



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

International Development Programme

Annual Report 2020

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Table of Acronyms

ALBS	Avclar Leyla Bayram School
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organisation
DPO	Disabled People's Organisation
DTVET	Department of technical and Vocational Education and Training
EFA	English for Adults
EAO	Ethnic armed organisation
EiE	Education in Emergencies
FAL	Functional Adult Literacy
FRC	Finnish Refugee Council
GBV	Gender-based Violence
GTHS	Government Technical High School
HTOI	HTOI Gender and Development Foundation
ICT	Information and communications technology
IDP	Internally displaced person
IGA	Income generating activity
INGO	International non-governmental organisation
KCC	Kirikhan Community Centre
KEO-30	Unit for Civil Society, Ministry for Foreign Affairs
KEO-70	Unit for Humanitarian Assistance and Policy, Ministry for Foreign Affairs
KNWO	Karenni women's organisation
LC	Local Council
LIFT	Livelihood and Food Security Fund
MFA	Ministry for Foreign Affairs
MoGLSD	Ministry of Gender, Labour and Social Development
MoNE	Ministry of National Education
MoU	Memorandum of Understanding
M&E	Monitoring and evaluation
NAEAL	National Association for Adult Education in Liberia
NGCA	Non-government controlled area
NGO	Non-governmental Organisation
OPM	Office of the Prime Minister
PPE	Personal Protective Equipment
PSN	People with special needs
PWD	Persons with disabilities
RWC	Refugee welfare committee
TVET	Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
VSLA	Village Savings and Loan Association
WFP	World Food Programme

SUMMARY

Year 2020, third year of the implementation the International Development Programme of the Finnish Refugee Council (FRC), was marked by the outbreak of COVID-19 pandemic whose dramatic effects caused disruptions all over the world, including Finland and all the countries targeted by this programme.

As this report will show, many adjustments were required to tailor the programme to the rapidly changing conditions on the ground following the measures taken by the diverse governments to prevent and mitigate the spreading of the virus (e.g., lockdowns, stay home orders, travel and mass gatherings restrictions etc.). Under this scenario, FRC programme has not only managed to reach positive quantitative results and has confirmed the qualitative achievements reported in 2019 but has also taken fully advantage of the opportunity given by this dramatic and disruptive emergency to innovate and flexibly adapt itself and its activities to the new reality.

Though education sector in general was greatly affected by the pandemic, FRC managed to re-organise and implement most of its functional adult literacy courses (including business trainings) due to higher flexibility within non-formal education. Putting in place new arrangements, such as smaller groups and compliance with social distancing and hygiene practices, it was possible to continue FCR core operations and achieve the set annual targets. A different scenario applies to vocational education. On one hand vocational trainings, especially those planned in cooperation with public institutions (i.e., Governmental Technical High Schools in Myanmar), faced serious challenges as schools were closed soon after COVID-19 outbreak and the results achieved were modest. On the other hand, the closure of schools gave the opportunity to intensify the design of new courses, like the pilot blended training course on motorbike repairs which included digital learning sessions on theoretical and practical sessions by a mechanic practitioner.

Uganda country programme remains the largest within the programme, covering over 32% of the budget. The programme operations in Turkey, Kirikhan, Hatay Province, and Istanbul, continued among some difficulties and the related costs accounted for 17% of the programme. The Myanmar country programme expanded, especially due to grants secured from donors such as UNFPA, and LIFT and accounts for 23,8% of the whole Programme expenditure. In Liberia an intervention to prevent COVID-19 spreading in those counties where previously FRC operated was implemented (1,3% of the programme funds was committed to this purpose) and some costs to support the start of the country programme in Ethiopia (where FRC operations started in September 2020 thanks to the humanitarian funds from the Ministry for Foreign Affairs of Finland (KEO 70 MFA) were also borne (0,04% of the total programme expenses for 2020).

At the end of 2020 the overall number of beneficiaries served by the programme totals 24,320, of whom 16,813, namely 69% of the total, are women and 5% PWD, 11,226 being registered as first-time participants. In addition, approximately 280,000 people benefitted from various COVID-19 response actions funded by MFA programme as well as by UNFPA. Finally, it has been estimated that some 120,000 people have indirectly benefitted from the programme.

As in the previous years, a remarkable participation of women (and increased participation of PWD) to the programme activities has been generally recorded, proving that the programme design has addressed adequately inequalities. The new GBV component started in Myanmar in 2019 has been further expanded, thanks to MFA KEO-70 funds and to new grants secured from UNFPA and Myanmar Humanitarian Fund (MHF) under UNOCHA coordination.

Finally, it is worth mentioning that the programme expansion in terms of diversification of institutional funding has successfully continued. In addition to MHF above, at the end of the year funds from World Food Programme (WFP) in Uganda were secured to provide nation-wide financial literacy trainings to refugees receiving WFP Cash-based transfers for Food Assistance.

1. INTRODUCTION TO THE PROGRAMME

1.1 Programme Rationale

The programme is built to address the lack of educational and livelihood related opportunities of the target population i.e. refugees and vulnerable conflict affected population. Within the target population special attention is paid to women and PWDs who are often the most disadvantaged. Another group targeted is the youth, who in situations of displacement, are often left idle and marginalised.

The programme is based on theory that people's ability to shape their own development and future depends on their capacity to learn independently, critically and continuously. The opportunity to learn and strengthen one's capacity enables informed decision making and facilitates taking active roles in different levels of society. The foundational level of reading, writing and numeracy forms crucial prerequisite for this.

To enhance the resilience of the targeted individuals the programme offers opportunities to acquire skills needed in daily life in the given context. This includes functional literacy and numeracy, language skills and life skills. Additionally, to strengthen the livelihood opportunities technical skills as well as business skills courses are offered.

Strengthening the capacities of civil society actors is one of the key components of the programme. The organisations of refugees and other community-based organisations are best placed to contribute to the development of their communities. Thus, by training and mentoring targeted CSOs the programme aims at building community level democracy and more equal societies.

1.2 Summary of Progress towards to the Result Achievement

See the summary table in Annex 1

1.3 Changes in the Implementation Context

The outbreak of COVID-19 impacted the implementation of the programme everywhere. Depending on the nature of planned activities and the measures taken by national authorities to contain the spread of the virus, its effects have varied from country to country and from project to project. Some projects were halted almost entirely whereas others were able to continue by putting in place social distance among participants and other measures (hand washing stations and use of masks), reducing the number of participants and, in some cases, introducing e-learning trainings.

In Uganda following the outbreak of COVID-19 in March, the government put in place guidelines and restrictions to curb the spread of the virus, among the others, limiting the number of participants to social gatherings, and travel restrictions. Programme activities were

then adjusted accordingly, sometimes reducing the size of learning groups (in some cases classes were made of no more than 5 learners) and/or devising different ways to reach participants, for instance, through door-to-door teaching. Refugee population in Uganda has further increased of 65,000 individuals during 2020, reaching 1,446,000 refugees by the end of the year. The situation in South Sudan remains unstable and consequently most refugees have chosen to stay in Uganda for a longer period. This has resulted in increased demand for services, including adult education and business skills courses.

Due to insufficient funding, food rations for refugees were reduced by 30% in April 2020 which has affected the well-being of refugees. The incidence of high-risk coping mechanisms, including child marriages and pregnancies, transactional sex and theft, has increased, as well as gender-based violence. Administrative requirements of the Government of Uganda have further tightened and in addition to various permits the reporting for The Office of the Prime Minister is required per indicators and per settlement quarterly. Finally, it is also worth mentioning that FRC managed to secure funds from WFP to implement the one-year long nationwide project “Scaling-Up Financial Literacy Trainings for Refugees in Uganda” targeting 90% of all the refugee households receiving WFP food assistance via cash-based-transfers, namely 141,000 households. This project started in November 2020 and will end in November 2021.

In **Myanmar** additional requirements for CSOs and INGOs for getting permission to access project areas have hampered the implementation phase. Then, after the COVID-19 outbreak, restrictions on travelling and social gatherings came to force, and some activities were halted altogether.

In Kayah land ownership disputes between the Military and local farmers as well as the construction of a metal refinery plant without any previous environmental impact assessment have increased the tensions in the area, thus further reducing the trust to the central government. Despite the challenges caused by the COVID-19 outbreak (and in some cases also to respond to the pressing humanitarian needs following it), additional funds (in 2019 already a 3-year project funded by LIFT was secured to provide IDPs in Kachin State with short vocational courses) from institutional donors, such as UNFPA, Myanmar Humanitarian Fund under UN OCHA, and KEO 70 of MFA, have been secured to expand the outreach of the programme in Kachin targeting both IDPs and host communities. Sectors of these interventions have been prevention and response to GBV and distribution of Personal Protection Equipment (PPE) for front line health workers in health posts in Non Government Controlled Areas.

In **Turkey** the COVID-19 pandemic resulted in thorough change of the implementation context. All schools were closed affecting the work done in partnership with the school in Istanbul targeted by the programme (ALBS). Also the Community Centre, where most of the activities in Kirikhan were implemented, was closed. Besides, FRC partner organisation, Yuva, reported that the general atmosphere and trust of citizens towards humanitarian actors has been declining due to fake news and misinformation. The cooperation in COVID-19 response between regional governments and civil society organisations was not effective as authorities have seldom recognised the potentials of CSOs.

In **Ethiopia** the political situation affected by ethnic conflicts and disputes between the federal and regional governments caused increasing tension and insecurity. In November the federal government launched a heavy military operation to oust the rebellious Tigray leadership in Northern Ethiopia. Although federal forces managed to get the regional capital in control (at

least for the time being), prolonged fighting in rural areas in Tigray have caused heavy losses to the civilian population. In the refugee camps in Gambella, where the programme will start in 2021, the COVID-19 pandemic caused restrictions for gatherings and postponed the start of FRC's KEO-70 funded project.

2. STAKEHOLDERS

2.1. Right-holders

Refugees living in camps/settlements and urban settings

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 Syria have been targeted under Turkey programme. Refugee women have been especially targeted, accounting for 72% of learners (FAL and EFA¹) in Uganda and some 70% among Syrians participating to the programme in Turkey (37% only female learners attending Turkish language courses).

As during the first years of the programme, in Uganda illiterate refugees have been targeted to attend FAL courses while basic literacy skills in mother tongue are required to enrol to EFA and to business skill courses and/or to join Village Savings and Loan Associations (VSLA).

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

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In Turkey, Syrian men and women under temporary protection² have been served by the Kirikhan Community Centre (KCC), in Hatay province, until it closed because of COVID-19 pandemic; they benefited from Turkish language and vocational courses and took part to activities promoting social cohesion. Besides, also Syrian children (10 to 14 years old) at Avcılar Leyla Bayram School (ALBS), in Avcilar District in the European side of Istanbul, were supported by providing them Turkish and Mathematics Academic Catch-up support courses and social skills workshops meant to facilitate their attendance to Turkish public schools.

¹ Functional Adult Literacy (FAL) and English for Adults (EFA)

² 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).

Finally, targeted by KEO 70 humanitarian funds, therefore prospective learners will not be accounted for as programme beneficiaries, operations also started in Ethiopia, where an inclusive FAL curriculum, tailored to South Sudanese refugees living in the camps in Gambella Region, has been developed. FAL courses will be then provided as from the beginning of 2021.

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. In addition, though not accounted for as participants to FRC programme, internally displaced women and girls and their communities in Kachin have been specifically targeted by a wide range of activities aiming at recognizing, preventing and responding to GBV cases (such as providing GBV response services and a safe space for GBV survivors, and community awareness raising on GBV) in IDP camps and selected village tracts in diverse townships in Kachin State. These projects, which met some delays due to COVID-19 outbreak, have been funded by MFA KEO-70 and by the Myanmar Humanitarian Fund under UN OCHA. UNFPA also funded a COVID-19 response intervention for IDPs in Kachin meant to distribute PPE, hand sanitisers and food and raise awareness on best practices to mitigate the spread of COVID-19.

Host communities

In line with the guidelines and recommendations set by the governments of host countries, both in Uganda and Turkey, vulnerable host community members as well have benefited from most programme activities serving refugees. In Uganda, for instance, community leaders identified which areas were in urgent need for learning courses and FRC targeted those locations based on their feedback. In classes with shared languages between Ugandans and refugees, especially in the North, learners were enrolled from both communities. In Turkey, youth from both communities, Syrian and Turkish, attended vocational courses as well as individuals and associations from both communities benefited from life skills courses and outreach activities.

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. Host communities in Kachin (youth and women and girls) also benefited by attending vocational short courses and by the provision of awareness raising on GBV and GBV protection services.

Civil Society Organizations

In 2020 the partner CSO targeted by the programme in Myanmar has been the Karenni Women Organisation (KNWO), primarily its staffs and, indirectly, its beneficiaries. KNWO's motivation to better represent their communities played an important role which was supported by the combination of FRC staff mentoring KNWO staff and capacity building provided through a learning-by-doing approach focusing on M&E and reporting. Such a close cooperation is contributing to make KNWO initiatives more effective, both those directly supported by the programme and those supported by other donors (i.e. UNFPA), equally facilitated by FRC. Under

LIFT funds (see above), a similar approach has been applied to our CSO partner in Kachin State, HTOI Gender and Development Foundation.

2.2. Local Partners

In Myanmar the above mentioned KNWO and HTOI are CSOs benefitting from the capacity building support under programme funding and other funding aligned to the programme objectives; at the same time, KNWO has been implementing actions funded by a small grant provided within the frame of the programme. FRC field staff have closely followed up and monitored the implementation of this small scale project as well as mentored partner CSO's staff as central part of the capacity building component. KNWO further improved in 2020, which allowed them to slightly expand the scope of their work and implementing some UNFPA funded activities in response to COVID-19 outbreak.

The Government Technical High Schools (GTHSs) in Loikaw, Kayah State, and Myitkyina, Kachin State have been key partners in Vocational Training projects, at least until COVID-19 related restrictions were put in place by the Government. 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 has been facilitating the implementation of the vocational short courses provided by GTHS teachers in GTHS premises. GTHSs, especially their teachers, benefited from the programme thanks to FRC's support for the development and design of new competence-based curricula and for the mentoring offered to their teachers. Teachers' engagement and motivation have proved to be crucial for the development of TVET.

In Turkey YUVA Association, an experienced Turkish NGO, directly implemented the programme under the remote supervision and monitoring of FRC HQs. As reported, due to the COVID-19 restrictions and the difficult relations between NGOs and national authorities in Turkey, YUVA has faced several challenges in 2020. However, as FRC in Myanmar, YUVA made remarkable efforts to develop e-learning courses to readjust the programme activities to the change of the context following the COVID-19 outbreak.

Besides, and like in 2019, YUVA continued its partnership with Avcılar Leyla Bayram School (ALBS) as defined by the Memorandum of Understanding signed by both parties at the end of 2019; by this memorandum, YUVA and ALBS planned, organized and contributed the activities implemented for Adaptation Classes and Flying Library and the distribution of education kits whose contents were designed with the feedback of school administration and teachers.

2.3. Ownership

To facilitate the ownership of the programme the involvement of participants/learners has been promoted at any stage, from the design of contents to the adaptation of the activity schedule to their commitments

In Uganda, 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. Some learners even made available their own houses for FAL/EFA learning groups to continue also during the period of heavy rainfall.

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, also those attending business skills trainings, are included in the course programme to respond directly to their needs and to enable them to put into practice immediately the knowledge acquired. VSLA members as well actively participate to their groups' activities in various ways: they identify and select the meeting venues for the weekly savings, they democratically identify their group leaders, at end of each saving cycle they decide whether to continue or disband their VSLA, etc.

Learners actively took part in setting up the nursery bed by bringing materials like grass, banana fibres and sticks used in setting up the nursery beds. They also mobilised themselves to clear the space where the nursery beds were set, some offered space for setting the nursery bed, and they even designed a timetable with everyone's name when they had to water the seedlings.

Instructors/facilitators do play an active role throughout the programme cycle as well. Besides their "institutional" tasks such as lesson planning, facilitating the learning groups and correcting exam papers etc., they mobilise and register learners and they help organizing the graduation ceremonies, as well as they regularly contribute to fine-tune FAL curriculum to better meet learners' needs. 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 in the best possible position to bring the programme activities closer to beneficiaries' expectations.

Finally, it is worth highlighting the active role played by community leaders, Refugee Welfare Committees (RWCs), block leaders, Camp Commandant from the refugee side and Local Council (LC), Sub-county and District Leaders from the host community side. They actively participate to mobilise learners and identify prospective community instructors as well as either land or existing structures for learning shelters/spaces. As COVID-19 outbreak occurred, community leaders ensured that COVID-19 standard operating procedures were followed in the course of learning. Mainly the RWCs and LCs took also over the coordination role and responsibilities of the Livelihood officers who could not easily reach the target beneficiaries in the communities because of movement restrictions and monitored the progress of business learning groups.

In Myanmar, FRC has come up with diverse ways to engage VE trainees, thus making them feel the owners of the action. Until COVID-19 outbreak, trainees from remote areas used to stay at the boarding facility made available by the programme. They were consulted to develop the rules and regulations governing the cohabitation; "work groups" were formed to accomplish, on rotational basis, the domestic tasks to keep the guest house clean and functional. A trainee was also elected by each batch to represent the others and bring any issues or concerns to the attention of the house owner or 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.

In addition to the active engagement of teachers and principal of GTHS Loikaw to develop and revise TVET course curricula in 2019, cooperation among teachers from the diverse GTHS FRC cooperates with (Loikaw under the programme and Myitkyina, Bhamo, and Lashio under LIFT project) has continued, at least until COVID-19 outbreak.

During the trainings, trainees, teachers and employer representatives were given the opportunity to provide feedback about challenges encountered for the further development of the courses. After the training, GTHS teachers, practitioners and trainees filled in a feedback form for evaluation purposes. Trainees especially were given an opportunity to express what they thought was effective/helpful and most interesting about the courses as well as any difficulties they experienced. Furthermore, FRC facilitated an Experience Sharing Session, allowing trainees to share their experiences, comments and suggestions about the courses with FRC and GTHS trainers. FRC covered several topics and asked the trainees to prepare group presentations to hear their perspectives about courses and internships. This session allowed trainees to enhance their sense of ownership of the programme which might positively impact their futures and the programme itself.

KNWO was asked to independently develop new proposals to freely put in practice their own ideas and enhance their confidence in designing and managing project proposals for other donors than FRC/MFA. This proved very important to respond promptly to the new needs emerging with COVID-19 outbreak. Thanks to the inputs coming from KNWO, FRC managed to channel some UNFPA funds to KNWO to distribute PPE to health posts and to conduct awareness raising on COVID-19 prevention in Kayah state.

Finally, it is worth mentioning the self-representation approach adopted by YUVA at Kirikhan Community Centre (KCC). Since the inception of the programme beneficiary communities have been involved in all aspects of the programme, from planning to implementation, monitoring, and decision making. In 2020 the complaint mechanism has been improved to further enhance YUVA's approach to trust building.

As part of this process the Women and Youth Committees formed in 2019 kept on cooperating with KCC and implemented 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.

The KCC women committees regularly visited local institutions to introduce themselves and to advocate for any cooperation in the future. The main aim of these visits has been the sustainability of KCC services and the enhancement of cooperation between Syrian representatives and public institutions. The youth committee aimed to make the voice of young refugees heard and to give KCC the perspective of the youth, whilst also providing a platform to learn. Committee members gathered every month to plan bi-monthly activities and develop ideas in regard to specific problem solving.

2.4. Other Key Stakeholders

Leaders

The programme has engaged leaders, who 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. They also ensured that COVID-19 standard operating procedures were followed by learning groups and facilitators.

In Turkey, as last year and until in-person activities have been possible before COVID-19 outbreak, a wide range of leaders have been supportive: Syrian leaders, Mukhtars (elected head of the town districts), religious leaders, e.g. Kırıkhan Mufti office, and imams in both Kırıkhan and targeted districts in Istanbul.

Central and Local Authorities

In **Uganda**, the central authority in charge of refugee affairs is the Office of the Prime Minister (OPM). FRC has renewed the Memorandum of Understanding (MoU) with OPM in order to get the authorisation to operate in the settlements. MoUs have been signed with each District where FRC works. FRC also reported to OPM on quarterly basis at national level through their online platform, the Uganda refugee response mechanism. At settlement level, FRC field staff interacted with camp commandants and other OPM senior staff by engaging them in monitoring while providing regular updates on the progress of the programme. OPM also co-chairs working groups such as Education in Emergencies (EiE), Livelihood and Resilience and settlement coordination meetings which are fora that FRC participates to share information with other Agencies and strengthen synergy.

FRC cooperated also with the Ministry of Gender, Labour and Social Development (MoGLSD) to implement the FAL Programme as well as to participate to the International Literacy Days and the Learners Associations' activities. Technical staff at MoGLSD also reviewed the draft of the FAL curriculum as part of the consultations held with various expert stakeholders. The staff of District Local Governments (DLGs), which have the lead for the integration of refugees in the country and provide overall coordination for the implementation of the Comprehensive Refugee Response Framework (CRRF) at district level, also kept track of the progress of the programme and coordinated the COVID-19 task force.

In **Myanmar**, the Department of Technical and Vocational Education and Training (DTVET) is the key central authority FRC has been interacting with since the inception of the programme: 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 used to cooperate with DTVET also within the technical group established to promote the harmonisation of the short vocational courses provided by GTHSs and led by EU Delegation. At State level, FRC has worked to maintain and strengthen relationships with the local authorities whose role is central to the activity implementation in Kayah as well as Kachin. Without State governments' approvals, no operations can be implemented.

FRC also interacts with Ethnic Armed Organisations (EAOs) which are non-governmental authorities deeply rooted in the targeted ethnic states. 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 (MoNE) of the targeted districts and municipalities (i.e. Kırıkhan and Avcılar) are the key stakeholders. As mentioned in the previous report, the two-year protocol under MoNE signed by YUVA in 2017 expired in September 2019. The implementation in 2020 was consequently impacted and resulted in the discontinuation of the language and vocational training courses with certification provided in Kırıkhan by KCC. To be able to continue, the contents of the language courses were readjusted as “the daily chat for Turkish learning” and “fun activities for children” and distributed to the children in Kırıkhan to support their home-based studies. On the other hand, the education programme in Istanbul was not impacted due to the nature of the academic catch-up lessons provided in cooperation with the school management which do not require any certification. The vocational and language courses started in mid-February were then further readjusted to the online system as the COVID-19 pandemic hit the country. When, on 12 March 2020, MoNE announced the closure of primary/secondary/tertiary schools initially for a duration of two weeks starting from 16th March 2020 the education services provided by YUVA continued by means of distance/online learning methods.

Unfortunately, during the COVID-19 outbreak, some governmental offices in the targeted areas did not recognize the importance of civil society and did not perceive development and humanitarian agencies as relevant and important partners in dealing with the crisis caused by the COVID-19 pandemic.

However, during the pandemic, new institutional actors gained importance. District health directorate and provincial municipalities especially came forward in regard to providing health, hygiene services for locals. Although some services are provided by them, Syrians were not sufficiently taken into account in the preparation of services. The COVID-19 informative flyers distributed by the Municipalities were in Turkish only, for access to services all citizens were obligated to get a HES code³ through the digitalized channels that again require a basic level of ICT literacy. Also, at the outset of COVID-19, the face masks that were provided by the state only through online applications.

Local Employers and Private Companies

In **Myanmar**, private companies and employers in general have been significant partners in developing vocational education to address the needs of the market. The programme has continued mapping regularly potential companies in Kayah State and, under LIFT funding, in Kachin State and encourages internships or other joint initiatives with motivated and engaged employers.

In **Turkey**, due to many reasons, starting from the extremely difficult access of Syrians to formal job market (thus being employed primarily in the informal economy) relation with local employers has not taken off. However, also during the pandemic, KCC facilitated exchanges between employers and job seekers and both sides have been informed of relevant legal regulations and cultural differences.

³ The HES Code is a personal code implemented by the Ministry of Health in order to reduce the presence of passengers at the airport, banks and hospitals who are positive or have contact with a positive patient and to prevent them from participating in services. It is mandatory to have a valid HES code when getting services from the institutions

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. As mentioned above, in 2020 FRC started coordinating the nationwide provision of financial literacy trainings to WFP beneficiaries receiving food assistance via Cash Based Transfers. In addition, FRC collaborates closely with UNHCR at all levels and reports quarterly on the progress of the programme in two sectors, EiE and livelihood and resilience sectors.

National and International NGOs are also key stakeholders and have been providing critical support to the CRRF implementation. The programme engaged with these NGOs through working group and coordination meetings to share information. These NGOs were instrumental during mobilization of learners for the new learning cycle in COVID-19 period because they sensitized their beneficiaries to get enrolled. These organisations also signposted areas in critical need of learning courses. When examination time for learners was approaching, these organizations adjusted their activity schedule within the settlements to enable learners to sit at the exams.

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. As part of its active role within the protection sector, FRC is a member of Gender Equality Network (GEN) at national level and a member of the Gender Based Violence Working Group in Kachin and Kayah. The established safehouses in Myitkyina, Laiza (Kachin) and Loikaw (Kayah) are already in the referral sheet prepared by UNFPA and have received survivors through referrals.

In **Turkey**, during COVID-19 outbreak, apart from the few above-mentioned public institutions, INGOS/LNGOs were the only active actors in the field. However, during the first 6 months since the outbreak, Yuva with its KCC was the only agency that converted its services to the online platforms. Since that process took time to come into force, other INGOS/LNGOs started their activities by providing cash and in-kind assistance. It is also worth highlighting that KCC's sustainability plan, which entails to handover some of its services to the relevant institutions after the closure of the centre, has led to negotiate agreements between Yuva and other organizations: with Abdallar foundation (local NGO) for Child Friendly Space, with Doctors without Borders (INGO) for the Women committee, and Istasyon Foundation (local NGO) for the Youth Committee.

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”.

The impact of the programme can be fully assessed only after its end, but there are positive signs towards the achievement of its overall objective. 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. The signs recorded have been described more in detail below under chapter 3.2. With reference to SDGs, the programme is contributing to their achievement as follows:

- Inclusive adult education provides learning and development opportunities to those who have not got access to education earlier and thus contributes to more equal society. The improved literacy and language skills enabled the learners to value their children’s education, thus getting more chances to break the intergenerational cycle of poverty. (link to [SDG 4](#)),
- Literacy and numeracy have equipped people with tools to increase their income, improve their livelihoods and thereby escape from chronic poverty (link to [SDGs 1, 8 and 9](#)).
- 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](#)).
- Training and support on climate smart agricultural methods have increased the number of households keeping kitchen gardens, and as a result nutrition of families has improved (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](#)).
- Training provided on the use of ICT enabling the participation to online training courses contributed to empowerment of women. (link to [SDG 5.b](#))
- 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](#)).
- The provided trainings include rights education and conflict resolution methods and consequently play a vital role in promoting human rights, tolerance to diversity and conflict prevention (link to [SDG 16](#)).

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”.

The monitoring data gathered for the purpose of measuring the intermediate outcome of the programme shows that the self-reliance and resilience of the targeted right-holders has improved.

The **indicator 1** informs about the volume of the programme by indicating the overall number of participants in 2020:

Total number of direct beneficiaries	Number of new participants	% of women	% of persons with disabilities
24 320	11 226	69%	5%

The total number of participants includes the participants continuing their training courses from the year 2019 while the number of new participants are the ones participating to the programme activities for the first time in 2020.

The **indicator 2** - Programme participants showing signs of empowerment - is qualitative and measures the changes in attitude and behaviour resulting from the participation in the programme activities. The assessment tool Pathways of Empowerment measures the different aspects of empowerment, namely well-being and life-skills, social and cultural, psychological and economic aspects. The changes recorded⁴ within each of the aspects are described below:

1. Well-being and life-skills

The functional literacy and language courses in Uganda include health and hygiene information and health topics are one of the guided discussion topics. The monitoring data shows improvement in hygiene and sanitation practices. It is reported that after 4 months of the Functional adult literacy (FAL) course 82% of participants have pit latrine in their homes and are using it, whereas in the beginning of the course less than half had latrines. The change of attitude has been significant especially among Dinka of South Sudan who have earlier resisted using latrines due to related cultural taboos. Not using latrines caused conflicts with neighbours and high incidence of diarrhoea. The learners reported that after they have adopted better hygiene practices the incidence of communicable diseases has reduced in their homes, children are able to attend school regularly as they do not miss classes because of diseases, thus also improving school performances. Another indirect result of better hygiene practices is that families report saving money for other purposes as less funds are used for treating diseases. After 6 months of learning 86% to 91% of FAL and EFA learners know how to prevent communicable diseases and 66% to 74% are also able to teach others good hygiene practices thus potentially contributing to a wider change within their communities.

Under the health topics learners also discuss about the role of vaccinations to get immune from contagious diseases. Misconceptions regarding the vaccinations are common among the target population and children are often not vaccinated. According to monitoring data

⁴ The percentages mentioned under different aspects of empowerment are calculated based on the results of sample of 20% of the beneficiary group on question.

gathered after 6 months of learning, 67% FAL participants are aware of the benefits of immunization and 79% have taken their children for vaccinations.

At the start of the English courses the participants inform that they do not follow up the school performance of their children. Participation in the course creates understanding on the importance and benefits of education as well as language skills facilitate understanding school reports. As a result, it is reported that 62-76% of participants have started monitoring their children's academic performances.

Another result benefiting learners' family members is the increased awareness on the importance of a balanced diet. Whereas the baseline study shows that only 24% are aware of the importance of feeding their families with different types of food, the percentage has increased to 81% in the end of the course. To increase the availability of nutritious food the setting up of kitchen gardens was promoted by including thematic topics on nutrition, vegetable growing and good health. Practical demonstrations on vegetable growing were done to improve the skills of learners. The participants with kitchen garden increased from 52% at baseline to 69% in the end of the courses.

Ability to plan and control expenses is one of the key life skills resulting from participating in the business training course. At baseline only 10% reported that they can differentiate between necessary and unnecessary expenses and prioritise their spending. Towards the end of the course the percentage increased to 68%.

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

Participation in learning groups is reported to have positive impact on the relations among family members. Culturally in Uganda and in the countries of origin of targeted refugees, men have a dominant role and often take decisions without consulting their spouses. 81-83% of the participants reported that respect of household members has increased and 69-74% reported that there is improved communication among family members. Decisions such as which crops to plant and which assets to buy are now increasingly taken jointly.

Topics on conflict resolution and management have been integrated both in FAL and EFA courses to develop the capacities to solve conflicts within households as well as in larger community. At baseline 19% reported that they were able to resolve conflict amicably whereas after the course 73-76% reported so. In addition to the actual conflict solving skills the newly acquired literacy or language skills have given the self-confidence to take an active role in resolving the disputes.

Similarly, the participants to business trainings showed significant improvement in conflict solving skills. At baseline 34% and 24% (1st and 2nd course) could mediate or resolve conflicts and in the end of the course this percentage increased to 75% and 73% respectively. It was also reported that in the beginning working as a group was difficult, but attitudes and behaviour towards others changed during the course. One of the signs observed by staff as well as self-assessed by the learners was listening to others' opinions. At baseline only 34% and 54% listened to the views of others. Many participants behaved in a sense of supremacy towards other learners, most notably the Dinka male participants towards the women and other ethnicities. The participatory training methods and attention to equal participation of all group members contributed to gradual change of attitudes. Towards the end of the training the percentages able to listen to others' opinions increased to 84% and 55%.

According to pre- and post -test results of the life skills sessions in Myanmar, more than 69% of the participants improved their knowledge on effective communication, problem solving and decision making.

In Turkey the Syrian refugees participating in the Turkish language courses reported that when their language skills improved they felt more at ease and made friends. Their daily life became easier and felt more positive about living in Turkey. One participant got into the university and another one reported that she found a job through her new social contacts. New social contacts, especially between Syrians and Turks, were created during the trainings and various events organised in KCC and this had positive effects on social cohesion. One of the participants stated: "I was anxious about Turkish people, how they would treat us and how we would adapt ourselves. But after the activities here, all my fears disappeared. I have Turkish friends and we regularly visit each other. It's like we have known each other for a very long time."

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

Learning the basic literacy skills combined with life skills included in the curriculum improves the self-esteem of participants. This has been shown in the confidence of participants to challenge the views of others and in their ability to negotiate. With the words of a FAL learner, a 43 years old Congolese woman based in Kyangwali settlement: *"I participate more in community activities such as meetings because I am now more confident to meet other people and am not shy of asking my questions during such meetings. This is because of the practice we have been doing in the class of standing in front of class to answer questions"*.

Topics such as rights and responsibilities are included in the training, which together with improved confidence, enable the participants to hold their leaders accountable (58% in the end of FAL courses). Then after English course with improved language skills participants are increasingly (72% of in the end of EFA courses) participating in accountability meetings of organisations in the settlements and are able to hold accountable their leaders and service providers.

Business trainings also contributed to participants' higher self-esteem. This is shown as increased willingness to go to talk in front of the class. Percentage increased from 25% in the beginning of course to 84% in the end of the course. One sign of the improved self-esteem is the increased number of participants (from 24% to 76%) who actively sought jobs or business opportunities.

The youth participating in the motorbike repair training course in Myanmar all showed gradual improvement in self-esteem. They started to discuss together and ask questions to their technical mentors. In the end of the course three out of seven trainees expressed that they are confident enough to start their own business.

In Turkey the Syrian refugees participating in the activities showed signs of improved self-confidence in their responses. The online activities seemed to have similar effects than the earlier organized activities in the community centre. Participants reported that they could talk more easily with the people they do not know (90%) and they feel more confident in their decisions (92%). Using the learnt skills made them more confident in themselves (93%), they assessed that they can more easily overcome the problems they face (89%) and that they feel themselves more adaptable to new environments (92%). On the whole the majority of participants reported that they feel more positive in general.

4. Economic aspect – livelihood

In Uganda participation in the functional adult literacy courses had significant positive effect on economic resilience. At baseline only 19% of learners were able to recognise numbers. Already after one month of FAL course the percentage had increased to 69% and after three months 63% were able to make simple calculations and reported that they are able to transact businesses without being cheated. Among the EFA learners 75% were able to make calculations after three months and those with businesses had benefited from their language skills as they were better able to communicate with their customers; this boosted their sales. Confidence gained with the skills of counting, reading and writing, together with discussion topics highlighting the importance of saving, motivated learners to form saving and loan groups. It is reported that whereas in the beginning of the course EFA learners were reluctant to form VSLA groups, after 6 months of learning 82% of them were VSLA members.

The business skills participants benefited from their improved skills enabling them to generate business ideas and engage in various IGAs. The percentage of those engaging in some income generating activity raised from 26% at baseline to 65% in the end of the training. The newly acquired skills, such as recording transactions, reconciling cash and credit sales and managing stock of goods, helped participants to increase the income from their small businesses. At baseline only 17% knew how to calculate profit and losses whereas in the end of the courses 69% were able to do so.

Slight improvement could be recorded also related to dependence on food aid. At baseline, 73% participants reported to be dependent on food aid as they did not have any other income source or adequate farmland for agriculture. After business skills training percentage dropped to 64%. Those who were able to start small businesses have generated some income, part of which was used to buy food thus supplementing WFP food rations. In the training groups, refugees and host population were mixed, got to know each other and refugees were able to rent land for farming from nationals. This ensured they produced enough food for home consumption to be become less dependent on WFP food.

In Turkey the programme participants strengthened their economic resilience by learning Turkish language which, as mentioned above, made it easier expand their social circles also thanks to attending the diverse activities provided by KCC. This is reported to have provided them with new job and income generating opportunities.

Indicator 3 - % of participants to programme activities able to get access/improve income opportunities - gathers information on the longer-term changes in income opportunities. Tracer studies are conducted to participants minimum of 6 months after completion of the course/training in question. A tracer study conducted on the vocational students of previous year (2019) in Myanmar showed that 72% of graduates have started small business and/or got employed. Out of the participants graduated in 2019 from the non-formal skills training 46% had been able to increase their household incomes by two to three times after the training.

In Uganda conducting tracer studies has proved to be difficult as the refugees are quite mobile and hard to reach after common activities have ended. Out of the 1,139 former business skills

trainees reached, 54% do have profitable⁵ business compared to 23% at baseline.

The **indicator 4** informs on the number of participants who have improved capacity for economic resilience. Improved literacy and numeracy skills as well as language skills improve the capacities to function and interact in society thus also enhancing economic resilience. The skills training courses and business training further build the capacities of the participants to successfully engage in income generating activities. In 2020 8,595 participants are reported to have increased their resilience related to livelihoods. These include the refugees who graduated from the FAL or English language course or participated in the business training in Uganda; participants to Turkish language and vocational courses in Turkey; and the vocational and skills training participants in Myanmar.

Regarding the **indicator 5** on the social cohesion, namely recorded improvements in social cohesion and increased meaningful participation of the participants, there are signs of positive influence of the programme.

The FAL and EFA courses as well as trainings organised for VSLA members include sessions on conflict management and resolution. These combined with the trust created through learning together and getting to know each other not only help the learning and the saving and loan groups to function well but also contribute towards strengthened social cohesion and reduced conflicts at community level.

After 6 months participation, 73% of EFA learners reported that they help their peer learners also outside classes. Consulted learners cited that they are helping to construct hygiene facilities such as latrines and bath shelters those who do not have them nor are able to build them by themselves. Elderly and people with disabilities were mentioned as one main supported group. They also reported that in case their course mates are sick or has lost someone, the group members support them also financially. This has strengthened the community safety net weakened by displacement.

In refugee settlements people from many diverse ethnicities live, whose relationships are prone to conflicts. Socialising with people of different ethnicity is usually avoided, but the business training and VSLA groups bring these groups together. This facilitates mutual understanding and respect towards diversities; it is reported that in the end of the business training courses 86% of participants respect the social cultural differences among themselves. Similarly, VSLA members support one another in social functions, garden work and other community works.

In Turkey the political situation and role of Turkey in the Syrian conflict as well as harder economic situation due to the COVID-19 have increased the tension between the Turkish and Syrian populations in the project area close to the border (Hatay Province). Therefore, increasing social cohesion has become even more important. Although the planned events where host community members and refugees were supposed to come together had to be cancelled due to the COVID-19 restrictions, the activities facilitating integration such as language and vocational trainings were implemented. An external assessment focusing on the online period of activities (March - August 2020) shows that beneficiaries felt that even the online activities improved their social inclusion and adaptation to local community; they thought that online activities like face-to-face environment served well to make Syrian and

⁵ In the refugee settlements business is considered profitable when monthly profit is at least EUR 12,3 and in Kampala EUR 24,6.

Turkish people know each other better and strengthened the communication between the two cultures.

Before its closure KCC served as important venue for social interaction. Most of participants reported that they have not faced any kinds of discrimination in the centre and they felt safe and comfortable there. This could be another indicator of cohesion of cultures showing the supportive nature of the centre itself. Participants talked about building friendships with other beneficiaries, this was especially important for Syrian participants as building relationships with Turks contributed to reduce their feeling of isolation as confirmed by interviews and the focus group discussions.

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 participants to acquire and use functional literacy and language skills including life skills. In 2020 inclusive adult education services were provided in Uganda and Turkey and the number of beneficiaries reached was **18,584**. Majority of them continued their training from the year 2019 and 6,665 were new participants in 2020.

In Uganda where the programme runs literacy and language courses in 12 refugee settlements across the country a total of 17,932 participants were engaged. Learning course started in September 2019 and was prolonged up to September 2020 due to COVID-19 challenges. Then new courses started in November 2020. Thus, when counting the total number of participants in 2020, the participants of two consequent courses are included. The aggregated data is in the table below:

Summary of the total number of participants to adult education courses in Uganda during 2020							
Learning course	F	M	Total	Youth	Refugees	Ugandans	PWD
FAL basic	6,954	1,687	8,641	2,540	6,671	1,970	552
FAL continuous	1,249	310	1,559	392	1,190	369	112
EFA basic	3,796	2,498	6,294	2,155	5,245	1,049	375
EFA continuous	829	609	1,438	535	1,205	233	75
Total	12,828	5,104	17,932	5,622	14,311	3,621	1,114
%	72%	28%	100	31%	80%	20%	6%

Of the total number of participants detailed above 6,188 were first time participants. The target of 4,540 beneficiaries was exceeded of 1,648 individuals as a result of the expansion to new villages where the demand for adult education was high and was responded to by establishing more groups than planned. The most popular course remains to be the Basic Functional Literacy course with total of 3,900 participants.

First time participants in new study groups starting in November in Uganda							
Learning course	F	M	Total	Youth	Refugees	Ugandans	PWD
FAL basic	3,176	724	3,900	1,073	2,900	1,000	247
FAL continuous	118	34	152	59	118	34	8
EFA basic	1,113	932	2,045	738	1,707	338	152
EFA continuous	45	46	91	35	72	19	4
Total	4,452	1,736	6,188	1,905	4,797	1,391	411
	72%	28%		31%	78%	22%	7%

Due to the generally lower education level of women in the region the target percentage of female participants is 70% and this was comfortably reached with 72%. From the FAL basic course participants 81% were women reflecting the high illiteracy among women. Whereas in the English language course the proportion of both sexes was more even (F 54% / M 46%) as basic literacy in a local language is required for the course.

The 20% target of youth was also exceeded as 32% of the participants were between 15 to 25 years. This reflects the age structure of the refugee population and the fact that the educational services in the countries of origin are poor and have not reached big part of population. Many young people use the courses offered by the programme as their initial literacy and language training and plan then to continue their studies within the formal education system in Uganda.

The proportion of Ugandans was increased to 22% as a result of deliberate efforts to target increasingly Ugandans following the directive from OPM. Also, demand for FAL courses among Ugandans has increased as the result of the advocacy from local leaders for adult education in their constituencies.

Regarding PWD the operationalisation of the Disability Inclusion Strategy has brought good results and the share of PWD among the learners has increased to 6,6 % exceeding the target of 5% set at the beginning of the programme.

Besides learners, 145 new community instructors were trained to enable expansion to new areas and to replace those who left or were not able to manage the classes. The role of instructor is central in successful training course as they do not only plan and facilitate the classes but also need to motivate and follow-up those learners who are about to drop out. The percentage of female instructors is only 26% despite the efforts to recruit more women. The general lower education level combined with heavy household duties result in lack of qualified and willing female instructors. As shown in the table below the total number of instructors facilitating the FAL and EFA courses was 320.

Instructors who worked within the programme in 2020							
	F	M	Total	Youth	Refugees	Ugandans	PWD
Continued from previous years	30	145	175	14	136	39	4
New instructors	38	107	145	19	113	32	1
Total	68	252	320	33	249	71	5

In Turkey COVID-19 restrictions abruptly halted the face-to-face learning courses for Turkish language. Classes were quickly turned into distance learning, but participants had challenges in using their devices for the studies. These challenges were tackled by providing IT trainings and

support services to facilitate participation. However, it is reported that beneficiaries over 30 years continued to find active participation in distance learning challenging which affected their learning results. In 2020 261 individuals participated in the Turkish language courses. In addition, in Istanbul where the activities targeted Syrian children and youth to support their studies in the formal Turkish schools, 108 children between 10 to 14 years participated in Turkish language classes conducted by the programme. This was in February and March before the closure of schools. When schools were closed children’s interest in education was nurtured through supporting materials, such as educational board games, to facilitate studying at home.

The indicators assess how well the participants did acquire functional literacy or language skills. This is provided as percentage of learners who are functional literate in their own language (indicator 1) and who have basic knowledge of other language than their own (indicator 2).

Indicator 1

To assess the level of functionality of the 2019/2020 learners, their numeracy, reading and writing skills were tested by administering final exams. The learner record booklets reveal that out of the 4,586 initial FAL learners (figure recorded one month after enrolment), 3,539 sat final exams and 3,233 scored above 50% and graduated in August and October 2020.

The table below indicates that the target (70%) was reached as 70% of the literacy learners are functionally literate, i.e. they can read, write and count numbers. It also indicates that they have knowledge of the functional and practical themes specific on the learning needs derived from the settlement in the course of learning.

Summary of FAL Basic results								
	F	M	Total	Youth	Adults	Ref	Uga	PWD
Enrolled learners	3,643	943	4,586	1,425	3,161	3,637	949	296
Learners who took part to the exams	2,857	682	3,539	1,020	2,519	2,796	743	223
Learners who passed the exams and graduated	2,600	633	3,233	937	2,296	2,540	693	195
Percentage of total graduates	80%	20%		29%	71%	79%	21%	6%
Graduates out of the initially enrolled learners	71%	67%	70%	66%	73%	70%	73%	66%

Indicator 2

Similarly, the end of course exams were organised for the English course participants to assess the skills level of the participants. The ones passing the exams are then considered to have basic knowledge of English. The table below shows that the target of 70% was reached as 2,486 individuals graduated in 2020.

The target set for the percentage of youth was 20% and this was exceeded by 13% as 33% of the graduates were younger than 26 years. This reflects the high demand for English training among the youth for many reasons such as resettlement, employment opportunities and need to communicate in offices and with people from other ethnic groups.

16% of graduates were Ugandans against the 20% target. This resulted from the increased number of refugee participants in the new villages targeted by the programme.

The target percentage of 5% for PWDs was reached also among the English course graduates.

Summary of EFA Basic results								
	F	M	Total	Youth	Adults	Ref	Uga	PWD
Enrolled learners	2,168	1,401	3,569	1,243	2,326	3,048	521	186
Learners who took part to the exams	1,678	961	2,639	868	1,771	2,216	423	131
Learners who passed the exams and graduated	1,644	842	2,486	826	1,660	2,083	403	120
Percentage of total graduates	66%	34%		33%	67%	84%	16%	5%
Graduates out of the initially enrolled learners	76%	60%	70%	66%	71%	68%	77%	65%

In Turkey **89%** (232 individuals) of the registered learners completed and passed the Turkish language course in 2020.

3.3.2. Inclusive Support to Livelihoods

Another component contributing to Intermediate Outcome focuses on the economic aspect of resilience by supporting acquisition of skills to increase livelihoods and employment and self-employment opportunities through the provision of inclusive technical courses and support services. Inclusive technical vocational and business courses and support services have been provided in Uganda, Myanmar and Turkey. Support to saving and loan groups in Uganda contribute to improved resilience as well. This component was most affected by the COVID-19 restrictions as the vocational institutes and skills training venues were closed, thus the number of actual beneficiaries in Myanmar did not reach the target (115 against the target of 540). However, in Uganda activities were able to continue with additional safety measures and even more than planned beneficiaries were reached (2,131 against targeted 1,900). The total number of beneficiaries reached under Outcome 2 is 2,667 (of which 2,406 participated first time in 2020).

In Uganda, overall 2,185 people benefited from the programme under this component including business course learners and facilitators. Most of business training participants, i.e. 1,418 individuals, also joined a saving and load group. The participant data is detailed in the table below:

Type of participants	Total Number	% women	% youth	% PWD	% refugees
Business learners	2,131	58 %	56%	2%	86%
Business facilitators	54	24%	24%	2%	83%
VSLA affiliates	1,418	66%	25%	1%	77%

91% of the business course learners (1,949 individuals) were first time participants to the programme, that is they had not previously participated either in FAL or EFA courses provided by the programme. 58% of participants were women and 56% youth. The percentage of PWD is only 2% thus not reaching the target of minimum of 3%. The inclusion of PWD in livelihood activities has not been as good as in FAL and EFA courses due to higher educational entry requirements to business training. With more PWD graduating from FAL and EFA the situation is likely to improve in future.

In Myanmar the vocational institutes were closed after the first quarter of the year and most of planned trainings were cancelled. A distance learning module on motorbike repair was developed and 7 students participated and completed the pilot blended training course. Their training included a business and life skills component which was also delivered online. This training component was also provided to additional 80 youth in Kayah interested in livelihood skills and having access to mobile devices. Whereas in Kachin FRC managed to conduct one batch of vocational training in the Myitkyina GTHS before the closure of schools. Also 66 teachers participated in trainings and as a result improved their quality of teaching. The table below shows the summary of participants under Outcome 2 in Myanmar.

Type of participant	Location	Total number	% women
Vocational trainees with business & life skills, graduated	Kayah	7	0%
Vocational trainees with business & life skills, graduated	Kachin	108	16%
KNWO skills training learners with business & life skills, graduated	Kayah	40	100%
Business & life skills training only, digital course	Kayah & Kachin	100	70%
Private companies	Kayah	2	
Trainees receiving mentorship and career counselling	Kachin	15	0%
GTHS teachers receiving training	Kayah & Kachin	76	72%
Total Number of individuals (overlapping removed)	Kayah & Kachin	333	55%

In Turkey after the closure of KCC the vocational skills training was turned to online courses on pastry and sewing. 245 participants registered to the courses and 97% (238) of them continued till the end and passed the course. All the participants were women.

The indicator 1 of Immediate Outcome 2 looks at the situation right after the training course and gives the percentage of beneficiaries putting in practice the acquired livelihood skills – business skills in Uganda and vocational skills in Myanmar and Turkey.

In Uganda at baseline level 26% of the learners had ongoing income generating activity or micro enterprise. At the end of the course 65% of participants had established a business. Skills acquired in the course include developing a budget and a business plan, which greatly facilitate and increase the likelihood of profitability of IGAs. At baseline 13% were able to develop a working budget and follow it and 3% could develop a business plan. In the end of the course the respective percentages were increased to 69% and 61%. In addition to using the planning and

budgeting skills in income generation most participants reported that they use them in day-to-day management of their home affairs thus helping them to avoid unnecessary costs.

In Myanmar the pilot blended training course included digital learning sessions on theoretical and practical sessions by a mechanic practitioner, experiences of starting to practice the skills by former trainees and life-skills and small business skills sessions. Additionally, a small start-up kit (value of EUR 28) was provided to all trainees. Based on the follow up done right after the training, 3 out of 7 graduates had already established their own motorbike shop.

The sewing skills trainings organized by KNWO included also business and life skills training and impacted positively to participants livelihoods. 50% of graduated women could apply the skills they had gained from the training and have consequently increased their financial independency and resilience.

The Indicator 2 is specific to saving and loan groups in Uganda and gives the percentage of micro loans disbursed by VSLA groups for investment purposes. The target of 50% was reached as 54% of the loans given out by the VSLAs were reported to be for investment purposes. The higher than earlier percentage can be partially attributed to COVID-19 outbreak which closed or reduced many alternative income sources such as money transfers for many refugees and they had to borrow money to start IGAs for themselves. On the other hand, COVID-19 outbreak and the resulting reduction of income also lowered the willingness to form saving and loan groups. The number of the VSLA groups formed remained lower than targeted, 55 against the target of 100. The restrictions in place had a very negative impact on households and individuals' incomes, making participants unable to save money. Besides, all community gatherings were suspended during half a year making it difficult to form groups.

The indicator 3 gives information on the effectiveness the business trainings and measures the ability of participants to diversify their expenditure and meet sudden expenses due to emergencies such as crop failure, theft, fire or sickness.

Baseline data established that overall, only 28% of business skills learners from both July to December 2019 and January to June 2020 course participants had the ability to meet sudden expenses. When follow up was made 6 months after graduation, overall, 73% were happy to report that they had diversified their income sources and they were better prepared for any sudden expenses. The graduates have established a range of small businesses including craft making, tailoring and fashion design, agrobusiness such as production and marketing of beans and maize as well as road side groceries and retail shops. They use part of the profits to invest back to business for growth, part to meet basic needs, including access to good shelter, food, clothing and, they manage to keep aside a small portion for emergency expenses.

The indicator 4 gives the percentage of business and vocational training participants who graduated.

Total graduation rate was 86% against the target of 70%. The details of graduates in each country are given in the table below.

Programme country and location	Type of training	Number of Registered trainees	Number of graduated	Percentage of graduated
Uganda Nakivale Adjumani and Kampala	Business training course, 6 months	2,131	1,803	85%
Myanmar Kayah	Blended motorbike repair and maintenance short course, 6 weeks	7	7	100%
Myanmar Kayah	Sewing and hand-bag making courses by KNWO, 3 months	41	40	98%
Myanmar Kachin	Motorbike repair short course at GTHS, 6 weeks	30	27	90%
Myanmar Kachin	Electrical House Wiring and Installation short course at GTHS, 6 weeks	29	28	96%
Myanmar Kachin	Computer and Office Administration short course at GTHS, 6 weeks	29	29	100%
Myanmar Kachin	Blended motorbike repair course, 6 weeks	25	24	96%
Turkey Kirikhan	Pastry and sewing training courses, online, 6 weeks	245	238	97%

In Uganda out of 2,131 business learners who enrolled, 85% graduated against the annual target of 70% graduated. Despite COVID-19 outbreak, and the following restrictions enforced, there was only 14% drop out of learners. Reasons for this success were the ability to retain the well trained and experienced facilitators, smaller learning groups (4 learners plus facilitator), continuous assessment and monitoring by staff who responded to the identified gaps.

As explained above in Myanmar the regular vocational trainings were suspended, therefore FRC introduced an innovative blended approach, partly in-person and partly distance. FRC piloted blended digital learning motorcycle repair and maintenance online training, which was implemented with 7 trainees who were initially enrolled for the suspended regular course and living in Loikaw or other nearby townships. All seven participants completed the training. In addition, all 40 participants to KNWO organized sewing skills training for vulnerable women graduated. Thus, although the numbers of participants remained lower than planned, the graduation rate was 100% in both courses in Kayah. In Kachin, where no batch of face-to face vocational training was organized, before the outbreak 94% of the trainees graduated. Reasons for the few drops-out were reported to be mental health problems and recruitment by the local Ethnic Armed Organisation (Kachin Independence Army).

Similarly in Turkey the graduation rate was high at 97%, although the number of participants was lower than planned as the online training was not easily accessible to all.

3.3.3. Strengthening Civil Society

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

1. enhancing formal and informal associations representing people of concern – CSO capacity building
2. improving inter-/intra-community interactions and meaningful participation – social cohesion; and
3. providing wider access to protection and social services.

The total number of beneficiaries reached under Outcome 3 was 3,069 (of which 2155 participated first time). Details of the participants are given in the table below:

Type of participant	Location	Total number	Share of female %
Local leaders	Uganda	209	21
CBO staff trained	Myanmar	12	100
Stakeholders participated in GBV Coordination meeting	Myanmar	429	72
Case managements & counselling, helpline & safehouse	Myanmar	255	100
Community member received GBV information	Myanmar	1,420	71
Handicraft & life-skills activities for intercommunity dialogue	Turkey	407	79
Partner organisation's staff trained	Turkey	18	33
Awareness raising event	Turkey	58	81
School age social & language skills	Turkey	261	53
TOTAL		3,069	70 %

Additionally, there are 825 beneficiaries under this Outcome not counted in the total beneficiary number due to the short time engagement (Turkey) or duplication with Outcome 2 (Uganda). These are 402 (388 women) Syrian and Turkish participants to social cohesion events in KCC and the 423 (64% women) VSLA leaders trained and mentored under the livelihood component in Uganda.

The CSO capacity building activities have been implemented in Myanmar where women organisations implement programme activities in cooperation with FRC. Essential part of this cooperation is a long-term partnership which includes trainings and mentoring for strengthening the organisational capacities. In 2020 the focus of the trainings for KNWO staff was on monitoring. Three workshops on M&E were organised and, related to the interventions on gender-based violence (GBV) protection projects funded by other donors than Finnish MFA, staffs were trained on GBV related subjects such as case management skills and psychosocial counselling. To enable online trainings and meetings also digital communication skills were enhanced.

Results of the earlier years capacity building and improved self-esteem among partner's staffs can now be observed. Most of the project key staff of KNWO are capable to manage their projects with minimum supervision and follow up from senior officers and there is clear improvement compared to previous years. Additionally, the project staffs of KNWO were actively involved in initiating and developing new project proposals for 2021. Most of the project inputs, ideas and advice on project design, including approaches for activity implementation, adjusting project workplans, and budgeting came out from the project field staff. These were then only polished and revised by their chairperson and FRC Loikaw team. A great positive change was then recorded in comparison with 2019.

Another area developed is the organisational structure, which was reviewed and, as a result the delegation of tasks, is now clear and implementation of activities more fluent. One of the positive signs is that the number of funded projects increased in 2020 and KNWO could recruit more personnel to implement projects.

In 2020 KNWO reviewed the organisation policies on finance management and human resources. Also, guidelines for safehouse operation and child protection policy were developed and shared to all staff.

An organisational capacity assessment survey conducted with KNWO staff showed that they were proud about the successes of the GBV activities (primarily under UNFPA funding) the organisation has had during the year. They expressed that they have improved self-confidence on dealing, solving and sharing GBV cases with other stakeholders and had succeeded in building networks in that sector.

The experience KNWO has gained in running a safehouse was utilised in training another FRC partner HTOI to operate their newly established safe house in Myitkina, Kachin state. Before being able to conduct the sessions on the best practices in safe house operations there was a need to train and encourage both CSOs in using the digital platforms as training had to be done online.

There is also the plan to involve a wider group of CSOs in the capacity building activities of the programme in future. For this purpose, a mapping of potential local CSOs was done followed by a coordination meeting with 10 CSOs. Their views and challenges were discussed and common organisational development needs were identified. Based on the information gathered a capacity building trainings plan will be prepared in 2021.

In Turkey the staff of the partner organization, YUVA, was further trained in gender issues such as historical role of women and GBV. Also, staff participated in trainings on the rights of PWD and COVID-19 pandemic and its impact on human rights.

YUVA continued its process towards truly gender-sensitive programming and the project team continued to hold quarterly meetings to share gender-related experiences and the challenges in applying a gender-sensitive approach in the workplace and in personal life. The Project team members were asked to conduct related self-assessment in order to address discriminatory practices and violence, in particular against women, PWD and LGBTI+ and the observations were then shared and discussed in the quarterly meetings.

The COVID-19 pandemic brought the need to prepare not only the beneficiaries but also the staff for operating online. The preparation of digital learning modules included internal learning of new methods and finding ways to introduce the technical novelties for the participants.

The indicator 1 informs how well the training is utilised and gives the percentage of targeted trained CSO staff and CSO leaders who are putting in practice knowledge acquired.

In Uganda the programme has trained VSLA management and the effectiveness of the training, i.e. how well the training is put in practice, is measured by % of groups continuing to function two years after formation. According to the monitoring data 80% (32) of the 40 VSLA groups formed in 2018 have continued to function in 2020 against the target of 65%. The project surpassed the target by 15%. This could be attributed to the VSLA training extended to these groups at the start of the cycle that has empowered the group management to function independently and therefore able to steer the growth of their groups over time.

In Myanmar based on FRC staffs' observations, 60 % of the targeted 5 (all women) CSO partner staffs are putting into practice the knowledge acquired during the on the job training and mentoring.

The indicator 2 informs about the changes in capacities of the targeted CSOs and records the number of those CSOs with improved capacity regarding systems of internal planning and accountability. As described above the capacity of KNWO field staff to participate in planning of activities has improved. Also, as a result of reviewing their organizational structure the delegation of tasks and implementation of activities is now more fluent.

The Programme has included activities contributing to increased **inter-/intra-community interactions and meaningful participation**. The COVID-19 pandemic and related restrictions led to the postponement or cancellation or, when possible, turning planned activities into online events, many of the planned community events. The general understanding is that the meetings conducted online are not equally effective in building up relations among participants.

As mentioned above, the overall goal of the Turkey component of the programme, namely to increase social cohesion, has become even more important than before under the existing conditions. During the year there were 407 participants (F 79%, refugees 69%) to various events aimed to strengthen the connections and understanding between the Turkish and the Syrian. external evaluation focusing on the online period of activities (March–August 2020) was conducted and according to its results beneficiaries were reporting that the online activities improved their social inclusion and adaptation to local community. According to participants the online activities similarly to face to face events served well to make Syrian and Turkish people know each other and strengthened the communication between two cultures.

Qualitative analysis also revealed that Syrians have seen the KCC like their home, and they feel like a family member. They also talked about building friendships with the other beneficiaries, this was especially important for Syrian participants as building relationships with Turkish beneficiaries in the centre contributed to their social adaptation thus reducing their isolation.

Apart from the trainings and events organised in the KCC, YUVA organised in cooperation with muhktars, public schools and local NGOs various activities in other neighbourhoods of Kirikhan to reach women who could not benefit from the services offered in the centre. These daily activities included handicrafts skills development as well as GBV awareness raising sessions; through them 80 women were reached before COVID-19 outbreak.

Similarly in Uganda, bringing people of different backgrounds together and including conflict management skills into the trainings strengthened social cohesion in the refugee settlements and the surrounding areas as described above under section 3.2. on social and cultural aspect of empowerment.

The indicator 3 records the number of participants who have taken part in local political, economic or public decision-making such as committees or local government. As monitoring of the Uganda programme is based on samples the exact numbers are not known but our estimation is based on the percentages within the samples. The table below presents the share and estimated number of programme participants who have participated to local political, economic, or public decision-making processes.

Type of participant	Percentage	Number
FAL and FAL training participants	63%	3,913
Business training participant	66%	1,190

In Uganda the participation in community activities is often low in the refugee settlements as people do not know each other well and there is no sense of belonging. Participating in the training courses not only facilitates knowing people living in the same community but also gives perspectives to analyse the society and one's role in it. This increases the willingness to participate in common community activities: towards the end of training 78% of FAL learners reported that they take part in various community interventions and activities:

"I participate in community meetings and other activities like road repair, water point cleaning because I have learnt in FAL class that it is important to participate in community activities to contribute to the development of the village. During meetings, I contribute ideas as well. It is important to participate in community meetings and give opinions because it helps to develop my community and help leaders to improve where they are not serving us well. Those who do not attend meetings miss a lot of information, they keep complaining of poor services and yet they do not contribute to community development" (Jeanine Uwiyera, FAL training participant).

With regards to **protection**, and as reported already earlier, the planned protection component in Turkey needed to be cancelled due to unsuccessful renewal of the authorisation for social work. Activities contributing to vulnerable groups' inclusion and well-being were then organised instead of the planned individual support and outreach program; groups attending activities provided by KCC were firstly targeted and then groups based in other locations in Kirikhan were also reached in cooperation with other actors. After COVID-19 outbreak these activities were turned into online sessions.

During the COVID-19 restrictions YUVA organized daily well-being activities online for disadvantaged groups. These online sessions were tailored to women and included body empowerment, awareness-raising and so-called tea-talks which gave opportunities for communication among peers at the time when face-to-face meetings were not possible. The purpose was to give perspectives and tools to maintain women's physical and mental wellbeing. Daily recreational sessions targeted children and aimed to create a positive attitude towards learning; they included Turkish language sessions and other skills building activities.

In Myanmar the implementation of protection activities concentrated on prevention of GBV combined with support to the survivors. The programme continued to benefit from the additional funding from UNFPA initially. After the first quarter of 2020 the protection activities were considerably extended in Kachin State under the funding of KEO-70 and, later, of Myanmar Humanitarian Fund (MHF) under UN OCHA. This report includes neither the results of KEO-70 nor MHF funded projects as those are reported separately. However, the key personnel of the programme have contributed also to the planning and implementation of those interventions.

Awareness creation on GBV was done through several platforms. The main event organised was the 16th Days of Activism campaign against GBV which was conducted online using Facebook and alternative approaches such as cycling and online entertainment. On Facebook, FRC shared one-minute long videos with key messages by 17 stakeholders. Human interest success stories on GBV prevention and response were posted to highlight the importance of eliminating GBV and the benefits of GBV programming. In addition, painting competition was announced reflecting the theme "Prevent violence against women by the Law". During the online Facebook campaign FRC received 1,100 reactions / likes of the posts and 784 shares of FRC Myanmar page. In addition, the partner organisations KNWO in Kayah and HTOI in Kachin managed to organise few face-to-face activities. In Kayah the activities were organised in 20 different locations in 5 townships and attended by 548 people (F 370, M 178). In Kachin four

different activities, namely photo competition, cycling campaign, song competition on GBV, and entertainment campaign through Facebook live streaming. These events had 99 attendees present whereas the live streaming had 10,000 followers.

Besides the campaign period, several advocacy and training events were organised such as an event during the International River's Day in Myitkina with 135 participants. Altogether the awareness raising events in the various communities in Kayah and Kachin reached 1,420 individuals of which 71% were female.

Trainings targeting duty-bearers such as community leaders continued as well. In Kachin trainings on prevention of GBV and forced marriage continued with three 3-day trainings. 115 individuals took part to these trainings aiming to increase the understanding on women's rights, the importance of preventing abuse and forced marriages. Also, an advocacy meeting involving 12 Kachin traditional leaders was organised. As a result of the latter meeting, the Traditional and Culture Committee requested HTOI and its partners to be engaged in handling GBV cases which will be brought to the attention of the committee in the future, thus strengthening the network for GBV response. All together 429 stakeholders participated in the GBV related trainings.

FRC supported the partners in running the safe house services uninterrupted during entire 2020 and this is a significant achievement. Globally, various research studies have shown that there has been a significant spike in GBV cases during the pandemic. In Myanmar too, women organisations have noted that there has been an increase in GBV cases during the lockdown. Data from Kayah safe house for the second and third quarters show an increase in the number of cases though Kayah state as a whole did not have high numbers of COVID-19 cases neither a strict lock down for long periods. During the year 72 women received protection services, including psychosocial counselling, and the help line services were used by 230 women.

As described above, the COVID-19 outbreak required the programme to adjust itself to the changing scenario or, in some cases, to cancel some of the planned activities. In addition, in all programme locations efforts were made to contribute to the national **measures to prevent the spread of the disease**.

Awareness creation on the prevention measures was the main measure taken. In Uganda resource package for facilitators was quickly prepared and training of facilitators on prevention measures was organised to facilitate awareness creation sessions in the refugee settlements. All ongoing trainings (FAL, EFA and business trainings) kept the COVID-19 awareness trainings before continuing the learning with the standards curriculum with reduced group size. In this way information on the virus and its prevention reached not only programme participants but all their family members. Additionally, many facilitators spread the information widely in the communities by preparing and disseminating information posters. The training sessions were organised with reduced number (5-10) of participants with appropriate safety measures such as keeping distance, using masks and providing hand washing facilities to each training location.

Similarly, in Myanmar information materials were quickly produced and spread throughout the programme areas by the partner organisations. For the vocational training students online training contents were developed and training on prevention of COVID-19 was delivered to 46 youth. Each participant was asked to share the information to a minimum of 5 people in their communities.

In Liberia, after the request of NAEAL, the former partner organisation, was approved by KEO-30, an awareness campaign on COVID-19 prevention was implemented in cooperation with Ministry of Health of Liberia. Firstly, information materials suitable for low educated audience were designed and produced, and then ToT trainings were organised involving 49 facilitators who then trained a total of 306 community based facilitators to conduct the training for the community members in five counties. The target of 144 communities was exceeded as the awareness sessions were organised in a total of 153 communities. The total number of people reached was 14,695 individuals as details in the table below:

County	Total Number of beneficiaries	Female	Male	PWD
Bomi	2,421	1,309	991	65
Bong	4,906	2,497	2,114	183
Grand Cape Mount	970	510	392	40
Margibi	1,384	681	667	3
Nimba	5,014	2,484	2,239	165
Total	14,695	7,481	6,403	456

In Uganda, in addition to sensitisation activities, the programme contributed towards improving the resilience regarding food security of refugees as COVID-19 pandemic started affecting food availability and supply chains. Agricultural training components were strengthened in the EFA and FAL trainings and vegetable seeds were distributed to the participants. According to the reports participants utilised the seeds and the acquired skills well and the harvests helped diversifying family diets.

In Turkey, in addition to awareness raising sessions, the sewing course participants prepared masks which were then delivered to programme participants and to vulnerable groups through hospitals.

In Myanmar a large scale intervention to deliver personal protective equipment (PPE) was implemented using both the funding saved from the cancelled vocational trainings and additional funding received from UNFPA. In Kachin PPE was distributed to 5 hospitals and 11 quarantine centres in NGCA. Food was provided to the quarantine centres, 2 hospitals and 2 IDP camps which had community quarantine. Total 23,000 people were covered with food aid. In Kayah COVID-19 response kits (mask, hand sanitizer, carbolic soap) were delivered to vulnerable communities. In cooperation with KNWO handmade masks were produced by women who graduated from FRC sewing training. As a result, local women received some income and the masks produced (90,000) were distributed to communities in hard to reach areas. A total of 258,487 people were reached by COVID-19 response activities in Myanmar, including wide awareness raising activities.

The total number of COVID-19 response beneficiaries is **282,622**.

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. They are more easily victims of violence, human rights violations and have limited opportunities for education and often no decision-making power within their household and communities.

The results described above under chapters 3.2 and 3.3 show that women form the majority of programme participants, overall 69 % of the participants were women: 69% in Uganda, 69% in Turkey and 72% in Myanmar.

Some of the activities, such as the GBV protection component in Myanmar specifically addressed women and girls, but in all locations and activities specific attention was paid to engage female participants. In cooperation with community leaders, during the sensitisation sessions the importance of women's participation was emphasised, and the activities were designed to make women better able to take part despite their heavy domestic workloads at home.

The basic level learning courses in Uganda are designed to response to the learning needs of poorly educated refugees. Most of women refugees arriving to Uganda are illiterate or semiliterate. The majority of graduated participants, 72%, were women showing that the learning contents met their needs. Women's lower level of education is also behind the fact that most of learning group facilitators are male (68%). However, women were strongly encouraged to join as instructors and, for example, FAL and EFA women graduates are being encouraged and recruited to teach the basic level learning groups. In 2020 32% of the new FAL and EFA instructors and 57% of business training facilitators were women which shows progress towards a greater involvement of women into facilitation roles. The EFA graduates were also recruited as facilitators to the WFP-funded Financial Literacy Training project which started in last quarter of the year, thus bringing incomes and raising the status of these women.

Thematic topics on GBV, human rights, equal education, child labour and early child marriage and others have been included in the trainings to sensitize learners and their communities on the importance of gender equality and respect for both genders. This has promoted respect for each other in households and contributed towards reduced violence among couples. There are reports that conflicts and violence within households have reduced and the household work is shared more equally:

“My husband now helps me to collect firewood every Wednesday that we are allowed to collect firewood from the forest to allow me attend class since me and him are learning in the same learning centre. This was not the case before we started learning in FAL class. I feel assisted and loved so much by my husband.” Beatrice Vive, a female FAL learner

Women's participation to VSLA governing committees has been strongly encouraged as well. In 93% of the groups established in 2020 there were at least one woman in management role. They have thus been trained on leadership roles and responsibilities at VSLA group level and this has given women the experience and motivation to apply and contest for electoral positions in their village councils and committees. The women elected for community level leadership roles act as role models and are expected to motivate many other women to actively take part in the decision-making processes within their communities.

As mentioned above, specific projects tackling GBV have been implemented in Myanmar. Apart from training the key stakeholders, awareness creation events were organized to improve the understanding on the rights of women and girls in the communities. FRC together with the partner organizations organized major campaigns, partly online, during the global 16 Days of Activism against Gender-Based Violence.

In Turkey YUVA KCC staff continued to focus on gender equality and inclusion in their daily work as described in chapter 3.3.3. Additionally, KCC team worked on action plan and set of services to support women in prevention and response to GBV whose incidence has grown since COVID-19 outbreak. Women were informed and referred to the GBV related services (safe houses, health care and police and justice sector services). As the face-to-face events had to be cancelled daily online events were organized to support the wellbeing of women and children.

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 and tailored to their needs. 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. The economic inequality is addressed by business and vocational trainings aiming to widen the livelihood opportunities of the participants.

Among the many vulnerabilities special attention is paid to the inclusion of PWD; gradually the level of PWD participation has increased up to 5% of the all program participants in 2020. The inclusion measures have been most successful in Uganda where the Disability Inclusion Strategy (DIS) was finalised in 2019. The trainings of staff and facilitators on PWD inclusion continued and altogether 268 participated in the trainings. The target of 300 could not be reached due to restrictions on number of people gathering in force for most of the year.

The trainings can be considered a success as uniform understanding on disability inclusion was created and the actual implementation of the strategy started well. Facilitators together with staff developed motivation strategies and measures adopted to facilitate PWD's enrolment to the different courses offered by FRC. PWD were reached in their homes, assessed and encouraged to join different FAL/EFA learning courses and levels. Facilitators started to better adjust their teaching methods to their needs. Learning materials have been developed to suit learners with low vision and reading challenges and participants with visual and hearing challenges placed to sit in front. Accessibility was ensured when selecting learning venues. As a result, the number of PWDs participating in the FAL and EFA courses increased to 7%. In the business training courses the percentage of PWD remained in 2%. The literacy and numeracy skills are needed to enable participation which is likely to be one reason for lower share of PWD but which might change in the coming years.

Learning contents on the rights of PWD were included in the FAL and EFA courses contributing to the attitude change within communities. When available the services of other stakeholders

were utilized as well. Through referring learners to Humanity and Inclusion and Medical Teams International participants received assistive devices and medical and psychosocial support.

In Myanmar the vocational and technical courses provided in co-operation with GTHS, KNWO and HTOI were made accessible to vulnerable youth by advertising the programme activities in remote locations in ethnic and NGCAs and covering accommodation and transportation costs. The participants include girls and women, youth refugees, IDPs, youth from minority ethnic groups, youth from remote areas and youth without parents or from one-parent headed households. PWD are also encouraged to participate in the technical courses, but this far only few PWD have attended. Mental disability is the main type of disability among the youth, often aggravated by drug use. Psychosocial support is provided to trainees, but two participants dropped out of the vocational training courses due to mental health problems. Mental health problems are also common among GBV survivors, negatively affecting their daily life. Psychosocial support and counselling is offered to women staying in the safe houses.

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 for them to regain social and economic ability, meet their own essential needs and reduce dependence on assistance. Language and vocational courses have been identified as central to expand participants' economic and social ability and solidarity between Syrian and Turkish communities.

Several trainings on the rights of PWD were organised for staff, municipal authorities and the participants to the various activities provided by the programme. It is reported that when assessing the perceptions on PWD, positive change has been observed in topics related to PWD's participation in social life and employment as well as the role of the duty-bearers in realization of the rights. However, the attitude seeing PWD primarily as passive recipients of aid still remains prevalent.

The change to online trainings and events was taken as a change to involve more PWD. The online activities were offered to 5 local DPOs, but only one DPO started the co-operation. Through this co-operation 18 PWD took part to trainings and well-being sessions online.

YUVA also cooperated with the Disability Department of the Municipality by preparing and distributing masks, including specific masks for people with hearing impairment, to PWD. They were also informed about the available services during COVID-19 restrictions.

3.4.3. Climate resilience and sustainability

FRC has enhanced its sensitization efforts on environmental protection in all the trainings and programme locations. In Uganda all FAL, EFA, business skill and VSLA groups have included environment conservation in their sessions. Topics on climate sustainability and climate smart agriculture have been taught to encourage learners to plant trees in their plots of land, stop cutting down trees for charcoal burning and constructions purposes and instead adopt use of briquettes and eco stoves to save fuel as well as to make bricks for constructing their houses to save trees. A total 7,717 tree seedlings were delivered to 731 individuals in Kyaka II and Kyangwali refugee settlements. The forest in and around the settlements suffer from deforestation as refugees as well as the host communities cut down trees to get firewood, wood for charcoal, poles for shelter construction and well as clearing land for cultivation. This causes conflicts between the host communities and refugees; actions to improve land use methods and increase the forest cover have proven to have positive effects on peaceful co-existence in the areas.

Another environmental theme included in the learning sessions included avoiding dumping rubbish, especially polythene bags in the environment. Reports show that the adoption of environmental messages has been effective as 71% of the FAL learners and 80% of EFA learners practice environmental conservation practices and 64% (FAL)/ 68% (EFA) are using energy saving stoves.

In 2020 as a measure to improve the preparedness and resilience for possible food shortages due to COVID-19 all trainings included additional sessions on climate smart agriculture, specifically kitchen garden cultivation methods. Vegetable seeds of their choice were distributed for 3,860 beneficiaries to enable them to establish kitchen gardens expected to provide additional food for the families.

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 and locally produced materials are chosen for the trainings as well as at the office.

In Turkey, YUVA, whose core sector is environmental preservation, has paid special attention on environment-sensitive programme implementation and raised awareness on climate change risks with beneficiaries and staff. 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. Attention is paid to minimising the production of waste as well and staff have adopted self-evaluation system to follow up their compliance with the organisation no-waste policy.

One of the few positive effects of COVID-19 outbreak has been the reduced environmental burden caused by travelling, especially by air traffic. All the planned international staff travel and most of the in-country travel had to be cancelled when travel restrictions came into force. Programme staff have learnt and are increasingly using the online software for communication, which will likely reduce the need for travelling also in future.

3.5. Successes

The most important achievement in 2020 was that despite the various challenges caused by the COVID-19 outbreak, most activities continued, with some adjustments to the implementation mode, and the planned results were mostly reached.

In Uganda all the trainings – except the ones in Kampala – were provided after the groups were divided into several smaller (5-10 persons) ones. This was possible as the facilitators were willing to spend extra time for teaching several groups. FRC field staff showed great motivation and flexibility when they were stuck in the field offices for long periods without home leave due to the movement restrictions between districts. As the usual facilitator trainings could not be organised the staff conducted one on one trainings to each facilitator on COVID-19 prevention and vegetable gardening. This ensured that correct information was shared to learners and preventive procedures could be followed in the small group trainings.

The quick response by FRC to the outbreak was a success, also commended by UNHCR and OPM. The adult education team quickly designed and produced materials on COVID-19, which was distributed to the facilitators who, by adopting these materials, helped raising awareness among learners as well as other community members. To reach more learners, peer instructors moved door to door to sensitize as many learners as possible. As a result, learners also set up hand washing facilities in their homes, often replicated by their neighbours. This did not only improve the wellbeing of the learners, but the general personal and homestead hygiene for the entire community.

Similarly, the additional agricultural training provided and combined with seed distribution was also successful. Learning materials on agriculture practices and climate change were developed and distributed to instructors who transferred knowledge and skills for improving food security as well as good nutrition for learners' families. This knowledge was well received, and many learners set up vegetable gardens in their homes as reported above.

In Turkey and Myanmar online trainings were quickly developed and implemented to replace the face-to-face teaching sessions. In Myanmar one blended learning pilot course was conducted mixing online training content and practical training in workshops. In Turkey most of the learners managed to continue the skills training sessions online after additional training on the use of digital platforms.

The Covid-19 Prevention Campaign in Liberia was successfully implemented and a total of 14,695 individuals in 153 communities were reached. All communities adopted the recommended prevention measures and set up hand washing points at the gates of their villages and households. Access to and mobilization of the communities were possible as they were locations previously targeted by FRC adult education programme in the country.

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 been focusing on enhancing participants' capacities at various levels of society. In addition to right-holders – refugees and vulnerable members of host communities and ethnic minorities – the capacity of facilitators and instructors as well as community leaders has been strengthened.

There is evidence that the positive effects of adult education reach the next generations as the improved level of education of women positively affects the education perspectives of their children. This is likely to positively influence especially girl child education.

In Uganda, the modular and thematic trainings provided to refugee volunteer facilitators are meant to enhance their confidence and capacity to run adult education activities and act as community reference persons beyond the duration of the programme. Volunteer facilitators, as members of the targeted communities, they will continue being active members of their communities. In 2020 facilitators showed great commitment to widely disseminate messages to prevent COVID-19 spreading, organising sensitisation sessions and preparing and placing informative posters in the communities. Similarly, the involvement of local leaders in the planning and implementation has created ownership and preparedness to support development interventions also in future.

With regards to institutional sustainability, in Myanmar the close cooperation with the DTVET, the links established and nurtured with local companies as well as initiatives for wider accessibility will remain within the institution. Although schools were closed most part of the year, teacher trainings continued and after initial resistance also the blended learning method was accepted and piloted. The partnership with civil society organisations is mutually beneficial as FRC's access to the remote locations is greatly facilitated by partner CSOs and, on the other hand, the various trainings delivered and the constant mentoring by FRC have strengthened their capacities. KNWO managed to secure additional funds for the prevention of GBV and, unlike before, KNWO field staff took the lead of the design phase, showing stronger capacity and confidence compared to earlier years.

As an exit strategy for KCC, YUVA worked to hand over some of the services developed to increase the social cohesion to the local authorities. Even though there were unexpected changes, such as challenging political situation wherein the NGOs were suspected by authorities and economic difficulties due to COVID-19 outbreak, by end of the year most services were handed over to public agencies and other humanitarian agencies. In addition, the sales group of vocational courses and women and youth committees were introduced to the public agencies to facilitate their network building.

5. MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING

The development of the monitoring systems both in Uganda and Myanmar continued and significant steps were taken towards digitalisation. The M&E Officers trained the field staff to use Kobotool and by the end of the year all quantitative data was recorded digitally, which speeded up the data flow. However, the qualitative data is still gathered manually using observation sheets and recording, as workable solutions for digitalisation are yet to be found. The monitoring system in place has been described in detail in the programme document and in year 2019 annual report.

No monitoring visits from FRC HQs were conducted during the year due to the travel restrictions. Instead, regular communication online was maintained and intensified between HQs and field offices. In addition to programme teams, the HQ Finance and Administration Department commenced regular meetings with the Finance and Administration teams of country offices, which helped to improve the mutual understanding of the challenges faced especially under COVID-19 restrictions. Regular meetings were held between the Programme Advisor at HQs and M&E Officers at Country Offices to share experiences and lessons learnt in programme assessment.

In-country travel restrictions did not have major effects in Uganda as FRC has field staff present in the settlements who were able to continue monitoring except during the strictest lock-down periods. In Myanmar the Yangon based staff could not travel to field offices, but, as in Uganda, staff from field offices and from implementing partners could continue monitoring of activities implemented after the outbreak. Online meetings were also introduced between Yangon, Loikaw and Myitkyina offices as well as with the Partner Organisations to enable frequent exchange of information.

Self-assessments to evaluate the level of progress and performance of the programme, its successes and challenges encountered were carried out online with Turkey and Myanmar teams. HQs staff acted as facilitators. In Uganda, where project teams were already familiar with the self-assessment tool, workshops meant to assess the programme were held without HQ support. The self-assessments proved to be a useful source of information especially at time when no monitoring visits from HQs were possible.

In Turkey Yuva commissioned an external evaluation of the online activity period (March-August 2020). The online beneficiary survey was complemented with individual interviews and focus group discussions to validate the data obtained through the survey.

5.1. Accountability

The transparency and accountability are at the core of FRC's organisational values and external complaints systems have been set in all target countries in compliance with the guidelines set by the Complaints and Response Mechanism Policy and Procedures. Each country has adjusted the above policy and procedure to their implementation contexts paying attention to the accessibility of the mechanism for all beneficiaries and other stakeholders. In Uganda locked feedback boxes have been placed on the gate of each field office and are checked by the Country Office focal person. Similarly, in Turkey the complaints mechanism at KCC was improved in 2020 and the participants were encouraged to use the feedback box for

any suggestions or complaints or, alternatively, to send e-mail assisted by QR code. This system in place at KCC has been designed to prevent and promptly respond to complaints from community members served by the KCC and has incorporated person-centred principles such as keeping people informed of the process and outcomes.

As in all other locations, in Myanmar as well participants have been given the opportunity to give feedback and ask questions orally and/or in written.

In Uganda FRC is also part of the Feedback, Referral and Resolution Mechanism (FRRM) put in place in all refugee settlements. In 2020 FRC received 30 cases through this mechanism; however, none of the complaints received was related to FRC activities and they were then referred to concerned organisations.

FRC - and Yuva in Turkey - are obliged report regularly to the line ministries and other relevant national and local authorities. In Uganda FRC reports to OPM quarterly via its online monitoring and reporting system on results and expenditures separately for each settlement. Also, quarterly reporting is done to UNHCR Country Office. In Myanmar FRC reports to diverse national entities, such as Ministry of Planning, Finance and Ministry of Home Affairs and to the DTJET. In addition, reports are submitted to State authorities in Kayah and Kachin.

At community level the engagement of the refugee and host community leaders at all stages of the project ensures transparency and accountability. In Uganda quarterly meetings are organized to update the leaders on the progress of the programme and their feedback recorded.

5.2. Lessons learnt

The main lessons learnt came as a result of adjusting the programme activities to COVID-19 restrictions. Transferring meetings and trainings online brought the following understanding:

- FRC and partner organization staff are able to shift to distance work provided that network and needed equipment are available and functioning.
- Training is needed for accepting and using software applications effectively.
- Time and funds are saved compared to the face-to-face meetings and trainings.
- Getting familiar with distance work encouraged staffs to join online classes and webinars thus increasing the participation to capacity building trainings.
- Preparatory online training for beneficiaries to familiarise with required digital devices and applications are essential to ensure that all participants will be able use effectively the learning tools.
- When using digital platform learning tool there is the need to monitor participants' progress more frequently than for face-to-face learning in order to respond to the possible gaps in IT-skills.
- Online trainings might not be inclusive and age of the target group often defines the level of IT-support needed. In Turkey the project team came to the conclusion that organizing events for the elderly is almost impossible due to the elderly's technical inadequacy and unwillingness.
- Another factor affecting the inclusiveness is the access to devices and network.
- In Turkey cultural aspects affected online learning as Syrian women who participated in the language course had high-level security concerns. Therefore trust-building activities should be prioritized and be included in the program. Another lesson learnt was that online activities for children should be processed simultaneously with those for women.

In Uganda where the trainings continued face-to-face with smaller groups the learning results were better as each learner received more attention than earlier, when they were taught in larger groups.

The importance of involving community leaders in planning and implementation was demonstrated again during the movement restrictions and resulting lack of manpower in some livelihood project areas. Leaders took an active role in mobilization and monitoring of the activities which was crucial for the successful implementation.

6. RISK ANALYSIS

6.1. Challenges

The COVID-19 outbreak affected the implementation of the programme everywhere with varying degree. The constantly changing restrictions of national and district authorities resulted in constant need for re-adjustment of the implementation modalities to the changing contexts.

In Uganda there were countrywide restrictions on movements and community gatherings exceeding five persons. This affected VSLA formation, training and FAL/EFA/ Business skills learning in groups:

- Teaching in groups of 5 increased the workloads of facilitators who equally managed to serve all targeted learners and complete the courses with one month extension only.
- Despite the prevention measures taken understandably some learners feared COVID-19 infection and attendance was not regular.
- Many of the trained facilitators were recruited with other NGOs to conduct COVID-19 sensitization paying higher allowances: besides, due to the restrictions in place recruiting new ones and organizing their training proved to be particularly difficult.
- Due to the travel restrictions staffs were not able to go home for many weekends and had to stay long periods at their duty stations which caused additional stress.
- Sensitization on the importance of inclusion of PWD in the education services helped to get more PWD to register to the trainings but had also created a lot of expectations among them, such as material or financial support. When these were not met, many of them dropped out. There is the need to clearly communicate the scope of FRC intervention to avoid misinformation and rising out of reach expectations; besides, whenever possible, refer PWD to appropriate channels to receive services tailored to their needs.
- Limited capacity of the FRC to support learners with multiple disabilities. Many do not have access to assistive devices, and this leaves out persons who would otherwise enrol to the courses. FRC will liaise with other service providers to assist these categories.
- The curriculum revision was delayed as collaboration with the Ministry of Gender, Labour and Social Development was challenging due to their high demand in terms of allowances. Consensus was eventually reached, and Ministry staff were engaged in reviewing the draft.

In Myanmar COVID-19 highly affected and impeded the successful implementation of some project activities in Kayah State since any gatherings were restricted, and schools were closed. The vocational training project partly dealt with this constraint as FRC introduced and launched online training sessions. But access to internet is not available everywhere and that limited disadvantaged participants from remote areas to join the training.

Despite improvements in KNWO staff capacity in administration there were still few limitations concerning financial and procurement procedures and reporting, which has caused some concern, especially with increasing number of donors to deal with; close supervision, support and follow up from FRC are still necessary with regard to these matters.

Similarly, in Turkey, the pandemic resulted in stopping the face-to-face trainings and events and, as described above under 5.2., shifting to online trainings; such a rapid change brought also challenges as not everyone was able or willing to adopt the digital learning tools. The social cohesion activities bringing together larger public from both Turkish and Syrian population had to be cancelled altogether.

The permit for protection activities was not granted in 2020 and, instead, refugees in need of protection were supported by referring them to other service providers. Also the renewal of Ministry of Education protocol for language courses was not successful. This was not entirely negative as its absence gave more flexibility to the training contents and more emphasis could be placed on Turkish speaking skills.

Regarding the exit strategy the main constraints faced were the expectations of public offices on the provision of financial support for them and their staffs' discriminative tendency against Syrians.

6.2. Risk Management

COVID-19 related risks were soon identified, and possible mitigation measures put in place to adjust the programme to the changing scenario. Adjustments and re-design were done and, as a result, the programme could continue. It is noteworthy that in all target countries additional prevention activities were also implemented contributing to the national efforts to contain the virus.

The main realised risks and measures taken are listed below:

Contextual risks:

In all target countries the COVID-19 outbreak led to several preventive measures taken by the authorities. The restrictions on mass gatherings and movement affected the programme implementation everywhere and the adjustments made have been described above. In the country offices staff moved to distance work and, whenever possible, shifts were organised in country offices (as well as at HQ); everywhere hygiene practices were intensified as well as social distancing was followed.

In Uganda political tension increased towards the end of the year due to campaigning for elections held in January 2021. There were riots resulting in the death of at least 45 people. The situation also disrupted the work of the Country Office in Kampala since staff could not commute due to security risks. FRC security focal point monitored the situation using media and security alerts and updated staff accordingly.

In Myanmar the general election was held in November and NLD party replicated an even more remarkable landslide victory. However, some high rank military officers and opposition party members contested the election results giving hints of the incoming dramatic political crisis. Kayah State was relatively stable in 2020 although protests criticizing the stagnant democratization process occurred and were followed by arrests of demonstrators.

In Turkey the Government policies continued to hamper NGOs work with refugees. The protocol for education was not renewed neither permit for protection work granted. The consequent adjustments to project implementation have been described above.

Programmatic risks:

In Uganda:

- Lack of commitment from local authorities resulted in low support for mobilization activities. Especially the Refugee Welfare Committees (RWCs) and Local Councils (LCs) had a lot of expectations during engagement with FRC. The leaders thought that they would be facilitated in terms of transport and token of appreciation for the work they are doing. As this had never been promised and, consequently, never granted, their support diminished. FRC staff with the support of community level leaders intensified the sessions and managed to register a good number of people for the trainings also without the support of RWCs and LCs.
- Health hazards caused by COVID-19 and Ebola outbreaks affected the well-being of staff, especially for the frontline field staff. Preventive equipment were made available, social distancing followed and all activities were temporarily suspended in ebola area.
- The restrictions of movement in and out of border districts where the refugee settlements are located affected transportation of staff and materials to and from the field. Field based staff could not take leave while those based in Kampala with oversight role of the field activities could not travel to monitor the progress of the programme. Being divided from their families was mentally demanding for staff. FRC liaised with Resident District Commissioners at border Districts and got limited travel permits to move within and outside the Districts.
- Programme is dependent on the volunteer facilitators and in 2020 their drop-out rate was higher as many facilitators were hired by other NGOs for COVID-19 awareness raising initiatives. This was managed by the field officers by investing more time to identify new facilitators and to train them one by one as no group trainings were allowed.

In Myanmar:

- The tense political situation in Kayah State led to increasingly strict administrative procedures for INGOs. This caused delays in the implementation, but all required permits were granted thanks to our experienced field staff.
- The strict administrative requirements proved to be even more challenging for FRC local partner organisations as they are not registered. Solutions have been sought through the co-operation with FRC.

In Turkey the success of the phase-out process aiming to transfer some services delivered by KCC to other organizations was affected by the pandemic. Some of the planned capacity building trainings had to be cancelled. Besides, the priorities of the identified public offices changed due to COVID-19 related new priorities. Nevertheless, various capacity building trainings and awareness raising events were organised before the pandemic and it is likely that authorities, local NGOs and other stakeholders in the area have enhanced awareness on the importance of inclusive education and refugee rights.

Institutional Risks:

In Uganda:

- One case of misuse of project resources by an employee occurred. Fuel records did not match with vehicle consumption showing misuse of fuel and the programme vehicle. The employee was found guilty at the disciplinary hearing purposely arranged, and his contract was terminated.
- The implementation of the Livelihood component was challenged by the resignation of two staff members and as recruiting qualified replacements took time the workloads of the remaining staff were very heavy, thus affecting the collection of monitoring data. Support of community leaders in monitoring the field activities was successfully sought, which helped the team to accomplish the planned tasks.

7. COMMUNICATION, GLOBAL EDUCATION AND ADVOCACY

7.1. Programme communication

The communication goals were achieved despite a very exceptional time. In our communication, the work abroad and its results were actively reported. During the year, 35 news about the international programme were published on Facebook alone, as well as 13 fundraising publications related to the work in our programme countries. 4 news were published on our website. On average, our international programme was communicated almost weekly during the year. In addition to this, the global refugee situation and refugee-related themes from around the world were highlighted 25 times in FRC's channels through general communication and advocacy work.

Although COVID-19 pandemic did not affect the actual implementation of the communication, it did affect the planned themes. COVID-19 forced us to adapt our international programme, which naturally was also reflected in the content of the communication. A webpage on FRC response to COVID-19 was created on the FRC's website, gathering information and results from all our target countries. The content was published in both Finnish and English. Information about the effects of COVID-19 on refugees and the declining educational opportunities of uprooted people was shared. During the year four fundraising campaigns to raise funds for the response to COVID-19 in Uganda, Liberia and Myanmar were launched.

However, according to the plan, the effects of the climate crisis on refugees and migration were actively highlighted, especially in the beginning of the year. During a seminar on climate change and refugees funded by the Frame, Voice Report project and a photo exhibition, communication highlighted related content about refugees in Uganda who act as "climate fighters" and seek to play their part in mitigating and adapting to climate change.

The third main theme, in addition to COVID-19 and climate migration, was GBV. The theme was raised especially in relation to our work in Myanmar. 16 Days of Activism against Gender-Based Violence campaign was carried out this time by organizing a themed writing and photography competition and a cycling event on Facebook. The campaign reached particularly young people, with more than 10,000 live viewers.

As the official communication partner in Finland of UNHCR, information and material received from them was regularly used. For instance, through them a video material was received from our newest country of operation, Ethiopia. A separate site was created for the Ethiopian operations to the FRC's website.

A communications volunteer was again sent to Uganda at the beginning of the year, but her volunteer period lasted only few weeks since she was repatriated to Finland after COVID-19 outbreak spread to Uganda.

FRC's website and Facebook page were used as the main communication channels for programme communication. In addition to these, Instagram and Twitter were also utilized for campaigning. The number of followers on social media channels, especially on Facebook, grew steadily throughout the year. There were about 800 more followers on Facebook.

7.2. Global education

Through global education FRC aims to raise the interest of young people in the rights of refugees and migrants and create positive attitude change, as well as foster active citizenship. The objective was reached, despite the limiting effects of COVID-19 pandemic.

In the beginning of 2020, 16 global education volunteers were trained. Unfortunately, COVID-19 outbreak interrupted school visits in March. Some of the school visits took place online, but the online visits did not provoke much interest. In total, five school visits were organised and almost 200 students were reached. According to teachers' feedback, global education strengthened the development of students' empathy skills and offered ideas on how to promote refugees' rights,

One of the objectives was to strengthen teachers' and future teachers' global education skills. This goal was achieved with trainings and seminars related to refugee and development issues:

- OKL-seminar, 'Maailma koulussa' (one seminar in Turku in another online for teachers in Helsinki)
- Educa Fair in Messukeskus
- Transformer 2030 online training

In addition, teachers were provided with materials to introduce global education topics into classes, such as Refugees and Climate change - materials and UNHCR's videos.

Final objective of global education was to raise the interest of the public in the rights of refugees and migrants and to contribute to a more receptive and inclusive atmosphere in the society. This goal was reached through the photo exhibition 'Refugees and Climate Change':

- Photo exhibition in Sanomatalo 10.-23.2 and in Rikhardinkatu library 24.2-17.3. Despite COVID-19 interrupting the exhibitions early, they reached over 50 000 people.
- An easily accessible online version of the photo exhibition was also available on FRC's website. It was downloaded 287 times in 2020.
- A portable version of the photo exhibition, and related exercises, was also developed. Teachers could order the exhibition in their school, where students could set it up themselves

According to visitors' feedback, 97% of photo exhibition visitors reported that they learned new things about of the connections between climate change and refugees. All the respondents said that the exhibition increased their empathy towards refugees and climate migrants.

Seminars and trainings were planned and carried out in close collaboration with global education networks, including other NGOs, researchers, schools and other educational institutions. FRC's global education employee participated in Fingo's "Valikko" global education network, where current global education issues were discussed, and experiences shared.

The objectives of the global education intertwined with FRC's communications and advocacy work. For example, Climate Fighter (suom. Ilmastotaistelija) stories, which were published in FRC's website, showcased the stories of four people fighting climate change. In addition, Climate change and Refugees -seminar, was organised in co-operation with FRC's communications and marketing department.

7.3. Advocacy

Programme communication was supported through general communication and advocacy work with 25 postings covering the global refugee situation and refugee-related themes around the world. Information and fundraising campaigns raised awareness of the impact of COVID-19 on the lives of the most vulnerable people and raised funds for FRC response to COVID-19 in Uganda, Liberia, and Myanmar.

FRC has carried out long-term advocacy work by actively participating in both Finnish and international working groups and networks. In the working groups of the ministries and in several statements both to the parliamentary committees and the preparatory ministries, FRC has brought the refugee perspective and FRC's expertise during the year, e.g. preparation of reports and committee opinions. Over the past year, FRC has met decision-makers and shared information on the impact of COVID-19 on developing countries and refugee situations in our programme countries. In particular, the themes of the climate crisis and refugees and climate migration have been reflected in advocacy work in addition to COVID-19. Both in the decision-making meetings and media cooperation, FRC has raised awareness on climate migration and the effects of the climate crisis in our programme countries and the importance of making sustainable solutions.

In Uganda advocacy work is primarily done through the various working groups and coordination meetings at both national and settlement levels. FRC participates in five working groups: Education in emergencies (EiE), Livelihood and Resilience sector working groups, Urban Refugee Working group, Persons with Special Needs (PSN) working group and the settlement coordination meetings. These working groups are fora for sharing information, and identifying strategic partnerships

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 GBV. FRC participated in the national Protection and Gender coordination groups and supported partner organisations, KNWO and HTOI, which are actively advocating for the prevention of and response to GBV and supporting victims of GBV. Both organisations organised community awareness events in their operational areas and the main campaigning was done in connection with the annual international campaign of *16 Days of Activism against GBV*. Because of the restrictions on gatherings, this year part of the events were organised online; the major one was implemented through FRC Myanmar Facebook live stream (see details above in chapter 3.3.3.).

8. RESOURCES

8.1. Personnel

In the Development Cooperation Programme, FRC had, for year 2020, 92 full-time personnel, 4 in Helsinki, 73 in Uganda and 15 in Myanmar. Additionally, in the Helsinki office 7 staff members were working part time for the programme. The expatriate staff were 2, one in Uganda and one in Myanmar. 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. Communications and Marketing Coordinator
8. Director of Finance and Administration
9. Finance Officer
10. Human Resource Officer
11. Administrative Coordinator

Of these, the first four 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 Uganda and Myanmar country offices, in addition to one expatriate staff, there is a number of locally hired personnel. In 2020 there were 86 locally hired staff members, 14 in the two offices in Myanmar and 72 in the eight offices in Uganda. The national staff consists of professionals (adult education, community development, livelihood experts) and support staff (finance and administration, logistics, security).

8.2. Financing

The total expenses for the Development Cooperation Programme in 2020 were 2,167,871 EUR which comprises of 1,824,676 EUR programme support from the Ministry for Foreign Affairs, 2,000 EUR as payment from research co-operation and 341,195 EUR from institutional donors in Myanmar. A total of 257,480 EUR of programme support funds granted for the year 2020 has been transferred to the year 2021.

The fund-raising faced grave challenges with COVID-19 outbreak. Corporate donations decrease sharply and public events were cancelled. Fortunately, Ministry decided to temporarily ease the self-funding requirements for the programme support and programme could continue despite poor fund-raising result.

The budget was realised at 81,56 % level. The main reasons for the unused funds were delays and cancellations of programme activities resulting from the closure of schools and restrictions of movement and gatherings, which were put in place in varying degrees by the authorities in all target countries as a response to COVID-19 pandemic.

The Uganda country program was realised at 78,7% level (Adult Education project at 79,4% and Livelihood project at 75,4% level). Funds reserved for graduations were left unused as no

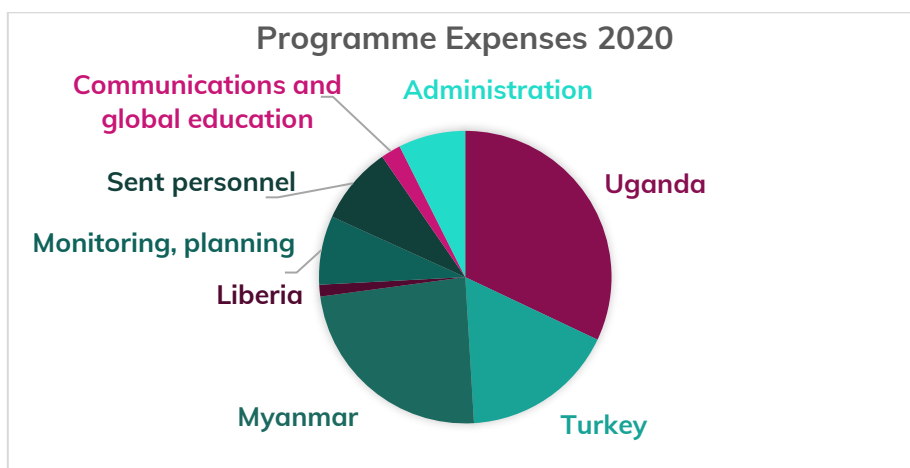
graduation ceremonies could be organised. Staff travel costs were underspent as travelling between the districts was forbidden for long part of the year. Fewer Training of Trainers than planned were also organised and no material support to IGAs were provided, thus resulting in underspending of activity budgets (realisation 57% in Adult education project and 56% in Livelihood support project). In Myanmar the vocational schools were closed most of the year and alternative methods for face-to-face teaching were developed instead. The budget allocation for trainees' housing facility was therefore left unspent as well as part of the costs reserved for training materials and travel costs. The Enhancing Vocational Education for Youth project was realised at 75,1% level, whereas the pandemic affected less the implementation of the Civil Society strengthening project, which was realised at 90,3% level. Sustainable services for Syrian refugees -project in Turkey was realised at 97,1%; though training venues had to be closed, the planned activities were continued online. Ethiopia project budget was left unused, except few operational costs used in preparation of the implementation. Liberia COVID-19 response campaign overspent slightly (2,297 EUR) due to extra monitoring costs.

The planning, monitoring and evaluation costs were realised at 75,7 % level as the planned monitoring visits and evaluation were cancelled. Expatriate staff costs were realised at 91,7%. The programme communication costs were realised at 59,4% level and the global education at 60,4% level. The share of communication costs of the total MFA funding was 2,6% .

Regarding the administrative costs the realisation was 89,8% and made 8,8% of the MFA funded programme costs. Within the planned administrative costs, less than planned was used for salaries whereas spending for external services as well as auditing exceeded the budget.

Uganda is the main programme country, consisting of two projects with 32,0% of the total program expenditure. The project costs in Turkey were 17,0% of the programme. Myanmar country program consisted of five projects, two of them funded by the Programme Support of the Ministry of Foreign Affairs in Finland. Myanmar country programme expenditure made 23,8% of the whole Programme expenditure (share of MFA funded being 8,1%). Liberia COVID-19 response campaign was implemented with only 1,3% and Ethiopia costs were 0,04% of the total programme expenses.

Expatriate staff costs made 8,6% of the expenses, whereas 7,6% of the overall programme costs were spent on monitoring, evaluation and planning, including programmatic support to the field offices. The Programme communication and global education expenses were 2,2 % of the total Programme costs. Administrative costs were 7,4% of the Programme costs (8,8% of MFA funded programme). The chart below shows the expenses breakdown among components:



9. ANNEXES

Annex 1: Summary table of Progress towards to the Result Achievement