
Business learners	1,489	76%	67 %	41%	4%	88%
Business facilitators	50		28%	34%	2%	86%
VSLA affiliates	1,627		68%	27%	2%	85%

Out 1,489 learners who attended business course in 2019, 65% were first time participants to the programme, meaning that 35% had already attended FAL/EFA courses in 2018. 76% graduated, therefore not only attended the course till its completion but also passed the competence-based test. 67% were women, suggesting more and more women are interested in starting up a small business or, if already owning it, are motivated to develop their skills. 41% are youth who, given the difficulties to get employed, have attended the business course to start their own income generating activities. 12% of learners only have been Ugandans from the host community. 4% of learners were PWDs, improvement for only 2% in the previous year.

50 community facilitators have been engaged, of whom 40 were identified and trained in 2019. 28% are women and 34% youth.

At the beginning of the course, 23% of learners were engaged in IGAs. By the end of the two cycles, 54% of interviewed learners reported to run a business, thus recording a 31% increase which can be associated to knowledge and skills gained by learners.

Examples of small business started are bakery, small retail shops, fashion and design, art and craft in Kampala urban districts, piggery, local poultry and goat rearing, fish vending, selling vegetable, tailoring and hairdressing in rural settlements.

During the FGDs, participants asserted that before joining the business course they could hardly imagine to be able to start and run their own businesses. In general, course graduates noticed an increase of the number of customers, revenues and profits realised on daily basis and improvement in record keeping.

At baseline level, 43% (90 out 208) of interviewed learners who had already a business reported their average monthly profit was above 25 EUR in urban areas and above 12EUR in settlements, while the others stated they were unable to calculate profits (or losses). After the completion of the business course, on average **68%** of interviewed learners (298 out of 437) reported profits. The situation varied between the locations is detailed in the table below:

Location	% participants reporting profit at baseline level	% participants reporting profit after training
Kampala	42%	63%
Nakivale	40%	81%
Adjumani district	15%	58%

During the FGDs participants associated this positive result to the attendance of the course; they have been able to stock goods in the right season, calculate profits and losses, to sell goods at prices that can generate profits, to control expenses and keep up

to date records of their stock. They reported that they were using profits for re-investment in their business, for savings (in VSLA), and to acquire assets like livestock.

In Myanmar in cooperation with GTHS Loikaw, the programme supported 2 batches of vocational short courses including total 8 courses. Overall, 146 youth attended the courses and 138 graduated (95%) as detailed in the table below:

Type of courses at GTHS Loikaw	March batch	Aug batch	Total Number	Graduated % (No)	Women % (No)	PWD No
Motorbike repairs	16	21	37	95% (35)	-	-
Carpentry	11	-	11	91% (10)	-	-
Electrical wiring	20	20	40	98% (39)	8% (3)	-
Computer & auto cad	21	25	46	96% (44)	78% (35)	6
Masonry	-	12	12	83% (10)	-	-
Totals	68	78	146	95% (138)	28% (38)	6

Courses included technical training (theory and practice 6-8 weeks), life skill and small business component (18 hours), and practical internship (4-6 weeks). After completing the course, passing competency assessment (starting from 2nd batch) and internship score standards, graduates have received the certificate recognized by DTVET. During the year 2019 development of training courses continued and 3 curricula, Electrical Wiring, Motorbike Repairs, and Basic Computer (including Office administration), were revised and upgraded.

In 2020 tracer studies will be carried out 6 months after the completion of the vocational short courses to assess to which graduated trainees have been able to set up their own IGA or gained employment. However, according to their feedbacks, more than 70% of them feel confident to start small business to diversify their sources of incomes. This information will then be compared with the findings of the tracer studies and reported in 2020 annual report.

FRC national partner KNWO provides technical skill training to vulnerable women in Kayah State, including to GBV survivors. A total 93 women participated in the courses as shown in the table below:

KNWO Courses	Women trained	duration in months
Basic sewing	19	1
Advanced sewing	20	2
Basic traditional handbag making	20	1
Advanced traditional handbag making	19	2
Food processing	15	1
Totals	93	

Life and small business skill training was provided by FRC to all course participants as complementary module: communication, decision making and women's rights, including GBV protection, were the topics under life skills; and basics of marketing, advertisement and book keeping under small business. According to the findings of the tracer studies on a sample of trainees, 2 out 3 of women reported to gain income independently. One of advanced sewing trainee, for instance, had created her own design and was already receiving orders from customers, while another one managed to set up her own shop producing and selling clothing for children and women and was also training other

women in her village. In terms of figures, they reported their monthly income was ranging from 30 to 90 EUR.

In Turkey, as per findings of the Labour market research specific to vocational courses commissioned by YUVA in Hatay Province in 2018, hairdressing/barbering, cookery, sewing, furniture and shoe making, construction and agriculture were identified as sectors vocational courses under planning could focus on. In order to attract as many female trainees as possible, from Syrian and host community, thus meeting job seekers' as well as prospective employers, needs, YUVA KCC decided to initially provide short courses on hairdressing/barbering, sewing and cookery - the numbers of trainees were as shown in the table below:

Turkish Trainees		Syrian Trainees		Total	Certificated number	Success rate
Male	Female	Male	Female			
-	57	-	50	107	77	72%

Though it is still early to assess whether graduated trainees will be able to start a viable business, as mentioned above under section 3.2 Intermediate Outcome, YUVA has promoted Women in Sales groups whose main aim is to find or create income generating opportunities so that targeted women (graduated trainees and women from communities) can gain independently their income. These groups were then facilitated to access to complementary trainings on alternative economic management system, gender politics, and communication, and, as part of the vocational course counselling service, trainees received individual back up for their search for financial support. Recently these groups received financial support and rented a place to continue their business activities.

The indicator 2 concerning the % of *internships/jobs created /facilitated for participants to vocational trainings (target set at 45%)* refers to another key aspect of this programme component, the linkages with the job market, i.e. with prospective employers, local companies and entrepreneurs.

In Myanmar, where the vocational short courses provided have become increasingly well known among employers in Kayah state, 185 participants attended the Job Fair organised in 2019, 41 companies provided internship placements. As a result, all trainees graduated at the GTHS managed to complete their courses undertaking the planned internship. 25 employers provided internships for trainees under the March batch and 28 employers provided internships for August batch trainees.

On the other hand, in Turkey, where the engagement of local employers is still at its early stages and internships are not part of the basic courses, internships were arranged for 7 trainees only. However, a number of initiatives were organized to promote the links between trainees and potential job market opportunities such as:

- The “Handmade Products by Women” Bazaar: For the sale of products manufactured in the vocational courses a marketplace was organized; YUVA

organized two large scale events with the participation of private companies (September 2019).

- To build the network for women in the national and international markets and encourage women on the global stage 27 trainees (6 Syrians and 21 Turkish) were invited to take part to Women Gatherings/Women in Economics Retreat (Oct 2019).
- Job Market festival & Syrian women’s economic empowerment meeting aiming to bring the prominent trade leaders and Syrian job seekers together (Dec 2019);
- Handicrafts produced during the vocational courses were presented at Exhibition Center of Hatay.
- Women in the Sales Group were introduced at Hatay Agriculture Expo to build-up fruitful relationships with leading actors of the food sector.

Finally, as to the support to VSLA implemented in Uganda only, the related outcome indicator is % of micro loans disbursed by VSLA groups for investment purposes.

Overall, **1,627 members** were mobilised into 65 groups; out of these, 72% were affiliates who were currently attending business skills course, while 28% joined the programme for the first time purposely to be part of the loan and saving scheme.

VSLA affiliation has encountered deep appreciation among refugees. Before joining their VSLAs they could hardly access to any form of credit within their communities; most refugees are often not eligible for the financial services provided by formal micro finance institutions (they do not have the required collateral or are not considered permanent residents). According to our findings, VSLA members can now borrow money also to support their small businesses, whose profits are enabling them to better meet their basic needs and cope with emergencies.

The overall amount of loans disbursed totalled approx. EUR 16,000. According to the information collected the disbursed loans were used as shown in the following table:

Use of the disbursed loans from VSLAs	% of loans
Investment for IGA	49%
Children’s education	17% (20% in Kampala)
Health expenses	9%
Food	7%
Shelter construction	14%
Social events (wedding, funerals)	1%
Others (transport, communication etc.)	3%

On average **49%** of loans were invested on productive activities such as farming, small businesses, livestock, poultry. The share of loans for investment purposes is higher (51%) in Kampala urban area than in rural settlements (49.3% in Nakivale, while 43.2% in the settlements in Adjumani district), most likely because there are more business opportunities in urban area. Analysing the type of investments we have observed that in Kampala most of the members took loans to support business like crafts, jewellery, beauty salons, and tailoring, while in rural areas members borrowed money to invest in fishmongering, vegetable, fried cassava selling, small groceries and agricultural inputs (Nakivale) and in livestock such as goats, and poultry such as ducks, and farming primarily in Adjumani.

FRC M&E unit managed to also find out that 46% of VSLA members have been able to meet sudden expenses due to emergencies such as crop failure, theft or sickness vs. 11% at baseline level. Comparing the recorded results between urban (Kampala) and rural (Nakivale settlement) areas, we found out that members' capacity to meet unexpected financial urgencies through microloans improved more in rural areas (64% vs. 15% in Nakivale) than in Kampala (43% vs. 11%). During a FGD in Nakivale Mrs. Naomi Nerami stated: "I am alive because of my saving group!"; she was bitten by a snake and quickly got money from the saving group for emergency medical care at the hospital.

3.3.3 Strengthening Civil Society

The Immediate Outcome 3 contributes to achieving the Intermediate Outcome by:

- 1 expanding the access to protection and social services - protection (in Myanmar only)
- 2 improving inter-/intra-community interactions and meaningful participation – social cohesion (in all target countries of operations); indicator:
 - at least 30% of host community members participating to programme activities.
- 3 enhancing formal and informal associations representing people of concern – CSO capacity building – (in Uganda only during Year 1, and in Myanmar); Indicators:
 - Systems of internal planning and accountability are in place and
 - 70% of targeted trained staff (approx. 30)/leaders putting into practice knowledge acquired

The total number of beneficiaries reached under Outcome 3 was **2,175**.

With regards to **protection**, as mentioned under section 1.3, the protection component initially designed within the Turkey country programme was cancelled due to the government restrictions which took place.

However, FRC Myanmar country programme, as part of the support to the institutional fund raising of its partner organisations (KNWO in Kayah State and Htoi Gender and Development Foundation -HTOI- in Kachin State), managed to secure two small grants from the Foreign and Commonwealth Office (UKAid) and one from UNFPA, all aiming at enhancing the protection system addressing Gender-Based Violence (see section 1.3 and, below, section 3.5). Positive results were attained. Targeted women and girls, and their communities, were better able to recognize, prevent and respond to GBV cases in the selected village tracts in both states. According to FGDs held to follow-up the awareness of the participants after the state level events organised and in the communities where trained paralegal facilitators worked, at least 50% of women and girls increased GBV awareness and all knew where to seek help if a GBV incident occurs. However, women also expressed that still many do not seek for help due to many barriers, including fear to be stigmatised; some others felt that men have more power in families and communities, which causes another barrier for seeking and accessing support. Among the more than 300 men who attended awareness events on GBV at least 40% showed increased awareness. Most of male participants were village leaders, village committee chairmen and village committee members who were interested to learn more and address GBV in their communities.

In addition, 34 (27 women and 7 men) state Health Staff , 37 (24 women and 13 men) from non-state Karenni Mobile Health Clinics were trained; training's objective was to

provide basic psychosocial techniques to deal with traumatized GBV victims, thus helping health personnel to take into account GBV victims' perspectives. 47 (19 women and 28 men) police officers from two townships were also trained on GBV: barriers victims encounter to look for help, support services and standard procedures and guidelines for working with GBV survivors. Few months after the training trained health and police personnel were interviewed to assess the impact of the training; more than 50% showed a positive attitude towards GBV victims.

Finally, over 150 GBV cases contacted the helpline set up and maintained under KNWO's safehouse including cases of sexual, physical, and emotional violence, and rapes. Through UKaid funds FRC worked to make the services provided the KNWO's safe house professional, accessible and systematic. As there was a risk of closing the safe house for lack of funds, FRC programme covered the recurrent costs (rent, staff salaries and utilities) until July 2019. Then FRC secured funds from UNFPA to continue the service of the safehouse until the end of 2020.

With reference to **inter-/intra-community interactions and meaningful participation** the 30% target of host community members participating to the programme has not been met, in 2019 overall 20% of the participants to the programme were from host communities. In Myanmar the programme addresses host communities only in Kayah and IDPs in Kachin State. In Uganda 19% of FAL/EFA learners were Ugandans and, on average, 14% of business skill trainees and VSLA members were Ugandans. On one hand, the growing needs among refugees made the programme in Uganda targeting primarily refugees; on the other hand, the results also show that serious efforts have been made to engage host communities who have proven to be interested in the services provided.

It is also worth referring to sections 2.3 and 2.3 to highlight the key roles played by community facilitators and community leaders to encourage learners' participation and engagement, in their learning groups as well as in their communities.

In Turkey Syrians only attended the Turkish language courses but more than 50% of trainees attending vocational courses were Turkish. In addition, a number of events have been organised by KCC to promote interactions between Turkish and Syrian communities such as cooking and gardening workshops aiming to equip the beneficiaries with new skills which will help them to gain self-confidence and at the same time create an inclusive environment for both Syrians and host community members where they work together and contribute to the social cohesion between their communities. "Father-daughter cooking days", "ecological workshops" and "playing with Legos for putting together robots" were among the activities we organized. Overall, 367 participants of whom 41% from the host community took part to these workshops, well above the target, proving the willingness of both communities, if adequately encouraged, to interact.

Besides, YUVA KCC has worked towards fostering positive changes in the areas of social cohesion, conflict prevention and resilience-building by undertaking daily recreational and leisure activities, performs awareness-raising sessions and ateliers for its beneficiaries. Some 537 people participated of whom 39% were from the host community.

The topics of social cohesion activities were decided through the joint decision-making model, and, as an integral part of community-based approach, they have been organized and implemented by the beneficiaries themselves, under supervision of KCC staff. KCC representative groups, KCC youth & women committees took part actively to plan and organise the events and shared their views and ideas with KCC staff on monthly basis.

Finally, as to **CSO capacity building**, in Turkey KCC team received multiple internal and external trainings on gender-sensitive and ecological friendly ways of working, discrimination against Syrians, team work, social cohesion, child safeguarding, child protection, LGBTI, rights of PWD. Quarterly meetings were organized for the KCC Team on gender sensitive approach and to share gender-related experiences. Moreover, KCC team members were asked to conduct a self-assessment with respect to gender-sensitive programming in order to address discriminatory practices and violence, in particular against women, PWD and LGBTI. As a follow up on their self-assessments, KCC team members are weekly reporting their observations on gender practices by email to YUVA Main office in Istanbul. YUVA has already planned to compile these observations and publish a handbook called "Examples of Gender Bias in Daily Life".

In Myanmar, KNWO's and KSYN's capacities have been addressed and assessed. From 2020 also HTOI, the new implementing partner for LIFT and UKaid funded interventions, will benefit from this component. Throughout the year thematic trainings, and mentoring were provided to KNWO's and KSYN staff; besides, a small project grant was bestowed to KNWO to pursue its mandate.

A self-reflection using the PoE was carried out by 12 KNWO staff members at the end of the year to identify the major changes occurred and contributing factors to their capacity's enhancement. As most significant changes 2/3 mentioned improved communication skills and 1/3 acquired familiarity of proposal writing. All asserted that, in their daily activities, they are now equally satisfied with advocacy and networking skills, self-confidence and ability to write and submit on time reports in line with requirements.

FRC also conducted the Organization Capacity Assessment (OCA) of KNWO and KSYN to assess to which extent the partners had improved in project design, data documentation, and budgeting and financial reporting. On average both CSOs reported 33% increase in their overall capacity. Their skills to assess the project implementation and take action accordingly improved as well. Adjustments in their internal policies and structures were observed which, especially for KNWO, have allowed for more autonomy and decision-making power of the field office in Kayah. Both organizations proved to be able to implement the proposed activities and spend the budget in time and as per plan. Major improvement was noticed in monitoring and evaluation. This was an area that KNWO specifically requested to strengthen and FRC conducted workshop on the topic. As mentioned above, FRC worked closely with KNWO to expand and diversify their source of institutional funding. Finally, based on the OCA findings, some of partners' field staffs were not very well familiar with their organisations' mission, vision, goal and objectives. Both organisations took actions immediately and better focused orientations were then conducted for all staff.

As continuation of long-term partnership with NAEAL in Liberia FRC supported the work of the organisation with the ex-post monitoring and mentoring proposal writing for new funding.

3.4 Cross cutting objectives

3.4.1 Gender equality

In all targeted communities and countries women and girls are one of the most vulnerable groups. Traditionally women and girls have several cultural constraints in comparison with men. Limited access to education and no decision power within their households are among the most striking ones; they are more easily victims of violence, human rights violations, limited opportunities etc. Illiteracy is predominantly female; most refugee women were illiterate when they arrived to Uganda and Liberia.

Above, under the sections 3.2 and 3.3., we have reported the remarkable % of women actively participating to the programme, overall 69% of the participants were women: 68% in Uganda, 78% in Liberia, 78% in Turkey and 67% in Myanmar, where the new GBV protection component specifically addresses women and girls.

In all countries, women participation has been strongly encouraged by the dissemination of tailored mobilization and sensitization messages about the available services provided by the programme and by the design of female user-friendly activities. For instance, in Uganda and Liberia, learners were given the opportunity to decide the learning schedule; in Myanmar, selection criteria set for the course participation promoted the registration of female candidates and, gender sensitive accommodation were set for female trainees coming from remote rural villages and, childcare, food and accommodation for the children were provided to women participating to KNWO's technical skill training.

Women participation to VSLA governing committees has been strongly encouraged as well. The constitution of VSLA clearly states that at least 3 out of top 5 positions (i.e. Chairperson, Treasurer, Secretary, Vice chairperson etc.) should be held by women. To date 63% of the positions are held by women.

Across the settlements in Uganda FRC participated in the preparation and commemoration of the International Women's Day Celebration. The theme focused on innovative ways in which we can advance gender equality and the empowerment of women particularly in areas of social protection. The event addressed hostility towards women empowerment, which, especially due to cultural barriers, is still prevailing. In Uganda, for the 8th time, FRC has also organised the election of the Refugee Woman of the Year. 2019 winner was Solange Mukanlambara from Rwanda.

In Myanmar as well as in Uganda FRC took part in events organised to celebrate the 16 Days of Activism against Gender-Based Violence. In Uganda FRC called upon its FAL/EFA instructors to increase awareness amongst community members on how to establish a GBV free community. As reported above, in Myanmar, besides advocating against GBV, FRC and KNWO have implemented actions specifically addressing GBV, including the support to the safe-house for GBV survivors established by in KNWO in Loikaw and the provision of legal counselling to GBV victims.

Finally, in Turkey YUVA KCC staff received training on different gender-based topics and inclusive and non-discriminatory training techniques. Besides, a women committee was formed by women participating in KCC activities tasked with proposing, designing, and implementing their own sub-projects; YUVA KCC staff only facilitating their activities.

It is also worth reporting an interesting initiative undertaken by KCC to respond to complaints raised by Syrian men about their wives' participation to the Sales Groups set up by the programme and mentioned under section 3.3.2 above. KCC started organizing monthly tea talk meetings with their husbands to explain the objectives of the Sales Groups and to engage them in a more supportive role. Men regularly attended and their attitude was observed to change more positive rapidly.

A number of gender focused activities were also organised by KCC; among the many: Women in spring/women-friendly environment training, Father-children cooks day (for promoting non-gendered roles of men), making feminist mirror, gender mainstreaming training for host and Syrian community members, Women health training, etc.

3.4.2 Reduction of inequality

Refugees, by definition the most vulnerable and excluded, are the main target group of the programme. People uprooted from their homes are even more vulnerable if they cannot read and write. Adult education and Functional Adult Literacy, namely the ability to apply the skills of reading, writing and written calculations to the requirements of daily life, which are at the core of FRC programme, are crucial for refugees to be able to realise their rights and development.

All learning courses provided are open to all interested and willing to actively participate. Curricula have been developed in a participatory way and themes selected to meet learners' actual needs; human rights issues are incorporated in the lessons also to raise and enhance awareness about their basic rights as human beings and as refugees in the host countries. Improved livelihoods opportunities expected for those attending business skill and vocational trainings are also meant to strengthen economic equality.

Special emphasis has been placed on the inclusion of Persons with Disabilities. In Uganda FRC conducted a disability inclusion needs assessment in Nakivale which informed the Disability Inclusion Strategy (DIS), finalised in July 2019 and meant to guide FRC to make its programme more disability inclusive. FRC staff and 22 volunteer instructors were trained on disability inclusion and assisted the appointed consultants to carry out the needs assessment. In line with the DIS recommendations, more instructors will be trained in the first quarter of 2020 to provide them with the necessary tools to identify the different types of disability and request support to FRC to respond to PWDs' learning needs. As a result of improved awareness created already by the process of needs assessment the percentage of PWDs raised from 3,7% in 2018 to 5% in 2019. We expect to further increase the Number of PWDs during the last half of the Programme.

Besides, in the settlements in northern Uganda, FRC staff paid special attention to involve and reach ethnic minority tribes like Lutuko and Peri through a tailored community mobilisation. Their increased participation helped them not only to enhance their literacy skills but also facilitated their interactions with other ethnic groups.

In Myanmar the vocational and technical courses provided in co-operation with GTHS and KNWO were made accessible to vulnerable youth by advertising the programme activities in remote locations in ethnic and non-government-controlled areas and covering accommodation and transportation costs. The participants include girls and women, youth refugees, IDPs, youth from minority ethnic groups, youth from remote areas, youth with disabilities or families with a family member with a disability and youth without parents or one-parent headed households. Despite the initial reluctance of GTHS teachers, PWD were also encouraged to attend the courses. A training on disability inclusion was specifically arranged for GTHS teachers, Technical support and mentoring was requested from expert organisations like Humanity Inclusion (HI), and ABILIS, and to MiLI, a national Disabled People's Organisation. Additionally, FRC staff participated in thematic meetings and workshops and shared their acquired knowledge with GTHS teachers. As a result, the teachers were persuaded on the importance of making the courses disability inclusive. Though only 6 PWD attended GTHS short courses, teachers proved to be able to involve and teach to PWD and eager to further strengthen their skills. FRC also facilitated and supported the implementation of income generation activities funded to PWD groups in Kayah State under a small grant scheme managed by ABILIS.

In Turkey, YUVA KCC has embraced a thorough inclusive approach reaching youth, elder persons, refugees, and other vulnerable groups which aims to tackle inequalities with self-reliance. The main components are to regain the social and economic ability, meet their own essential needs and reduce dependence on assistance. Language and vocational courses are meant to expand participants' economic and social ability and solidarity between Syrian and Turkish communities. Weekly social cohesion activities have brought Syrian and refugee communities together on different themes; for instance, since discrimination leads to inequalities, YUVA KCC started to conduct community orientation trainings on migration and discrimination, also involving public institutions in Kirikhan. Syrian and Turkish women participating to KCC activities have set up a committee and pay regular visits to each other to contribute to social peace and solidarity. KCC has also organized events against discrimination of PWD and training on the Rights of PWD for its staff and for the community at large.

3.4.3 Climate resilience and sustainability

In Uganda, all FAL/EFA, business skill and VSLA groups have included environment conservation in their sessions. In 2019 FRC organised specific thematic training for 77 instructors (33 women and 44 men) in Nakivale, Kyaka and Kyangwali. Besides broadening their theoretical knowledge on environment conservation, they were practically taught how to make briquettes as an ideal energy source and eco stoves. This has created awareness among learners who have understood and started appreciating the need to plant few trees in their compound, adopt climate smart agricultural practices and use energy saving cooking stoves. The monitoring visits conducted during and after the trainings showed that 30% of FAL/EFA basic learners constructed the energy saving stoves. This result has potential positive effects on peaceful co-existence since firewood collection and tree cutting are among the first causes of conflicts between the refugee and host communities. As to tree planting, in settlements in Adjumani, FRC linked learning groups to Lutheran World Federation (LWF) which has been distributing fruit

seedlings. Finally, all participants have been discouraged to indulge in environmentally harmful businesses like charcoal burning and selling, and have been informed about the dangers associated with use of polythene bags.

In Myanmar as well FRC's strategy to address environmental issues included incorporating environment awareness in the trainees' life skills training, ensuring that materials used, and practices followed by FRC are environmentally sustainable; sustainable and locally produced materials are chosen for the trainings as well as at the office. FRC also participated to events such as Rubbish Collection Activity organised by the Ministry of Natural Resources for the World Environmental Day celebrations.

In Turkey, YUVA, which was founded in 2010 with the aim of generating holistic sustainable solutions to environmental problems, education, and social issues, implements an environment-sensitive program with beneficiaries and staff. All YUVA offices, main office in Istanbul and KCC are ecological, namely reusable, recyclable and compostable office items are procured and in use.

KCC has prioritised climate and environmental sustainability through different channels and activities, starting from the commitment of its staff towards environment preservation. As example, every Friday YUVA KCC staff eat vegan focusing on embracing not only ecology and animal rights but also nonviolent perspective. Avoiding producing waste is paid attention as well and staff have adopted self-evaluation system to follow up their compliance with the organisation no-waste policy. At community level ecological ateliers have been organised in Kirikhan: Syrian and Turkish community members and KCC staff have participated in various thematic ateliers (e.g. recycling ateliers and ecological children fest).

3.5 Successes

A number of important achievements, directly connected to the programme implementation, have been recorded and are listed below:

- **as to mainstreaming disability, close coordination** with Finnish Organisations (e.g. Finn Church Aid) and expert agencies/institutions (i.e. Humanity and Inclusion and Kyambogo University) facilitated staffs' training on disability inclusion and connections to identify the expert consultants who carried out the disability needs assessment and drafted FRC disability inclusion strategy whose adoption has started during the last quarter of 2019 (Uganda);
- a Material Development Specialist - as part of Teachers Without Borders programme - was appointed to re-assess learners' needs and **revise accordingly FAL curriculum and the instructor toolkit for FAL instructors** and the Adult Education Officers; feedbacks from instructors were very positive (Uganda);
- above 80% of community instructors trained to lead learning groups (FAL/EFA/business skills) successfully managed to facilitate their groups independently, with very little supervision (Uganda and Liberia); only in two settlements in northern Uganda (Ayilo I and II) FRC staff has to closely follow up most instructors mainly due to their high turnover (and consequent challenges to properly train new instructors) and lower instructors qualifications;
- One notable result has been observed among South Sudanese refugees belonging to Dinka ethnic group in Adjumani settlements (Uganda); the use of latrines is not

common among Dinkas and some cultural beliefs on the bad luck latrines can bring and their harmfulness to pregnant women are widespread. FRC instructors and education officers reported that **more latrines have been built** (and used) by Dinka learners as a result of WASH related topics discussed during FAL/EFA learning sessions; association between the practical examples, and the presentation of diverse sanitation facilities, given by the instructors and the construction of latrine in the targeted communities have been suggested. In other words, mindset change about the importance of having latrines has been recorded among the Dinka community, and, because of the strong group cohesion, younger learners also assisted those unable (e.g. older persons) to build their own latrines. In 2020 a deeper evaluation of the positive effects triggered by FAL/EFA courses on hygiene and sanitation within Dinka community will be carried out.

- In Myanmar FRC, in close cooperation with GTHS teachers and local trade experts, **reviewed and revised three of the current curricula and teaching material** (electrical house wiring, motorbike repair, and office administration & basic computer) to better meet the current technical and context needs and make them increasingly competence-based, including the adoption of competence-assessment for each course. FRC has been contributing to the development of vocational short courses also at national level, being an active member of the VE short course development network, aiming to develop quality Vocational Education in line with National Education Strategy Plan; FRC has promoted **the inclusion and rights of disadvantaged groups** such as female youth, ethnic minorities, early school leavers and persons with disabilities. FRC's role was also acknowledged by the above-mentioned consortium which secured funds from LIFT to expand the vocational education programme component to Kachin State.
- the programme helped FRC **to connect to other donors to expand** geographically (i.e. Kachin State and Ethiopia earlier than planned) and thematically (i.e. GBV protection). As reported above, extra funds have been already secured from LIFT, UNFPA, and UKaid in Myanmar: an action under MFA humanitarian funds will start in 2020 to provide inclusive FAL services for South Sudanese refugees in Gambela Region, Ethiopia, and negotiations with WFP in Uganda are ongoing to take the national coordination role for the provision of financial literacy training to the recipients of WFP Cash-based transfers (CBT) for Food Assistance;
- Based on our experience of similar initiatives targeting Syrians across Turkey, the average rate for successful completion (certification) of language and vocational courses is rarely above 50%; the 69% and 72% success rates recorded respectively by KCC courses are definitely very satisfactory and we strongly believe it can be associated to the **non-formal and inclusive approach** adopted by YUVA KCC trainers.

4 Sustainability of results

The sustainability strategy on individual, organisational and community level applied throughout the programme implementation is described in the programme document.

The programme has focused on 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 have been built.

In Uganda, the modular and thematic trainings provided to refugee volunteer instructors are meant to build their confidence and capacity to run adult education activities and act as community reference persons beyond the duration of the programme. Volunteer instructors are members of targeted communities and they will keep on being active members of their communities. It has been observed by FRC staff that some instructors have organised community members into groups and taught them without any external support; others have been recruited as field staff by INGOs working in their settlements also thanks to the skills and experience gained as community instructors.

Evidence towards sustainability has also been recorded with regards to the establishment and support to VSLAs. The applied methodology, training leading members in conflict prevention and independent management of VSLA strengthens the group cohesion. The Refugee Associations in Kampala sensitised on VSLA benefits and empowered by FRC in the past by the provision of basic training in group leadership and governance, and financial literacy, promoted, with minimal support and consultation from FRC field facilitators, the establishment of VSLAs among their affiliates.

With regards to institutional sustainability, in Myanmar the close cooperation with the DTVET under MoE, the links established and enhanced with local companies as well as initiatives for wider accessibility will remain within the institution. FRC has been active member of DTVET-INGO Vocational Education Short Course coordination group whose objective is to set up a “framework” under which this cooperation can, effectively and in a durable way, support DTVET’s capacity, to provide quality TVET, and to harmonize the short courses provided by the GTHSs nationwide.

In Myanmar the ultimate objective of enhancing grassroots organisations is to establish strong connection with local stakeholders with a long-term commitment for vulnerable groups. At the end of the year, the supported local initiatives recorded encouraging results which show both KNWO and KSYN are potentially able to continue their activities and promote the participation from different levels of the society. Though still supported by FRC, KNWO managed to secure additional funds for its core business (women protection). Besides, KSYN’s capacity to address, by its civic education and leadership training, youth from diverse ethnic groups living in remote villages target, is expected to facilitate networking and dialogue about the peace process in their communities.

In Turkey, as per the tentative phase out plan for Kirikhan Community Centre, YUVA has started consultations with representatives and leaders of the targeted community groups, primarily women committees, and with the Municipality, which has recognised the relevance of the services provided by the KCC, to explore the future perspectives of

the centre and to jointly conceive realistic and feasible ideas to hand over the ongoing courses and essential services such as community dialogue and child-friendly spaces.

As part of the sustainability efforts, in 2019 YUVA team has been cooperating with different local authorities in order to introduce our services and let them familiarize with YUVA operational methods. In line with the activity plans KCC team will initiate discussions on possible hand-over scenarios for services in 2020.

Finally, in Liberia, where FRC phased out in March 2018 (with exception of few learning groups continuing until the first quarter of 2019 as reported above), the findings of the programme ex post monitoring carried out by NAEAL have shown the willingness, interest, and, most importantly, capacity of community members trained as facilitators and literacy management committees, to successfully provide self-initiated courses with little or no external supervision and with satisfactory academic results.

5 Monitoring, Evaluation, Accountability and Learning

Throughout 2019 the process towards harmonization and digitalisation (especially in Uganda) of the programme monitoring system has continued. In addition, paving the way to the programme evaluation planned in 2020, a self-assessment exercise has been initiated in Uganda, FRC's largest country programme. The self-assessment was meant to evaluate the level of progress of the programme, its successes and challenges encountered as of the end of the second year jointly by field staff and country programme management.

Two monitoring missions were conducted in Uganda by FRC HQs, the first one in February, including launching of the self-assessment initiative, and the second one in September, during which, among other activities, HQs staff took part, as facilitator to the second self-assessment exercise and systematisation of PoE practice.

HQs monitoring missions were also conducted in Turkey (September), Myanmar (May) and Ethiopia (October). Turkey field mission findings reported the positive feedback from KCC users (highly relevant services provided by the community centre and, besides, it is a safe meeting place for women and children); several women said KCC is actually the only place they can go outside their homes to meet other people. As reported above under sub-section 2.1, consultations with YUVA started to possibly expand the programme activities also to Istanbul metropolitan area. Myanmar field trip focused on the support to the country office for the revision of the successful project proposal submitted to Livelihoods and Food Security Fund (LIFT) which allowed FRC to expand its support to TVET and GTHS in Kachin State and target Internally Displaced Persons. Finally, the field trip to Ethiopia aimed at re-establishing contacts with key stakeholders (e.g. UNHCR and ARRA) and finalising the proposal for MFA Humanitarian Office to initiate FRC operations in Ethiopia even before 2021, when the development programme activities are planned to start.

Below monitoring systems in place in the target countries are briefly described.

In Uganda, data for the adult education programme have been collected across the settlements using six (6) tools developed and finetuned by FRC country office. The data

were mainly collected by the Adult Education Officers (AEOs) with the support of M&E officer. Baseline data were collected by trained data collectors.

1. *Initial assessment tool, FRC placement and registration forms*: these tools were used to test first-time learners' ability to read, write and speak (if English class) and place them to right level. This assessment was conducted during community sensitization and group mobilization activities.
2. *Baseline data collection tools*: baselines were conducted in 3 settlements. This helped to pick data on the initial situation of learners (e.g. data on health practices like hygiene, ability to read and write, etc.). The two tools used to collect data are questionnaires and the Focus Group Discussions.
3. *Learner attendance register for first month of learning cycles*: this was used to capture personal data of learners soon after the registration such as sex, age, phone contacts etc. to breakdown per age and gender the information about active learners.
4. *Learners Record booklet*: this tool was recently revised as per field staff recommendations: in addition to name of learners, gender, status (Refugee or Ugandan), previous attendance or first time learners, monthly attendance, exam results, it also captures data on drop-outs, the reason for missing classes by instructors, and practical activities.
5. *Instructor Assessment Form and Parameters*: this form was developed and its parameters revised based on the feedback from the field staff.
6. *Path of Empowerment (PoE) Tool*: the PoE is the qualitative tool meant to ascertain beneficiaries' progress towards self-reliance and self-sufficiency; it tracks social changes and captures key information on pre-determined signs of empowerment which cover diverse aspects of resilience such as economical, cultural, self-esteem, communication and enhanced life-skills meant to widen participants' opportunities for their own development. Depending on the number of groups in a settlement, each staff member monitors 20% of learners under his/her supervision.

Under the Livelihood programme the focus has been initially placed on enhancing field staffs' M&E skill, through trainings on various topics such as M&E foundations and how to read a logical framework, use of available tools, existing and new ones.

The reviewed and developed monitoring tools are listed below:

1. *The Business skill baseline collection sheet and the VSLA Baseline collection sheet (reviewed)*: some of the parameters of this tool were revised to precisely capture the situation before and after the intervention.
2. *The Business skill Learning Group Record Booklet (new)* to record personal details relevant to the measurement of indicators concerning business skill learners.
3. *The Livelihood Path of Empowerment (PoE) consolidated tool(new)*: this tool was adapted from PoE tool used in Adult Education project to track small changes in learners' lives brought about by the participation to livelihood courses; it has been developed in close cooperation with HQs staff. Five levels of empowerment have been identified and the common methods used to record the signs include FGDs and observation sheets.
4. *The Facilitator Assessment Rating tool (new)* developed to support livelihood officers to objectively rate facilitators' performances to manage independently their courses.

It is the first digitalised form adopted by FRC in Uganda making use of Kobo tool box, a web-based software; data are collected through smart phones, saved directly to the cloud where the M&E officer can analyse them.

In April 2019 a needs assessment was conducted in Ayilo I, Ayilo II, Nyumanzi and Pagirinya settlements in Adjumani district to update the information about refugees living there; FGDs, Key Informant Interviews and questionnaires were used to collect data. A new database where data concerning livelihoods across all settlements have been entered and processed was also set up.

An end-line survey targeting livelihood skill learners was also conducted 6 months after the end of the courses to better evaluate the results of this programme component.

In Liberia, NAEAL carried out an ex-post monitoring on learners who attended in 2018/beginning 2019 the level 1 self-initiated courses. Two tools were used:

- the Literacy Capacity Assessment administered to assess the skills acquired by learners and
- PoE to know how the programme has change learners' attitude, behaviour and actions, at individual, family and community level.

In Myanmar, under the vocational education (VE) component, a checklist of Vulnerable Score Card was developed by the M&E Officer to better assess the vulnerability of the young applicants to attend the VE courses provided. FGD and Individual Interviews were conducted with new trainees to be able to measure the start level of their self-reliance and self-confidence. In coordination with GTHS teachers, M&E officer also developed pre/post-test questions for each course to measure skills and knowledge acquired. Field staff monitored student conditions and participation once a week during the training and internship. PoE tool was also adopted and its findings reinforced by individual interview.

Under the CSO component, as mentioned already above under the result section, the KNWO's capacity assessment has been carried out. Useful information to appraise the improvements achieved have been collected through FGDs and KII with key local partner's staff members. A key information recorded shows that KNWO focuses primarily on activity implementation, but paid much less attention on data collection and, above all, data analysis, thus missing the critical review of project implementation.

In Turkey, Monitoring, Evaluation and Learning activities have been performed separately in the newly introduced project locations in Istanbul and in KCC. An external consultant was in charge of the former: the monitoring and evaluation plan consists of administering pre-and post-tests (developed by YUVA staff) at the beginning and at the end of the Turkish language and mathematics courses to assess to which extent children attending the courses have acquired and retained the skills transferred. As to the latter, YUVA M&E Officer supervised and guided the activity in Kirikhan where data collection methods are Focus Group Meetings (FGM), Surveys, and Feedback Boxes. Respondents are Syrian and Turkish beneficiaries attending the courses, skill-building and social cohesion activities. To provide equal chances of selection of sample beneficiaries for the survey, the participants are selected by stratified sampling methodology.

YUVA utilizes Salesforce, a well-known customer relation management (CRM) database software, to store information on activities and beneficiaries, while Kobo tool box to conduct surveys. Pre- and post-tests, if performed via survey tool, are stored in Kobo. Alternatively, pre-and post-tests are available in hard copy.

5.1. Accountability

As part of its organisational development, in 2019 FRC has introduced its new Complaints and Response Mechanism Policy and Procedures to handle external complaints. Ultimate goals of the strengthened regulatory framework is to improve the quality of FRC work, enhance the trust and confidence of stakeholders, identify areas of work in need of improvement and ensure that FRC learns from the feedback provided through this process. The complaints and response mechanism is linked to the principles of accountability, learning and planning, leading FRC to more organisational transparency and facilitating a more effective learning process.

During 2019 in Uganda and Myanmar country offices mechanisms to receive and handle complaints was tailored to the operational contexts and focal persons in charge of handling complaints were appointed. In 2020 appointed focal persons will also be adequately trained to conduct investigations as per need. The recently introduced Complaints & Response mechanism has complemented the existing best practices in use in FRC country offices in Uganda, Liberia and Myanmar such as to at least quarterly and annual meetings organised to hear feedback from local leaders, community facilitators and programme participants (through FGDs).

Besides, in Uganda FRC is part of the Feedback, Referral and Resolution Mechanism (FRRM). The new inter-agency FRRM was launched in 2019 with an aim of augmenting the existing information sharing system in refugee settlements and provide safe, accessible and reliable communication channels to refugees and asylum seekers. FRC appointed focal point persons to receive any related complain with regards to its activities. The first follow up training of the focal point persons since the launch of FRRM in 2018 was organised by UNHCR in November and focused primarily on experience sharing among focal persons from different agencies on the use of this referral mechanism and challenges met. According to FRC recorded complaints, only 2 minor cases out of the 25 cases received throughout 2019 proved to be relevant to FRC activities and they were both solved promptly.

With regards to accountability towards national and local authorities, FRC complies with national information and report requirements. In Myanmar, for instance, FRC needs to inform, report and collaborate with diverse national departments, such as Ministry of Planning and Finance (FERD) and Ministry of Home Affairs MOHA and to the DTVET under the Ministry of Education.

5.2. Lessons learnt

In general, the engagement of community leaders is central to ensure active participation to the programme, as well as keeping them updated on the programme implementation. In our adult education interventions (Uganda and Liberia) leaders play an important role in the mobilization and registration of new learning groups, identification of instructors, and in Liberia they even monitor the learning progress and give FRC field staff

constructive feedback on the learning achievement. FRC staff will continue to increasingly engage leaders at all stages of the programme.

In Uganda:

- the assessment of learners' skills before starting the courses proved to be a useful tool to decrease drop-out rates as the learners were placed to the correct courses.
- community sensitization about the importance of the education was carried out with Windle International Uganda which works in formal education; this helped to provide information both on adult education and formal education, thus encouraging parents to enrol their children to school.
- Despite the general positive impact of FAL on hygiene and sanitation best practices among learners (see above under section 2.2), few elder people and PWDs who participated to FAL courses have been able to build their pit latrines because they could not get any support from peers within their communities; more proactive action will be taken by FRC to refer elder people and PWDs to their community safety nets to get support to build latrines tailored to their needs (if needed, engaging also WASH expert organisations operating in the settlements).
- Most active learners have been engaged in following up their peers missing classes; lower dropout rates were noticed as a consequence.
- Co-operation with expert organisations in specific sectors (e.g. gender based violence, women's rights) made it possible to deliver effective trainings to community instructors who manage to include important topics in their lessons-plans.
- VSLA leaders and Business Learning groups Facilitators were trained and empowered in data collection methods to enhance and make more efficient FRC monitoring system.
- continuous monitoring, coaching and supporting the VSLA groups, especially mentorship VSLA management committees on record keeping, leadership and group governance during the first saving cycle help the groups become stronger, independent and empowered, thus requiring less support in the future.

In Myanmar:

- Encouraging PWD's participation while advertising the vocational course is important but it is not sufficient; besides setting adequate conditions for their participation, PWD's relatives and communities have to be involved to reassure them about the actual inclusion and fairness of PWD's participation.
- Consistent monitoring and training contents adjustments to market needs make the vocational courses more effective.
- The number of technical experts able and willing to facilitate technical trainings is limited; building up network and technical partnerships is central to the provision of quality courses.

In Turkey:

- Due to the high mobility of refugees develop more short-term courses and workshop activities would be relevant.

- Since many beneficiaries tend not to take the non-formal education activities seriously and lack commitment, the programme objectives and contents have been adequately presented to prospective participants at the start of course cycles.
- Raising the awareness of the youth on the wider job opportunities the successful completion of the VT courses provides have further motivated them.
- Counselling to male participants proved to be necessary to enhance male trainees' attendance.
- Since some female participants do not want to share the venues with young men, KCC team organized both gender-mixed and for women only activities.
- Following the new approach "recommended" by Turkish government to shift the focus of actions for Syrians from protection & social cohesion to more livelihoods centred activities, to get the government approval, YUVA's social cohesion initiatives have been integrated by some livelihoods perspectives, such as guided visits to companies, World refugee day celebration focus on career planning and the like.

6 Risk Analysis

6.1 Challenges

In Uganda:

- The monthly allowance payment system for the instructors has changed from cash to the electronic transfers by mobile money services on the assumption that all instructors own a mobile phone. The assumption was correct, but we found out that not all of instructors had a sim card registered under their names, as required by the mobile service providers. This caused some complications and instructors' frustration. However, FRC field staff managed to gradually sort these difficulties out by providing tailored support to replace the sim cards.
- The unpredictable movements of trained instructors, either to their countries of origin or within Uganda, left vacancies in a number of learning groups. In addition, in 2019 as well some instructors quit their posts because they have been recruited by other organisations working in the settlements as field staff (also thanks to the capacity building provided by FRC). New instructors have been then identified with the help of local leaders and, after supplementary ToTs, they have replaced those who left. This caused some disruptions to the usual running of the groups and extra efforts by FRC education officers to mentor more closely the new instructors, whose capacity to manage adult education courses independently has been, at least initially, lower than required; this has kept the result of the related indicator lower than expected.
- In line with UNHCR guidelines not to pay for facilitation allowances to attend community meetings, FRC has continued rejecting community leaders' demands for allowances for their participation to mobilisation meetings. However, since some agencies have not abided by the guidelines, leaders' attendance to meetings organised by FRC was negatively affected. Consequently, additional informal "door-to-door" meetings were carried out by FRC staff to engage the most "reluctant" leaders.
- Difficulties were also met to appoint suitable community facilitators for the livelihood and business courses due to the high demand for livelihood community among

agencies; additional back-up was then given by FRC livelihoods officers to weaker facilitators.

- All activities regularly occurring in settlements, such as refugee verification and registration processes by OPM and UNHCR, food distribution by WFP etc. have prompted our staff to often reschedule the activities and/or replace facilitators.
- Initially unclear understanding of the PoE tool, mostly due to FRC staff turnover, affected its harmonised adoption. Regular refresher training, from FRC country office as well as HQ, helped to gradually fill these gaps.
- Many business skills training applicants had low literacy levels and could not be enrolled. Though initially more interested in gaining skills to enhance their livelihoods than literacy alone, they have been re-approached to further highlight the role played by FAL courses to open up much more opportunities.
- The provision of business skills and knowledge only, without start-up capital, was seen as insufficient by some learners; this was seen as an opportunity to highlight the links between business and saving part of the income and also to promote participation to VSLA.

In Myanmar:

- Government regulations (e.g. travel permits) and GTHS teachers' time constraints (e.g. they are also in charge of normal curriculum courses) are hindering the development of short courses curricula; enhanced coordinated advocacy efforts and FRC Country Director's pro-activity with DTVET directors at central level, combined with the start of cooperation with another GTHS in Myitkyina, Kachin State, are expected to gain more flexibility in the near future.
- Low awareness on disability inclusion at community and institutional level, as well as little familiarity of GTHS teachers with principles of inclusive education, has been slowing down the efforts to make the VE short courses accessible to PWD; renewed and enhanced commitment from FRC, also engaging expert organisations like Abilis, and DPOs will guide FRC work in 2020.
- The education level of trainees varies significantly from one person to another; this has required adjustments in teaching methodologies to be followed by all trainees, including the provision of additional support to some.
- Students' high expectations of their tasks under the internship have caused some frustrations and loss of motivations; facilitating the dialogue between interns, GTHS and partner employers has bridged some of the differences.

In Turkey:

- In July 2019, authorities in Istanbul set a four-week deadline (20th August) for Syrian refugees under International Protection registered in other provinces to return to their province of first registration under penalty of forced relocation. Besides, on 19th August 2019, the Ministry of Home Affairs announced the unregistered Syrian refugees would have had time until 30 October 2019 to leave the city; if not, they would have forcibly moved by the Ministry itself. The above situation resulted in Syrians living with fear and reducing leaving their homes; their participation to the activities provided by FRC supported Umraniye Children and Youth Center thus

decreased in July, August and September; many precautions were taken by YUVA staff to provide some awareness raising activity door to door.

- High drop-out rates of learners were recorded at KCC; YUVA staff attributed it to participants difficulties to combine studying with their livelihoods activities. The project has responded by increasingly organising trainings in the evenings and weekends when learners have more available time to attend courses.
- In September 2019, the Ministry of National education (MoNE) has issued a bylaw requiring all primary and secondary schools to identify Syrian students, assess them via the Turkish Competency Test (“TYS”) and establish Compliance Classes for those who has a score lower than 60 points. As a result, Leyla Bayram School has also opened 4 Compliance Classes for Syrian students who failed the TYS at the beginning of schooling period 2019-2020. Therefore, programme supported academic catch-up activities in the Leyla Bayram School will primarily focus on the 4 Compliance Classes where the need is biggest and urgent.
- In September 2017 YUVA signed a two-year protocol with MoNE which enabled YUVA to provide trainings acknowledged by MoNE certificates. As recommended, the procedure for its renewal process was initiated by YUVA in July 2019 but still the protocol has not been signed by MoNE, thus preventing YUVA to issue certificates for participants to language and vocational training courses. While waiting for the finalisation of this process, KCC will keep delivering courses without issuing a certificate. Though a MoNE recognised certificate is important, FRC and YUVA believe the skills gained by beneficiaries are even more important, as also stated by learners: according to the satisfaction survey, 52% of participants claimed that the motivation of choosing the course is to learn Turkish and get access to vocational courses, but only 45% claimed that they are interested to receive a formal certificate. However, YUVA expects the protocol renewal will be completed in the second half of 2020.
- The advocacy on the rights of PWD at public level is one of the first steps to move towards mainstreaming disability. The current governmental ambiguous stance towards civil rights is making it difficult for NGOs to openly implement a rights-based agenda.
- In addition, it has been observed that relations with public institutions has become more and more challenging also for national NGOs like YUVA, especially during last two years; lack of trust and unfamiliarity with NGO funding mechanisms have made the Turkish Government increasingly wary in cooperating with NGOs. The Governorate of Hatay proved to be aligned with this current trend, further worsened by a growing aversion towards Syrians due to the rampant economic crisis. Keeping good relations with the holders of key positions may then have a very positive impact on the ability of YUVA to provide its services.

6.2 Risk Management

Overall, risks were managed carefully and had no significant negative impact on programme activities, except in Turkey.

External Risks: Political and Social Risk:

In Myanmar:

Some episodes occurred in the country have significantly slowed down the political democratization process. As direct consequence:

- Administrative procedures and reporting requirements for INGOs have become more cumbersome and time consuming. It was manageable but took additional time to FRC administrative staff.
- Travel restrictions to programme areas were tightened: NGOs must apply for travel permits for international staff one month in advance. Fortunately, these restrictions do not apply to national staff who can still access fairly easily also remote areas, also thanks to the ceasefire between the Kayah State government and KNLP still in force.

In Turkey:

- Government policies created barriers for NGOs to work with refugees. In particular, as mentioned above, MoNE has been delaying the renewal of the protocol that allows YUVA to provide education activities for refugees. As response, the courses following the Public Education Centre curriculum have been transformed into language workshops with not certificate issued. Besides, the Ministry Family, Labour and Social Services (FLPSSM) has not granted permission to any NGOs, both national and international, to implement outreach activities and protection services. As response, the funds originally allocated for protection were reallocated to support education services in Istanbul, at Umraniye Children and Youth Center and Leyla Bayram Primary School.

External Risks: Programmatic:

In Myanmar:

- Youth in the rural areas are engaged with farming activities almost all year round; this might affect their participation to vocational short courses. FRC staff mobilised their parents and requested parents' commitment to let their sons/daughters to regularly attend the courses provided until their completion. This approach paid back since the recorded dropout rate was lower than in the previous years.

In Turkey:

- The Private sector showed less interest than expected to offer placements and internships. As response YUVA re-adjusted its approach and training contents towards the support of self-employment activities (e.g. promoting women cooperatives).

Internal Risks: Institutional

In Uganda:

- (*Financial and Economical*): Four cases of project funds misappropriated by staff members were discovered and managed in 2019; though minor amounts were taken, this wrongdoing could bring about serious reputational damages on FRC and negatively affect the quality of its services. Prompt investigations took places, two staffs refunded the amount misappropriated and two were abruptly dismissed. As a

response, as mentioned above, over 90% of payments are made electronically, to minimise the risks involved in cash management. Two internal audits were also carried out in 2019.

- (Human Resources): High staff turnover was experienced in both Finance and M&E units. In addition, several field staff were let go after few months due to various reasons (e.g. poor commitment). As a response the salary scale was revised (and benefits, e.g. health care assistance, improved) to better respond to the competitive job market, and tailored capacity building plans, combined with yearly performance appraisal, have been introduced.

7 Communication, Global Education, and Advocacy

7.1. Programme communication

The communicational targets set for the year 2019 were reached well through various actions and campaigns.

The basic communications work included internal and external communications on refugee rights and migration. The main channels for communicating externally are the website and social media channels (Facebook, Instagram, Twitter, LinkedIn, and YouTube) which are updated regularly. In addition, FRC is in active dialogue with the media, providing accurate and up-to-date information as well as interviews both as requested and self-imposed.

One of the main themes in 2019 was climate change and refugees, which was discussed in various events. In the World Village festival, a panel discussion regarding the topic with three top professionals was held. In addition, FRC organised another panel discussion tackling the dangerous route to Europe across the Mediterranean, accompanied with a showing of the documentary Remembering Lampedusa. Also, FRC had a stand at the festival with an interactive exercise.

The discussion on climate change and refugees was continued with a joint event with UNHCR close to the World Refugee Day. Again, another three top specialists took part in the discussion. In 2019 FRC also started the Fingo/EU funded project bringing attention to the causes of climate change to refugees and migration. The Frame, Voice, Report project is mostly implemented in 2020, but in 2019 the actions began: a photographer visited Uganda for three months taking pictures and interviewing refugees tackling climate change. Additionally, FRC's project manager visited Uganda for 10 days, and various materials were gathered.

In 2019 FRC arranged three social media awareness and fundraising campaigns: one on Uganda refugee crisis, one on Syrian refugee crisis and one showcasing the emancipation of refugee women in Uganda. For the campaigns tackling refugee crisis in Uganda and Syria, separate sites on FRC's website were created. The social media campaigns focused on Facebook and Instagram.

In order to spread accurate information better, a wide website renewal was done to the Finnish and English websites. The aim was to renew the content and make information more accessible and interesting. A large-scale visual renewal was carried out in order to make FRC's profile more modern and credible.

New material was created with the renewed visuality in order to make refugee and migration matters more memorable. New brochures were created to both Uganda and Myanmar, and a broader leaflet covering all of FRC's work was done in both Finnish and English.

Two communications volunteers were selected and trained for communication measures in Uganda. The volunteers provided especially interviews and pictures of refugees and local community members taking part in FRC's projects.

7.2. Global education

In 2019, FRC's global education continued promoting refugee rights and distributing information regarding migration. In 2019, FRC held two 2-day trainings for new global educators, in which 31 new global educators were trained. In total, in 2019 FRC had a total of 50 global educators. Throughout the year, 33 school visits were held, reaching 760 students. The visits took place in Helsinki metropolitan area and in Tampere and surrounding municipalities. Of the school visits, 42 % were held in lower secondary schools, 39 % on high schools (or similar level) and 15 % in primary schools. 95 % of the teachers reported that the school visit had enhanced students' understanding on refugees and migration, and 90 % reported that the lesson had strengthened students' empathy abilities. 95 % reported that the lesson had helped building an equal atmosphere. Besides the teachers, feedback was also gathered from the global educators and the students. These comments were in line with the feedback received from teachers.

Throughout the year, new material was created for educators' use. FRC edited, proofread and commented UNHCR's vast teaching material including numerous videos, exercises and guidebooks in Finnish. FRC created a set of sites for the materials in its website, and promoted the material in several occasions, e.g. in its trainings for global educators. The material was warmly welcomed, as it was targeted for different age groups. According to FRC's earlier questionnaire for educators, there was especially a need for material for younger, primary school students. The new material is intended for learners from the age of six to the age of 18, being divided into four different age groups. The Finnish material was much needed and collaboration with UNHCR was successful and positive.

FRC was taking part in Finnish networks for global education organisations. Under the Maa ilma koulussa network, FRC conducted a training for future teachers in autumn 2019, and a second training took place in winter 2020. FRC also held a training as a part of updating training for national non-formal adult education associations, which was co-ordinated by Vapaa Sivistystyö ry. The training provided a new target audience for FRC, and the participants were very active and interested in the topic.

FRC has been an active member of the Transformer 2030 network, and in 2019 FRC participated in organising a training for teachers in Kokkola as well as planning the continuation of the project.

Educators were met directly in January at the Educa fair, where FRC had a stand with VR glasses, an interactive exercise and material for distribution. The aim was to promote FRC's global educators' lessons as well as to promote existing materials. In the spring,

educators throughout the country were also approached directly with a mailing campaign promoting the school visits and teaching material.

7.3. Advocacy

One of the targets for advocacy work in 2019 was to strengthen FRC's expert role in Finland. The target was reached especially when measuring the amount of contacts and co-operation requests. Media, researchers and other professionals contacted FRC for interviews or background information regarding refugee and immigration issues more frequently than during the previous year. FRC was also contacted by international institutions such as the University of Sheffield. We produced content for different publications and FRC was one of the few NGOs who was invited to give a statement in the government programme negotiations.

FRC has actively worked with other organisations especially regarding development cooperation and humanitarian work. FRC continues to coordinate refugee organisations' network in Finland. FRC also has a partnership agreement with the UN Refugee Agency UNHCR, with a focus on communications cooperation. The Head of Public Affairs participated in the UNHCR Executive Committee in Geneva and the Executive Director was a member of the Finnish delegation in the Global Refugee Forum. FRC is also a member of the follow-up group for National Action Plan for 1325 and reports on women and peace related activities as part of the Finland's action on resolution 1325.

Importance of life-long and adult education in refugee and conflict contexts was advocated in various ways in 2019. Forced Migration review, March 2019 issue published an article "Adult Literacy; essential component of the CRRF" written by the Senior Advisor for International Programme. Additionally, FRC contribution was prepared for International Council for Adult Education (ICAE) Annual Virtual seminar. Also, through ICAE FRC contributed for the UN High-level political Forum of the SDG 4. Another contribution regarding the SDG 4 was done for SDG 4 National Follow-up report.

FRC hold a session on "Adult education - basis for self-resilience in refugee situations" in a national education sector development cooperation seminar "Finland as a strong actor in the global learning crisis" organised by the Finnish National Agency for Education EDUFI, The Ministry of Education and Culture, the Ministry for Foreign Affairs and Fingo in order to bring together the education sector experts to solve the global learning crisis.

FRC participated to the Inter-Agency Network for Education In Emergencies (INEE) meeting held in Helsinki and after the meeting joined in to the INEE gender task team. FRC is also active member in Development and Education- working group that advocates education as a priority in the Finnish cooperation.

Advocacy for adult education was also done actively **in Uganda**. FRC is an active member of the UNHCR Education in Emergencies (EiE) Working Group at District and national levels. The main result achieved in 2019 was that as FRC managed to get FAL and EFA included into the Comprehensive Refugee Response Framework (CRRF) in the Jobs and Livelihood Sector.

FRC supported the national consultative meeting among the learners, instructors and partners engaged in adult education. This meeting was organised by Uganda Adult Learners Association and Ministry of Gender, Labour and Social Development. The voices

of adult learners and tutors was captured as a basis for informing advocacy campaigns to implement the International Learners' Charter, the Belem Framework for Action.

Knowledge and positive sentiments of wider public towards refugees was advocated through election of the Refugee Woman of the year already 8th time in 2019.

In Myanmar the main theme for advocacy is vocational education and its development. FRC is an active member in the EU coordinated INGO-DTVET technical working group focusing on development and technical harmonisation of Vocational Education Short Courses, including teacher training, curriculum, trainee selection.

Another advocacy theme has been the prevention of gender based violence. FRC participated in the national Protection and Gender coordination groups and supported partner organisation KNWO which is actively advocating for prevention of Gender Based Violence (GBV) and supporting victims of GBV. KNWO has done this through community awareness events under this programme as well as under GBV specific project that KNWO implemented in partnership with FRC. This included also events organised in connection with the annual international campaign 16 Days of Activism against GBV.

8 Resources

8.1. Personnel

In the Development Cooperation Programme, FRC had, for the year 2019, 93 full-time personnel, 4 in Helsinki, 71 in Uganda and 18 in Myanmar. Additionally, in the Helsinki office 8 staff members were working part time for the programme. The expatriate staff were 2, 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 (first four full-time):

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

Of these, the first five work primarily for the development cooperation programme including global education and communications. The latter seven 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 2019 there were 87 locally hired staff members, 17 in Myanmar and 70 in the eight offices in Uganda. The national staff consists of professionals (adult

education, community development) and support staff (finance and administration, logistics, security).

8.2. Financing

The total expenses for the Development Cooperation Programme in 2019 were **2,008,363** euro, which comprises of **1,625,876** euro programme support from the Ministry for Foreign Affairs, **286,919** euro funds from private donations in Finland and **95,967** euro funds from institutional donors in Myanmar.

Regarding the private donations, the number of monthly donors and the associated revenue continued to fall in 2019. However, the number of new private sector partnerships and corporate donations grew, which managed to reverse the downward trend of FRC's annual fundraising revenue. A comprehensive demographic analysis of regular donors was carried out by an outside service provider, offering key information about FRC's donor base for future strategic planning. A formerly inactive FRC subsidiary was activated to enable small-scale service sales which is expected to contribute the FRC's fundraising in the coming years. A new 'Empathy Movement' concept for engagement and fundraising purposes was launched with local partners in Finland. The fundraising side of Empathy Movement includes a concept for product licensing, product sales and a variety of other donation options for private sector partners. The concept is designed to appeal especially to target groups identified in the donor analysis.

The budget was realised at **88,8 %** level. The main reasons for the unused funds were delays and cancellations of certain programme activities.

In Uganda development of new learning and teaching materials was delayed due to challenges in recruiting competent person. The revision process started only in August and materials were not ready for printing by the end of year which resulted in significant amount of unused budget in Uganda projects.

Regarding the Livelihood project in Uganda the lack of staff during the first half of the year delayed the starting of the VSLA component of the project in Adjumani. That resulted in lower than planned number of established groups during the year and consequently underspending of the budget. The Uganda country program was realised at 89,3 % level (Adult Education project at 91,7% and Livelihood project at 78,1% level)

In Myanmar the *Enhancing Vocational Education for Youth*– project was realised at 75,8% level.

The exchange rate gains together with reduced communication costs contributed to significant savings in operational costs. In addition, costs of organising the vocational training courses were only half of the budgeted and turn-over of personnel resulted in unused funds in personnel budget. The other project implemented in Myanmar, *Strengthening Civil Society participation in conflict affected areas* was realised at 84,1% level. Exchange rate gains were significant (4,649e) and less than budgeted funds were used for the capacity building of the partner organisations as FRC staff had main role in mentoring the activities and administration of the partners.

Sustainable services for Syrian refugees -project in Turkey was realised at 87,2%. The reason for unused budget components was the failure to renew the authorisation for

protection work needed from the government authorities resulting in cessation of the protection activities.

The planning, monitoring and evaluation costs were realised at 93,3 % level. Expatriate staff costs were realised at 87,4 % level only as the realised costs related to change of staff in Myanmar were significantly less than estimated.

More than budgeted was used for global education whereas the share of communication was less than budgeted. On the whole communication and global education budget was realised at 97,1% level.

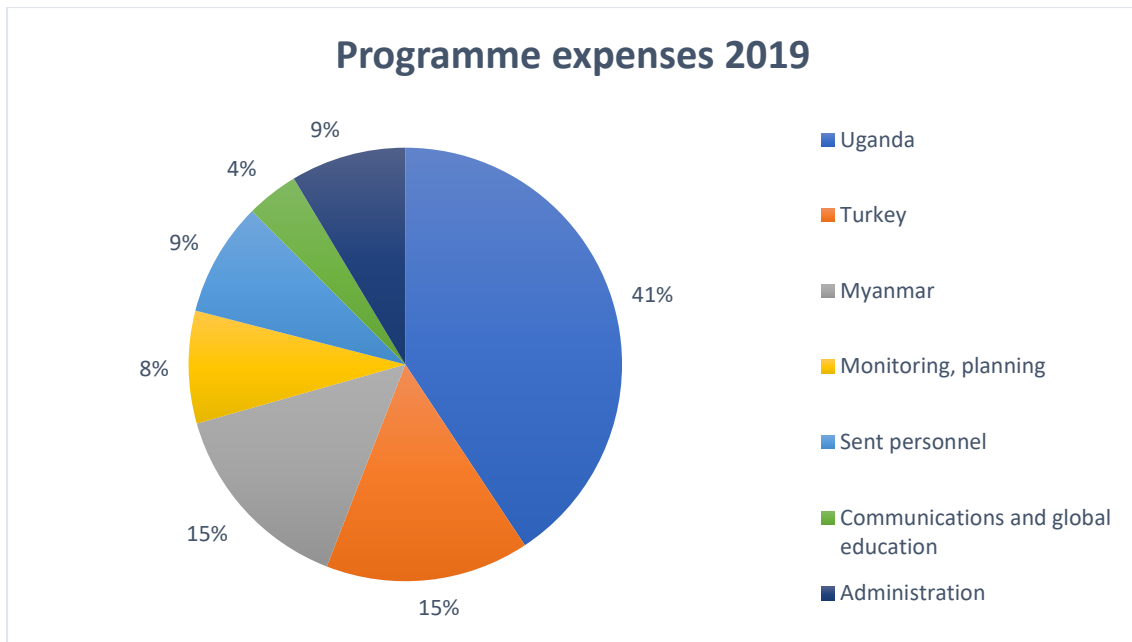
Regarding the administrative costs the realisation was 98,4%. Within the planned administrative costs less than planned was used for salaries whereas spending for external services as well as auditing exceeded the budgeted. On the whole the administrative costs consist 9,1 % of the realised costs (with reference to Ministry for Foreign Affairs funded share of the programme)

A total of **462,156** euros of Foreign Ministry funds granted for the year 2019 has been transferred to the year 2020.

Uganda is the main programme country, consisting of two projects with 40,7% of the total program expenditure. The project costs in Turkey were 15,2% of the programme. Myanmar country program consisted of four projects, two of them funded by the Programme Support of the Ministry of Foreign Affairs in Finland. Myanmar country programme expenditure made 14,7% of the whole Programme expenditure (share of MFA funded being 9,9%)

Expatriate staff costs made 8,5 % of the expenses whereas 8,4 % of the overall programme costs were spent on monitoring, evaluation and planning including programmatic support to the field offices. The Programme communication expenses were 1,9 % and global education expenses 2,0 % of the total Programme costs. Administrative costs were 8,6 % of the Programme costs (9,1% of MFA funded programme).

The chart below shows breakdown of expenses between programme components.



9 Annexes

Annex 1 – Summary of Progress towards the Result Achievement