

Felm Development Cooperation Programme 2022-2025



Preface

The concept of development is constantly shaped with global trends and reality. Methods and approaches have undergone thorough changes as the global challenges have become more complex and more comprehensive. The world has entered into new epoch – proposed to call it the Anthropocene, the Age of Humans – the time that humans are knowingly shaping the planet. The effects are exacerbated by policies that respect no planetary or human dignity boundaries. To turn the tide calls for vigorous actions and global collaboration.

IPCC-reports, global civil actions for justice and accountability are calling global actors to strive for a future life bearing, future where climate change is no longer threatening biosphere, where people can live life in dignity without fear of poverty or other human rights violations, and safe. This is the reality that Felm's three development outcomes are derived from: (1) Resilience to climate change and disasters has improved in targeted vulnerable communities; (2) Access to inclusive, quality education has improved especially among children and youth from marginalized groups; and (3) Integration of the rights of persons with disabilities into government policies and practices with active involvement of persons with disabilities and their respective organizations has improved.

Felm's development programme for the years 2022-2025 will lay emphasis on the interlinked problems of climate change, resilience, poor quality education and the rights of marginalized people, such as people with disabilities. The selected targets are derived from the experiences and results of the previous programmes. The logic of the result chains is based on the Felm's long experience in development cooperation and achieved results.

Sustainable Development Goals (SDGs) are central to this programme, and programme's outcomes will contribute to these jointly agreed targets. Human Rights Based Approach will provide a framework to all the activities: Felm will support duty-bearers to fulfil their obligations towards rights-holders and equip rights-holders to claim their rights when deemed necessary.

During the programme period Felm will explore new vehicles for development, i.e. innovative methods, approaches and partners as an ongoing process. The aim is to find practical solutions to local and global challenges. Felm's vast networks will provide venues and platforms for synergy and learning.

Felm's global partners in development cooperation are established local civil society organisations. Partners are experts in their respective fields, and collaboration is grounded on sharing and learning. Strong emphasis in expertise both at Felm's end and that of the partners will yield contextual adaptive methods and mitigated risks when pursuing of joint goals. Contextual approach ensures ownership, coherence and effectiveness of the implemented activities.

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Abbreviations

ACT	Alliance Action of Churches Together Alliance
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organisation
CWD	Children with Disabilities
DAC	Development Assistance Committee
DHH	Deaf and Hard of Hearing
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
FBO	Faith-based Organisation
HDI	Human Development Index
HRBA	Human Rights Based Approach
IDP	Internally Displaced People
IPCC	Intergovernmental Panel on Climate Change
LDC	Least Developed Countries
MLE	Multi-language Education
MTB	Mother-tongue based
ND-GAIN	Notre Dame Global Adaptation Initiative
OECD	Organisation for Economic Co-operation and Development
OPD	Organisation of Persons with Disabilities
PHDI	Planetary Pressures-adjusted Human Development Index
PMEL	Planning, Monitoring, Evaluation and Learning
PWD	Person with Disability
SDG	Sustainable Development Goal
UNCEDAW	United Nations Convention on the Elimination of all Forms of Discrimination Against Women
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees

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1. Analysis of the Operational Environment

Felm's programme work is guided by continuous monitoring and analyses of changes and developments in its operational environment. In the planning of the Development Cooperation Programme 2022-2025 especially the following global trends, phenomena, and challenges affecting the lives of people especially in vulnerable local contexts in the Global South, have been identified as essential to be addressed and considered:

Human rights as the corner stone of development efforts

Human rights, as set out in the Universal Declaration of Human Rights and various other human rights instruments, form a fundamental basis for Felm's development cooperation interventions. Multilateralism and the rules-based international order are key instruments for upholding human rights, but these have been under growing pressure in recent years. The global civil society's role in holding governments accountable for their human rights obligations is therefore more important than ever.

Simultaneously, we are witnessing democratic backsliding in many of our operating countries, coupled with the narrowing of the civil society space and degradation of civil and political rights. CSOs in these countries need to be empowered in their important role in promoting human rights and human rights-based development. Development without participation of people and systematic integration of human rights principles into development processes will not pave a way for the inclusive, equal and sustainable change Felm wishes to see.

Agenda 2030 - a common framework for humanity

The 2030 Agenda for Sustainable Development, together with its 17 sustainable development goals (SDGs), was adopted by the UN Member States in 2015. The universal Agenda provides a common framework for humanity's endeavours towards a better future. Its goals and targets are integrated and indivisible, balancing the economic, social and environmental dimensions of sustainable development. The civil society, acting in collaborative partnership with other actors such as governments, the private sector and academia, has an important role to play in the implementation of the Agenda.

Since the adoption of the Agenda, there has been growing concern over progress towards the SDGs. In September 2019, the SDG Summit recognized that global efforts to achieve the vision of the Agenda have been insufficient, calling for a Decade of Action to accelerate implementation and deliver on SDGs.¹ The 2020 SDG report notes that while progress has been uneven and the world was not on track to achieve many of the SDGs even pre-pandemic, COVID-19 has further complicated the achievement of the goals and resulted even in major setbacks in progress.²

Climate change challenging development

Climate change due to human activity is a global challenge that will determine the future of humankind and that of multiple other species on Planet Earth. It brings about extreme weather events, destruction of ecosystems, hunger, conflict and loss of lives and livelihoods, leading to unparalleled human suffering. All development efforts will be fruitless if climate change is not tackled. The Global South is already experiencing grave effects of global warming.

¹ High-level political forum on sustainable development 2019. Gearing up for a decade of action and delivery for sustainable development: political declaration of the Sustainable Development Goals Summit.

² The UN 2020. The Sustainable Development Goals Report 2020.

In 2015, the UN member states, Finland included, agreed in the Paris Agreement to pursue efforts to limit the global temperature increase to 1.5 degrees Celsius above pre-industrial level. Additionally, the agreement aims to strengthen the ability of countries to deal with the impacts of climate change. Since then, an IPCC report of 2019 has suggested that land surface air temperature could already have risen over 1.5 degrees.³ The vulnerable populations in some of the poorest countries of the world will need immediate support in adaptation efforts to ensure climate justice.

Build back better after the COVID-19 pandemic

Even though the full impact of the COVID-19 pandemic that swept over the globe in 2020 is yet unknown, it is estimated to have devastating effects on global development results. Especially the least developed countries and fragile states, as well as the most vulnerable and marginalized groups within societies are expected to suffer the gravest consequences as they have less resilience in the face of a crisis. The pandemic could push over 500 million people into poverty,⁴ and erase all progress in human development of the 6 years before the pandemic.⁵ Reports from Felm's partners in the Global South indicate a rupture of informal social protection systems and exhaustion of communities' back-up resources. It is likely that after the pandemic, marginalized communities will be increasingly vulnerable to various crises, including disasters related to climate change.

UN Secretary General António Guterres has urged the international community to build back better after the pandemic, to achieve more sustainable and inclusive economies and societies. Human rights and Agenda 2030 remain key instruments in achieving this recovery. The idea of building back greener, making sure that interventions to achieve recovery integrate climate impact, must also be an integral part of building back better as we are facing a climate emergency.

Stop the backlash on women's rights

While SDG 5 aims at achieving gender equality and empowering women and girls by 2030, and multiple other SDGs include targets related to gender equality, the hard-fought achievements in women's rights have been under growing pressure over recent years. The rise of conservative political ideologies, authoritarianism and religious fundamentalism have contributed to an unprecedented pushback across regions. Major international milestones such as the Beijing Declaration and Platform for Action, adopted in 1995, might be out of reach today. There is an urgent need to push back against the pushback and step up efforts to protect women's rights and reach gender equality. Progress towards SDG 5 has been made even in the face of the backlash, with rates of child marriage and female genital mutilation declining and women being increasingly represented in decision-making.

Sadly, the COVID-19 pandemic widened gender inequalities and risks reversing many promising trends. Women's livelihoods are particularly affected by it as women are more likely to work in the affected sectors, such as the informal sector and services. An estimated 47 million girls and women will be pushed into poverty due to the pandemic by 2021 as gender poverty gaps worsen. Sexual and reproductive health services have been compromised. The pandemic has intensified violence against women and girls with lock down measures and changing social dynamics. At the same time, accessing services for survivors has become more complicated.⁶

3 IPCC 2019. Climate Change and Land: an IPCC Special Report on Climate Change, Desertification, Land Degradation, Sustainable Land Management, Food Security, and Greenhouse Gas Fluxes in Terrestrial Ecosystems.

4 UNU-WIDER 2020. Estimates of the Impact of COVID-19 on Global Poverty.

5 UNDP 2020. COVID-19 and Human Development. Assessing the Crisis, Envisioning the Recovery.

6 UN Women 2020. From Insights to Action. Gender Equality in the Wake of COVID-19.

Further efforts required to solve the global learning crises

Education is a basic human right. Yet, a 2018 World Bank report highlighted the global crisis of learning: while most children have access to schooling, the promise of education is not realized due to poor learning outcomes and inequalities enshrined in education.⁷ In 2015, the Incheon Declaration and Framework for Action for Education 2030 affirmed the commitment of the international education actors to SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The focus was to be placed on access to education, equity and inclusiveness, gender equality, quality of education and life-long learning opportunities.

Despite some encouraging progress, the world is not on track to meet SDG 4 education targets. Before the COVID-19 crisis, it was estimated that by 2030, more than 200 million children would still be out of school, and only 60% of young people would be completing upper secondary education. Quality of education posed a challenge especially in sub-Saharan Africa, where only 64% of primary school teachers had received the minimum required training to practice their profession. Equality was another challenge, as girls were still more likely than boys not to enrol in school. Children with disabilities have a very limited access to school and a large proportion of out-of-school children have some kind of functional or learning disability.⁸ The impact of the COVID-19 pandemic on those already struggling to access quality education has been the gravest, accentuating inequalities amongst students. While remote learning has been an option to many in the Global North, only 18% of African households has Internet access and 11% owns a computer.⁹

Strengthening the rights of persons with disabilities

Around 15% of the world's population live with disabilities, and 80% of them live in developing countries. The rights of this world's largest minority have been largely overlooked until 2006 when the UN Convention on the Rights of Persons with Disabilities (UNCRPD) was adopted.¹⁰ The UNCRPD confirms a shift in attitudes towards persons with disabilities. Persons with disabilities are no longer considered as objects of charity or defined by medical diagnoses, but fully recognized as active subjects with rights, capable of claiming those rights and making informed choices on their own life and in society. Therefore, the UNCRPD provides a key reference for any development intervention, translating the motto "Nothing about us without us".

However, despite the wide ratification of the UNCRPD and integration of the disability rights perspective into several SDGs and their targets, persons with disabilities still face discrimination on multiple grounds: disability, gender, ethnic identity, sexual orientation or gender identity, religion, etc. Multiple discrimination can take the form of physical violence or exclusion, targeting on social media or in public spaces or gender-based violence against girls and women with disabilities. To overcome the violence, stigma and discrimination it is vital to support the voice of persons with disabilities through strengthening the capacity of organizations of persons with disabilities (OPDs). Awareness of the rights of persons with disabilities is needed on community, regional and national level among general public and duty-bearers alike. Engaging persons with disabilities in any field of work as the best experts

7 The World Bank 2018. World Development Report 2018. Learning to Realize Education's Promise.

8 UNICEF 2016. Towards inclusive education. The impact of disability on school attendance in developing countries. Global Partnership for Education 2021. Inclusive education. Available at <https://www.globalpartnership.org/what-we-do/inclusive-education>. Accessed on 12 March 2021.

9 The UN 2020. The Sustainable Development Goals Report 2020.

10 UN DESA 2021: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>.

guiding the work of mainstreaming disability inclusion in the given context will ensure accessibility and relevance of the project activities and outcomes but also give room and a sounding board for the voice of persons with disabilities.

2. Felm's Approach

Felm's development cooperation approach consists of the following core elements:

1. Leaving no-one behind

The commitment to **leave no-one behind** and to **reach the furthest behind first** is at the heart of Felm's development cooperation approach. This is reflected in Felm's strong focus on the vulnerable and remote communities in each context and the inclusion of marginalized groups in these communities. It also guides the geographical focusing of Felm's programme work, where emphasis is on the **least developed countries** (LDC) and the **states of fragility**. Out of nine countries in the programme, seven are LDCs, representing a total of 83.7% of the project budgets. Six countries are states of fragility.

This commitment is operationalized in Felm's development cooperation programme by following a **human rights-based approach** (HRBA) with strong emphasis on **non-discrimination**, and **inclusion of marginalized groups**. The internationally agreed human rights norms and standards guide the definition and monitoring of development results, and the principles of inclusion, participation, non-discrimination, transparency, and accountability guide both the development processes and their expected results.

By applying an HRBA, Felm aims at contributing to structural changes that enable the realization of human rights, especially among marginalized groups. Through these structural changes, rights-holders, and especially people from marginalized groups, are empowered to claim and promote their rights, and government duty-bearers to carry their responsibility to respect, protect and fulfil these rights. The Programme consists of three outcome areas, out of which two can be classified as human rights **transformative** and one as human rights **progressive**. The outcome area inclusive, quality education, and the outcome area rights of persons with disabilities are transformative, whereas the outcome area resilient communities, is progressive while includes transformative elements.

Understanding who are the most vulnerable and in risk of exclusion is central to HRBA. Together with partner organisations, Felm ensures that vulnerabilities are monitored, and that special attention is paid to identifying multiple discrimination.

2. A holistic methodology for better results

To best support the achievement of the SDGs, development efforts need to be effective. Therefore, the various OECD DAC criteria and recommendations, as well as the engagements of international donor community, are central to Felm's programme. The principles of ownership, alignment, harmonization, results-based management, partnership, transparency and mutual accountability, as laid out in the Paris Declaration (2005), the Accra Agenda for Action (2008) and the Busan Partnership Agreement (2011), guide Felm's development interventions.

In 2019, the OECD DAC adopted the Recommendation on the Humanitarian – Development – Peace Nexus in order to respond to the increase in fragile contexts where growing needs surpass humanitarian capacity. More collaboration, coherence and complementarity of different kinds of interventions is necessary for reducing overall vulnerability and the number of unmet needs, strengthen risk management capacities and address root causes of conflict.¹¹ For reducing the vulnerabilities of communities in face of crises, it is important to invest in development and support local capabilities. This is central to Felm's work.

11 OECD DAC 2020. Recommendation on the Humanitarian-Development-Peace Nexus, OECD/LEGAL/5019.

3. Working and learning together

Felm believes in **long-term, trusted partnership** with local churches, faith-based organisations and other civil society organisations, as well as faith communities and religious leaders, in reaching the context specific marginalized groups. Felm is also reaching out to **new partnerships** with specialised knowledge in Felm's selected outcome areas.

In Felm's partnership approach the importance of equal and open dialogue, working together and learning from each other is strongly emphasized. This is clearly reflected in different processes of the programme and its further development, and it is considered essential in creating mutual trust and ensuring shared ownership with partners of the programme. Felm's presence in the regions and countries where the partners operate together with its staff's deep understanding of the local contexts including the languages and the culture of these countries is considered important for operationalizing this approach in practice.

In Felm's partnership approach continuous learning and sharing of best practices are seen as the keys to success and lasting results. An increasing emphasis is given on peer-learning among and with partners, while the partners are also provided targeted capacity building that will not only support them in implementing their projects, but continuing further developing their work also in long-term. More information of Felm's partners and their capacity building can be found in section 4.3 of this document.

4. Strengthening the civil society

In line with the MFA Guidelines for Civil Society in Development Policy, Felm's development cooperation programme strengthens the civil society in the countries of operation. Felm believes that a strong, versatile, and independent civil society lays the foundation for sustainable development, democracy and the realization of human rights. Civil society has a central role, for example, in enabling the inclusion of and promoting the rights of persons with disabilities.

Supporting civil society has a key role to play in creating active citizenship: citizens themselves are able to demand a fairer, more transparent and accountable public sector, but also an economic system.

Felm strengthens the civil society by **building the capacity of its partner organisations** so that they, in turn, can build active citizenship and advocate for the realization of human rights. Felm also supports **human rights defenders** which itself may serve as a building block for democracy in fragile contexts. In its partner selection, Felm has emphasised the active role of partners in the civil society. Partners that have a strong and trusted role in their societies were selected to the programme.

In Felm's programme partners play an important role in developing civil society by:

- Promoting **citizen engagement** by raising awareness and understanding among rights-holders on their rights and how to claim them
- Supporting **local civil society actors**, such as organizations of persons with disabilities (OPDs) and peer support groups
- Promoting and conducting **human rights monitoring** with other local civil society actors
- Promoting **civic-driven change** through participatory advocacy with communities and rights-holders from marginalized groups

- Dialogue and collaboration with government duty-bearers for creating **channels for civil society participation** and thereby also increasing **transparency** e.g., in schools and other government structures, especially at the local level
- Providing **services** to strengthen active citizenship, especially in marginalized groups that have not had access to services before and in a situation where political activity is significantly curtailed.

Besides Felm's crucial role in strengthening the capacities of its partners and supporting them in playing an active role in the civil society development on local, regional, and national levels, Felm considers it important to strengthen civil society on the **north-south axis** on the basis of **global partnerships**. By doing this, it is possible to achieve economic, political, social and cultural goals based on common values and interests. Civil society development cooperation creates a wide range of peer contacts and networks through which common goals can be achieved. Joint learning on civil society development with and among partners happens through dialogue and networking in several fronts:

- International level advocacy following a local to global approach where partners' local level advocacy efforts are linked to international policy level influencing.
- Felm's and/or its partners' active role in international civil society organizations and networks, for example ACT Alliance and Lutheran World Federation.
- The potential of digital systems to strengthen civil society will be explored in the forthcoming programming period. The use of web-based training methods, networking facilities and materials will be intensified to enable multidisciplinary and civil society development. The dialogue between civil society actors in different countries will be strengthened thereby creating space for new ideas.

Further, cooperation with different actors (civil society, private sector, public sector) will increase their legitimacy and influence, strengthen communication and learning, and create a safer framework for individual actors. In Finland Felm's role in strengthening the civil society occurs through global education and advocacy.

5. Striving for carbon neutrality

In line with MFA programme support criteria, Felm's programme implementation is guided by the Paris climate agreement objectives. Felm is committed to reduce its greenhouse gases, striving for carbon neutrality by 2030. Following this commitment, Felm gives very strong emphasis in strengthening the capacities of its partners and vulnerable communities in climate resilience including climate mitigation this being the focus in one of the three programme outcome areas and also a cross-cutting objective of the whole programme. Furthermore, low emission development is mainstreamed in Felm's and partner organizations' own operations and programme implementation. In the programme for 2022-2025, Felm wants to streamline its work and to minimise travelling and CO2 emissions.

6. Innovative approach

Felm seeks innovative approaches on a continuous basis in its programme design and implementation. At the programme level during this programme period, Felm looks especially at innovative ways to employ the capacity of its partners in training and in developing the capacity of other partners through

partner-led learning activities organized largely virtually. This will be especially useful in operationalizing the cross-cutting objectives.

Project-level innovation takes place under the guidance of partners and with the help of Felm's advisors. During this programme period, Felm seeks to support partners in innovation by providing related training, as requested by partners during this planning process. Examples of project level innovations by country of operation can be found in Annex 4.

Private sector cooperation in the Felm development cooperation programme 2022-2025

Felm encourages its partners to think of innovative ways to cooperate with the private sector. According to the project plans, partners are reaching out to the private sector for local, low-cost solutions to specific development challenges. Cooperation ranges from SMS enabled mobile applications for the deaf, to value creation of agricultural products. Examples of private sector linkages can be found in Annex 4.

3. Programme Theory of Change

The Felm Development Cooperation Programme 2022-2025 has its foundation on Felm's extensive experience and solid thematic expertise in promoting **the rights and inclusion of people from marginalized groups** in the Global South in partnership with local churches, faith-based organisations, and other CSOs. This together with Felm's and its partners' deep and holistic understanding of the local realities, including various social, cultural, religious, environmental, and economic factors affecting the lives of people and communities, has guided defining the focus and the Theory of Change (ToC) for this programme that truly addresses core challenges in the realization of the rights of these people and sustainable development in the programme target areas.

In line with Felm's Mission on promoting human dignity and justice around the world as well as the Agenda 2030 pledge of 'leaving no one behind' the long-term goal of the Felm programme is to contribute to **improved resilience and inclusion of people from marginalized groups in the programme target areas** with focus on improved:

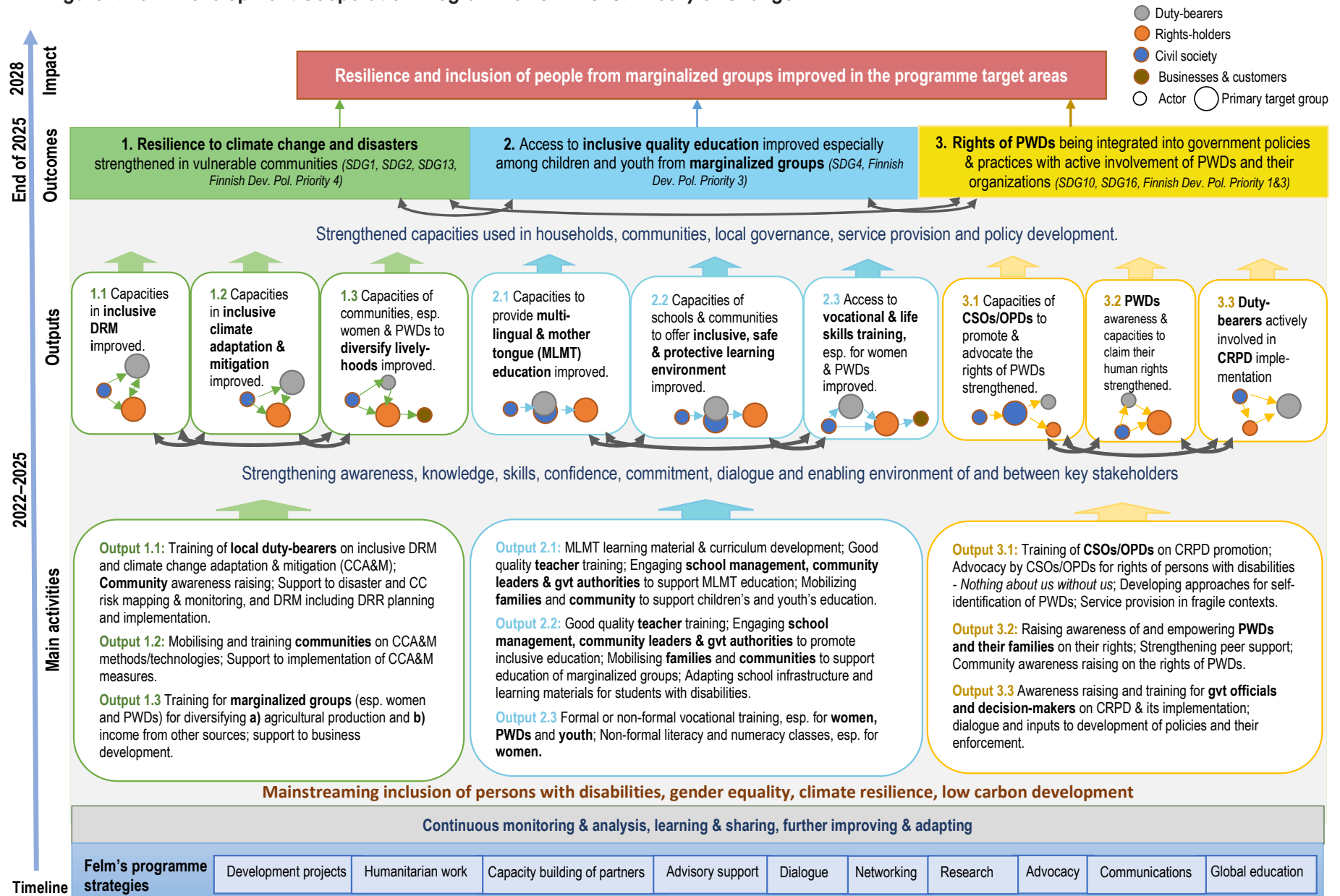
- **resilience of vulnerable communities** to cope with and address the constantly growing threat posed by climate change to the lives and survival of people from marginalized groups living often in highly vulnerable communities.
- **realization of the right to education for children and youth from marginalized groups** who are still largely excluded from the education systems due to their vulnerabilities e.g., related to poverty, disability, gender, ethnic background, language, location, etc.
- **realization of the human rights of persons with disabilities**, where persons with disabilities as equal citizens are increasingly heard and able to participate in decision-making in their communities and societies.

The programme will be implemented through three outcome areas: **Community Resilience, Inclusive, Quality Education, and Rights of Persons with Disabilities**. Under these outcome areas it aims at achieving measurable changes in behaviours, practices, processes, and structures at the levels of households, communities, local governance, and service provision, as well as policy development by the end of the programme period. Local civil society actors will play a key role in promoting and advocating for these changes that are seen as essential preconditions for sustained resilience and inclusion of marginalized groups in long-term. These medium-term results will be achieved by strengthening the capacities of rights-holders, duty-bearers, and civil society actors e.g., in relation to awareness, knowledge, skills, confidence, commitment, dialogue and creation of an enabling environment as reflected in the below illustration on the programme ToC (Figure 1).

The programme contributes directly to three out of the four Finnish Development Policy Priorities. The programme outcome 1 contributes directly to Priority 4 on climate and natural resources in relation to climate resilience, disaster risk reduction and food security. Outcome 2 contributes to Priority 3 in relation to access to inclusive, quality education. The focus of outcome 3 on the rights of persons with disabilities has in turn clear linkages to Priority 1 on rights of women and girls, and priority 3 in relation to strengthened capacities of civil society. The programme has also strong linkages to the Agenda 2030, and several of its SDGs and their targets as explained more in detail further below.

There are important synergies between different elements within the programme framework. Within the outcome areas the outputs are closely interlinked and support each other. Clear linkages

Figure 1: Felm Development Cooperation Programme 2022-2025: Theory of Change



Assumptions:

Outcomes to impact: Enough space for civil society to advocate for human rights and resilience; Government duty-bearers continue having ownership on inclusive policies and the overall political environment continues being conducive enough for these processes; International commitment to Agenda2030, Paris Agreement and the UN CRPD remains strong; The use of Washington Group Question Sets on Functioning will expand.

1. Community resilience:

Outputs -> outcome: Local duty-bearers are willing and commit their time to apply the gained knowledge and skills in the work of local DRM structures; Community leaders & local authorities monitor and promote the use of new CCM&A measures; No major unexpected interruptions in the markets for new products.

Inputs & means -> outputs: Local duty-bearers responsible for DRM & CCM&A are willing to participate and mobilize communities; People especially from marginalized groups are willing to participate in CCM&A; People in vulnerable communities are motivated to diversify their income; The existing cooperatives are willing to cooperate.

2. Inclusive, quality education:

Outputs -> outcome: School management and teachers apply their learning in practice; Government officials and decision-makers support strengthening of inclusive education; Developed curricula & learning materials approved by the government, and no major setbacks in policies on inclusive education; Families support education of children & youth from marginalized groups.

Inputs & means -> outputs: Education sector duty-bearers willing to strengthen inclusive education and to commit time and efforts to related activities; Schools are committed to maintenance of learning materials and infrastructural improvements; Vocational & life-skills students committed to completing their studies.

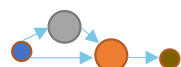
3. Rights of persons with disabilities:

Outputs -> outcome: CSOs/OPDs committed to long-term community mobilization & advocacy; There are government duty-bearers committed to leading CRPD promotion; No major political disruptions.

Inputs & means -> outputs: Staff and volunteers of CSOs/OPDs willing to learn and promote the UN CRPD following the principle of *nothing about us without us*; Active PWDs committed to awareness raising, community mobilization and peer support; There are government duty-bearers interested in the UN CRPD.

An example on how to read the symbols illustrating the programme logic under each output:

Output 2.3: Vocational & life skills training, especially for women and persons with disabilities, improved



Partners as civil society actor (●) strengthen the capacities of government duty-bearers (●) in providing vocational and/or life skills training or provides itself these services for rights-holders (●). Through vocational training students are supported to get employed in companies or getting self-employed (●).

can also be found on the level of outcomes. For example, in addition to the specific programme outcome on the rights of persons with disabilities, these rights are strongly taken into consideration in the efforts for strengthening community resilience, and especially in the promotion of inclusive, quality education. Furthermore, while the targeted efforts for strengthening community resilience are essential for enabling continued access of children and youth to education, climate resilience is also reflected in the work on inclusive, quality education in schools and curriculum development, and it is included in promotion of the rights of persons with disabilities. This kind of interlinkages are further strengthened through mainstreaming of Felm's cross-cutting objectives: inclusion of persons with disabilities, gender equality, climate resilience and low carbon emission. Strong emphasis is given on joint learning with partners, and sharing of good practices and lessons learnt for wider use among partners. This learning and sharing is also an essential resource for Felm's advocacy, global education and communications work in Finland and at the international level.

The following parts of this section describe further the programme ToC by presenting more in detail each of the three outcome areas. In addition, the humanitarian-development nexus as well as operationalization of the cross-cutting objectives in Felm's programme are described, and further details are provided on programme beneficiaries.

3.1 Outcome area 1: Resilient Communities

Introduction

The effects of climate change can be detected worldwide. Its regional impacts are now observable on all continents and across ocean regions with low-latitude, less developed areas facing the greatest risk. In the next 50 years, one to three billion people are projected to be left outside the favourable climate conditions for farming and living. The World Bank estimates that due to climate change, 100 million people will be driven into **extreme poverty** by 2030,¹² and IPCC estimates that 183 million additional people are at risk of hunger.¹³ Biodiversity will suffer significant losses due to climate change which will again impact humans severely.¹⁴

As more and more communities are facing the impacts of climate disruption, the urgent need to strengthen resilience has become obvious. **Resilient communities** are capable of 'bouncing back' from adverse situations like those caused by climate change. They can do this by actively influencing and preparing for economic, social, and environmental change. Especially cities and urban regions are increasingly working to become more resilient; to be able to prepare better, adapt and get stronger in response to internal and external pressures and stresses. From the perspective of sustainable development, it is essential to systematically expand and strengthen these efforts in vulnerable rural, semi-urban and urban communities in developing countries that are increasingly affected by various disaster risks including those related to climate change.

The urgent need to address climate change related challenges by building resilience is reflected in several **global policy frameworks**. *The Sendai Framework for Disaster Risk Reduction 2015-2030* as the primary international policy framework for resilience provides targets and concrete actions to prevent

12 <https://openknowledge.worldbank.org/bitstream/handle/10986/22787/9781464806735.pdf?sequence=13&isAllowed=y>, page xi.

13 https://www.ipcc.ch/site/assets/uploads/2019/11/08_Chapter-5.pdf / page 439.

14 <https://theconversation.com/climate-change-could-cause-abrupt-biodiversity-losses-this-century-135968>

new and reduce existing disaster risks. The need to strengthen resilience is also clearly reflected in the SDGs. The ‘no one will be left behind’ promise further underlines the need to pay attention to resilience, the most vulnerable people being the most affected by effects of climate change and other disasters. SDG1 includes the explicit target 1.5 on building *‘the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social, and environmental shocks and disasters’*. Furthermore, the *Paris Agreement*¹⁵ includes besides its goal for mitigation also a long-term adaptation goal as well as an expectation towards all countries to promote climate resilience.

Climate resilience

Climate resilience refers to the ability to recover from the effects of climate change; to adapt, renew and develop to meet the needs of the changing situation and to recognise the vulnerabilities of a community. With the effects of climate change, **disasters** occur more frequently and often with higher intensity than previously. When disasters strike, governments and aid organizations are not always able to help communities immediately, but the help is first mobilized locally. This proves it is vital for communities to be self-resilient.

Responding to climate change involves two possible approaches that are often interlinked. The goal of **mitigation** is to limit the increase in the global temperature through measures reducing carbon emissions. Saving energy, reducing consumption by recycling and reusing, and by taking action to save forests are only few examples of community-based mitigation. **Adaptation** refers to those crucial actions or plans that a community, household, or individual will employ against a current or anticipated impact of climate change whilst **resilience** refers to the ability to recover from the effect of climate change. Adaptation and resilience are comprehensive to one another but resilience also includes the ability to acquire new capabilities, perhaps emerging stronger from the struggle. In improving climate resilience there are no one-size-fits-all solutions. All communities, their environments, the threats they face, and their vulnerabilities are different.

Based on recent scientific studies, the limit of human adaptability to climate change will be reached and loss and damage due to climate impacts will be inevitable.¹⁶ The climate crisis threatens communities and entire populations by resulting in **loss and damage**. UNFCCC¹⁷ divides loss and damage into economic losses and non-economic losses. Economic losses include loss of income and physical assets such as property and infrastructure. Non-economic losses include loss of life, health, and human mobility as well as cultural heritage, societal and cultural identity, and biodiversity. Therefore, it is necessary to also engage in the loss and damage paradigm and integrate it in into Disaster Risk Management (DRM).

Problems to be addressed

Climate change is a human rights matter. Its’ impacts prevail unequally around the globe and affect different people, ethnic groups, professions, and genders differently. Historically the Western countries are responsible of 79% of the world’s greenhouse gases but the developing countries are carrying the biggest burden.¹⁸ This burden is clearly visible in the programme target areas, where vulnerable communities suffer from impacts of climate change in their daily lives in varying ways depending on the local context.

15 https://unfccc.int/sites/default/files/english_paris_agreement.pdf

16 https://unfccc.int/sites/default/files/resource/Online_Guide_feb_2020.pdf

17 https://unfccc.int/sites/default/files/resource/Online_Guide_feb_2020.pdf

18 <https://www.cgdev.org/media/who-caused-climate-change-historically>

For example, rural communities in Tanzania are facing prolonged droughts and extreme flooding by short-time heavy rains in productive agricultural areas, drying of seasonal water sources, etc. leading to large economic losses, and adversely impacting food security and exacerbating poverty. These adverse impacts are compounded by local environmental degradation, primarily caused by deforestation and traditional agriculture. In Cambodia, while floods, droughts, typhoons, and other types of natural hazards have always occurred regularly, the climate changes have exacerbated the intensity, frequency, and unpredictability of weather calamities dramatically. The impacts have been especially severe for the indigenous peoples in North-Eastern parts of the country due to their dependency on harvest yield, poor infrastructure in remote areas, and high prevalence of poverty. At the same time, rising sea levels are seriously affecting the livelihoods and daily survival of vulnerable communities and especially women-headed households in the coastal areas. In Ethiopia increasing serious droughts are severely affecting the lives and livelihoods of vulnerable rural communities, and in the South-Sudanese refugee and host-communities the climate change impacts are combined with multiple other interlinked vulnerabilities e.g., related to food-insecurity linked to poor livelihoods, limitations in agricultural practices and lack of farmland for refugees, as well as dependency on wood as a fuel leading to deforestation.

Women are impacted more because they carry out most of the household work including fetching wood and water, taking care of small animals and feeding the family. When these household activities become more difficult to carry out due to climate change, the workload of women will become unbearable. The majority of the world's poor are women, so they face higher risks and carry a heavier burden from the impacts of climate change in situations of poverty. Women's unequal participation in decision-making often prevent them from fully contributing to climate-related planning, policy making and implementation.¹⁹

People with disabilities experience poverty at more than twice the rate of people without disabilities. This puts them at higher risk, as the world's poorest people continue to experience the most severe impacts of climate change through lost income, displacement, hunger, and adverse impacts on health.²⁰ They are largely left out of any planning and decision-making impacting their lives. Yet, they are amongst the most vulnerable in the face of climate change and disasters. For example, in emergencies they do not have the same access to help or to even evacuate if necessary.

While the adverse impacts of climate change vary depending on the local context and specific vulnerabilities of communities and people from marginalized groups, there are some general features further contributing to them in Felm's target countries. Even though states have generally adopted already different kinds of climate change and DRM related policies, their enforcement is often not yet reflected in remote vulnerable communities that still largely **lack systematic processes for managing their disaster risks** including those related to climate change. Also, low levels of education and lack of understanding on climate change and disaster risks limits widely the possibilities of especially people from marginalized groups to take action for reducing these risks. Furthermore, communities lack knowledge, skills, and access to required technologies and other resources for carrying out effective climate change **adaptation and mitigation** (CCA&M) measures suitable to their specific contexts and needs. At the same time, existing **livelihoods** are increasingly adversely affected by climate change and related hazards, while vulnerable households are largely depending on subsistence farming and very limited sources of income.

19 <https://www.un.org/en/chronicle/article/womenin-shadow-climate-change>

20 <https://www.hrw.org/news/2020/05/28/people-disabilities-needed-fight-against-climate-change>

Theory of Change

As continuation to Felm's long-term work in holistic community-based development with focus on food security, livelihoods, and CCA&M, and as response to the growing needs identified by Felm and its partners in the programme target areas, the programme **outcome 1** focuses on improving resilience to climate change and disasters in targeted vulnerable communities with emphasis on inclusion of people from marginalized groups, especially women and persons with disabilities.

During the programme period the aim is to strengthen the capacities of vulnerable communities in adopting DRM processes, and CCA&M measures fit to their local context. Furthermore, vulnerable households will be supported to diversify their livelihoods to strengthen their capacities to cope with and recover from climate related and other hazards. **In long-term** sustained use of these capacities is expected to contribute to further strengthened resilience including improved food security in the target communities.

Locally Led Adaptation²¹ principles are in the core of Felm's climate resilience work. Local communities should be able to decide by themselves the adaptation methods and practices that best suit their needs and their environment. All community members should be engaged and benefit, and all the challenges the community faces should be considered with specific attention to groups whose voices easily remain unheard. This is essential for ensuring that a community's resilience is built on sustainable base.

The programme outcome will be achieved through the following **outputs** and related actions implemented primarily through targeted projects in Cambodia, Nepal, Ethiopia, Tanzania, Zimbabwe, Senegal, Mauritania, and Colombia:

1. Capacities in inclusive disaster risk management improved

Having functioning DRM structures and processes in place for implementing inclusive disaster risk reduction where the CCA&M perspective is now as important as ever in vulnerable communities. These structures (e.g., community DRM committees) and regular DRM processes enable communities to **identify, analyse, and monitor** risks and actual impacts posed by climate change effects and other hazards affecting people's lives. This is a precondition for them to be able to **plan** and **take action** for reducing existing disaster risks and avoiding new risks from occurring. These actions include on one hand preparedness measures at the community and household levels such as early warning systems, and evacuation plans allowing also timely response and thereby preventing and minimizing damages. At the same time, strengthened community level DRM supports planning and operationalization of longer term, community based CCA&M measures.

Even though national policies guiding DRR, and DRM are often in place, these structures are weakly functioning and the capacities of local authorities and community leaders to carry out their related duties remain weak in the programme target areas. At the same time, in these processes limited attention is paid on systematically ensuring inclusion of the marginalized groups including women and persons with disabilities. To address these gaps, the programme will engage in dialogue with **government duty-bearers** to create ownership and to build their capacities in carrying out inclusive DRM processes.

At the same time, it is of central importance to raise awareness of and educate the local communities to recognise the threats that climate change and related disasters pose to their lives and livelihoods, and

21 <https://www.iied.org/principles-for-locally-led-adaptation>

to understand related vulnerabilities and how to address them. This is essential for creating community ownership and mobilizing people to take action for addressing these issues both at the household and community levels. Furthermore, **advocacy** is an important tool for local communities to influence local and national level government decision-makers to take action on climate change.

2. Capacities in inclusive climate adaptation and mitigation strengthened

While strengthening DRM processes is essential for enabling identification and management of the key CCA&M needs and measures in a community, targeted efforts are required in communities to get mobilized and gain knowledge, skills, and resources for implementing these measures. The CCA&M related needs identified in the programme target areas clearly show the close interlinkages between mitigation, adaptation and building of community resilience. For example, increasing the use of green energy (e.g. solar power), and wood saving stoves and other energy saving technologies for cooking together with forestry, other land rehabilitation and natural resource protection efforts will not only contribute to reduced carbon emissions, but also to reduced vulnerability to hazards (e.g. landslides), while also reducing the time spent for collecting fire-wood, a household chore often done by women.

In relation to adaptation measures, there is a clear need for strengthening the capacities of vulnerable rural communities e.g., in climate resilient agricultural practices through use of drought resilient seeds, and diversification of crop variety and agricultural products, as well as in improving water management including development of irrigation systems and access to potable water.

3. Capacities of communities and especially women and persons with disabilities to diversify their livelihoods improved

Promoting **livelihood diversification** specifically among women and persons with disabilities living is essential for ensuring sustained community resilience in vulnerable communities. A household whose primary means of living is agriculture can also engage for example in, fishing, retail trade, further processing of agricultural products or daily labour as additional livelihood activities. Growing a variety of crops instead of monocropping, is also an example of livelihood diversification. By adopting resilient livelihood strategies, households will be able to avoid or reduce losses and thereby become less vulnerable to the impacts of climate change and recurring natural hazards.

In the context of climate change adaptation, this takes on a new relevance as a strategy to diversify away from vulnerable products, markets, and jobs toward income sources that are sustainable, low-emission and more climate resilient. For achieving this, systematic efforts are needed to support local communities and vulnerable households in identifying, and developing economically, environmentally, and socially sustainable sources of income or products fit to their local context and culture as well as in accessing markets. This will be achieved e.g., through training, demonstrations, and support to business development.

3.2 Outcome area 2: Inclusive, Quality Education

Introduction

Everyone has the **right to education** as stated in the Universal Declaration on Human Rights. This human right has been reaffirmed and further defined in various human rights conventions and other instruments including the UN Convention on the Rights of the Child (UNCRC), the UN Convention on the Elimination of all Forms of Discrimination Against Women (UNCEDAW), and the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

The importance of education is strongly reflected in the **Agenda 2030** that includes one specific goal on quality education. SDG4 aims at *‘ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all’* in line with the pledge of ‘leaving no one behind’. Education is also explicitly reflected in targets under several other SDGs, e.g., those on health, growth and employment, and climate change.²² This shows the importance of education as an essential enabling element in achieving sustainable development, since it equips people with the knowledge, skills, and values to build their lives and contribute to their societies.²³

Despite these global commitments, still more than 262 million children and youth in the world are out of school. Almost six out of ten of school aged children in the world are not acquiring basic literacy and numeracy after several years in school. 750 million adults are illiterate, this feeding into poverty and marginalization.²⁴ The exclusion of all these children, youth and adults from quality education has remarkable negative impacts on their lives and futures, and also more widely on socio-economic development in their societies.

Inclusiveness in education

In education, **inclusiveness** means that every child, youth, and adult is able to reach their full potential in intellectual and knowledge development, regardless of their personal, gender, ethnic, religious or political characteristics and socio-economic situation in a way that fosters their wellbeing. Inclusive education has been shown to be cost-effective and to improve the quality of teaching and learning for all children, not just those with disabilities or other specific needs.²⁵ It is the only strategy known to date which can reimagine currently inadequate education systems and ensure that all children can access quality education and thrive in an inclusive environment, free from segregation and discrimination.

An important aspect in inclusive education is that children have access to education with a language they speak or understand. **Mother-tongue based (MTB)** education enables students to learn the basic skills of reading, writing, and counting in a language that they know the best. Research by UNESCO, UNICEF, UNDP, and the World Bank shows that besides facilitating strong basic reading, writing, and counting skills, MTB education at early stage improves learning results, reduces drop-out rates, and builds foundation for later learning. Ideally, MTB education develops into multilingual education (MLE), as students have achieved the basic literacy and numeracy skills. By 3rd grade, a second language, normally the official language of the country or an international language, is introduced as a language of teaching. The MTB and the second language are used parallel in teaching and learning so that in phases, the mother-tongue teaching is replaced by bi-lingual teaching in grades 3-6. Even when the role of the mother-tongue is reduced, it remains a subject in the curricula throughout the basic education. Later on, other languages can be introduced as subject in the curricula.

Problems to be addressed

Worldwide, education systems are still failing children, 262 million of them remaining out of school as noted above. Those most likely to be excluded are disadvantaged because of poverty but very often due to multiple other vulnerabilities e.g., related to disability, language, location, gender, or ethnicity.

Speaking **a language** that is not spoken in the classroom, commonly holds back a child’s learning, especially for those living in poverty. However, this is still estimated to be the reality for hundreds of

22 <https://sdgs.un.org/goals>

23 Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4

24 <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

25 Embracing Diversity: Toolkit for Creating Inclusive, Learner-Friendly Environments, Unesco Bangkok, 2004, p.6.

millions. It has been estimated that as much as 40% of the global population does not have access to education in a language they speak or understand. The challenges are most prevalent in countries with high linguistic diversity.²⁶

According to the UN, there are 93 million **children with disabilities** worldwide. Some 50% of children with disabilities in low- and middle-income countries are excluded from education.²⁷ They have generally very low rates of initial enrolment, and even if they do attend school, they are more likely to drop out and leave school early without transitioning to secondary school and beyond.²⁸ They are also at greater risk of school violence and bullying.²⁹

Women and girls are disproportionately represented amongst the world's most marginalized people. Despite the progress achieved since 1990, many millions of girls are still not in school at all or drop out soon after going to school. Nearly two-thirds of the world's illiterate people are women and girls, and among them a large majority are from ethnolinguistic minority communities or living with disability. **Triple-discrimination** is not uncommon: chances of a girl with disability belonging to an ethnic minority to have access to learning are weak in most developing countries. The underlying causes of this extensive exclusion are manifold and context specific. However, there are also general features that can be recognized in the programme target areas. Long roots of discrimination are reflected in the attitudes and behaviours often widely within the society, including the education sector. Parents from marginalized groups have themselves very often been excluded from education, and experienced discrimination in different spheres of life further contributing to their poverty. This has often led to weak understanding on the importance of education and reluctance to send children to school.

Within the education system there may be already national level policies on inclusive education including MTB-MLE in place, but their enforcement and resourcing remain often poor. At the same time, despite positive developments in many locations, teachers, school management, local authorities and community leaders still widely lack understanding, knowledge and skills, as well as learning materials to implement inclusive education so that the specific needs of children from marginalized groups would be taken into consideration in classrooms and that schools would provide an accessible and safe learning environment free from discrimination.

Theory of Change

Basing on Felm's extensive experience and expertise in promoting inclusive pre-primary, primary and secondary education in many different local contexts in the Global South, the programme **outcome 2** focuses on *improving access to inclusive, quality education especially among children and youth from marginalized groups*.

The programme will strengthen the capacities of teachers and school management, government authorities, civil society actors, communities, and parents in ensuring children's and youth's access to quality education in a supportive and encouraging learning environment, where they can learn in a language that they understand. Furthermore, the equality and independence of youth and adults from marginalized groups is promoted by strengthening their access to inclusive vocational training, this laying also an important foundation for improved education of the following generation. In this way this outcome area will contribute to the expected longer-term **impact** of improved resilience and inclusion

26 If you don't understand, how can you learn? Policy Paper 24, Global Education Monitoring Report (2016)

27 Education Commission, (2015). "Learning Generation."

28 GCE, Equal right, equal opportunity report, 2014

29 UNESCO, School violence and bullying: Global status report, 2016

of people from marginalized groups in the programme target areas, including improved realization of their right to education.

The programme outcome will be achieved through the following **outputs** and related measures implemented primarily through targeted projects in Cambodia, Myanmar, Nepal, Ethiopia, Tanzania, Zimbabwe, Senegal, and Colombia:

1. Multilingual and mother tongue education strengthened in targeted schools and communities

Education in a language that the learners do not understand remains a remarkable challenge in the programme target countries. The programme addresses this challenge by promoting and strengthening MTB-MLE by following a holistic approach where in addition to teachers, children and youth all other relevant stakeholders are engaged in the process. Strong emphasis is given on the need to always adapt the MTB-MLE into the local context so that besides seeing languages as means of communication, interaction, and learning, also the cultural aspects related to cultural identities are taken into consideration.

For operationalizing the MTB-MLE, remarkable efforts are needed to improve the knowledge, skills and understanding of **teachers** on MTB-MLE and its implementation in classroom. This will be done through in-service and pre-service training on MTB-MLE. There is also a strong need for developing **learning materials** to support MTB-MLE. Besides being instrumental for MTB-MLE in the targeted schools and classes, promoting the adoption of these materials by the government for wider use within the education system will help in multiplying the impacts of these efforts. Furthermore, strengthening the ownership and support of **school management, government officials, and authorities**, as well as **community leaders** to MTB-MLE through awareness raising, capacity building, dialogue and advocacy is essential for ensuring an enabling and supportive environment for MTB-MLE within schools and in communities. Involvement of **parents and other caregivers** of children and youth from language minorities in the development of MTB-MLE is essential as described further below.

2. Capacities of schools and communities to offer inclusive, safe and protective learning environment improved

Besides targeted efforts to promote MTB-MLE as an essential element of inclusive education, there is a strong need to promote more comprehensively inclusive, safe, and protective learning environment where the needs and capacities of children and youth from different marginalized groups are taken into consideration. In addition to **primary and secondary education**, truly inclusive education systems also need to include **pre-primary education** to which especially children with disabilities have currently very limited access.

The focus of interventions on inclusive education varies depending on the local context. In many cases, an approach to strengthen inclusion of all children with specific focus on marginalized groups as a whole (e.g., poorest families, girls, ethnic or language minorities, persons with disabilities etc.) is applied. However, taking into consideration the wide exclusion of children and youth with disabilities from education, also targeted efforts focusing on their inclusion are needed by following **twin-track** education strategies and approaches to ensure that the mainstream education systems (and other sectors supporting education) become more inclusive, and that children with disabilities are supported to succeed through specific support based on their individual needs.

Parents' and other caregivers' views and concerns have to be considered when planning and implementing changes aiming at increasing inclusion of the education system. Raising awareness in com-

munities, among **parents, community leaders, the local teachers and school management** about the advantages of inclusive education is often required. Through discussions, an integrated approach to increasing the inclusiveness of education in communities can be agreed, combining changes in the school environment (accessibility, separate toilets for girls, etc.), teaching methodology (child-friendly, mother-tongue / multilingual) and learning materials (culturally relevant and acceptable to the community) should be used. Without the acceptance and **support of the communities**, no measures to increase the inclusiveness of the schools can succeed.

In inclusive education **teaching** is adjusted to respect the learning skills and capacities of individual students. In the programme target areas, this requires usually remarkable new knowledge and skills from teachers, whose education level and pedagogical skills remain often limited overall and who have very limited knowledge on inclusion issues. Therefore, in-service, and pre-service training of teachers is essential. Also, development of inclusive **learning materials** adapted to learners needs and to the local context is necessary. Furthermore, inclusion of children and youth from marginalized groups including persons with disabilities requires specific attention both on the **physical accessibility and safety** of learning environments for all as well as on preventing and addressing all types of **violence and abuse** in schools.

Strong collaboration between the education authorities and the **CSOs** is crucial. Organisations of persons with disabilities (OPDs), or other special groups such as ethno-linguistic minorities, as well as parents and other stakeholders, are often at the forefront of **advocacy for better education**. Often these local organisations are also key service providers for persons with disabilities. Furthermore, enhancing cooperation and coordination between **central and local authorities** and **across different service sectors** (for example, education and social services) have the potential to improve the quality of education services and to use education resources more efficiently.

3. Access to vocational and life skills training especially for women and persons with disabilities has improved.

Inclusive education should extend beyond formal basic education. In fact, having access to **inclusive vocational training** or **life skills training** are among the best ways to equip persons with different needs, be it due to gender, language skills or disability, to achieve equality and independence in the surrounding society. While the capacities of governments to provide these services remain still very limited, CSOs play an important role both in providing services and advocating the government to strengthen its role in this area.

For persons with disability, obtaining a profession through vocational training is the key for changing negative perceptions in the community towards disability and enabling earning a living and having a normal family life. Inclusive education reduces vulnerability. Life skills can provide a defence against abuse and help achieving healthy and constructive ways of life. Vocational and life skills training for adults from marginalized groups and especially for **women** is also an important strategy for promoting their children's education. Vocational training helps them in **improving their families' livelihoods** reducing the need to withdraw children from school. E.g., literacy classes and parental education equip women with important skills supporting their empowerment, at the same time helping them in being supportive to their children's education.

Multi-actor cooperation: In developing education services, the role of **ICT** is already important, e.g., due to the Covid-19 pandemic, and it can become also increasingly important in improving the inclusiveness of the education ecosystems. For example, to address the acute lack of local resources in special

education or MTB-MLE in difficult-to-reach rural schools, the local teachers could use off-line distance learning materials and lessons created by inclusive education service centres, and reference schools, using simple and affordable mobile phones or tablets. Such initiatives would benefit from multi-actor cooperation, involving education professionals, research institutes and universities, ICT companies and local and international NGOs. Felm plans to pilot this kind of cooperation with potential partners in Finland and target countries as funding allows.

3.3 Outcome area 3: Rights of Persons with Disabilities

Introduction

Persons with disabilities are one of the largest minorities in the world: 15% of the global population experience some form of a disability. Disability is a gendered phenomenon as globally 19% of women live with a disability compared to 12% of men. In low- and middle-income countries up to 75% of persons with disabilities are women.³⁰

Persons with disabilities face multiple and intersectional discrimination which has been recognized in the United Nations' Convention on the Rights of Persons with Disabilities (UNCRPD) and further discussed in the Conference of the State Parties to the UNCRPD in 2017. The rights of persons with disabilities have been largely overlooked until 2006 when the UN General Assembly adopted the UNCRPD. In 2021 the UNCRPD is close to universal ratification with 184 countries that have ratified it.³¹

The Millennium Development Goals did largely not meet the needs of persons with disabilities, leaving them behind in terms of the development achieved through the MDGs.³² The SDGs address this issue with their "central, transformative promise"³³ of Leave No One Behind, and they underline the need to abolish multiple discrimination. Inclusion of persons with disabilities is specifically addressed in Goals 10 and 16, and seven out of the 169 targets under the 17 SDG Goals have an explicit reference to disability.

Persons with Disabilities

The UNCRPD defines disability as follows: *Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.* (UNCRPD, article 1)

Defining disability as a phenomenon that takes place in the interaction of people and their surroundings emphasizes contextuality and the role of attitudes, physical and digital accessibility as well as accessible communication. The social stigma and cultural connotations linked to disability or specific impairments also vary by context.

The UNCRPD launched disability as a human rights issue. Persons with disabilities are entitled to the same rights as all human beings and have an active role as subjects of their own lives. They are no

30 UN Women 2017: <https://www.unwomen.org/en/digital-library/publications/2017/6/issue-brief-making-the-sdgs-count-for-women-and-girls-with-disabilities>

31 UN DESA 2021: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

32 Handicap International 2010: https://www.internationaldisabilityalliance.org/sites/default/files/documents/hi_crpd_manual2010.pdf

33 UN SDGs: <https://unsdg.un.org/2030-agenda/universal-values/leave-no-one-behind>

longer seen and treated as objects of charity whose needs are met by voluntary actions and donations and who are regarded with pity or depreciation. The way disability is defined in the CRPD lifts the focus from the person and their bodily, sensory, mental, or intellectual qualities that have been the centre of attention in the medical model of disability where disability is seen as ill-functioning bodies or deviations from some expected norm of what people should be and do.

Problems to be addressed

Civil society has a central role in enabling inclusion of and promoting the rights of persons with disabilities. However, as persons with disabilities face widespread discrimination and remain invisible and marginalized in their communities, there is little room for a human rights-based understanding of disability to develop on grassroots level. NGOs have little experience of including persons with disabilities into their work or decision-making, and organizations of persons with disabilities (OPDs) remain weak in organizational capacity, ability to advocate for societal change or influence decision-making. In many locations persons with disabilities have set up only informal self-help groups instead of organizations of persons with disabilities with a legal status. The physical, attitudinal and communication barriers to the full inclusion of persons with disabilities are present at all levels of society, including civil society.

Persons with disabilities face barriers to inclusion as well as stigma in their communities. They are not familiar with the international human rights enshrined in the UNCRPD and remain therefore unaware of their rights as persons with disabilities. They have often received little or no formal education and their basic literacy skills are limited. For those who are literate, access to information may still be very limited due to lack of information in accessible formats or lack of access to internet.

Misconceptions about disability and the origin of different impairments are common. Prejudice and fear lead to discrimination on both personal and structural level such as legislation and policies. Hostile attitudes and behaviours, as well as discriminatory action are internalized by persons with disabilities whose self-worth and self-esteem are often very low. The discrimination persons with disabilities face in their communities is especially harmful to the psychosocial wellbeing of children with disabilities. Their risk of developing depression or other long-term psychosocial disabilities is higher compared to their peers. Stigma related to disability can be seen in the reluctance of parents to get official birth certification for their children with disabilities. Without an official ID a person with disability is left out of many public services such as education or health care that they would be entitled to.³⁴

Government officials and decision-makers on national, regional, and local level have the responsibility as duty-bearers to respect, protect and fulfil the rights of persons with disabilities. However, according to the UN, 46% of persons with disabilities have faced discrimination based on their disability.³⁵ Inclusion of persons with disabilities is only realized when countries sign and ratify the UNCRPD, update their legislation to fully include persons with disabilities and train their civil servants on the content and implementation of the Convention and national legislation. Lack of data or poor quality of data on persons with disabilities is also a factor contributing to the invisibility and exclusion of persons with disabilities in society.

Access to justice is to large extent non-existing for persons with disabilities. They are not able to access legal documents or the physical spaces such as police stations or courts where they would need access to report rights violations or to defend their rights. Financial and attitudinal barriers also prevent

³⁴ UN Flagship Report on Disability, p. 269.

³⁵ UN Flagship Report on Disability, p. 195. Available at <https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf>

them from accessing legal services. Reasonable accommodation enabling access to legal services for persons with disabilities rarely exists.³⁶

Discriminatory legislation is especially common in the case of psychosocial disability. The language and terminology used in legislation when referring to persons with disabilities or their different impairments can be derogatory and the civil and political rights of persons with disabilities can be limited. These restrictions often include but are not limited to the right to vote or to run as a candidate in an election or the right to act as the legal guardian of one's children.³⁷

As civil servants and duty-bearers have a limited understanding of disability, government programmes and projects are often excluding persons with disabilities. Persons with disabilities may be actively excluded from the beneficiaries of government activities or the service or programme design sets up or strengthens barriers to inclusion.³⁸

Theory of Change

As continuation to Felm's long-term efforts in promoting the rights of persons with disabilities in the Global South, the programme **outcome 3** focuses on **improving integration of the rights of persons with disabilities into government policies and practices with active involvement of persons with disabilities and representative organizations**. The programme promotes transformative changes that are seen as preconditions for the full and sustainable realization of the human rights of persons with disabilities, where persons with disabilities participate as equal citizens in decision-making in their communities and societies. In this way it contributes to the longer-term programme **impact** of improved resilience and inclusion of people from marginalized groups in the programme target areas.

The programme aims at strengthening the capacities of persons with disabilities as rights-holders so that they feel increasingly respected and are able to take an active role in their communities in the programme target areas. In line with the principle '*nothing about us without us*' the programme aims at strengthening the active role of OPDs and other representative organizations as civil society actors in advocating and promoting the rights of persons with disabilities and mobilizing them to participate in these efforts. At the same time, government duty-bearers are promoted to carry out legislative and policy reforms as well as policy enforcement processes supporting the implementation of the CRPD.

The programme outcome will be achieved through the following **outputs** and related measures implemented primarily through targeted projects in Cambodia, Nepal, Ethiopia, Zimbabwe, East-African region, and Colombia:

1. Capacities of partner organizations, especially OPDs to promote and advocate for the rights of persons with disabilities strengthened

Providing capacity building and other support to partner organizations and organizations of persons with disabilities will strengthen their capacity to advocate for the rights of their members and other persons with disabilities. With improved understanding of disability and capacity in disability mainstreaming partner institutions become more inclusive. When the providers of community-based services become more aware of the rights of persons with disabilities, functioning and quality of life of persons with disabilities improve. This will in turn make it possible for them to have a more visible role in their communities on an equal basis with others.

³⁶ UN Flagship Report on Disability, pp. 254-255.

³⁷ UN Flagship Report on Disability, pp. 196, 267.

³⁸ UN Flagship Report in Disability, p. 259.

Strong organizations of persons with disabilities are able to take part in government consultations, working groups and processes on legislation and policies that define the implementation of the UNCRPD on national, regional and local levels. They are also able to mobilize their members to take an active role in advocacy and lobbying actions, and they are able to liaise with other organizations of persons with disabilities to share information and experiences. With additional resources and support OPDs, being often based in urban areas or capital cities, are able to better reach out to persons with disabilities living in rural areas.

2. PWDs' strengthened awareness on and capacities to claim their human rights

Persons with disabilities and their family members can advocate for their rights and demand the services they are entitled to once they know what these rights and services are. Training persons with disabilities on human rights and on decision-making will enhance their capacity to take part in society and take an active role in political processes such as voting or standing for office. Information on human rights is provided by trainings, awareness raising campaigns and peer support groups. Felm's work on inclusive education under programme outcome 2 improves the access to education and learnings outcomes for persons with disabilities which in turn support their capacity to claim their human rights.

By promoting the rights of persons with disabilities on community level not only the persons with disabilities but also their family members become aware of their rights and the services their family members are entitled to. Supporting families on community level to access available services them is important to combat stigma related to disability and enable families to register the birth of their children with disabilities. The official birth certificate and identity documentation is of key importance for persons with disabilities so that they can access education as well as health and other services they are entitled to.³⁹

3. Government duty-bearers' active engagement in CRPD implementation strengthened

The UN Flagship Report on Disability recommends that "national laws and policies to identify and eliminate discriminatory provisions against persons with disabilities"⁴⁰ should be reviewed. Raising public authorities' awareness on and providing them with capacity building on disability, disability inclusion, and the rights of persons with disabilities is crucial to improve the implementation of the UNCRPD. Strong national and regional coordination mechanisms need to be created for effective monitoring of the Convention and for promoting the rights of persons with disabilities. Collaboration of OPDs and other representative organizations with key stakeholders and especially civil servants and political decision-makers on local, regional, and national level is of utmost importance. Through these actions the level of awareness and understanding of the lives of persons with disabilities and their commitment to inclusion is improved and the capacity of public authorities, justice sector and political decision-makers is strengthened.

³⁹ UN Flagship Report on Disability, pp. 267, 270.

⁴⁰ UN Flagship Report on Disability, p. 198.

3.4 Humanitarian-Development Nexus

Introduction

Today, the scale of human suffering is estimated at more than 170 million⁴¹ people around the world in need of humanitarian assistance to survive. Today's humanitarian crisis situations are increasingly complex of nature and transcend the traditional lines between humanitarian aid and development cooperation. Disasters caused by natural hazards and conflicts pose a major threat to sustainable development and peace. The impact of such disasters and the complexity of humanitarian crises is growing, as climate change results in more severe and frequent weather-related events, coupled with population growth, rapid urbanisation, depleted eco-systems, and conflicts. Humanitarian emergencies are becoming increasingly recurring and protracted, and have become more volatile and multifaceted, putting the traditional division between short-term humanitarian relief and longer-term development to the test.

For example, Ethiopia, where Felm has a long history of working, has made significant progress in poverty reduction and economic growth and is one of the fastest growing economies in Africa. Despite this, the number of people in need of humanitarian assistance has increased – exacerbated by climatic shocks and conflict. The number of people targeted for humanitarian assistance in Ethiopia has nearly tripled since 2015.⁴² This underlines the very fact that humanitarian assistance alone cannot be the only response to crises, but it needs to be linked to efforts building sustainable and resilient communities.

The Nexus Approach

The humanitarian-development-peace nexus approach is a shared vision of the UN, EU, and others, which puts into effect the synergies between members of humanitarian, development, and peace communities. This approach ensures that humanitarian actors can focus on acute needs and those in development can focus on long-term resilience, promoting peaceful and robust communities. At the same time, the Agenda 2030 and the SDGs provide a globally agreed framework for humanitarian and development actors to contribute to the common vision of supporting the furthest behind first and a future in which no one is left behind.

In 2016 at the World Humanitarian Summit (WHS), strengthening the humanitarian-development nexus was identified by the majority of stakeholders as a top priority. What followed was 'The New Way of Working' (NWOW) which calls on humanitarian and development actors to work collaboratively together, based on their comparative advantages, towards 'collective outcomes' that reduce need, risk and vulnerability over multiple years. The approach is not a "hand-over" from humanitarian to development actors. Rather it acknowledges that, humanitarian and development actors need to work side-by-side and collaborate.

The Nexus in Felm's development cooperation programme

For Felm, Nexus thinking is nothing new. Felm has implemented multisectoral development programmes for decades, with extensive intersectoral connections and a wide array of stakeholders. Felms' humanitarian work has been part of the nexus. Humanitarian assistance is always channelled through the same partners that Felm works with in its development programmes and in the same geographical areas where these programmes are implemented. This allows for being present before, during and after a disaster, permitting continuity and fluid transition from development mode to emergency mode and

41 <https://news.un.org/en/story/2019/12/1052731>

42 United Nations Office for the Coordination of Humanitarian Affairs - UN OCHA, <https://www.unocha.org/ethiopia>

back again. This continuum also makes it possible to adjust the development programs depending on the situation and severity of the disaster. For example, during the COVID-19 crisis Felm provided humanitarian assistance (food, healthcare, psychosocial support, etc.) for its partners and target communities, while continued implementing its longer-term development programs, adjusting them as needed to meet the requirements of changing realities.

In this programme Felm continues to further strengthen its nexus approach, where the longer-term development initiatives are even more integrated and working together with the humanitarian component. The initiatives under programme outcome 1 on building community resilience to disasters and climate change play a key role in this. Strengthening of inclusive community level disaster risk management structures and processes will improve the capacities of the target communities to be prepared for disasters and thereby to smoothly move to emergency mode as needed. Disaster risk monitoring and disaster risk management plans allow also Felm and its partners to be prepared to mobilize and channel humanitarian assistance to these communities in a timely manner as needed. At the same time, locally planned and operationalized climate adaptation, and other disaster risk reduction measures together with diversification of livelihoods play an essential role in strengthening the resilience of communities and people from marginalized groups to cope with and recover from disasters. Strengthened resilience will support minimizing disruptions caused by disasters to longer-term development processes.

In addition to developing concrete approaches and good practices for the nexus approach through the above-described targeted measures as well as by mainstreaming climate resilience in all projects, Felm will continue building the capacities of its partners in emergency planning and in carrying out humanitarian work in different disaster contexts. Furthermore, since the programme is implemented also in conflict affected areas, and Felm has extensive experience and expertise in peace building, the concept of triple nexus of development, humanitarian work and peace building will be further developed and concretized in the new Felm strategy which will come into effect from 2023.

3.5 Cross-cutting Objectives in Felm's Programme

In line with the Finnish Development Policy, Felm's development cooperation programme is guided by the following four cross-cutting objectives: *inclusion of persons with disabilities, gender equality, climate resilience, and low emission development*. Felm's long and comprehensive experience in working on these issues has shown their high relevance in all programme work and for partners. This was reflected also in the results of the Mid-Term Review of Felm's Development Cooperation Programme in 2020. The good progress made in their mainstreaming forms an excellent basis for moving ahead in this process.

The rights of persons with disabilities as well as strengthening of community resilience including both climate change adaptation and mitigation form integral elements of Felm's programme ToC and portfolio. Therefore, the related cross-cutting objectives are operationalized by applying a twin-track approach, where **mainstreaming** is combined with and supported by **targeted actions** focusing specifically on these themes. The cross-cutting objective of gender equality is primarily implemented through a mainstreaming approach, while the objective of low emission development focuses on Felm's and partner organizations' own operations and programme implementation. Further details on the operationalization of each cross-cutting objective can be found in the document 6 of Felm's programme support application to the Ministry for Foreign Affairs of Finland.

In the mainstreaming of the cross-cutting objectives a three-level approach is followed. The minimum standard for the programme and all projects is that **no harm is done** (level 1). In addition to meeting this minimum standard, some projects and programme elements take a more pro-active role in

promoting the cross-cutting objectives (level 2). The most advanced level of mainstreaming takes place in projects aiming at **transformative** changes in relation to these objectives (level 3). Analysing projects against these three categories supports setting realistic targets for the mainstreaming of cross-cutting objectives and their monitoring in the programme.

During the programme implementation specific attention will be paid to **learning from and sharing of good practices and lessons learnt** from targeted actions and projects on a more advanced level in mainstreaming the cross-cutting objectives. This will be done by:

- conducting partner-led learning meetings with partners in different regions on cross-cutting objectives for sharing and discussing best practices and lessons learnt.
- preparing and disseminating case studies on best practices and lessons learnt from targeted and advanced projects on the operationalization of the cross-cutting objectives.
- training organized for partners on the cross-cutting themes that will also provide fora for joint learning.

Programme level analysis on the cross-cutting objectives will be conducted based on disaggregated programme monitoring data, as well as mainstreaming related analysis in project reports. Analysis on the achievement of cross-cutting objectives will be included in project evaluations and the mid-term evaluation of the global programme. Evaluation results will be used to further strengthen the operationalisation of these objectives in the programme and guiding the planning of the following programme with the aim of projects gradually moving to more advanced levels in their mainstreaming.

3.6 Focus on the Most Vulnerable and Marginalized Groups

As reflected above, Felm focuses its work in all programme target areas on people from the most vulnerable and marginalized groups as rights-holders. Since the levels and types of vulnerabilities depend of the local context, the programme target groups are carefully identified by partner organisations based on their experience, community presence, background analysis, and dialogue with these groups. Felm has a long experience in working with the most marginalized groups which has repeatedly been evaluated as Felm's clear added value and strength.

Within each marginalized group, Felm further focuses on women, girls and persons with disabilities. Felm also pays special attention to intersectional discrimination so that the multiple intersecting and overlapping factors contributing to marginalization e.g. in relation to gender, caste, disability or ethnic background, are carefully taken into consideration in the programme work. Table 1 summarizes the marginalized groups targeted by projects in each country. The table contains the groups whose rights are promoted.

In line with the human rights-based approach the programme target groups include the most marginalized groups as rights-holders and the key stakeholders responsible for respecting, protecting and fulfilling their rights as primary and secondary duty-bearers.

As reflected in the above sections on each programme outcome area, the programme pays strong attention on the role of both rights-holders and duty-bearers as active agents of change in the supported development processes, with strong emphasis on strengthening their ownership of and long-term commitment to these processes. This is essential also from the perspective of programme sustainability.

Table 2 shows an estimate of the number of beneficiaries in each context during the programme period. The numbers of people with disabilities will become more precise as the Washington Group development project progresses.

Table 1: Targeted marginalized groups by country of operation

Country of operation	Targeted marginalized groups
Latin America	
Colombia	Afro-Colombian and indigenous peoples, peasants, IDPs, ex-combatants of Farc, survivors of landmines
Africa	
Mauritania	Women, persons with disabilities
Senegal	Women, children, persons with disabilities
Ethiopia	Women, youth, persons with disabilities, deaf and their families, refugees and host communities, minority groups
Tanzania*	Women and girls with disabilities, youth, students and their parents
Zimbabwe	Vulnerable girls and women, including widowed, persons with disabilities, child headed households, chronically ill, vulnerable boys and men, orphaned children
Asia	
Cambodia	Indigenous peoples, poor and remote communities, incl. fishery communities, children, children and youth with disabilities
Myanmar	Persons with disabilities, children with disabilities, ethnic minorities
Nepal	Women, children, youth, persons with disabilities and psychosocial disabilities, minorities such as Dalits, migrants

* Includes the target groups of a regional project.

Table 2: Number of direct and indirect beneficiaries during the programme period 2022-2025

Country of operation	Direct beneficiaries						Indirect beneficiaries
	Rights-holders	...of whom:		Duty-bearers	...of whom:		
	Total	girls, women	PWDs	Total	women	PWDs	
Latin America							
Colombia	78,300	40,400	13,100	1,100	500	n/a	38,000
Africa							
Mauritania	3,600	2,100	300	100	80	10	33,000
Senegal	14,500	8,800	700	800	250	40	14,000
Ethiopia	137,100	68,600	40,200	11,700	5,700	1,650	1,268,000
Tanzania*	78,500	42,600	1,900	2,500	870	50	464,000
Zimbabwe	23,600	11,500	2,500	500	100	10	74,000
Asia							
Cambodia	12,900	6,500	600	4,500	1,700	100	129,000
Myanmar	7,600	3,900	900	700	400	200	33,000
Nepal	78,200	44,000	5,300	5,900	2,100	180	152,000
Total	434,300	228,400	65,500	27,800	11,700	2,240	2,205,000

* The figures include beneficiary data for a regional project carried out in East Africa.

4. Implementation Arrangements

4.1 Felm's Programme Strategies

The Felm programme strategies include development projects, global education, humanitarian work, advisory support, development communications and advocacy.

Development projects

The programme is implemented through 32 development projects: 16 projects in Africa, 12 in Asia and 4 in Latin America. A total of 25 projects are in least developed countries (LDCs), representing 83.7% of the total project budgets.

All projects fit the programme theory of change and they contribute to at least one outcome area: (1) *resilient communities*, (2) *inclusive, quality education*, or (3) *rights of persons with disabilities*. The projects have been planned by the partner organization in close dialogue with Felm staff. The selection of projects is based on concept notes evaluations, project plans and partners' capacity assessments. Each region has given emphasis to the themes that are relevant to their particular context. Further details of each project can be found in Annex 7. The programme and project planning process is described in the Programme PMEL Plan in Annex 3.

The below figure 2 shows the projects by type, size and location. The projects are assigned with colours based on which outcome area they primarily contribute to.

Global education

Felm's global education **contributes to the realization of the SDG target 4.7**, thereby calling for citizens' global responsibility. In Felm's approach, the content used for global education is derived from the global South, directly from the work and results of Felm's partners. Global education is results-based and it makes use of multichannel communication.

Figure 2: Development projects by type, size and location



In line with the programme ToC Felm's global education focuses on the following themes: climate change adaptation and mitigation, inclusive, quality education, human rights, cultural diversity, and peaceful coexistence. Global education raises awareness of especially primary school-aged children, youth and young adults as well as teachers and education professionals on Felm's development cooperation, sustainable development, and cultural diversity, and it emphasizes the Sustainable Development Goals that address the reduction of poverty and inequality, gender equality as well as peace and justice. With concrete examples of its work, Felm shows how development cooperation contributes to building equal societies where sustainable development can actualize. Further details of Felm's global education can be found in Annex 6.

Humanitarian work

Humanitarian work is channelled through the same partners that Felm works with in its development projects and always in the areas where the projects are already running. This allows for being present before, during and after the disaster, which permits the continuity and fluid transition from development mode to emergency mode and back again. This continuity also makes it possible to adjust the development projects or make some changes depending on the situation and severity of the disaster.

Advisory support

The thematic, administrative and financial advisors play a substantive role in guiding the planning, implementation, monitoring and further development of Felm's development cooperation projects. Through these processes and targeted training activities they play a key role and in building the capacity of partner organisations. Advisors provide technical, financial and thematic support for quality planning, implementation, reporting and monitoring of the development projects. They also create space for mutual learning and sharing and have a crucial role in quality assurance and promoting good governance.

Besides their solid technical expertise, Felm's advisors have a profound understanding of the local contexts in the programme target areas and they therefore have a key role in continuous risk assessment. Most of Felm's advisors are working on the grass-root level which guarantees them direct access to first-hand information which is then fed into learning and risk management. Felm's advisors abroad speak local languages and go through training which emphasises a culturally sensitive and non-discriminatory approach. This enables them to have equal dialogue with partners, whereby learning happens both ways and respect and trust is mutually enjoyed.

Development communications

Felm's development communications aims at raising the awareness of its target audience on global development challenges, Felm's development cooperation, and its results. By providing reliable information about development cooperation and its results, and using the Agenda 2030 as a global framework for sustainable development, Felm promotes positive attitudes towards development cooperation as a whole. Felm further encourages people to understand their roles in global development and encourages them to act as members of civil society implementing Agenda 2030 globally. Development policy issues, and enhancing public discussion on these issues, is also on Felm's agenda.

The target audience of Felm's development communications includes (1) supporters of Felm, (2) employees, decision makers, and active members of the parishes in the Evangelical Lutheran Church in Finland, (3) general public, (4) youth, (5) decision makers, authorities, and professionals, and (6) media. In targeting this audience, Felm focuses on the themes of the development cooperation

programme: climate change, education, and the rights of people with disabilities. Felm also focuses on the results, challenges, and learning from the programme. In the target countries Felm's partners' play a key role in communicating about the programme, its achievements and related learning in communities and more widely e.g. through networks. More information on the objectives, guidelines, activities, indicators, risks as well as roles and responsibilities can be found in Annex 5.

Advocacy

Felm continues strengthening evidence-based advocacy as a central method applied in its human rights-based development cooperation programme. It is used for **promoting structural changes addressing the root causes** of poverty, inequality and human rights violations, and thereby for increasing the impacts of its individual projects.

As reflected in the programme theory of change advocacy is on one hand an integral element in projects implemented by partners in the Global South. The targeted unjust structures are identified and analyzed with partners as part of planning and during implementation of projects. Felm's advocacy and thematic experts provide targeted support to these processes and conduct related international and global level analysis. The social and cultural, political, and/or economic structures and factors contributing e.g., to gender-based discrimination or discrimination of persons with disabilities are analyzed in local project contexts. Some structures might be highly localized such as caste-discrimination, others being international or global such as weak implementation of global climate change agreements or enforcement of corporate human rights responsibility.

The grass-roots level experience on the realities of vulnerable communities and marginalized groups as well as learning from local development processes will be used as an evidence-base in local, national and international level advocacy efforts. Furthermore, some projects include research elements for creating analytical evidence-base for advocacy.

Through analyzing the structures and the related use of power both contextually and through specialist knowledge, Felm is able to create chains of advocacy work that link the experiences of development project beneficiaries to international decisions-making processes, such as climate negotiations of UNFCCC or human rights monitoring in the UN system. In Felm's development cooperation programme, these chains covering advocacy work both in the global South and at the international level and in Finland will focus thematically on climate resilience as well as the rights of persons with disabilities.

In its development cooperation programme, Felm makes use of a large variety of advocacy tools. The methods Felm's evidence-based of advocacy include the dialogue with government officials and political decision-makers, research cooperation, public advocacy through on- and offline media, building networks, mobilizing civic action through demonstrations and petitions, and providing specialist statements to consultations on laws and policies.

4.2 Countries of Operation

Felm's development cooperation programme 2022-2025 includes 9 countries of operation. These countries are Cambodia, Colombia, Ethiopia, Mauritania, Myanmar, Nepal, Senegal, Tanzania and Zimbabwe. The programme also includes a regional advocacy project which is carried out in East Africa. A total of 83.7%⁴³ of project funding goes to the least developed countries (LDCs).

All the countries selected are on the OECD DAC list of ODA Recipients and are therefore eligible to receive official development aid (ODA). The main guiding principle in selecting the countries is their inclusion in the category of least developed countries, as defined by the United Nations, and their

43 Calculated based on project budgets.

inclusion among the states of fragility, as defined by the OECD⁴⁴. Out of 9 countries selected, 7 are LDCs and 6 are states of fragility. Colombia is selected as it still holds the highest number of internally displaced people (IDP) in the world, with a total of 8 million IDPs in 2019.⁴⁵

Focusing development cooperation in LDCs is in line with Felm's principle of leaving no-one behind and reaching out the furthest behind first. Felm also finds an added value in working in countries that are not Finland's development cooperation partner countries. This enlarges the coverage of Finnish development cooperation and enables the strengthening of civil society and the realisation of human rights in areas that are out of reach of bilateral programmes. In countries where bilateral programmes exist, Felm complements the work of Finnish development cooperation by strengthening those organisations of civil society that Felm has found to have high potential.

Felm also focuses its development cooperation in countries that Felm has on-going international work. This brings synergy benefits in terms of efficiency and nexus potential. For example, the peace and reconciliation programme in Colombia, Zimbabwe and Myanmar provides a triple-nexus advantage for Felm. Felm also cooperates with other local and international development actors in all the selected countries.

Table 3: Countries of operation by selection criteria

Country of operation	ODA Recipient	LDC	State of Fragility	MFA Non-bilateral partner country	Synergy with other Felm programmes
Asia					
Cambodia	✓	✓	✓	✓	✓
Myanmar	✓	✓	✓	Bilateral	✓
Nepal	✓	✓		Bilateral	✓
Africa					
Ethiopia	✓	✓	✓	Bilateral	✓
Mauritania	✓	✓	✓	✓	
Senegal	✓	✓		✓	✓
Tanzania	✓	✓	✓	Bilateral	✓
Zimbabwe	✓		✓	✓	✓
Latin America					
Colombia	✓			✓	✓

Table 3 summarizes the above-mentioned criteria by countries of operation. In Nepal, synergy with other Felm funded programmes refers to the EU funded project.

Tables 4 and 5 collate a set of indices relevant for assessing the need for development intervention in the selected countries. Based on these indices, Felm's context specific support to gender equality, education sector, livelihoods and climate adaptation is relevant. The Gender Inequality Index, the Human Development Index, and its inequality-adjusted indices, together with the new Planetary pressures-adjusted Human Development Index (PHDI) point to the same direction. There is a clear need for intervention. For countries like Colombia, internal differences can be huge even though the general indices show high development values.

The PHDI brings an interesting perspective to development. If a country puts no pressure to the planet, its PHDI and HDI are equal. The PHDI falls below the HDI as pressure rises.⁴⁶ The value for

44 States of Fragility 2020 Report, OECD.

45 UNHCR Global Report 2019.

46 UNDP Human Development Report 2020. The next frontier. Human development and the Anthropocene.

Table 4: Gross National Income (GNI) and Human Development Index (HDI) in the countries of operation (UNDP 2020)

	GNI per capita, USD, 2019	HDI Rank, 2019	Gender Inequality Index, 2019	HDI 2019	Inequality- adjusted HDI, 2019	Inequality- adjusted Life-expectancy, 2019	Inequality- adjusted Education, 2019	Inequality- adjusted Income, 2019	Planetary pressures- adjusted Human Development Index PHDI, 2019
	higher is better	lower is better	lower is better	higher is better	higher is better	higher is better	higher is better	higher is better	
Very High Human Development									
Finland	48,511	11	7	0.938	0.888	0.924	0.907	0.835	0.770
High Human Development									
Colombia	14,257	83	101	0.767	0.595	0.787	0.555	0.483	0.729
Medium and Low Human Development									
Cambodia	4,246	144	117	0.594	0.475	0.628	0.352	0.485	0.584
Myanmar	4,961	147	118	0.583	n/a	0.560	0.399	n/a	0.578
Nepal	3,457	142	110	0.602	0.446	0.645	0.308	0.448	0.595
Zimbabwe	2,666	150	129	0.571	0.441	0.484	0.501	0.353	0.562
Low Human Development									
Tanzania	2,600	163	140	0.529	0.397	0.522	0.313	0.382	0.526
Mauritania	5,135	157	151	0.546	0.371	0.484	0.234	0.449	0.539
Senegal	3,309	168	130	0.512	0.348	0.581	0.185	0.392	0.505
Ethiopia	2,207	173	125	0.485	0.348	0.538	0.193	0.405	0.483

Sources: UNDP 2021. Human Development Report 2020. The next frontier. Human development and the Anthropocene.

Finland drops drastically whereas the value change in selected countries is small. This underlines our moral obligation to support adaptation efforts in the south.

Table 5 also shows that all the countries selected are vulnerable to climate effects. The ND-GAIN Country Index summarizes a country's vulnerability to climate change and other global challenges in combination with its readiness to improve resilience.⁴⁷ As seen in the table, the countries of operation reach a low index, indicating that they are more vulnerable to climate change and less ready to strengthen resilience than other regions. Reasons for this are the location and degree of exposure. Other reasons could be the level of development, infrastructure, composition of the economy and coping capacity.⁴⁸

Supporting the realisation of human rights of persons with disabilities is vital worldwide. There is no universal index to support this need, however. These indices are still being developed.

Country specific analyses, compiled by Felm's regional teams, can be found in Annex 7.

47 University of Notre Dame. Available at <https://gain.nd.edu/our-work/country-index/> Accessed on 11 Feb 2021.

48 UNDESA 2020. World Social Report 2020. Available at <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/02/World-Social-Report-2020-Chapter-3.pdf>. Accessed on 11 Feb 2021.

Table 5: Selected development indices in the countries of operation

	Population, million, 2018a	Population living below income poverty line, % b	School enrollment, primary, % gross, 2018 a	Secondary enrollment, %, 2018a	Primary completion, %, 2018a	Gender parity index, primary and secondary school enrollment, 2018a	CO2 emissions per capita (tonnes, 2018) b	Climate ND-GAIN Country index, 2018 c
		Lower is better					Lower is better	Higher is better
Very High Human Development								
Finland	5.52	n/a	100.2	155	100	1	8.5	73.7
High Human Development								
Colombia	49.66	27	114.5	98	107	1	2.0	48.4
Medium and Low Human Development								
Cambodia	16.25	17.7	107.4	n/a	88	n/a	0.6	39.3
Myanmar	53.71	24.8	112.3	68	95	1	0.5	36.1
Nepal	28.09	25.2	142.1	80	120	1	0.3	40.9
Zimbabwe	14.44	70	n/a	n/a	n/a	n/a	0.8	33.3
Low Human Development								
Tanzania	56.32	26.4	94.2	29	69	1	0.2	38.0
Mauritania	4.4	31	99.9	37	76	1	0.6	40.2
Senegal	15.85	46.7	82.1	46	61	1	0.7	40.9
Ethiopia	109.22	23.5	101.0	35	54	1	0.1	36.8

a The World Bank 2021. Country development statistics and country profiles. Available at <https://data.worldbank.org/country/>. Accessed on 11 Feb 2021.

b UNDP 2020. Human Development Report 2020. The next frontier. Human development and the Anthropocene.

c Notre Dame Global Adaptation Initiative 2021. ND Gain Country Index. Available at <https://gain.nd.edu/our-work/country-index/>. Accessed on 11 Feb 2021.

4.3 Partner Organisations

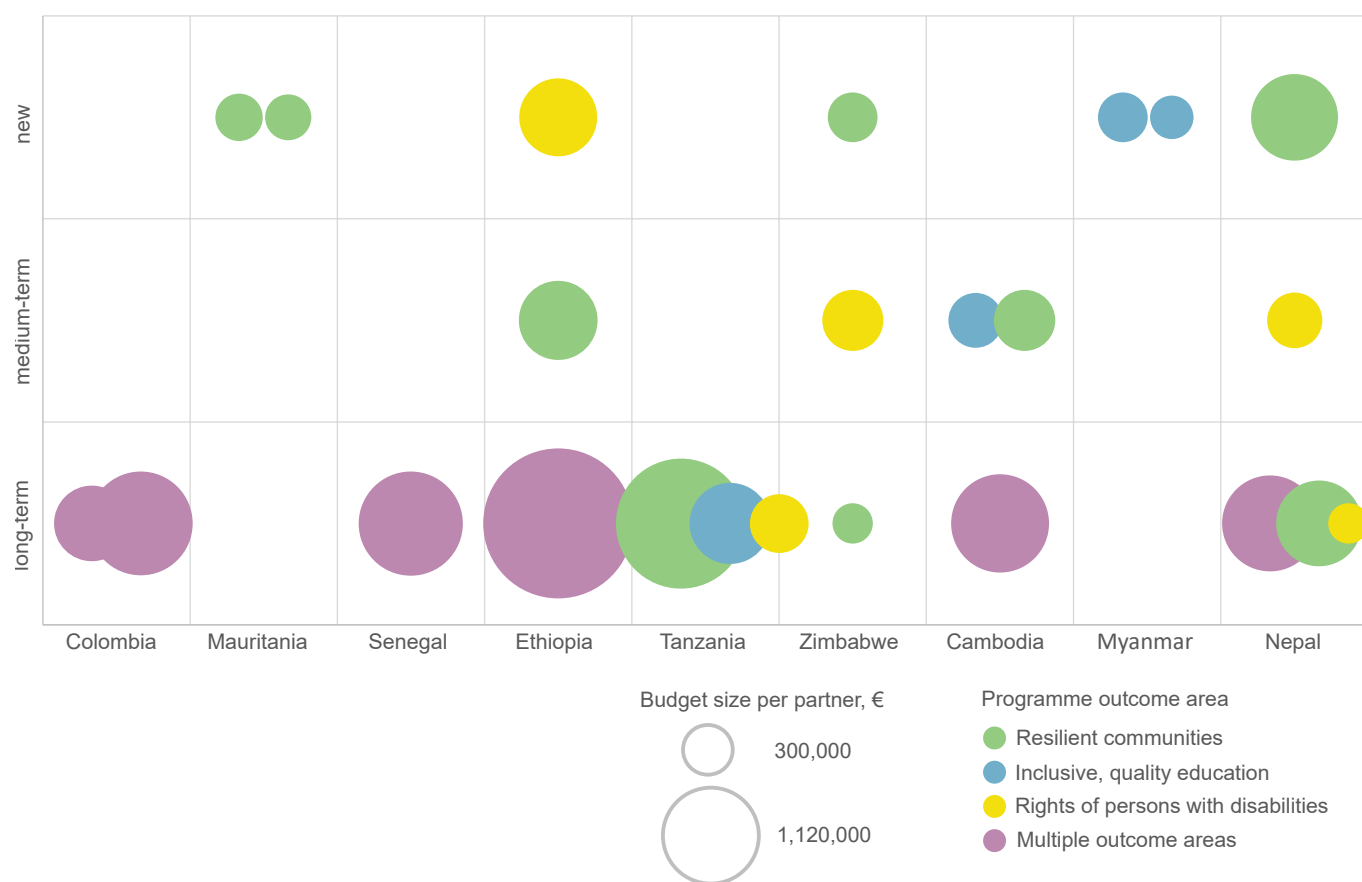
The programme is implemented by 24 partner organisations, out of which 3 are churches, 6 are faith-based organisations and 15 are other civil society organisations. A total of 10 partner organisations are in Asia, 12 in Africa and 2 in Latin America. The names of partners and their planned projects can be found in Annex 7.

As shown in the Figure 3, Felm has a wide network of trusted **long-term partners** (12). These partners have increased their capacity in time and they have a proven record to reach impact within a given timeframe. Their work is transparent and reliable, and learning happens both ways. They often have a key role in training other partners in their area of expertise. Generally, these partners are skilled in multiple themes.

Felm also has **medium-term partners** (5) that were contracted during the 2018-2021 programme period. The programmatic focus of these partners is on a specific theme.

During this programme period Felm is renewing its partnership network to fit the pressing development needs in each context. Felm is also entering new areas which requires new partnerships. The major drive behind partnership renewal, however, is the programmatic focus in 3 themes: (1) resilient communities, (2) inclusive, quality education, and (3) rights of persons with disabilities. As shown in the Figure 3, Felm will have 7 **new partners**: 2 in Mauritania, 1 in Ethiopia, 1 in Zimbabwe, 2 in Myanmar and 1 in Nepal. All partners have been screened and selected based on a comprehensive assessment done by Felm's thematic, administrative and financial advisors.

Figure 3: Partners per length of partnership, outcome area, budget and country of operation



Churches and faith-based organisations continue to have a strong role in Felm's partner palette. Their role in the society is well rooted and respected and they have access to a wide range of people. This opens up unique opportunities for advocacy around Felm's selected themes.

In its cooperation with partners, Felm values the ownership of projects by partner organizations and local communities. Felm also appreciates transparency and mutual trust.

The roles of Felm's partners include:

- Project implementation as **owners of the projects**
- Sharing of results, knowledge and best practices to Felm's other partners and staff
- Engaging in mutual learning platforms
- Training other Felm partners in their field of expertise
- Building the civil society in the country of operation

The roles of Felm include:

- Providing resources, including technical and advisory support
- **Capacity building**
- Creating space for networking between partners
- Creating platform for mutual learning and sharing of best practices
- Quality assurance

As reflected above, the programme gives strong emphasis on joint learning with and capacity building of partners. Felm's approach to partners' capacity building contains the following main elements:

- Continuous presence, dialogue and working together with partners in target countries: project management and implementation
- Thematic advisory support from Felm advisors to partners on thematic issues and on the cross-cutting objectives
- Partners having reached transformative level in the operationalization of HRBA or a cross-cutting objectives share their good practices and learning with other partners through dialogue meetings and development and dissemination of case studies
- Annual review meetings with partners in regions
- Specific training activities

Based on each partner's needs, Felm will build their capacity either in priority themes, cross-cutting objectives, advocacy, or specific technical topics, such as how to best identify persons with disabilities for data disaggregation needs. According to the information from project plans, Felm's partners request capacity building on the following topics, in descending order:

- Climate resilience and low emission development
- Innovation and technology
- Results-based project management
- Advocacy
- Non-discrimination, inclusion of persons with disabilities
- Gender equality
- Financial management and sustainability

Stakeholders, networks and coordination

Besides partner organisations, Felm seeks close cooperation with other **NGOs** and **state actors** so as to avoid duplication of work and to achieve common development goals. Aid harmonization and coordination takes place most naturally in **local, cross-national and international networks**. Networks also connect partners, which opens up new forms of cooperation for development actors.

Multi-stakeholder cooperation in Felm's development cooperation programme

Felm seeks cooperation with **universities**, **research institutes** and **private sector actors** to generate approaches, methods and technologies for best practices and tools for progressive programme implementation. Also, multi-stakeholder cooperation is a means to disseminate information and scale up project results. Examples of ongoing partnerships and cooperation are Natural Resources Institute Finland, University of Jyväskylä, The Finnish Foundation for Media and Development (Vikes), Abilis Foundation, Fida International, United Nations Population Fund (UNFPA), and Fingo. Felm is planning to use the unallocated funds to identify new multi-stakeholder partnerships, among others.

Universities and research institutes

In Ethiopia LWF will seek to work with the Gambella University, the Gambella Research Institute, and the TVET College for the business skills development and research works. The project will create network of academia for research, dialogue and advocacy including scaling up of the best practices.

In Nepal Felm will find modalities to collaborate with the Far Western University. The University's science and agriculture faculty members will be invited to deliver training, support farmer innovation for local climate solutions, conduct research and document project outputs and outcomes. A feedback mechanism will also be established to feed into course curricula and university pedagogy by citing practical examples from the project.

Furthermore, the question of food-based nutrition awareness and care practices among children is planned to be addressed in partnership with Nepal Government's Center for Technical Education and Vocational Training (CTEVT) institute located in Doti district to demonstrate and integrate home garden as an effective and proven approach for improving family nutrition. Collaboration is sought with research centres such as the Regional Agriculture Research Center for developing pro-poor and pro-women responsive technologies and accessing new climate-resilient crop varieties by the beneficiaries. Expertise of Agriculture and Forestry University will seek to integrate good practices as part of influencing university course curriculum.

In Cambodia collaboration with the Royal University of Phnom Penh's (RUPP's) Master of Science in Climate Change program within RUPP's Department of Natural Resource Management and Development will be initiated during the program period. Through the collaboration opportunities for master's students to engage in community-based research into improving Climate Adaptation and Disaster Risk Management in Coastal Areas will be provided.

In Tanzania, Felm will partner with Tumaini University Makumira that is working in liaison with University of Jyväskylä in enhancing cooperation between Tanzanian and international research professionals.

In Zimbabwe Felm's partner organisation Jairos Jiri Association intends to collaborate with the University of Zimbabwe to carry out research on identified disability related questions. Some of the questions pertain to the health service delivery in relation to persons with disabilities, forced sterilisation of women with disabilities and participation of women with disabilities in political spheres. Felm's partner ZCC also intends to collaborate with the University of Zimbabwe in using Geographical Information Systems and Remote Sensing techniques to conduct Real Time Monitoring Data for climate adaptation and mitigation activities.

State actors

The cooperation with state actors in various levels, such as Government bureaus, Ministries, local administration and authorities is crucial in most of the countries. Experience has proven that state actors' involvement is a means to accomplish wide ranging results as well as to advocate the rights of marginalized groups. Practical solutions in each unique environment, for instance agriculture, climate resilience or food security can be found in collaboration with in-line government officials. Cooperation with state actors increases coordination and decreases the risk of duplication.

Networks

Felm is a member of several global and regional networks, and through partners the number of networks grows even larger. Networks and consortiums are strategically important as Felm is committed to aid harmonisation and coordination, but also enhancing human rights advocacy. Examples of Felm's valued networks are ACT Alliance, Lutheran World Federation, World Council of Churches, Lutheran Communion in Southern Africa, Fingo, Reilu kauppa ry (Fairtrade Finland), FIBS (Finnish Business & Society) and Finnwatch. Felm is also a member in many relevant thematic working groups, for instance related to CRPD, education sector, climate change, humanitarian aid and gender equality.

4.4 Work Plan

The below Table 6 shows the main programme level activities, their schedule and related responsibilities. More detailed information on project level PMEL activities can be found in the PMEL work plan in annex 3.

Table 6: Programme-level work plan

Main programme level activities	2022				2023				2024				2025				Responsibilities & remarks
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Planning																	
Inception phase: finalizing project plans & programme plan according to confirmed funding, incl. baselines																	Partners revise/finalize project plans; quality assurance by Felm field staff. Felm HQ management & programme management in charge of inception at programme level.
Annual programme plan																	Felm HQ: Director for Development cooperation, PMEL advisor, Finance manager; agreed with donor
Planning of the next programme period																	Felm HQ; Felm field staff; Partner organizations
Project exit planning																	Partner organizations and Felm field staff jointly; initial plans on the 1st year, specific plans on the 3rd year
Monitoring																	
Baseline, mid-term and end-line assessments																	Data collected by partner organizations, global analysis by Felm HQ. Output indicators monitored annually, part of outcome indicators annually from 2023 onwards, outcome indicators requiring household surveys & impact indicators in mid-term & end-line assessments.
Continuous monitoring of projects, risks, and assumptions																	Partners and Felm field staff on a continuous basis, adjustments or corrective actions made as needed; programme level reporting & analysis annually
Annual review discussions with partners																	Felm Field staff and Thematic advisors (online)
Annual programme reporting (narrative, financial, audit)																	Felm HQ; Director for Development cooperation, PMEL advisor, Finance manager
Monitoring of the cross-cutting objectives																	Felm thematic advisors at programme level; partners at project level
Review & evaluation																	
Programme baseline review																	Baseline & target values for programme indicators defined and evaluability assessed by the PMEL advisor & programme management
Mid-term evaluation																	PMEL advisor initiates commission process in Q1; External evaluator conducts a participatory evaluation in Q2
Final evaluation																	External evaluator; PMEL advisor coordinates from Felm's side
Post-evaluation on programme impact																	Year 2028

Main programme level activities	2022				2023				2024				2025				Responsibilities & remarks
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Main learning activities																	
Annual programme review meetings																	Programme management at HQ and Thematic advisors
Regional strategic meetings																	Regional directors and Felm field staff; once a year per region, timing depends on the region
Communities of Practice																	Felm's thematic advisors continuously
Networking																	All staff, HQ, and field continuously
Partner-led learning workshops on cross-cutting objectives																	Felm's thematic advisors, virtual workshops Discussing and sharing best practices and lessons learnt in mainstreaming
Case-studies on best practices for mainstreaming of the cross-cutting objectives																	Locally hired external consultants will prepare in coordination and consultation with Felm staff and concerned partners.
Thematic peer learning workshops under programme's 3 outcome areas																	Partners working on the concerned outcome; Felm's thematic advisors. Focus on best practices and lessons learnt.
Training for partners																	
Training on cross-cutting objectives																	Felm field staff, thematic advisors, organized in 4 regions, timing depends on the region
Advocacy training																	Felm field staff and advocacy specialist, organized in 4 regions, timing depends on the region
Training on topics identified with partners																	Felm's relevant specialists with field staff, organized in 4 regions, specific timing depends on the region
Global education, advocacy and communications in/from Finland																	
Global Agents project																	Felm's global education specialists with partners in Finland
Advocacy in Finland & through international networks																	Felm advocacy advisor in collaboration with partners in the Global South. Climate change, rights of PWDs.
Development communications																	Felm communications unit, see communications plan
Specific programme development processes																	
Development of digitalized data-collection																	Felm PMEL advisor & programme management
Strengthening double/triple nexus																	Felm advisors, includes, also synergies with Felm's other programme work on peace and reconciliation.

5. Felm's Strengths and Added Value

Felm is a faith-based organisation with Lutheran Christian identity. It is an agency of the Evangelical Lutheran Church of Finland. It has more than 160 years' experience of working for human dignity and better world. Throughout the long history, contextuality, dignity of every human being, partnership, dialogue, justice and non-discrimination have been, and still are, characteristic to Felm's approach. Empowering the most vulnerable and marginalized people and upholding and promoting their rights are central to Felm's work.

The identified strengths and added value in this section are based on documents and self-reflection of the organization, partners' consultations and the Mid-Term Review of the Felm Development Cooperation Programme 2018-2021 (May 2020).

Valued partnership

A distinctive feature of Felm's approach is partnership. Felm partners with local churches, faith-based organisations and other civil society organisations of various backgrounds. Felm acknowledges the partners' commitment, motivation and capacity to plan and implement the projects as owners. Felm brings its own strengths to the cooperation, supporting, building capacity and providing resources to the joint work. Felm believes in sharing and learning as reciprocal process: new ideas, insights, knowledge and skills are transferred between Felm and partners both ways. Partner organisations are professionals in their respective thematic fields and contextual experts to rely on. Contextual approach is an important building block to ensure sustainability. Reciprocity in learning feeds back to Felm's global development programme management and gives tools to continuously assess the program implementation.

Felm's traditional partners - Protestant churches and church related organisations - reach a wide range of people and have access to remote places where only a few other development actors operate. On the other hand, many of these partners influence also at the national level, and through international federations up to the international level.

In recent years Felm has selected as new partners mainly organisations with special expertise in themes of Felm's interest, for example organisations of persons with disabilities (OPDs) and multilingual education experts. These partners implement projects but also provide knowledge and capacity both to Felm and the partner networks.

Context knowledge

Felm's partners in the countries of operation are local organisations with mainly local staff. Felm's seconded ex-patriate employees work in close cooperation with partners and get well acquainted with the local context. This reinforces presence and understanding of the contextual, cultural and religious features and power relations in each society. Due to on location secondment Felm staff's capacity to communicate effectively about various contextual facts is strong. Finnish public will benefit from updated topics from countries of operation and thus increasing understanding for people and life in different contexts. Long term commitment has yielded significant development results especially in realization of the rights of the most vulnerable and marginalized people that would be left behind without thorough comprehension of societal structures that marginalize vulnerable groups.

Promoter of the rights of persons with disabilities

Felm is an awarded actor in the field of the rights of people with disabilities. In 2019, Felm received *The Disability and Development Award of the Disability Partnership* (Vammaiskumppanuus) in recognition of the promotion of the rights of persons with disabilities in development cooperation. Globally it is

recognized that FBOs and other religious actors have significant impact on the way PWDs are considered and treated in global south. During the past decade Felm has made considerable contribution to the human rights-based approach that emphasizes the fact that PWDs have the same inherent dignity and equal and inalienable rights as all the members of human family.

Felm is a Finnish pioneer mainstream organisation working for rights of persons with disabilities. Felm has always welcomed PWDs and conducted outreach activities to extend health care services and educational opportunities for all. With the rights-based approach and the CRPD the focus has shifted to inclusive development and supporting the PWDs to promote their own rights.

Felm is cooperating with OPDs internationally and in Finland, continuously learning from them and putting the learned further into practice. Felm also link other partners with OPDs to enable mutual learning. In the new development programme period, Felm will take the work to the next level as the rights of persons with disabilities will be one of the three outcome areas of the programme. Felm will also enhance inclusive development and access to education and livelihoods through the two other outcome areas.

Builder of Capacity and Civil Society

Felm acknowledges that strengthening of Civil Society requires global partnerships that share same values and interests to achieve set goals. The CBO and NGO driven development cooperation generates peer-contacts and –networks. This mode of operation has been at the heart of Felm’s capacity building strategy.

By strengthening the partner organisations’ operative and networking skills, Felm reinforces Civil Society in the countries of cooperation. Many of our partners are strong in their advocacy and some, like the Lutheran churches in Tanzania and Ethiopia, have a remarkable social role and influence in local and national levels. Felm also builds the capacity of the smaller partner organisations and encourages them to take a role as advocates for human rights in their society. Through community empowerment, Felm is successfully raising the awareness of the poor and the marginalized communities and building their capacity to unite and claim their rights, while also demonstrating to the duty-bearers their responsibility towards the rights-holders. Continuous capacity building has yielded results: many partner organisations have expressed that they are now perceived as important stakeholders in domestic and regional networks. This in return strengthens Civil Society engagement and increases opportunities to civic driven change.

Strong Nexus potential

Felm’s holistic understanding of development entails the notion that sustainable results require versatile and interlinked improvements in the lives of individuals and communities. Therefore, nexus-approach is inherent for Felm’s work.

In the development programme period 2022-2025 Felm will pursue three relevant thematic outcome areas; Climate and livelihoods, Education, and Rights of Persons with Disabilities. The outcome areas interlink and promote non-discrimination, inclusion (gender, persons with disabilities, ethnic and linguistic minorities) and civil society development cross-sectionally, leading towards the aim of resilient and just communities.

Felm’s partners and project communities around the world experience the effects of climate change, regardless of the type of their work. Therefore, Felm puts effort to adaptation and mitigation to climate change, as well as to disaster risk reduction. When needed, Felm’s fund for disaster relief allows emergency relief and smooth shift from project implementation to disaster relief and back. Triple nexus (interlinking humanitarian, development and peace sectors) potential is evident in the conflict-prone areas (e.g. Colombia, Zimbabwe, Ethiopia) where conflicts and unstable conditions affect the life of communities and reduce their right and access to livelihoods, education and other social services.

6. Resources and Felm's Capacity

Felm is a partner of the Ministry for Foreign Affairs of Finland and the EU, and one of Finland's largest development organizations. Felm has a long history as a defender of the most marginalized and vulnerable people and Felm's work promotes human dignity and justice around the world. Felm operates in 30 countries with 100 partner churches and organizations and employs ca. 200 advisors around the world. Against this background, Felm has the resources, capacity, and experience to implement the development cooperation programme planned for 2022-2025.

Felm's Development Cooperation Programme is an independent programme which will become a component of Felm's overall international cooperation programme. Other components will be peace and reconciliation, diaconia, as well as church cooperation. The overall international cooperation programme incorporates a wide range of expertise and diverse networks, creating synergies between the components of the programme. Felm also has a wide range of supporters, which is reflected in financial support. Felm's self-financing comes from a variety of sources and has a solid foundation. The sources of self-financing can be found in Annex 2, as an attachment to the programme budget.

The total budget for the programme for four years is 27,412,911 euros. When the unallocated share is added to the total budget, the grand total becomes 28,287,911 euros. Out of the grand total, 24,500,000 euros is government support and 3,787,912 euros self-financing. The budget breakdown is based on Felm's long experience on what resources are needed to deliver a quality programme. The budgetary justifications per budget segment are set out below.

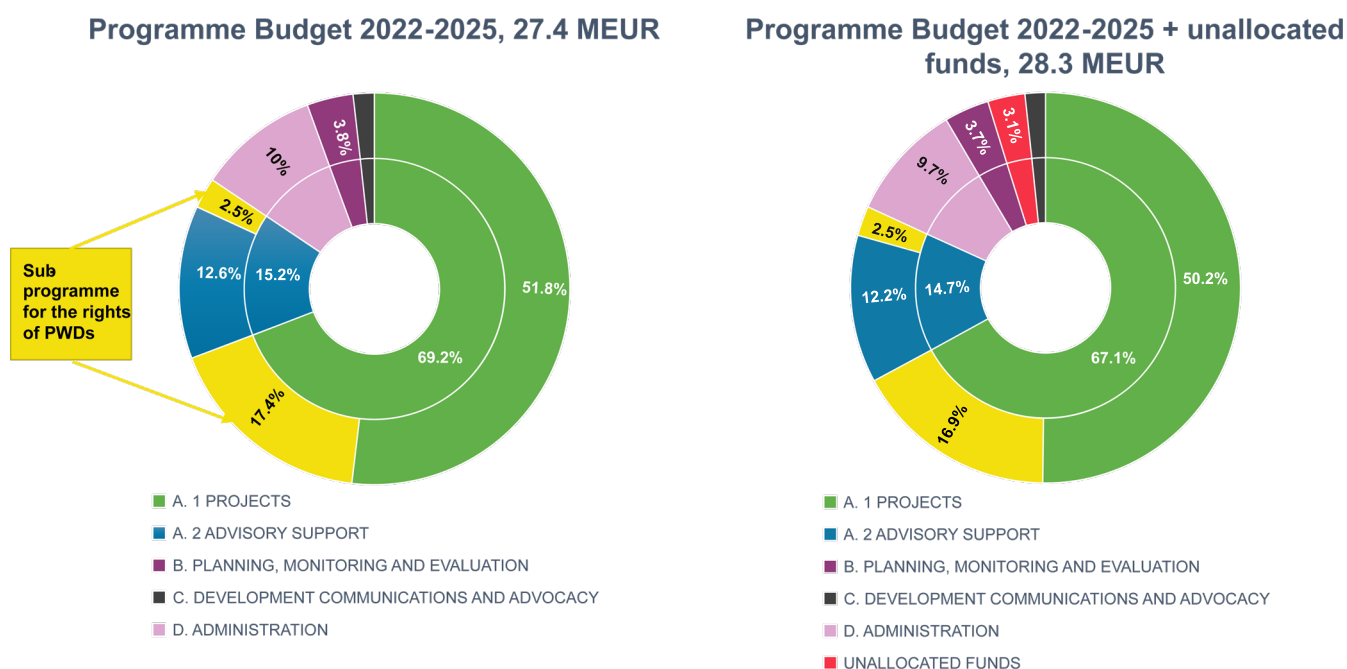
6.1 Budgetary Justifications

A. Project work, including advisory support

The projects selected to the programme are based on concept notes and project plans, which have been designed by Felm's partner organisations with the support of Felm's advisors. The **budget is therefore built on solid planning.**

A total of 69.2% of the programme budget goes to projects and 15.2% to advisory and coordination support that serves the quality implementation of the projects. Felm is allocating 25.1% of the project budgets (equals to 17.4% of the programme budget) and 16.7% of the advisory and coordination support budget (equals to 2.5% of the programme budget) to a specific budgetary sub-programme "Rights of persons with disabilities", with a self-financing share of 7.5%. This sub-programme, together with other budget elements, is shown in Figure 4. A total of 83.7% of the project budgets go to LDC countries.

Figure 4: Felm's Programme Budget



The thematic and output level breakdown of project budgets per country is portrayed in Figure 5.

The thematic emphasis is on the outcome area **resilient communities** (outputs 1.1. – 1.3.) (59%). This is explained by Felm's strategic choice, and the nature of these projects. Resilience related projects inevitably involve small-scale infrastructure operations as well as procurement related to agriculture and livelihood diversification. The outcome areas **inclusive, quality education** (outputs 2.1 – 2.3.) (26%) and the **rights of persons with disabilities** (3.1. – 3.3.) (15%) consist of typical capacity building projects with a lighter cost structure.

Figure 5: Programme budget allocation per output area in the countries of operation



* The figures for Tanzania include the regional project in East Africa.

Budget allocation per partner goes hand in hand with Felm's experience and knowledge on partners' capacity. To minimise risks, Felm allocates more funds to partners whose performance is predictable and with whom trust has been built along many years. Felm starts new partnerships with more conservative budgets. More information on the budget allocation per partner can be found in Figure 3 in Section 4.3.

Quality programme implementation calls for expertise on technical, financial and thematic topics. In cases where Felm's partners do not possess adequate capacity themselves, Felm can fill the gap by providing advisory support to the regions. Felm also allocates adequate resources to project management and finance & administration positions, so as to secure quality project and financial management, good governance and avoidance of corruption or fraud. Transparency and integrity are Felm's top priorities.

Felm allocates a total of 16.1 person-years in the regions annually, representing an average of 15% of the total annual budget. Out of this staff 6.5 person-years are allocated to management and coordination, 2.2 person-years to financial administration and good governance, 5.5 person-years to thematic advisory roles and 1.9 person-years to communication. At headquarter level, 0.1 person-year is allocated to global education.

B. Planning, monitoring and evaluation

Felm allocates 3.8% of the budget to planning, monitoring and evaluation which enables **programme level planning and development, capacity building and learning of partners** as well as **monitoring**

and evaluation. Programme level planning and development funds are planned to be used for data collection digitalisation, training on RBM and thematic topics, development of double nexus, and regional strategic meetings. These funds will also be used to develop the next development cooperation programme, including the input of 1 person-year for the latter 2 years. Capacity building and learning funds are planned to be used for training of partners in cross-cutting objectives, advocacy, priority themes and other themes already identified in the project plans. Monitoring and evaluation funds are planned to be used for outcome level data analysis (baseline, mid-term, end-line), mid-term and final evaluations, and monitoring.

C. Development Communications and Advocacy

The budget for development communications and advocacy represents 1.8% of the programme budget. These funds are utilised to reach the objectives presented in the communications plan and the plans for advocacy (Section 4.1). At headquarter level, 0.4 person-years is allocated to communication.

D. Administration

Quality implementation of the programme calls for quality support functions, such as timely administrative and financial support, quality communication and management, and fundraising. Felm allocates 10% of the budget for administration, which is used to cover expenses at headquarter level, including the input of 6.5 person-years annually. The breakdown of administration is presented as an attachment to the programme budget (Annex 2).

Unallocated funds and cost-effectiveness

Felm reserves 3% of the grand total programme budget for innovative multi-stakeholder initiatives and pandemic (COVID-19) preparedness. These initiatives will be presented at a later stage, as per the MFA guidelines. Initial ideas, however, include an EU Leader pilot in Zimbabwe and developing ICT-based learning and teaching tools for multilingual education in Cambodia.

In the programme for 2022-2025, Felm seeks to streamline its work to be cost-effective and to minimise travelling and CO2 emissions. More staff is now in the regions, closer to the partners and projects, which reduces the mileage, time, and funds required for monitoring. Felm has also made the strategic decision to have fewer countries, fewer partners, and fewer projects within its programme. Instead, Felm has chosen to design larger projects, mostly with its already trusted partners.

7. Planning, Monitoring, Evaluation and Learning

Felm's planning, monitoring, evaluation, and learning (PMEL) system is based on the results-based management approach (RBM) that is reflected both in the programme management processes and PMEL tools. In the RBM the primary focus in the programme and project management as well as in the related PMEL processes is on the **performance and achievement** of programme outputs, outcomes and impacts that are based on the programme ToC and defined in the programme results framework and project plans. However, especially from the perspective of the principles of inclusion and non-discrimination emphasized in Felm's programme, strong emphasis is given also on the **quality of processes**, how the results are achieved. Furthermore, **joint learning with partners** for further improvement of the programme is strongly reflected in the programme PMEL processes. During the programme implementation Felm will explore pathways towards **more adaptive** management practices to make full use of this learning.

While more detailed information on the programme PMEL system, processes and activities can be found in the Programme PMEL Plan in Annex 3, the below paragraphs highlight some key elements on the programme cycle level PMEL processes:

Planning

The programme has been planned through a participatory process, where partners have given inputs to the analysis conducted by Felm staff. Felm's Partners' Consultation in 2019 as well as the Mid-Term Review of the Development Cooperation Programme in 2020 have provided important guidance to programme planning including the focusing of the programme. The planning was conducted in such a way that both the programme and project planning fed into each other, allowing for both Felm's and the partners' views to be reflected at both levels, aligning, and harmonizing them. The programme will start with an inception phase in the first quarter of 2022 to allow refining and as necessary revising project documents. During the programme cycle recommendations from the mid-term evaluation in 2024 will guide both the further improvement of this programme as well as planning of the following programme.

Monitoring

Programme monitoring is conducted at the levels of the global programme and the projects. At the programme level, the monitoring focuses on the programme results, cross-cutting objectives, programme finances, as well as programme context and risks. It forms the basis for programme level decision making, learning and programme improvement, reporting to Felm board and donors, as well as communications. The monitoring of the programme results is based on aggregating and analyzing indicator data, as outlined in detail in the results framework. The impact indicators and outcome indicators requiring household surveys are measured bi-annually through baseline, mid-term and end-line assessments conducted by partners. Other outcome indicators are monitored on annual basis from 2023 onwards. Output indicator data is collected by partners on a continuous basis and reported annually.

Indicator data is disaggregated by sex, disability and age where relevant. Partner's report the indicator data according to the disaggregation criteria relevant for each indicator. Other disaggregations may be used, for example to keep track of the duty-bearer's involvement. Disaggregation allows for more detailed analysis of the monitoring data and will be used in project and programme learning and decision making.

Evaluation

The main programme level review and evaluation elements include: an **internal baseline review** to establish programme indicator baselines and target values, and to ensure evaluability; a **participatory mid-term evaluation** to support further development of the programme and to guide the planning of the following programme; and a **final evaluation** focusing on assessing and analysing programme impact and sustainability. Assessment on the cross-cutting objectives will be integrated into the programme level baseline review and evaluations. Furthermore, an ex-post evaluation on programme impact is initially planned for 2028 as funding allows. All projects are externally evaluated at least once during the programme cycle.

Learning

In Felm's programme strong emphasis is given on continuous and joint learning with partners as an integral element in the various processes of programme and project management within the annual cycle and the programme cycle. Within the programme cycle, the reviews and evaluations are designed to feed into learning, and the recommendations are discussed and disseminated widely within Felm and its partner organizations to enhance learning and decision-making. Specific learning activities include peer-learning workshops with partners for sharing best practices and lessons learnt on the programme themes and the cross-cutting objectives. Also, case studies on the cross-cutting objectives will be prepared and disseminated. In line with recommendations of the 2020 Mid-Term Review, Felm is enhancing internal synergies for learning across Felm's programmes and projects. Furthermore, Felm participates in various networks in Finland and internationally to share its learning and learn from others.

8. Risk Management Policy

Felm's Development cooperation programme is implemented by local partners in developing and sometimes fragile contexts, where various risks are typically present. To ensure quality programme implementation and achieve sustainable results, risk management needs to address multiple internal and external risks. Most of the time, Felm and its' partners work with vulnerable stakeholders in situations where human rights are flagrantly violated, which points to the need of putting in place functional safeguarding measures. The aim of risk management is also to allow for management to make informed decisions concerning the programme.

In its integrated risk management system, Felm **identifies, assesses, monitors** and **manages** risks at the **organisational, programme and country levels**, and at the **project level**. By integration, Felm means that risk management is incorporated into regular planning, monitoring, and reporting systems. For example, risks related to Felm's four cross-cutting objectives are managed as part of Felm's normal risk management processes. More information on risk management can be found in the PMEL plan in Annex 3.

Mechanisms and roles for risk management

- At the **organisational** level, risks are managed as part of the internal control mechanism for the entire organization. Annual reports are given to the Board and periodical reports upon need and handled by the Felm management teams. This is done systematically by an internal auditor on a regular basis.
- Felm also manages health and safety risks faced by its **personnel** by investing in continuous follow-up and management of the safety and security situation in the operational environment. This is carried out and shared by a security manager at global level, and country directors in the regions.
- At the **programme** level, risk management includes the risks from **country** level, as well as risks related to **communication and global education**. The country specific risks and programme assumptions are monitored and analysed by Felm advisors in regions and compiled to a programme level analysis. More information on the risks related to development and global education can be found in Annexes 5 and 6.
- Felm manages risks related to its four **cross-cutting objectives** at programme and project level. These risks are integrated into risk matrixes at programme and project level. In the project plans, partners have considered risks and identified measures and objectives on how to handle cross-cutting objectives in their projects.
- The **roles** and frequency in risk management:
 - continuous monitoring of risks and assumptions by partners and Felm field staff in the regions (and at HQ). Continuous reporting of unexpected and urgent risks by Felm field staff to the programme management, who will make decisions on risk management and response measures as a part of regular programme management.
 - adjustments or corrective actions made as needed by the appropriate partner/Felm management level, depending on the type of risk
 - programme level reporting, analysis and identifying needs for developing the risk management annually by Felm programme management at HQ

- Felm's risk management system includes guidelines and policies, trainings to staff and partners, and a reporting link on Felm's home page that can be used for reporting on inappropriate behaviour, misuse of funds, corruption, or fraud.
- Human rights assessments are part of risk management and performed on all projects.

Risk identification and preparedness, preventive action and corrective measures

The programme level risks have been identified and their likelihood and impact have been assessed by Felm advisors in the regions, by country, and combined in one **risk matrix** at the programme level. Risks are divided into external and internal risks. Felm field staff has also identified context-specific response measures, and the risks have been taken carefully into consideration in the planning of new projects. The country level risk assessment and analysis results have further been combined and analysed at the programme level. An overview of programme level risks by country and risk types can be found in Figure 6. Country specific risks can be found in Annex 7.

In compliance with the ethical rules of the MFA, Felm has prepared and approved a new *Policy and Procedures against Sexual Harassment, Abuse and Inappropriate Behaviour*, which is attached to the application as a separate attachment, to supplement the *Child Safeguarding Policy*, already submitted to MFA. Felm is also developing its external complaint mechanism to include a specific channel for reporting on sexual harassment, abuse and inappropriate behaviour.

Besides inappropriate behaviour, Felm pays special attention to risks related to health and pandemics, such as COVID-19. The programme level risks have already been revised from the previous programme period to include risks related to health and pandemics as well as risks related to sexual abuse and exploitation. Felm will train its staff and partners on how to handle these risks.

Felm has also designed the programme in a way that it allows adjustment if the COVID-19 situation changes. There is room for adaptivity at output level, and the unallocated share in the budget is used for pandemic preparedness, if needed and mutually agreed with the MFA.

Risk management is **further developed** during the programme period.

- At organisational level, internal control mechanisms are developed by Felm's internal auditor, under the guidance of board of directors.
- Annual programme review meetings at HQ level are used for in-depth analysis of risks based on the annual risk reporting by Felm field staff. Risk management is further developed based on this analysis, especially with regards to risk prevention. New tools are created and information shared.
- Annual project review meetings between Felm and partners are used for discussing the risks identified by partner in its reporting, and for developing risk response measures. Risk appetite and red flags are discussed. For example, remittances are tied to financial reporting. Senior management of partners is involved in these discussions.

Figure 6: Programme level risks by country of operation

Type of risk / keywords	Colombia	Mauritania	Senegal	Ethiopia	Tanzania	Zimbabwe	Cambodia	Myanmar	Nepal
External risks									
1. Restrictions on civil society	Moderate	Critical	Moderate	Moderate	Moderate	High	Moderate	High	High
2. Local modes of operation, malpractices	Low	High	Moderate	Low	Low	High	Low	High	Moderate
3. Negative economic and development trends	Moderate	Moderate	High	Critical	Moderate	High	Moderate	Critical	Moderate
4. Weak sustainability	Moderate	Moderate	High	Moderate	Moderate	Moderate	Moderate	High	Moderate
5. Conflicts and tensions	High	Critical	High	Critical	Moderate	High	Low	Critical	Moderate
6. Climate change and natural disasters	Moderate	Critical	Moderate	Moderate	Moderate	Moderate	Low	Moderate	Moderate
7. Pandemic, environmental pollution	Moderate	Critical	Critical	Moderate	Critical	Moderate	Moderate	High	High
Internal risks (Felm + partners)									
8. Discriminative attitudes, scarce resources	Low	Moderate	Moderate	Low	High	Moderate	Low	Low	Moderate
9. Weak commitment to advocacy	Low	Moderate	High	Low	Moderate	Low	Low	Moderate	Moderate
10. Risky partnerships posing threats	Moderate	Moderate	Moderate	Moderate	High	Moderate	Low	Low	Moderate
11. Fraud, corruption or misuse of funds	Low	Moderate	High	Low	High	Moderate	High	Moderate	High
12. Capacity of personnell	Low	Low	High	Low	Moderate	Moderate	Moderate	High	Moderate
13. Balance in work between general-grassroots-levels	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Moderate
14. Risky modes of operation	Low	Moderate	Moderate	Low	Moderate	Low	Low	Low	Moderate
15. Sexual harrassment, exploitation and abuse	Low	Moderate	Moderate	Moderate	Moderate	Low	Low	Moderate	Moderate

Risk rating key: ■ Low ■ Moderate ■ High ■ Critical

Type of risk	Response measures
External risks	
1. The space for civil society and freedom of speech are limited. Laws and regulations restricting civic actors and media become more repressive and self-censorship increases. Attitudes towards international faith-based organizations limit action.	Observing political developments and legislation. Conducting risk analysis. Advocating for civic space where feasible. Engaging in negotiations with Government authorities, other INGOs and Finnish Embassies to enhance peaceful civic participation.
2. Local modes of operation, such as bad governance, practiced by authorities and other institutions contradict with Felm's modes of operation. This results in delays in implementation or in problems in stakeholder cooperation.	Increasing understanding of local legislation. Monitoring the overall situation in the country. Ensuring that project implementation follows Government operating models and structures. Engaging in good working relationships with Governmental and local authorities, and traditional leaders.
3. General negative economic and development trends in the country or globally.	Monitoring global and national economic and development trends. Implementing adaptive measures, when necessary. Strengthening local ownership.
4. The achieved results are not sustainable due to major development challenges, such as lack of markets and services, or the problem dynamics change.	Project implementation combining Government engagement and civil society. Supporting Government service providers. Assessing risks and making a risk preparedness plan accordingly.
5. Deteriorating security and increased conflicts and tensions pose a risk to project implementation, participation of beneficiaries or safety of staff.	Monitoring security situation and making safety and security plans. Making a risk preparedness plan. Collaborating with other civil society actors and Government authorities for information sharing and risk mitigation. Building partners' and communities' disaster risk management skills and recovery capacity.
6. Climate change and natural disasters prevent or slow down project implementation and development.	Making an assessment and disaster preparedness plan. Supporting and capacitating partners to make early warning systems to prevent and mitigate disasters. Ensuring eco-friendly project implementation to reduce local environmental risks.
7. A downturn in health security due to, for example, a pandemic or environmental pollution. Weak capacity of health services and low level of hygiene in the operating countries pose a risk to the project implementation, participation of beneficiaries and staff health and well-being.	Assessing health threatening issues in project implementation and making risk preparedness plans. Taking preventive measures in project implementation. Providing flexible support to partners for revising project implementation modalities to improve health security.
Internal risks (Felm + partners)	
8. Chances of identification and participation of beneficiaries are limited due to discriminative attitudes, roles or lack of resources or time.	Ensuring clear policies, procedures and accountability in all the project phases. Strengthening vulnerable groups' (i.e. girls and women with disabilities, etc.) inclusiveness and their leadership skills. Ensuring that partners follow principles of neutrality and non-discrimination.
9. Weak commitment of partner organization to larger scale advocacy and to changing discriminative attitudes and structures.	Capacitating partners with advocacy methods and approaches. Linking partners with regional, national and international level of advocacy networks.
10. Participation's risks to reputation or other consequences of participation are too heavy for beneficiaries or pose a threat to Felm or its partners.	Adopting conflict sensitivity approach in project planning and implementation. Enhancing open dialogue and information sharing.
11. Fraud, corruption or misuse of funds hampers project implementation and undermines the functioning and legitimacy of involved organizations.	Conducting regular financial management monitoring and early intervention when necessary. Conducting capacity building in financial management for the partners. Ensuring that the partners adhere to Felm's anti-corruption rules, transparency and good governance.
12. The limited capacity of personnel, changes in personnel and recruitment processes at Felm or partner organizations have a negative impact on implementation.	Providing capacity building in recruitment processes, when necessary. Following up the recruitments and negotiating with partners, if necessary
13. The organization's focus on general and grassroots-level activities may compromise larger impact.	Building partners' capacity in advocacy methods and approaches. Linking partners to regional, national and international level advocacy networks.
14. Use of wrong modes of operation poses a risk to implementation and achievement of results and causes harm.	Ensuring implementing of good project management procedures by monitoring and capacitating, if necessary. Conducting adaptive project management: learning and correcting non-functional activities.
15. Sexual harassment, exploitation and abuse is committed towards project beneficiaries, staff members or other parties. Prevailing power relations and stigma limit the possibilities of reporting the abuse and protecting the victims.	Ensuring that partners know and adhere to Felm's code of conduct against sexual harassment. Monitoring that partners and in Felm Nepal have functioning complaint handling mechanisms. Ensuring quick response to reported complaints and concerns.

9. Sustainability and Exit

The sustainability perspective has been integrated into the programme and its projects from the initial phases of planning, including the development of the programme theory of change. Felm's and its partners' deep understanding of the local contexts in the programme target areas together with their solid thematic expertise have been essential in the sustainability analysis. This section presents an overall assessment on the sustainability of the programme and its positive results, also including strategies for strengthening programme sustainability during its implementation as well as related main challenges.

Institutional sustainability

The programme has a strong emphasis on capacity development, and a key aspect of its sustainability is therefore related to **sustained use and further development of the gained capacities** related to community resilience, inclusive, quality education and rights of persons with disabilities both at the level of individuals and institutions. Since the government duty-bearers and institutions have the primary responsibility and civil society organizations also play a key role in maintaining and further promoting these issues in their societies, institutional sustainability is a key element in the overall sustainability of the positive programme results.

In line with the human rights-based approach, strong emphasis is given on developing the capacities of **government duty-bearers**, structures, and institutions in carrying their existing responsibilities. Under the outcome area 1 the capacities of community leaders and local DRM structures as defined in national policies will be developed. Under the outcome area 2 the programme has a strong focus in strengthening the capacities of the education sector stakeholders, especially at the levels of schools and communities. The outcome area 3 builds capacities and engages government authorities and political decision-makers in the implementation of the UNCRPD. At the same time, the assumptions related to the willingness and commitment of these stakeholders to continue playing an active role in these issues needs to be closely monitored and, as necessary, addressed during the programme implementation.

Felm's development cooperation programme **partners** are local organisations owned and managed by local entities. They will stay and continue working in the programme target areas after the programme completion. They have played the lead role in identifying and planning their projects, that is a prerequisite for ensuring their strong ownership. Open dialogue, working together and joint learning with partners throughout the programme cycle are seen to further contribute to partners' commitment to continue their work in long-term. Furthermore, capacity building of partners on thematic and management related issues and addressing also specific capacity building needs identified by themselves is an essential strategy in strengthening their capacities to continue the initiated development processes in long-term.

Besides partner organizations, the programme builds also the capacities of **other civil society actors, groups and organizations**, such as OPDs, peer-support groups and other community level groups in playing an active role in promoting and advocating for community resilience, inclusive, quality education as well as rights of persons with disabilities. A typical characteristic of this kind of groups is that they are often largely dependent of voluntary work that is a sustainability risk. Strengthened capacities of these groups will hopefully help them in mobilizing new members. At the same time, the longer-term presence of Felm's partners in the programme target areas and their collaboration with these actors is also expected to contribute to their institutional sustainability.

Economic sustainability

Ensuring economic sustainability of development interventions and their results is generally challenging especially in the very poor and vulnerable local contexts where the Felm programme is implemented. This aspect of sustainability has been taken into consideration as follows:

- Economic sustainability of **partner organizations** is enhanced through supporting them in diversifying their sources of income. They are also supported in networking with the aim of identifying new collaboration possibilities and synergies with other development actors. At the same time, the risk of financial dependencies is reduced by directing Felm funding solely to project costs and not to recurrent partner organisation costs.
- The very limited availability of financial resources of the supported **government institutions, communities, and local civil society actors** is taken into consideration in all project work. Firstly, the programme does not provide ready-made solutions, but supports local stakeholders in identifying and developing solutions fit to the local context, to the extent possible with locally available resources. Secondly, when materials or support to infrastructure improvements are provided, attention is paid on ensuring the quality and long-term maintenance of these investments. Thirdly, instead of financial incentives for participation in programme activities, the programme invests in building stakeholders' ownership and motivation e.g., through participatory planning and celebrating successes. And fourthly, many projects include advocacy towards decision-makers, where also the resourcing perspective is reflected.
- The programme supports the diversification of **household** income in vulnerable communities and thereby also economic sustainability. For ensuring achievement of expected positive outcomes and impacts of these programme elements, specific attention is paid to the provision of adequate support to business development, including product development, market analysis, networking and marketing. These processes and progress towards the expected results, as well as related assumptions will be monitored regularly.

Socio-cultural sustainability

With its strong focus on inclusion of marginalized groups, the programme addresses the underlying causes of often long rooted discrimination of these groups taking place in different spheres of life. Achieving sustained changes in attitudes and behaviours towards these groups among duty-bearers and more widely in the targeted communities and societies is therefore a key element in ensuring programme sustainability. To achieve these changes and ensuring their socio-cultural sustainability strong emphasis is given on:

- participatory planning processes for creating an **open dialogue** and trust with communities, government duty-bearers and local CSOs and ensuring their **ownership** of these processes. This is also essential for ensuring that the solutions to development challenges, whether they are related to behaviour change or to some technical solutions, truly fit to the local socio-cultural context.
- strong emphasis is paid on strongly participatory processes in implementation of projects, where rights-holders from marginalized groups play a key role as **agents of change**. For example, persons with disabilities are engaged in peer support activities and raising awareness and advocating for their rights.

- the importance of partner organizations' and Felm's **deep understanding** on the local social, cultural and religious **contexts** and their capacity to link their **thematic expertise** to these contexts in the project management and development in interaction with local stakeholders.

At the same time, the long-term or more or less continuous nature of behaviour change processes is recognized, duty-bearers and civil society actors playing a key role in sustaining the development efforts initiated by the programme. In this way socio-cultural and institutional sustainability of the programme are closely interlinked.

Technological sustainability

The programme has strong emphasis on capacity development and the hardware related inputs are expected to be largely related to CCA&M and livelihoods diversification activities under outcome area 1, as well as provision of learning materials and support to creation of accessible and inclusive learning environment under outcome area 2. In the provision of any technological solutions, specific attention will be paid to a) suitability and acceptability of these solutions for programme beneficiaries, b) durability of these solutions, c) capacity building of beneficiaries in sustainably using these solutions, as well as d) ensuring maintenance, repair, and replacement of these solutions in long-term. These aspects of sustainability are integrated into planning, implementation and monitoring of related activities and their impacts. While partner organizations and Felm have solid expertise on the thematic content of the programme, technical support is sought also from external experts to provide guidance in the selection or development of sustainable technological solutions adapted to local contexts.

Environmental sustainability

In Felm's programme environmental sustainability is part of every project design. During the past years Felm has invested intensively in building the capacities of partner organizations in ensuring environmental sustainability including climate sustainability in projects, and it has also developed related user-friendly resource materials that will continue to be used. In this programme the environmental sustainability of all projects will be further strengthened through the cross-cutting objectives of climate resilience and low emission development. While the minimum level required from all projects is that no harm is done, the aim is to gradually strengthen the role of all projects also in promoting environmental sustainability by following a mainstreaming approach. The cross-cutting objective of low emission development will support Felm and its partner organizations in minimizing carbon emissions in their own operations and implementation of the programme. At the same time, especially the outcome area 1 includes targeted actions for promoting climate and also more widely environmental sustainability, and the impact and sustainability of these efforts will be monitored and assessed as part of the regular programme cycle management.

The above noted aspects of programme sustainability and related risks are regularly monitored as part of the programme PMEL processes and risk management. Timely adjustments are made to project plans as required. At the programme level, the programme sustainability and related strengths and risks are analysed as part of annual review and reporting, and assessed more in detail in programme evaluations. Especially the final evaluation of the programme focusing on impact and sustainability as well as the initially planned ex-post assessment are expected to provide valuable information for systematic further development of programme sustainability.

Furthermore, peer-learning activities enabling sharing of good practices and lessons learnt is also expected to support adoption and adaptation of new sustainable approaches and practices in the programme and in partner organizations' work more widely.

Exit

For each project initial exit plans are defined during the inception phase in year 1. More specific exit plans are drafted on the 3rd year of the programme, once it has been decided which projects are truly headed for exit and which ones are planned to continue into a next phase after the programme period. Felm will provide advisory support to partners in preparing responsible exit plans.

On the programme level the continuous programme monitoring, annual review discussions and especially the mid-term evaluation will guide the focusing of the following programme as well as decisions on projects heading for exit.

Felm recognizes that reaching economical sustainability in projects is a constant challenge, some of the partner organisations coming from very poor and challenging local contexts, and limited experience e.g., in fund raising. As part of exit planning Felm supports gradual phasing, as noted above supports partners e.g., in seeking funding from other sources or handing over activities to some other suitable institutions or organizations.