

World Vision 

CHILD WELL-BEING REPORT FY16 - F17





CHILD WELL-BEING REPORT

FY16-FY17

Affirmation

Except as acknowledged by the references in this paper to other authors and publications, Child Well-being Report described herein consists of our own work, undertaken to describe and advance learning, as part of the requirements of World Vision's Design, Monitoring and Evaluation Learning System.

Primary quantitative and qualitative data collected throughout the Child Well-being Report process are and remain the property of the communities and families described in this document. Information and data must be used only with their consent.

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List of acronyms

ADRF	Albanian Disability Rights Foundation
AP	Area Programme
CP	Child Protection
CPP LH	Child Protection and Participation Learning Hub
CP R&RM	Child Protection Referral and Response Mechanism
CM	Council of Ministers
CPU	Child Protection Unit
CWB	Child Well-being
CWBO	Child Well-being Outcome
CWBR	Child Well-being Report
CWBT	Child Well-Being Target
CwD	Children with Disabilities
DF	Development Facilitator
DME	Design, Monitoring, and Evaluation
E&L	Evidence and Learning
ED	Economic Development
EU	European Union
FBO	Faith-Based Organization
FGD	Focus Group Discussion
FinD	Faith in Development
FY	Fiscal Year
GoA	Government of Albania
GoI	Group of Interest
IED	Institute of Education Development
IMPACT	Involvement, Motivation, Participation, Action, Community, Teen clubs
IC	IMPACT Clubs
LEAP	Learning through Evaluation with Accountability and Planning
MEDPAK	Mbrojtja e drejtave te Personave me Aftesi te Kufizuara
MEERO	Middle-east and Eastern Europe Regional Office
MQ	Ministry Quality
MoI	Ministry of Internal Affairs
MoU	Memorandum of Understanding
MoESY	Ministry of Education, Sports, and Youth
MoHSP	Ministry of Health and Social Protection
MVC	Most Vulnerable Children
NGO	Non-governmental Organization
NO	National Office
NS	National Strategy
PBAS	Partnership Budget and Actual System
PFA	Primary Focus Area
RC	Registered Children
PDD	Program Design Documents
SAPCR	State Agency for the Protection of Child Rights
SDG	Sustainable Development Goals
SCC	School as Community Centre
SiP	Sponsorship in Programming
SKYE	Skills and Knowledge for Youth Economic-empowerment
SO	Support Office
SLT	Senior Leadership Team
TP	Technical Programme
WV	World Vision
WB	Western Balkan
WVA&K	World Vision Albania and Kosovo
YHBS	Youth Healthy Behaviour Survey
ZO	Zonal Office

Executive Summary

This report analyses World Vision Albania and Kosovo's (WVA&K) contribution to child well-being for the period Fiscal Year (FY) 16 to FY 17. Programming took place primarily through Sponsorship-funded Area Program (AP) projects with a budget of 13,203,571 USD. Findings from the report can be summarized as follow:

Strategic Objective 1: Children are cared for, protected and actively participate in decisions that affect their lives.

Child Protection (CP) Program during the reporting period (FY 16 to FY 17) focused on two main approaches: grassroots and systemic. The first targeted children, families, and communities to raise knowledge on child rights, child-rearing practices, and systems for protection. The systemic approach aimed to strengthen the CP system, mechanisms, and capacities of structures. The budget for the program was 2,051,649 USD and covered 4288 direct participants, out of which 2664 most vulnerable and 10,226 direct beneficiaries. Indirectly, 743,047 children and adults benefited from the program.

Similar to FY 15, the prevalence of general abuse reported by children remains high, with 67% of children reporting experiencing at least one form of violence in FY 17. Seventy-seven percent of caregivers report they use violence as means of disciplining their children in FY 17, where psychological forms of violence prevail (64%). Even though violence ratings continue to remain high in areas where WVA&K works, our work in child protection has an impact on child and adults empowerment for improving local child protection system.

Children and adults who participate often¹ in WVA&K's activities report lower levels of violence, higher levels of empowerment, higher levels of perceived effectiveness of CP structures, as well as satisfaction with CP services, compared to those rarely participating.

The reorganization and reconfiguration of the central and local governments have created confusion and delays in implementation during the reporting period. Nevertheless, this situation has generated opportunities for WVA&K to intensify the advocacy efforts for strengthening the CP R&R mechanism, in collaboration with children and community members, along with strategic partners, such as state agencies and other civil society organizations (CSOs). The approved National Agenda for Child Rights 2017-2020 included 10 out of 12 recommendations submitted by children directly engaged with WV.

Strategic Objective 2: Children in Albania (6-16 years old), especially the most vulnerable (CwD, Roma, Egyptian) learn in an inclusive child friendly school environment.

In the Education Program, WVA&K increased focus on teacher capacity for inclusive education and empowering school structures and com-

munity for promoting School as a Community Centre (SCC) Model. The program budget was 2,101,134 USD reaching 4167 direct participants, out of which 1267 most vulnerable and 28,169 direct beneficiaries.

Children with disabilities are among the most excluded and unprotected in Albania. Recognizing the evident need of these children and their families for protection and inclusion in the society, and in particular, for quality services WVA&K undertook the initiative of the first prevalence study of child disability in Albania².

The results of the study showed that 10.4% of children in Albania are with a form of disability and lack of access to specialized services.

A study launched last year from Ministry of Education, Sports and Youth (MoESY) and Institute of Education Development (IED) about the need of professional development of the teachers presented that 64% of teachers need improvement in their professional skills and attitudes in four domains, planning, teaching and learning, ethics and communication and continues professional development.

The investment in building teachers' capacities has led to improved relationships with children and higher support for achievement in the academic sphere. Results indicated that children from student government, for two years have rated high levels of academic expectations and caring relation with teachers and parents.

Strategic Objective 3: Adolescents and Youth are active and responsible citizens who contribute to the quality of life in Albania, socially and economically.³⁴

Youth Program emphasizes three components: 1) Youth Personal development through life skills; 2) Youth mobilization of groups for outreach and advocacy, and 3) Youth vocational training for employment and social entrepreneurship. The budget for the program was 1,595,455 USD, reaching 2692 direct participants, out of which 758 are most vulnerable (MV) and 7944 direct beneficiaries.

Values shape young people's relationships, behaviors, choices, and sense of who they are. WVA&K investment has been successful through IMPACT and SKYE project models in transmitting core values to young people as wisdom, justice, courage, honesty, and solidarity. Young people in the majority of APs (5 out of 7) have reported higher mean scores in positive values asset in FY 17 compared to FY 15.

Moreover, findings from measurements conducted in FY 16 and FY 17 show that participation in community service learning projects influences young people's attitude towards civic engagement. Young people who have participated more than five times in service learning projects have reported a higher level of civic demonstration rather than young people who have participated only one to two times. By being active in IMPACT Clubs, young people believe more in their abilities, and their leadership skills have been improved. In FY 17 more young people (64.4%) stated that they have taken leadership roles in their groups compared to 53.9% of young people reporting in FY 16.

As in the previous one, the revised national strategy includes three

2. Save the Children Albania joined later in partnership

3. This number might overlap with the number of registered children.

4. No. of children aged 0 – 19 benefiting from the law no. 18/2017 'Child Rights and Protection',

1. Often ≥ 3 times/year; Rarely <3 times/year

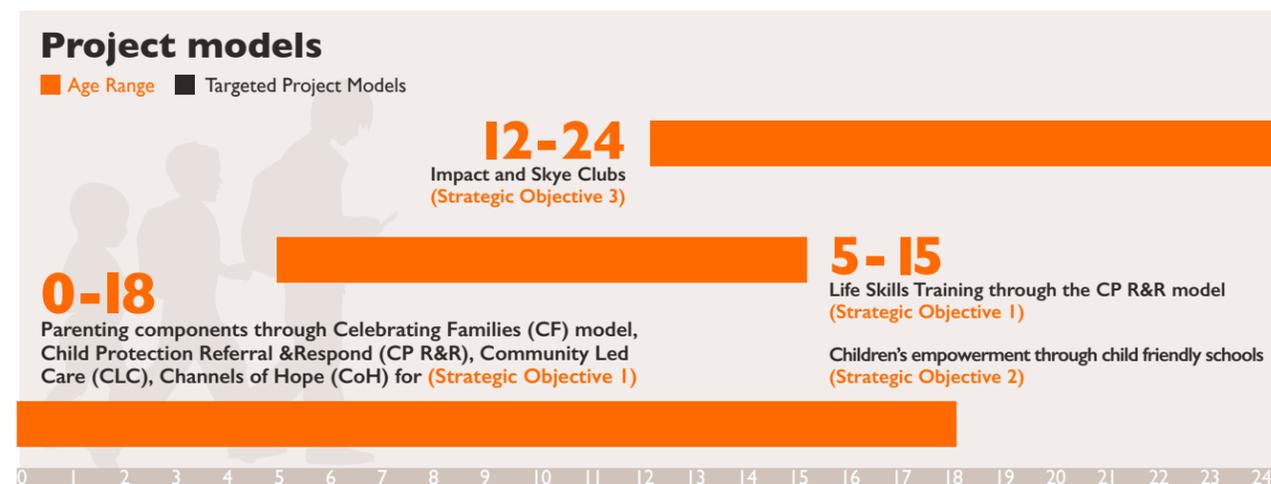
In addition to the 31,038 registered children, 40,000 children³ have directly benefited at the programme level, and 743,047⁴ had a vulnerability addressed through a relevant policy change or its implementation

Introduction

Overview This report is a reflection and analysis of WVA&K’s contribution to child well-being as articulated by the National Strategy (NS) and implemented through programming foci and investments. In FY 15, WVA&K revised its national strategy and related Technical Approaches to guide the implementation of the coming three years from FY 16 up to FY18.

Strategic Objectives in Child Protection, Education, and Youth. Under the ‘Our Promise 2030’ objectives, objective no.4 “Children ages 12 – 18 report an increased level of well-being”, remains the most highlighted for WVA&K. Project models cover overlapping age ranges from 0 – 24 through different components of the National strategy. (See below)

WVA&K programming primarily takes place through Sponsorship funded AP projects. The reporting period (FY 16 – FY 17) budget of WV Albania is 13,203,571 USD. Of this, 11.6% comes from grant-funded projects (primarily non sponsorship funded projects, or PNSFs) and the remaining through Sponsorship funding. Two APs (Tirana & Durrës) are urban-based with a mixed population, having a significant portion who have moved from rural and sometimes remote areas of the country for economic reasons. The other nine APs are located in rural areas and have homogenous communities in terms of ethnic identities, but people are struggling with similar issues as those in urban settings such as issues regarding child protection, education access by most vulnerable children and youth empowerment. In addition to the 31,038 registered children, 40,400 children⁵ have directly benefited at the programme level, and 743,047⁶ had a vulnerability addressed through a relevant policy change or its implementation. Table 1 below summarizes the strategic objectives, Sustainable Development Goals (SDGs) goal/s and Child Wellbeing Objectives (CWBO) selected.



5. This number might overlap with the number of registered children.
6. No. of children aged 0 – 19 benefiting from the law no. 18/2017 ‘Child Rights and Protection’

Table 1

Summary of key components for WVA&K Strategic Objectives

Overall Strategic Objective: By 2018, approximately 500,000 children and youth in Albania and Kosovo, especially the most vulnerable, experience improved well-being

	Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
	Children are cared for, protected and actively participate in decisions that affect their lives	Children in Albania (6-16 years old), especially the most vulnerable (CwD, Roma, Egyptian) learn in an inclusive child friendly school environment	Adolescents and Youth are active and responsible citizens who contribute to the quality of life in Albania, socially and economically
Alignment with CWB Objectives under ‘Our Promise 2030’	Objective #3 Increase in girls and boys protected from violence Objective #4 Children ages 12-18 report an increased level of well-being	Objective #7 Increase in primary school children who can read (for school readiness component) Objective #8 Increase in adolescents’ education and life skills	Objective #4 Children ages 12-18 report an increased level of well-being
Contribution to SDG goal/s	Goal 5 - Gender Equality Goal 16 - Peace, Justice and Strong Institutions	Goal 4 - Quality Education	Goal 4 - Quality Education Goal 8 - Decent Work and Economic Growth
Target population	500,000 Children and Youth from 0-18 years old	484,000 Children in schools between 3-16 years old, 30,000 teachers, 100 school structures, 100,000 children with disabilities <i>(note: categories partly overlap)</i>	15,000 youth from 12-24 years old
Outcomes	Outcome 1.1 Children influence the Child Protection Mechanism Outcome 1.2 Communities are mobilized to reduce harmful practices Outcome 1.3 National and Local CP policies enhanced for care and protection	Outcome 2.1 Enhanced practices of inclusive education among education practitioners Outcome 2.2 School structures and stakeholders take action contributing to the standards of School as a Community Centre (SCC) Model Outcome 2.3 Education Policies promote inclusion of the MVC in the Education System (focus on access and quality)	Outcome 3.1 Adolescents (12-18 years) have improved positive identity and future orientation Outcome 3.2 Increased opportunity for economic empowerment of youth Outcome 3.3 Improved National policies related to youth community engagement and economic empowerment

Learning

Learning Evaluating Accountability and Planning (LEAP) 3 and the leadership willingness and support to the monitoring framework of the national strategy created a supportive environment for Ministry Quality Department to generate monitoring reports that periodically inform on programme implementation. Data on direct participants⁷ are gathered on monthly basis and annual outcome monitoring of indicators occurs with a sample size over of about 10.000 people.

Based on above findings in FY17 a streamlined approach was rolled out for life skills throughout the three technical programmes. A core curriculum based on the IMPACT model has been agreed by the three technical advisors (child protection, education, and youth) and all the children participating in our programme went through these modules as a starting point, to further specialize their knowledge/skills on specific components of Child Protection, Education or Youth Programme

Context

The economic growth measures of Albania continued to increase during 2017 according to Institute of Statistics. Although listed under 'high human development' by the 2016 Human Development Index, Albania continued to be considered in 2017 as the epicenter of the European drugs trade, especially cannabis.

In regard to the civil society, the legal environment seems to have improved, while all other aspects of the civil society developed have not progressed. According to Eurostat database in 2017, the number of unaccompanied migrant Albanian children was 2255 in 2016. Donors, especially EU governments are increasingly planning to invest in returnees' repatriation and reintegration.

From a political aspect, 2017 was a heavily charged year, marked by a political crisis between the governing party and the opposition. It was a presidential election and a parliamentary elections year. The agreement between the two key political forces allowed for the opposition to appoint half of the ministers in the government in May 2017. Between January and September, ministers of Social Welfare and Youth, Education, and Sports and Interior Affairs, were replaced three times.

The parliamentary elections were won by the Socialist Party and a major restructuring of the government followed. The portfolio of the Ministry of Social Welfare and Youth, one of the most important institutions for the most vulnerable people, split into three ministries. This raised the civil society's concern that children's and human rights would be low on the political agenda. An open letter was sent in September to the Prime Minister from the children's organizations coalition 'All together against Child Trafficking – *Bashkë për Kujdesin Tërësor të Fëmijëve*' (BKTF).

In the months prior and after the elections, the government administration ceased to operate effectively for months, as high government officials got involved in the election campaigns. The issues of children, young people, and vulnerable groups were not a priority for the national or the local governments. Regardless of the political unrest, the draft Law on Children's Rights and Protection, which had been shared for comments among the civil society for several months, was approved by the parliament in February 2017. In April 2017, the National Agenda for Child Rights 2017 – 2020 was approved by the Council of Ministers, as the unified framework for monitoring the progress of the Albanian Government towards the realization of children's rights in all relevant sectors. These documents, however, exist in silos and have not been mainstreamed in other relevant sectors and action plans of the national or local government. The first issue is the lack of specific bylaws deriving from the laws. Local social plans for protection and

7. From FY 15, WVA&K has been using the following definitions:

Direct Beneficiaries refers to those individuals who participate in program activities, and whose presence is evidenced by different monitoring forms (*lists of presence, etc.*). **Direct Participants** are unique individuals who form a sub-category of direct beneficiaries. These are all who **actively participate** in program activities, but who are also active contributors in planning and implementing, together with WV, to achieve desired goals and outcomes of the programs/projects. These can i.e. be members of Groups of Interest, Youth Groups, or other adults groups such as parents, etc. as per type of program intervention. Their presence too is evidenced by records such as different monitoring forms, databases, etc. **Indirect Beneficiaries** are those whose individual well-being is affected by the behaviour/ knowledge/ attitude of the direct beneficiaries, or by changes in service provisions that are the result of the intervention.

Taken from internal formal document named: "Beneficiary definitions and calculations", WVA&K MQ Department, August 2015.

inclusion, of extreme relevance to the work of World Vision, are still to be developed and implemented in each of 61 municipalities. Some of the issues related to legislation include lack of knowledge and understanding of the laws and poor competencies in the administration. Because of the scarce human and financial resources and the high turnover, more capacity building is required for CP workers. In the education sector, the Ministry continued to emphasize the work with the School as a Community Centre program. The country underwent an education policy review from UNESCO which revealed that the stakeholders need to align interventions with the objectives of the Sustainable Development Goals (SDG), particularly in the area of education (SDG4-Quality Education 2030). The main recommendations articulated for the Government of Albania (GoA) were to design and implement policies which enhance greater equity, quality, and inclusion in the education system in Albania. Young people empowerment in terms of economic development is a crucial area for the government and donor agencies. It continues to be part of the national action plans.

About the data

Process

The report was prepared through a participatory multi-sectorial collaborative process coordinated by the MQ Department in the WVA&K National Office. Data collected are representative of AP and National level. They are results of TP baseline measurement, regular annual outcome monitoring and evaluations conducted for CPP LH. Transparency and openness were guiding principles in facilitating the multi-collaborative process. The first draft of the report was shared with SLT members, Technical Advisors and coordinators, and Team Leaders of each AP, in a meeting where the trends, learnings, and recommendation were discussed. Regular communication with programme team followed along the writing of the report.

Methods

Primary and secondary data methods were applied in compiling this report. Primary data (where a sample of more than 10,000 people have participated) were abstracted from these sources for three years consecutively FY15, 16, and 17: a) Youth Healthy Behaviour Survey (YHBS), b) Caregiver survey, c) School as Community Centre (SCC) Index, d) Student Government's questionnaire, e) Teacher's Questionnaires, f) Development Assets Profile (DAP), g) IMPACT journal – Output level requirements as per monitoring and evaluation (M&E) tools under IMPACT model. Additional sources that served for evidence building purposes to mention are: (i) Middle East and Eastern Europe Region (MEER) Child Protection and Participation Learning Hub (CPP LH) final evaluation of CP R&RM in Lezha and Dibra APs by using children and adults' surveys, (ii) validation of Community Led Care for Most Vulnerable (CLC for MV) by using household surveys, (iii) IMPACT club evidence Building Plan (EBP) baseline measurements by using evidence building survey conducted with youth. As a final source to mention is the Summer School Evaluation Questionnaire used with youth participating in the summer school short-term grant financed by Gesellschaft für Internationale Zusammenarbeit Albania (GIZ) FY17. Secondary data are obtained internally by AP Semi and Annual Management Report, Technical Programme Semi and Annual Reports, and regular monitoring visits conducted in AP level by MQ department. Reference is made as well to external sources, which are listed under footnotes throughout the report, as well as in the Reference section ([Annex D](#)).

As per FY 17 guidance on CWB reporting, only most meaningful findings are included in forms of graphics. Please notice that all tables and relevant analysis can be found in the annexes of this report divided per strategic objective. Details in regard to sampling, tools, and limitations can be found in [Annex A](#).

Strategic Objective I

Children in Albania are cared for, protected and actively participate in decisions that affect their lives

Summary of logic chain

Abuse, violence, exploitation, discrimination, neglect, poverty and social exclusion are considered some of main human rights concerns facing children and adolescents in Albania. In addition, child trafficking and forced labor remain widespread concerns. The worst forms of child labor in Albania can be found among street children, children who are trafficked, children involved in illegal economic activities, children working in the formal sector and children working in the agriculture sector (EC, 2016).

The root causes of these problems can be attributed to a combination of a lack of knowledge among parents, children and community regarding child protection issues, gaps and weaknesses in the child protection systems and government structures intended to support children, as well as pervasive corruption. In the National Strategy 2016 – 2018, Strategic Objective 1 is addressed through two main approaches:

- i. Grassroots approach that targets children, families, and communities to create greater knowledge of children’s rights, positive child-rearing practices, recognizing abuse and increase knowledge of systems and services that are in place to support children. This should lead to children having positive relationships with their families and are empowered to refer cases of child abuse.
 - WV has maintained in focus working directly with children, whilst reaching out to families through strategic local partners to improve the quality of implementation, increase the outreach of families and build sustainable interventions in communities.
- ii. Systemic approach to strengthen the child protection system, mechanisms, and capacities of structures for enhanced protection of most vulnerable children.

These approaches are operationalized through: (i) Child Protection Referral and Responding Mechanism, (ii) Celebrating Families, and (iii) Community Lead Care for Most Vulnerable project models.

Strategic Linkages

Technical Program Outputs	Technical Program Outcomes	Technical Program Goal	Our Promise 2030
Children have knowledge on Child Protection operating Referral and Responding mechanism	Children influence the Child Protection Mechanism	Children are cared for, protected, and actively participate in decisions that affect their lives	Objective #3: Increase in girls and boys protected from violence Objective #4: Children ages 12-18 report an increased level of well-being
Children are supported to undertake initiatives that contribute to the development of a child Friendly R&R Mechanism	Communities are mobilized to reduce harmful practices		
Parents are educated for healthy, caring and protective practices	National and Local CP policies enhanced for care and protection		
Partners have capacities to coordinate and support Child Protection related initiatives			
Key decision makers within the CP system at Local, National & International levels are aware of CP situation			

Indicators

1	Proportion of adolescents who report having experienced any physical violence in the past 12 months
2	Proportion of adolescents who have a strong connection with their parent or caregiver
3	Proportion of adolescents able to express themselves with confidence and participate actively in discussion
4	Parents /caregivers and/or community members actively encourage children's ideas and involve them in decisions that affect their lives
5	Proportion of children and adults that would report a case of abuse/exploitation ¹

Strategic Objective I

Children in Albania are cared for, protected and actively participate in decisions that affect their lives

Relates to SDGs:
5 - Gender Equality
16 - Peace, Justice and Strong Institutions

FY16

FY17

Expenditure
\$858,932

Expenditure
\$1,167,372⁸

Technical Staff

Technical Staff

14

14

10 Development Facilitators
2 Zonal Coordinators
2 National staff

10 Development Facilitators
2 Technical Coordinators
2 National staff⁹

Direct Participants*

Direct Participants

1,830

2,458

Most Vulnerable

Most Vulnerable

1,240

1,424

Adults

Adults

Men 269 Women 739

Men 273 Women 925

Partners

Partners

172

336

Children

Children

Boys 355 Girls 467

Boys 535 Girls 725

Registered Children

Registered Children

630

1,053

Recommendations submitted to decision-makers

25

Initiatives Supported

Children's initiatives Partner's initiatives

54 36

Learning Events

With Children With Parents With Partners

157 60 36

Children's Groups

24

Recommendations submitted to decision-makers

27

Initiatives Supported

Children's initiatives Partner's initiatives

63 54

Learning Events

With Children With Parents With Partners

255 39 62

Children's Groups

45

Key Partners

NGOs UNICEF, Save the Children, Terre des Hommes, Observatory of Children's Rights, ARSIS, SHKEJ, Tirana Legal Aid Society (TLAS), Albanian Red Cross, CRCA, Aid to the Balkans, Change the Future, Today for the Future, Global Care, MEDPAK, Jonathan Centre.

Government Ministry of Social Welfare and Youth, Ministry of Internal Affairs, State Agency for Child Rights, LG units in all APs.
FBO and Churches Orthodox Church of Albania (KOASH), ALO! MIK, God with Us, New Life Institute, Peace Ambassadors, Resurrection & Life, Jesus Christ for the Balkans, Bible Centre-Elbasan.

* These are unique individuals in CP Program tracked through the monitoring system, whereas the number of direct participants for FY 16 is 10,996, and for FY 17 is 14,804 actively engaged in CP activities.

8. Within the frame of the sponsorship in programming initiative, WVA&K decided to integrate the sponsorship programme work with the strategic technical programmes. One of the decisions towards that objective was to assign the development facilitators as responsible for both sponsorship programme activities and technical programme activities. This increased the amount of budget allocated for strategic, technical programmes.
9. Ibid.

Result

Results described below pertain to the strategic objective 1 (SO 1) indicators for three years consecutively FY15, 16 and 17. Data for each indicator are obtained through baseline and annual outcome monitoring of goal and outcome levels indicators of the CP TP by using these sources:

- Youth Healthy Behaviour and Caregiver surveys (plus additional scales and questions added)
- Evaluation processes conducted for evidence building purposes by MEER CP LH such as the Final Evaluation of CP R&R model in Lezha and Dibra APs, FY17
- Monitoring system information for CP TP in FY16 and 17.

Indicator I Proportion of adolescents who report having experienced any physical violence in the past 12 months

The level of violence experienced, as reported by children in FY 16 and FY 17 is similar to FY 15 data with around 70% of children reporting experiencing at least one type of violence, be that psychological or physical. There are statistically significant changes between age groups for children (8 – 11yrs vs. 12 – 18 yrs.)¹⁰, but the difference is not practically significant. Meanwhile, the statistical difference observed between boys and girls¹¹, is related to all forms of violence (general abuse, psychological and physical violence), with boys who report they experience more violence compared to girls. Refer to annexes for the detailed analysis.

There is a statistical difference observed, with children reporting experiencing more physical violence in FY '16 compared to FY '15 and FY '17¹². The results of the comparative analysis suggest that the changes in FY '16 might be attributed to the timing of data

10. **Baseline** (FY '15) results show that children age 8 – 11 years old report higher level of violence (M = 11.93, SD = 17.30) compared to children age 12 – 18 (M = 10.48, SD = 12.99). This difference, 1.45, 95% CI [0.54, 2.36], is statistically significant, $t(3712) = 3.12, p = .002$ and $r = .005$; **FY '16** results show that children age 8 – 11 years old report higher level of violence (M = 13.13, SD = 17.30) compared to children age 12 – 18 (M = 10.14, SD = 14.81). This difference, 2.99, 95% CI [1.92, 4.05], is statistically significant, $t(3544) = 5.49, p = .000$ and $r = .009$; **FY '17** results show that children age 8 – 11 years old report higher level of violence (M = 10.49, SD = 13.46) compared to children age 12 – 18 (M = 10.19, SD = 14.04). This difference, 0.30, 95% CI [-0.61, 1.23], is not statistically significant, $t(3586) = 0.65, p = .515$ and $r = .001$.

11. **Baseline** (FY '15) results show that boys report higher level of violence (M = 13.16, SD = 15.39) compared to girls (M = 9.18, SD = 12.20). This difference, 3.97, 95% CI [3.08, 4.87], is statistically significant, $t(3672) = 8.71, p = .000, r = .14$; **FY '16** results showed that boys report higher level of violence (M = 13.3, SD = 16.95) compared to girls (M = 9.18, SD = 12.20). This difference, 4.02, 95% CI [2.97, 5.07], is statistically significant, $t(3477) = 7.54, p = .000$ and $r = .12$; **FY '17** results showed that boys report higher level of violence (M = 11.89, SD = 14.63) compared to girls (M = 8.65, SD = 12.51). This difference, 3.23, 95% CI [2.33, 4.13], is statistically significant, $t(3519) = 7.04, p = .000$ and $r = .11$.

12. One way analysis of variance shows significant difference in children reporting physical violence, $F(2,10846) = 705.61, p = .000, \omega = 0.33$. Post hoc analysis shows statistical significance between outcome monitoring FY '16 (M = 5.50, SD = 15.31), FY '17 (M = 4.13, SD = 12.76), with mean difference 1.36, 95% CI [0.38, 2.34], and baseline (FY '15) (M = 17.90, SD = 22.15). The mean difference between FY '16 and FY '17 is 12.39, 95% CI [11.42, 13.36], while between baseline (FY '15) and FY '16 is 12.39, 95% CI [11.42, 13.36].

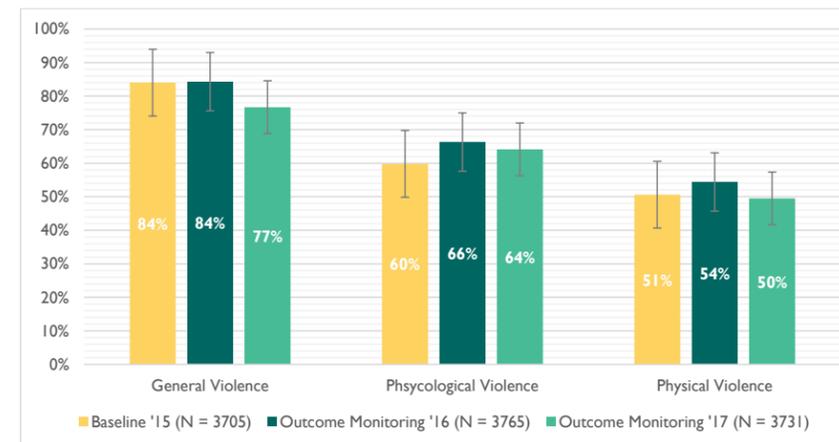


Figure 1: Proportion of children reporting violence

gathering for this indicator. Data for FY '15 and FY '17 are gathered during summer (August – September), while for FY '16 in November – December, while children are in school. Secondary data reveals that children are exposed to violence within the school environment (GFK, UNICEF & MoES, 2014).

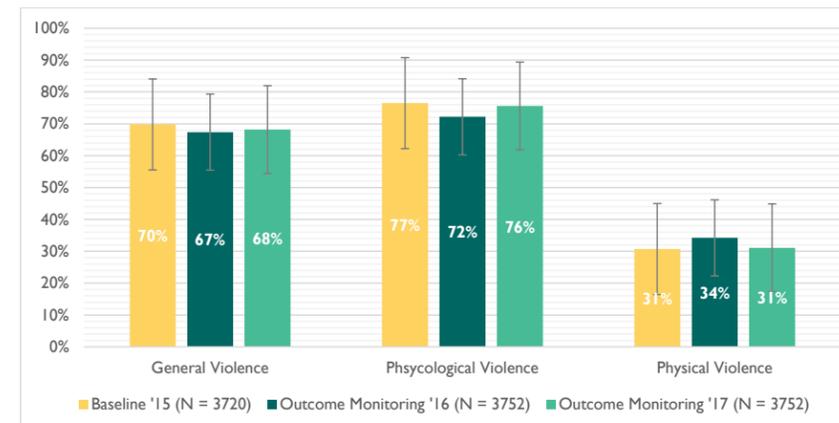


Figure 2: Proportion of caregivers reporting violence as means of disciplining children

Caregiver's survey data show that violence is vastly used by parents as means for child discipline. In FY '17, out of 3762 caregivers surveyed, 77% reported they used violence for disciplining their children. There is a significant decrease in the proportion of caregivers reporting the use of violence in FY '17 compared to baseline, FY '15 (84%)¹³. Yet, the levels of reporting violence remain high in all Area Programmes (AP), be that psychological or physical.

13. Proportion of caregivers who report using violence in FY '17 is 76.7% (95% CI [75.26, 78.15]) compared to baseline (FY '15) with 84% of caregivers (95% CI [82.61, 85.34])

Indicator 2 Proportion of adolescents who have a strong connection with their parent or caregiver

Overall, data analysis show a high proportion of children reporting strong connection with respective caregivers.

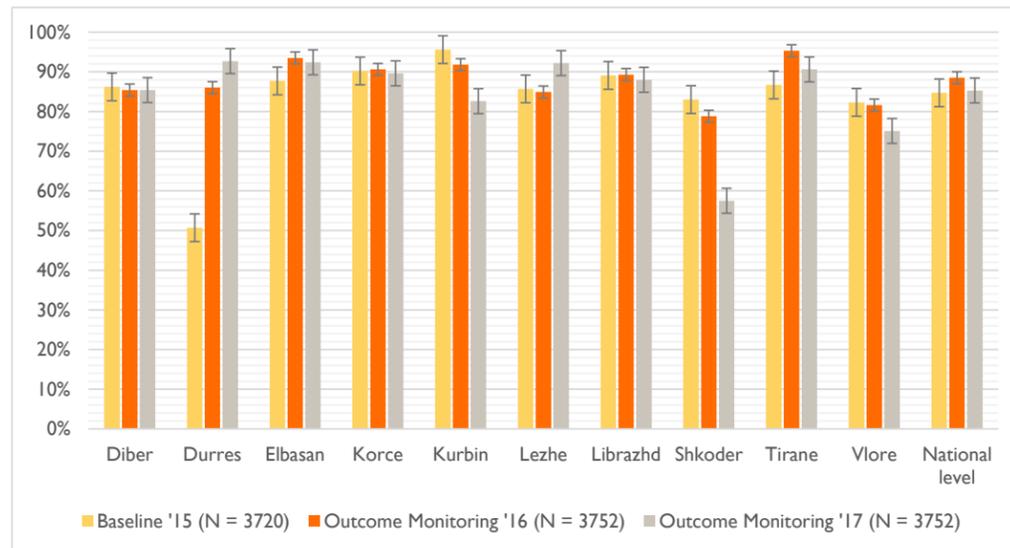


Figure 3: Proportion of children reporting strong connection with caregiver

Out of 11 APs, changes are evident in two APs (*Annex B*). Specifically, in Durres there is a statistically significant increase noticed with large effect size¹⁴, while in Shkodra¹⁵ there is a decrease in the proportion of children reporting strong connection with caregivers. For Shkodra AP, the data suggest that the decrease has been influenced by the high emigration rates during FY 16 and FY 17, resulting in 300 new RCs in the primary focus areas (PFAs) during FY 17. Durres is the newest among APs, and this can explain the lowest baseline score for the indicator and the highest gains as well. This AP can be considered as control group among other APs, suggesting that there is a contribution of WV’s work in restoring relationships in the family.

On another note, the high scores reported (85% of children) might suggest that responses are biased because family relationships are considered among the strongest family values in Albania, leading to the so-called ‘socially desirable answer’.

14. One way analysis of variance shows significant difference, $F(2,920) = 125.59, p = .000, \omega = .46$. Post hoc analysis shows statistical significance between outcome monitoring FY '17 ($M = 87.94, SD = 11.28$) and baseline ($M = 69.30, SD = 18.37$), with mean difference 18.64, 95% CI [15.73, 21.55].
 15. One way analysis of variance shows significant difference, $F(2,954) = 13.29, p = .000, \omega = .15$. Post hoc analysis shows statistical significance between outcome monitoring FY '17 ($M = 74.42, SD = 18.75$) and baseline ($M = 80.91, SD = 16.48$), with mean difference -6.48, 95% CI [-1.80, 4.72].

Indicator 3 Proportion of adolescents able to express themselves with confidence and participate actively in discussion¹⁶

No changes are observed when comparing the data at the national level, FY 15 through FY 17 for this indicator. Overall, less than half of children report feeling empowered. However, children participating often in WV’s activities report higher levels of empowerment compared to children participating rarely¹⁷ in such activities and the changes are statistically significant¹⁸. Observing the analysis in AP level (*Annex B*), the data show there is a statistically significant positive change in Durres, Elbasan, Librazhd, Tirane APs¹⁹. Similar to FY 15, there are statistically significant changes based on gender, with girls reporting feeling more empowered than boys.²⁰

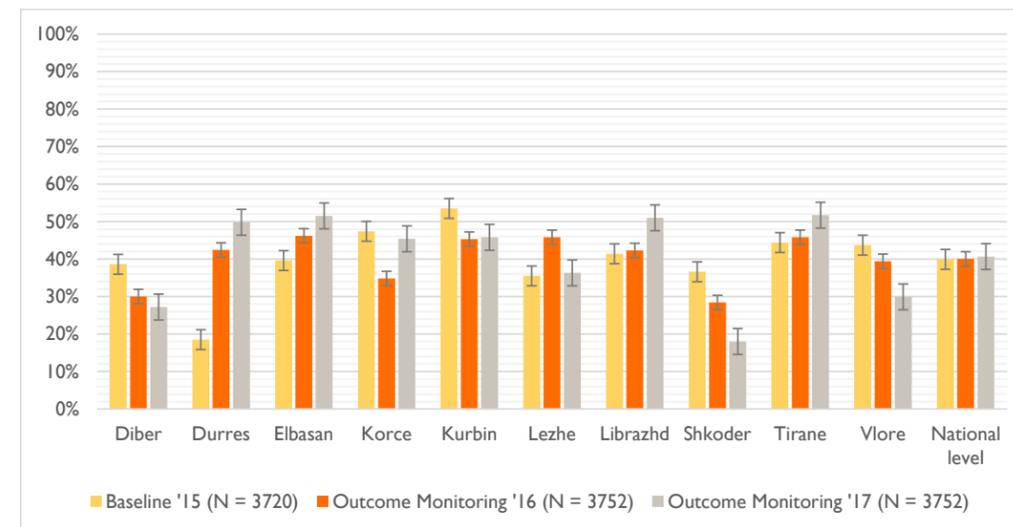


Figure 4: Proportion of adolescents able to express themselves with confidence and participate actively in discussion

16. A composite measure was created for measuring the indicator, composed of the following statements:

1. I can formulate and express my ideas according to the protection of the children
2. I can speak in public for CP issues
3. I can plan/project, schedule and implement a plan
4. I can handle a child protection difficult situation
5. Have you discussed with your parents for issues of Child Protection (like violence, abuse, exploitation, neglect)?
6. Have you discussed with teachers/ employees for Child Protection issues (like violence, abuse, exploitation, neglect)?
7. Have you discussed with representatives of organizations that work with children ex. World Vision, etc., for issues of Child Protection (like violence, abuse, exploitation, neglect)?

17. Rarely <3 times/year

18. FY '17 results show that children participating often in WV’s activities report higher empowerment ($M = 67.54, SD = 19.38$) compared to those rarely participating in such activities ($M = 58.84, SD = 21.42$). This difference, 8.69, 95% CI [7.32, 10.07], is statistically significant $t(3472) = 12.39, p = .000, r = .2$. Similar results are observed in baseline (FY '15) and FY '16. Refer to annexes for detailed analysis.

19. Refer to annexes for the t-test analysis results per AP level.

20. FY '17 results show that girls report higher empowerment ($M = 65.78, SD = 20.58$) compared to boys ($M = 60.04, SD = 21.02$). This difference, 5.74, 95% CI [4.30, 7.11], is statistically significant $t(3514) = 8.18, p = .000, r = .13$. Similar results are observed in baseline (FY '15) and FY '16. Refer to annexes for details.

Children are empowered within groups through building their organizational capacities along with essential and applied life skills. WV's hypothesis that strengthening children's groups would lead to more children feeling empowered was taken into consideration in the Theory of Change for CP R&R validation model. These findings show that the strength of the group is strongly correlated with the activeness of children related to child protection issues in the community (WV MEER, 2017).

Indicator 4 Parents /caregivers and/or community members actively encourage children's ideas and involve them in decisions that affect their lives

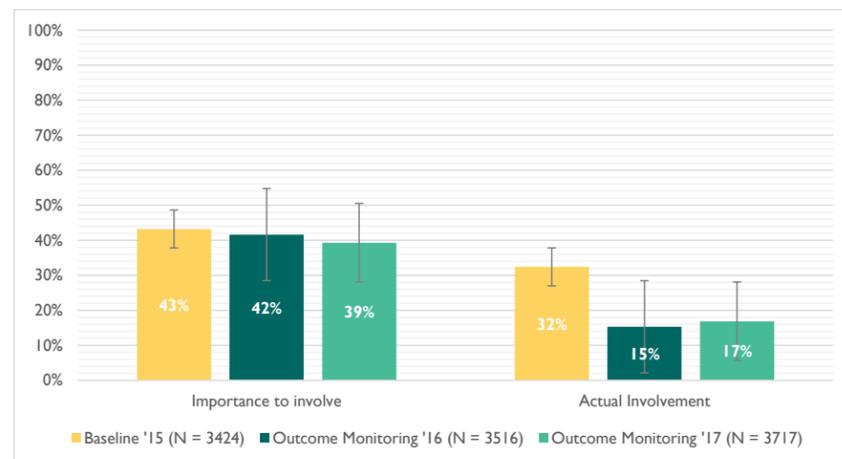


Figure 5: Proportion of caregivers reporting involvement of children in decision making

The proportion of caregivers who value child participation has remained unchanged from 2015. However, the proportion of caregivers reporting the actual involvement of children in decision making declined significantly from 2015 to 2016, then slightly increased in 2017²¹. This change from 2015 to 2016 may be related to internal implementation shifts - moving from direct WV staff implementing projects to working through local partners - or it may be related to external factors such as a recent surge in migration to Europe due to increased distrust in the Government and lowered expectations for economic benefits in the country (CDI, 2016).

21. One way analysis of variance shows significant differences in reporting 'actual involvement' of children in decision-making from FY '16 to FY '15, $F(2, 10835) = 579.16, p = .000, \omega = 0.31$. Post hoc analysis shows statistical significance between outcome monitoring FY '16 ($M = 36.04, SD = 28.96$) and FY '15 ($M = 57.30, SD = 25.65$), with mean difference $-21.25, 95\% CI [-22.75, -19.76]$. One way analysis of variance shows significant difference in adults reporting 'actual involvement' of children in decision-making from FY '16 to FY '17, $F(2, 10835) = 579.16, p = .000, \omega = 0.31$. Post hoc analysis shows statistical significance between outcome monitoring FY '17 ($M = 45.51, SD = 24.50$) and FY '16 ($M = 36.04, SD = 28.96$), with mean difference $9.47, 95\% CI [7.99, 10.96]$.

On another note, caregivers participating often²² in WV activities score higher than those who participate rarely in WV's activities²³. These results suggest that working through partners has a contribution to impact in working with families and communities, although the degree of change is lower than WV's direct work. Refer to Annex B for the detailed analysis.

Indicator 5 Proportion of children and adults that would report a case of abuse/exploitation²⁴

Data from caregiver and YHBS indicate that the proportion of adults who would report a case of child abuse is higher than children who would do the same. The changes observed from FY 15 to FY 17 show an increase in the proportion of children²⁵, as opposed to the decrease observed in adults²⁶ who state they would report a case of child abuse, neglect or exploitation. Nevertheless, the proportion of children and adults surveyed who have actually reported a CP case remains low (around 8% for both target groups - children and adults).

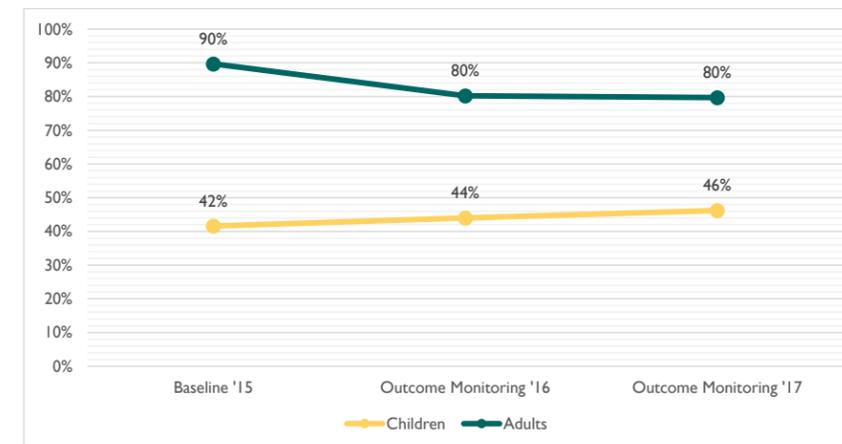


Figure 6: Children and adults who would report a CP case

22. Often ≥ 3 times/year; Rarely <3 times/year

23. FY '17 results show that caregivers participating often in WV's activities ($M = 59.93, SD = 19.29$) report higher level of children's involvement compared to those who participate rarely in WV's activities ($M = 50.80, SD = 20.62$) This difference, $-9.12, 95\% CI [-10.73, -7.58]$, is statistically significant, $t(3659) = -11.15, p = .000, r = .18$. Similar results are observed in FY '16, while for baseline (FY '15) this analysis was not possible, as the variable tracking participation in WV's activities was added in FY '16 caregiver's survey. Refer to annexes for detailed analysis.

24. Two indicators displayed in one graph: 'Children who would report a case of child abuse', and 'Adults who would report a case of child abuse'.

25. Baseline (FY '15): $95\% CI [40.0, 43.3]$; Outcome monitoring FY '16: $95\% CI [42.3, 45.6]$; Outcome monitoring FY '17: $95\% CI [44.5, 48.0]$;

26. Baseline (FY '15): $95\% CI [85.3, 87.6]$; Outcome monitoring FY '16: $95\% CI [71.0, 74.0]$; Outcome monitoring FY '17: $95\% CI [69.5, 72.5]$;

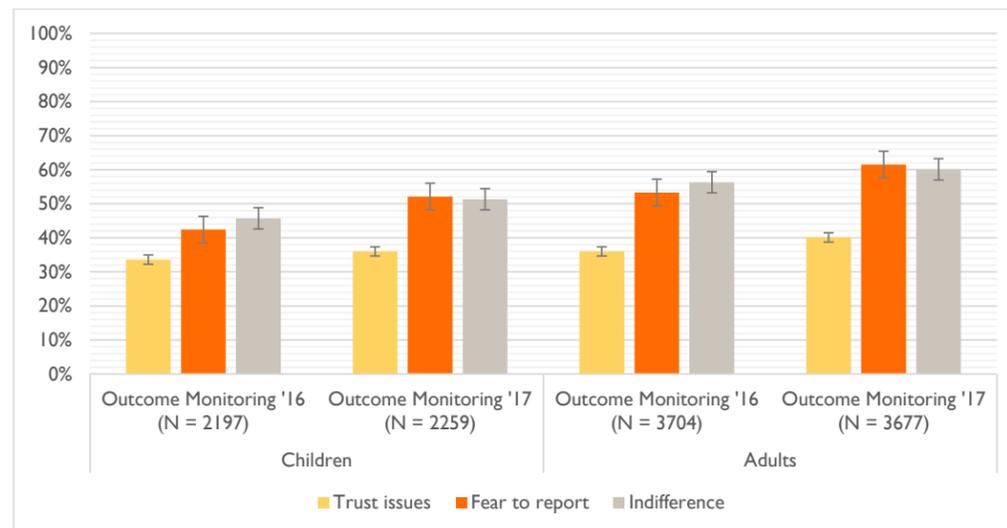


Figure 7: Main factors ranked by children and adults as hindering the levels of reported CP cases

Aiming at exploring the hindering factors behind levels of actual reporting of CP cases, data present three main factors (trust, fear, and indifference) in FY 16 and FY 17²⁷. Similar results are observed among children and caregivers. The decrease in levels of trust and increase of fear to report CP cases to institutions' might have been influenced by the conflictive political environment in Albania for FY 17.

Analysis

Similar to FY 15, the prevalence of general abuse reported by children remains high, with 67% of children reporting experiencing at least one form of violence in FY 17. Seventy-seven percent of caregivers report they use violence as means of disciplining their children in FY 17, where psychological forms of violence prevail (64%). The results suggest that changes in levels of violence require time as violence appears to be a socially accepted mean in Albania for disciplining children.

The program's focus for the past two years has been to strengthen the CP R&R mechanism along with empowering communities, providing them with knowledge on CP issues and skills for addressing those issues²⁸. Aiming at expanding the work in the communities, WV has intensified the collaboration with strategic local partners in the APs. This approach has enabled WV to increase the outreach of community members, directly benefiting from the programme's interventions.

27. Additional questions added in FY '16 and FY '17 surveys for children and adults, therefore data are not available for FY '15.

28. Details on communities directly engaged with WV are shown in the 'Sustainability' section.

Children who participate often²⁹ in WV's activities report lower levels of violence, higher levels of empowerment, higher levels of perceived effectiveness of CP structures, as well as satisfaction with CP services. With regard to adults, statistically significant changes are observed among those participating more often in WV activities compared to those rarely participating in such activities. The former tend to rate higher the effectiveness of CP system (including trust, access) and satisfaction with such services³⁰. The results suggest that WV's work contributes in facilitating the access to services, as well as building a positive relationship between beneficiaries and service providers. On another note, the higher rates of perceived trust and access in CP system may relate to the fact that the most vulnerable, especially those suffering discrimination, because of their socio-economic status feel more confident to address CP related issues and hold accountable duty bearers when WV comes along. Such observations put a strong emphasis on WV's dual role as a broker of relationships between communities and local government as well as a civil society member. The levels of respondents who have actually reported CP related cases remain low (8% as reported by surveyed children and adults). Both children and adults rank low levels of trust toward institutions, fear to report CP cases and community apathy or indifferentism as the main issues affecting the low levels of actual reporting CP cases.³¹

Overall findings show that adults report no changes or score lower from 2015 to '17. These results may be related to internal implementation shifts - moving from direct WV staff implementing projects to working through local partners - or it may be related to external factors such as a recent surge in migration to Europe due to increased distrust in the Government and lowered expectations for economic benefits in the country.

Output monitoring data demonstrate that 'Celebrating Families' model was appreciated as being easy to grasp by staff, partners, and families. For the reporting period, 2192 community members were trained on the model, of which 56 are local partners (mainly FBOs and churches) participating in the training of trainers (ToTs). Equipping with capacities and tools has enabled these churches and FBOs to focus on the social aspect of their ministry, getting closer to the families and community needs within and beyond the AP, through relationship building.

The reorganization and reconfiguration of the central and local governments have created confusion and delays in implementation during the reporting period. Nevertheless, this situation has generated opportunities for WV to intensify the advocacy efforts for strengthening the CP R&R mechanism, in collaboration with children and community members, along with strategic partners, such as state agencies and other civil society organizations (CSOs). The approved National Agenda for Child Rights 2017-2020 included 10 out of 12 recommendations submitted by children directly engaged with WV.

29. Often ≥ 3 times/year; Rarely <3 times/year

30. See annexes for the detailed analysis and results.

31. Additional questions added in FY '16 and FY '17

Most vulnerable children

CP TP has identified and directly worked with 1240 most vulnerable (MV) children during FY 16, and 1424 children during FY 17. Identification of MV is done in close collaboration with existing children and youth groups, along with local partners and other stakeholders. Although the vast majority of MV children pertain to 'extremely poor households' category, as reported by the monitoring system data, it is important to highlight that in the Albanian context the vulnerabilities come together, thus making it impossible to accurately disaggregate the data per each specific vulnerable category. The above-mentioned category (extremely poor HH), serves as the umbrella for other vulnerable categories, such as "child who suffers abuse", "child not in school" etc.

In FY '16 WV has closely supported access to legal services, addressing and managing of 31 children cases, which relate mainly to abusive issues. Through a formalized agreement with Tirana Legal Aid Society, during FY '17 WV has offered legal aid to 150 cases of children, in 5 APs (Lezha, Kurbin, Dibra, Tirana, and Durres).

Sustainability

Local Ownership

WV's work during the reporting period aimed at building ownership among communities, firstly by directly engaging with children and establishing children's groups and secondly by working with and through strategic local and national partners. It was WV's strategic choice to reach out to parents and community members through local partners while sharpening the focus of directly working with children. This resulted in having 45 functional children groups, equipping them with skills and knowledge related to CP issues and CP system, while working directly with 340 local partners: Non-governmental organizations (NGOs), Faith based organizations (FBOs), Churches, local government representatives, such as Child protection units (CPUs), building their capacities and supporting them in building relationships and outreaching through direct work nearly 2200 parents. Churches and FBOs are amongst the strategic partners of choice for WV for this period. During the last two years, nearly 56 church leaders were equipped with capacities and tools, such as Celebrating Families model, enabling them to reach out to families and community members with knowledge and information on child positive disciplining, aiming at restoring relationships within the family between children and parents, as well as between spouses.

Although the vast majority of children group members' maintained commitment for FY '17 (735 children participating in groups in FY '16, remained active in group for FY 17), the number of new members added (525 new members in FY '17), resulted in additional work to establish new groups and strengthen them for active participation and activeness in addressing issues related to shaping CP R&R mechanisms. This led children to undertake more awareness raising initiatives with regard to sharing information on CP structures roles and responsibility among

their peers and the larger community.

On another note, in Vlora AP where exit strategy is being implemented as part of transitioning and leaving the area programme, it is noticeable that indicators that measure attitudes (such as empowerment of children, reporting of CP cases) show a slight decrease in FY '17 compared to FY '15.

Local and national advocacy

Children's recommendations provided to decision-makers in FY '16 and FY '17 were taken into consideration during the development of National Agenda for Child Rights (NACR) by the Albanian government. Out of 12 recommendations provided at the national level, 10 recommendations were included in the National Agenda for Child Rights 2017 – 2020 that was approved by the government in April 2017.

The work for strengthening the CP system has enabled WV to join efforts with local partners and children's groups to influence policy implementation, through advocacy efforts. These efforts have culminated in FY '17 with the establishment of 4 CPUs thanks to local level advocacy with partners and children's recommendations to LG. WV has advocated on the local level for CPU to be part of local social care structures. As a result, we have four dedicated CPUs in Shkodra, Lezha and Librazhd APs. WV's commitment toward strengthening the CP local system was seen as an opportunity to bring together children and representatives of local structures, thus creating an enabling environment for building relationships between the two targets to jointly address children issues. These children along with community members have shared their perspectives on an accessible and effective Child Friendly CP R&R mechanism.

Key learning

- WV's direct work with children contributes to building children's confidence in taking actions to address CP related issues.
- Group building and strengthening are important factors that lead to children activeness for Child Protection. Working with children groups takes a considerable amount of time and energy and requires ongoing work over the course of the project lifecycle, but has very positive outcomes for the CP system.
- The consistency of membership in groups remains an issue that affects effectiveness and sustainability dimensions of the programme.
- The degree of change observed in parents through working with partners is lower than direct WV's work and this redimensioned role of WV in working through partners requires more efforts compared to WV's direct work.
- Celebrating Families model is perceived easy to grasp both by families and local partners (especially churches and FBOs).

Recommendations

- Foster the direct engagement and work with children, strengthening the capacity of groups for improving their active involvement in monitoring CP mechanisms effectiveness, to increase accountability of CP duty bearers and stakeholders.
- Explore ways and strategies to ensure membership consistency in groups, whilst considering the time and efforts for this component in the redesign phase at all levels: AP, TP, and National Strategy development.
- In working through partners WV has to factor the efforts invested in enabling them to reach out to families and communities, especially in planning – targets and human resource allocation.
- Explore project models that are user-friendly, such as Celebrating Families in working through partners, to enable them to carry forward WV's investment in building sustainable community-led solutions for child protection.

Strategic Objective 2

Children in Albania (6-16 years old), especially the most vulnerable (CwD, Roma, Egyptian) learn in an inclusive child friendly school environment

Summary of logic chain

The focus of education programme is to have quality and inclusive education for every child. Key factors related to low quality in education are lack of teaching capacity in inclusive practices, lack of monitoring and accountability structures, low level of engagement of parents and community in school life and stigma toward the most vulnerable children (WVA&K, 2016). Especially, children with disabilities (CwD) have limited access to mainstream education, particularly in rural areas while even though those of them who access school lack the necessary support in terms of inclusive education practices, culture and accessible infrastructure. The Education program aims to achieve its goal by following an approach of *child participation, capacity building, community mobilization, advocacy, and partnering*. In the National Strategy 2016 – 2018, objective 2 is addressed through three main models:

- School as a Community Centre (SCC)
- Life skills for children and adolescent – working with student governments
- Citizen Voice and Action (CVA)

Strategic Linkages

Technical Program Outputs	Technical Program Outcomes	Technical Program Goal	Our Promise 2030
Teachers and Multidisciplinary groups at Regional level have increased capacities in Inclusive Practices	Enhanced practices of inclusive education within education practitioners	Children in Albania (6-16 years old), especially the most vulnerable (CwD, Roma, Egyptian) learn in an inclusive child friendly school environment	<p>Objective #7: Increase in primary school children who can read (for school readiness component)</p> <p>Objective #8: Increase in adolescents' education and life skills</p>
Community of Practice (Inclusion related) for Education practitioners, NGOs, FBOs are supported			
School Structures (School Governments and School Boards) have increased capacities to undertake initiatives contributing to SCC model	School structures and stakeholders take action contributing to the standards of School as a Community Centre (SCC) Model		
School stakeholders are mobilized to undertake initiatives contributing to the SCC model domains			
School Stakeholders (2-3 members per school) are equipped with skills on participatory Planning and budgeting for the Education system in Regional (AP) level	Education Policies promote inclusion of the MVC in the Education System (focus on access and quality).		
National level policies related to Inclusion and SCC influenced and promoted			

Indicators

- 1 Increased adequacy and quality of schools according to the Child-Friendly School standards
- 2 Education staff demonstrates increased positive attitude towards inclusive education of children with disabilities
- 3 Proportion of children who develop and demonstrate the application of essential life skills in contributing to their own development and that of their communities
- 4 Children (including those vulnerable) report increased school context assets (caring relationship at schools, high expectations)

Strategic Objective 2

Children in Albania (6-16 years old), especially the most vulnerable (CwD, Roma, Egyptian) learn in an inclusive child friendly school environment

Relates to SDG:
4 - Quality Education

Expenditure
\$845,462

Technical Staff

12

9 Development Facilitators
2 Zonal Coordinators
1 National staff

Direct Participants*

1,474

Most Vulnerable

324

Adults

Men 239 **Women 557**

Partners

172

Children

Boys 239 **Girls 439**

Registered Children

486

Schools where we worked

55

Learning events for school structures (SG & SB)

61

Community members trained on participatory budgeting

192

Outreach activities led by student government

53

Teachers trained

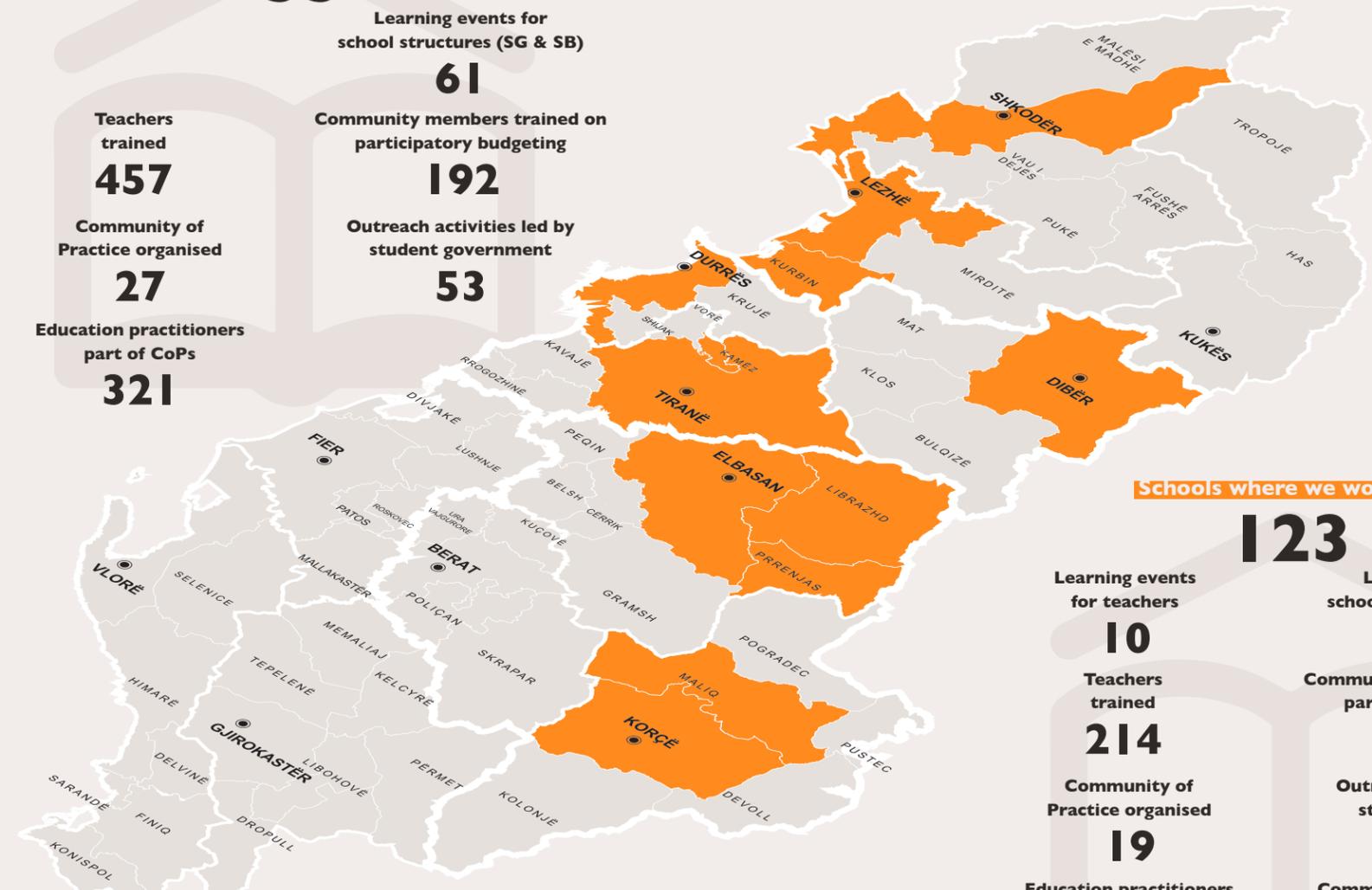
457

Community of Practice organised

27

Education practitioners part of CoPs

321



Schools where we worked

123

Learning events for teachers

10

Teachers trained

214

Community of Practice organised

19

Education practitioners part of CoPs

254

Learning events for school structures (SG & SB)

88

Community members trained on participatory budgeting

96

Outreach activities led by student government

47

Community members part of participatory budgeting in municipalities

33

Key Partners

Government Ministry of Education, Sports and Youth (MoESY); Institute for the Development of Education (IDE); Association for Local Autonomy; Schools (55 in 9 APs); Education Offices (3 APs) (Tirane, Kurbin, Librazhd); Regional Education Directorates (6 APs) (Diber, Shkoder, Lezhe, Durrës, Korçe, Elbasan); Municipalities (10 in 9 APs) & respective Administrative Units (AU)

NGOs Albanian Disability Rights Foundation (ADRF); Observatory for Children Rights; Save the Children; MEDPAK (Librazhd); Partner ALO! MIK
FBO and Churches Catholic Church (Lezha); Development Centre - Orthodox Autocephalous Church

Expenditure
\$1,307,331³²

Technical Staff

12

10 Development Facilitators
2 Technical Coordinators
2 National staff³³

Direct Participants

2,693

Most Vulnerable

943

Adults

Men 385 **Women 751**

Partners

336

Children

Boys 587 **Girls 970**

Registered Children

1,072

* These are unique individuals in Education Program tracked through the monitoring system, whereas the number of direct participants for FY 16 is 5,943, and for FY 17 is 13,359 actively engaged in Education activities.

32. Within the frame of the sponsorship in programming initiative, WVA&K decided to integrate the sponsorship programme work with the strategic technical programmes. One of the decisions towards that objective was to assign the development facilitators as responsible for both sponsorship programme activities and technical programme activities. This increased the amount of budget allocated for strategic, technical programmes.

33. Ibid.

Results

The results of SO 2 indicators below are represented for two years FY16 and 17. Data are obtained from the following sources:

- Baseline and annual outcome monitoring for the Education TP (SCC Index, Student Government Questionnaire, and Teacher Questionnaire)
- Monitoring system information in Education TP.

Indicator 1 Increased adequacy and quality of schools according to the Child-Friendly School³⁴ standards



School as Community Centre (SCC) Index provides data on five dimensions established by education legislation to define what quality and inclusive education, students' wellbeing, community engagement and joint decision making, and school partnerships look like in the educational institutions in Albania. For two consequent fiscal years (FY'16 & '17), the Index was administered as a self-assessment tool in schools that are official SCC from Ministry of Education, Sport and Youth.³⁵ In FY 16, 43 schools at the national level were part of measurements, with each school performing a participatory evaluation of standards with students, teachers, parents and community members. Focus groups were conducted with all the actors to administer a questionnaire that was imported into the School Management Portal³⁶. WV staff monitored the process and identified challenges in the implementation of the guidelines provided by MoES, regarding the self-assessment of school standards. So, for FY 17, WV influenced

34. Child-Friendly schools model is the contextualised model for Albania named by the Government of Albania School as Community Centre

35. 51 SCC are supported directly by WV in 9 regions out of 229 SCC schools all over Albania acknowledged with this status from the MoES. Those school fulfil a list of criteria to get the status as SCC.

36. School Management Portal: <http://shqk.edu.al/>

the revision of the guidelines, based on CVA project model, thus creating an opportunity for children's voice to come out clearly and strongly, besides the perspective of parents and teachers. The manual with the guidelines (WVA, MoES & IED, 2016) was published by WV in collaboration with IED and the MoES in September 2016. The revised methodology of the school self-assessment included separate groups of students, parents, and teachers that filled and discussed the index compared to one year ago where the scoring happened in a composed group of students, parents, teachers together. Comparative analyses were performed with 38 SCC, which were the same for two years in a row. Results show no statistically significant differences in the five fields of SCC³⁷. Detailed analyses on SCC can be found at Annex B.

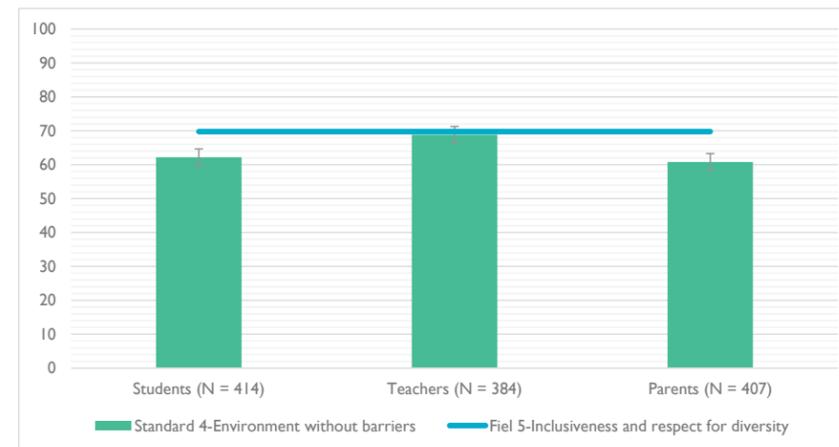


Figure 8: Mean of environment without barriers (Field 5, Standard 4) reported by students, teachers and parents in outcome monitoring measurements '17

Even though the results do not show significant changes, when disaggregated by group there are significant differences between the assessments of students, teachers, and parents for all fields. Consistently the teachers rate the standards higher than the students do (detailed analyses for all the fields can be found in Annex B). Another perspective regarding inclusive education come from the YHBS (additional questions on the quality of education). Children,

37. Self-assessment of schools between Field 1: Providing quality education for every student of FY 16 (M = 71.19, SD = 10.64) and FY 17 (M = 71.55, SD = 10.43), with mean difference -.36, 95% CI [-5.14, 4.42], was not significant t(38)= -.153, p = .879.

Self-assessment of schools between Field 2: Providing social, emotional and physical wellbeing of FY 16 (M = 61.30, SD = 17.18) and FY 17 (M = 61.38, SD = 15.48), with mean difference -.08, 95% CI [-6.57, 6.41], was not significant t(38)= -.025, p = .980.

Self-assessment of schools between Field 3: Community engagement and development of FY 16 (M = 55.69, SD = 14.09) and FY 17 (M = 57.79, SD = 12.01), with mean difference -2.10, 95% CI [-8.51, 4.30], was not significant t(38)= -.665, p = .510.

Self-assessment of schools between Field 4: Joint decision making of FY 16 (M = 69.50 SD = 14.86) and FY 17 (M = 67.79, SD = 13.52), with mean difference 1.71, 95% CI [-4.82, 8.24], was not significant t(38)= .530, p = .599.

Self-assessment of schools between Field 5: Inclusiveness and respect for diversity of FY 16 (M = 73.13, SD = 9.87) and FY 17 (M = 71.23, SD = 11.34), with mean difference 1.90, 95% CI [-2.30, 6.11], was not significant t(38)= .918, p = .365.

sampled randomly in AP level rated inclusion of CwD and Roma in their school, where a decrease from FY 15 (76%³⁸) to 17 (40.6%³⁹) is observed, but with a slight increase of 1.5% from FY 16 (39.1%⁴⁰) to 17 (Figure 9). The quality of education services overall is rated with a decrease in each year, especially from FY 15 to 17 (with a 31.5% decrease).

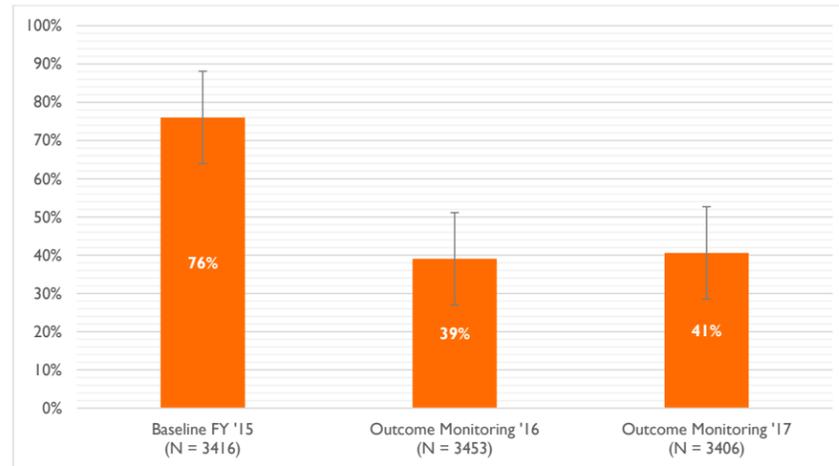


Figure 9: Proportion of children reporting high level on Inclusion of CwD and Roma in school

However, when the results are disaggregated based on the frequency of participation of children in WV activities we see a different perspective. Children being part of WV activities rate higher on the quality of education services, and the inclusion of CwD and Roma minority in their schools (Figure 10).

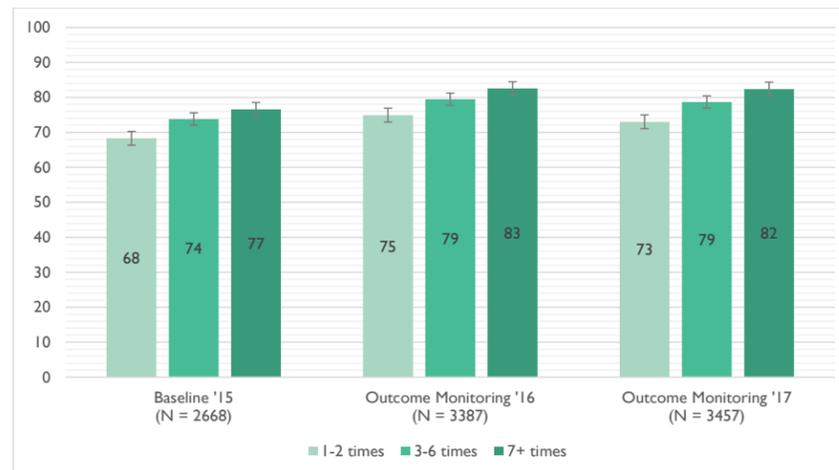


Figure 10: Children reporting on quality of education services, disaggregated by the time of participating in WV activities

38. 95% CI [74.6, 77.4]
 39. 95% CI [39, 42.3]
 40. 95% CI [37.5, 40.7]

Indicator 2 Education staff demonstrates increased positive attitude towards inclusive education of children with disabilities

In accordance with the recommendation of FY 15 CWB report, in 2016 baseline measurements were conducted in education following the changes done in the programme (interventions and indicators). Baseline measurements (FY 16) were conducted nationally⁴¹. The result shows a high level of values and practices in inclusive education. Teachers reported high levels of inclusive values and principles (94.7%⁴²), the capability to build inclusive learning environments (89.8%⁴³), support for achieving of the success of most vulnerable children (81.4%⁴⁴) and high engagement with parent and community regarding school issues (88.1%⁴⁵). Detailed data are presented in *Annex B*. During FY 17, representatives in AP level were sampled⁴⁶, therefore more teachers from schools where the education project is being implemented were included in the measurements.

The outcome monitoring results show a decrease in the reported values and practices in inclusive education, especially in providing support for the achievement of the most vulnerable children (a 40.3% drop from the baseline). Differences between the years are statistically significant, with a decrease in FY 17⁴⁷ (Figure 11). However, when asked if they see any change in their school compared to one year ago 85.3%⁴⁸ of teachers report that inclusive practices have been improved in their schools (Figure 12).

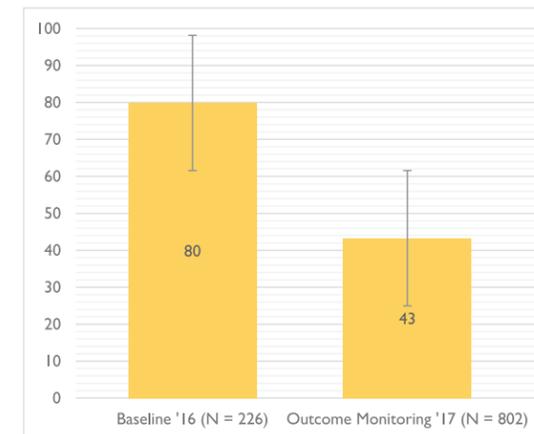


Figure 11: T-test analyses between fiscal years on the support for success from teachers to children

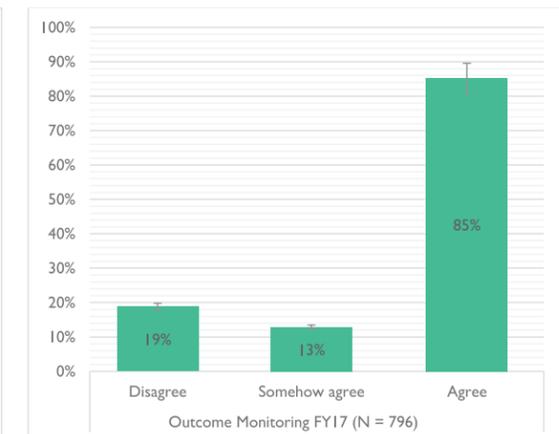


Figure 12: Proportion of teachers reporting change in inclusive practices on their schools during the last year

41. There was lack of information from school about the number of teachers during FY 16. During FY 17, data from school level was gather to make possible sampling in AP level.
 42. 95% CI [91.6, 97.3]
 43. 95% CI [85.8, 93.4]
 44. 95% CI [76.1, 86.7]
 45. 95% [83.6, 92.5]
 46. Data about the number of teacher in school level were available.
 47. Teachers during FY 16 rated the support for success higher (M = 79.87, SE = 1.66), that during FY 17 (M = 43.27, SE = 1.54). This differences, 36.6, 95% CI [30.64, 42.55], was statistically significant t(1026) = 12.057, p = .000 and represented a large sized effect r = .35.
 48. 95% CI [82.7, 87.6]

Indicator 3 Proportion of children who develop and demonstrate the application of essential life skills in contributing to their own development and that of their communities

Life skills capacity building has been focused on increasing knowledge and values regarding critical thinking, communication, relationships, social responsibility, and leadership. Comparative analyses between baseline and outcome monitoring cannot be done as student government structures are elected each year so there is no continuity in groups from year to year⁴⁹. Nevertheless, results show consistency regarding demonstration of life skills in high levels (*Annex B*). Meanwhile, the additional training received on active citizenship and leadership during FY 17 have also shown increased knowledge and values in these dimensions. The pre and post-test analyses on leadership training showed that 79.6%⁵⁰ of children (N = 225) increased their knowledge, with a mean difference of 4.54 points from pre to post-test⁵¹ presenting a large sized effect.

Indicator 4 Children (including those vulnerable) report increased school context assets (caring relationship at schools, high expectations)

In baseline measurements (FY16), children reported high levels of school context assets (caring relationships and high expectations). Results indicate that 88.8%⁵² of children report high levels of caring relations with their teachers and parents regarding the support they receive. During FY 17 the results showed 89.2%⁵³ of children perceive an improved caring relation within the school environment. No statistical differences are present between the years. High expectation refers to how parents and teachers support and encourage children towards progress and high achievements. For the reporting period of FY 16, 88.8%⁵⁴ of children reported high expectations maintaining the same range for the fiscal year '17 (87%, 95% CI [85.1, 88.9]). In the reporting period of FY 16 results showed no differences between girls and boys regarding caring relation and high expectation, with a change in FY 17 measurements where the results showed slight but statistically significant gender differences on caring relation and high expectation, with girl reporting higher levels than boys⁵⁵. Detailed data are presented in *Annex B*.

49. Is a turnover especially of those members which finish the ninth grade and continue with higher education, which enables the legacy to remain in the group.

50. 95% CI [74.2, 84.9]

51. Pre and post test results showed significant increased knowledge on leadership curriculum, with a mean difference -4.54, 95% CI [-5.19, -3.89], $t(224) = -13.78, p = .000, r = .67$.

52. 95% CI [83.7, 93.3]

53. 95% CI [87.4, 90.9]

54. 95% CI [84.3, 93.3]

55. There are significant differences on caring relations between girls ($M = 85.98, SD = 11.16$) and boys ($M = 82.18, SD = 13.80$), with mean difference 3.8, 95% CI [2.19, 5.5], $t(1162) = 5.106, p = .000, r = .15$. Also, significant differences were found on high expectation between girls ($M = 85.70, SD = 12.66$) and boys ($M = 82.74, SD = 14.52$), with mean difference 2.95, 95% CI [1.37, 4.8], $t(1162) = 3.616, p = .000, r = .11$.

Analysis

Creating an inclusive and enabling environment for all children in schools through engaging community and stakeholders is key to the Education program as the approach to support every child, especially the most vulnerable to achieve their potential. As a result, strengthening school systems through teaching practices, attitudes, and community support are important areas of focus in WV programming. Presented results show overall high level of willingness to apply inclusive practices from teachers, and improved leadership skills and social competencies as reported by students.

A study launched last year from MoES and IED (*IED & MoES, 2016*) about the need of professional development of the teachers presented that 64% of teachers (N = 17,613) need improvement on their professional skills and attitudes in four domains, planning, teaching and learning, ethics and communication and continuous professional development. Teacher's capacity building on inclusive education has been one of the main pillars of Education programme in this reporting period. WVA&K in partnership with Save the Children conducted the study on the prevalence and access to services for children with disability in Albania. The results of the study showed that 10.4% of children in Albania are with a form of disability and lack of access to specialized services. Following the study capacity building with teachers and also with professionals from the health and social services was focused on sharing prevalence data and the recognition of International Classification of Functioning, Disability and Health from the education, health and social services professionals.

The decrease observed in the results regarding support for the achievement of the most vulnerable children is directly related with the support received in their classrooms by support teachers and also how they manage to actually give the needed support to children with disability. Actual number of support teachers is low or inexistent in school level. According to MoES data during the academic 2016 – 2017 there were only 300 support teachers all over Albania (*MoES, 2017*). Results also indicated that teachers perceive a positive change in the inclusive practices in their schools compared to one year ago.

SCC Index presented no changes in the 38 schools from FY 16 to FY 17. The overall mean of the index was the same in two years ($M = 65$, from a range from 0 to 100). Disaggregated data showed different trends in the fields, where community engagement had the lowest scores and quality of education the highest ones. We cannot hope to have a significant change in standards which measure overall change in culture, approaches, practices and accessible infrastructure in only one year time difference. The scores of children groups were lower compared to teachers. Changes observed between students and teachers score had significant differences, with students scoring lower in all standards. The only standard that all groups have rated the same was related

to the appropriate infrastructure for CwD. Initiatives undertaken during the reporting period to improve school environment not necessarily have been contributing in the domain of Inclusion and Diversity as many initiatives have been focused also in community engagement, joint decision making, and quality education. Channelling the energy and the work of the school community and stakeholders in more than one domain has supported the schools to work through a community engagement and local level advocacy approach in improving standards in schools related to improving sanitation and wellbeing, environment, inclusion, community engagement until now demonstrating that there is a need to focus more on working towards the goal of the program which links to the domain of diversity and inclusion in the school system. The investment in building teachers' capacities has led to improved relationships with children and higher support for achievement in the academic sphere. Results indicated that children from student government, for two years have rated high levels of academic expectations and caring relation with teachers and parents. The changes in the environment inform us how and why the children rate high scores and where is the need to focus in next fiscal years. Also, results showed that the participation of children itself in activities is one aspect which contributes towards inclusive school culture among children and active participation. Monitoring meeting in APs also brought to light the qualitative aspect of transformed relationships between children and teachers. In the FY 17 capacity building event for children were delivered by volunteer coordinator teachers of the Student's Governments, using the IMPACT Club curriculum modules. Children reported a significant knowledge increase on both modules. Reflecting meetings facilitated by AP staff did show that the teachers have benefited from the new methodology of "learning by doing" and have seen children's willingness to attend the events.

Most vulnerable children

Education technical programme addresses child vulnerability inside the school and in the community through the SCC model and the platform of Community of Practitioners for Inclusive Education. The programme focuses on children from poor household (903 from poor household part of SG during FY 17), children with no family care, children in risk of dropout, Roma and Egyptian minority and children with disability. A major focus has been towards the inclusion of children with disability (CwD) during those two years. Lack of evidence on the number and the access to services for children with disabilities led WVA&K in partnership with Save the Children to undertake the study on "Prevalence of children with Disability in Albania and access to services". Main objectives of the study were a) to measure the current parent-reported rated of dysfunctions in child development, b)

to measure the access and quality of services, and c) to identify other demographic factors related to children with disability. The study was based on the bio-psycho-social model and adopted the instrument of UN Washington Group on Disability Statistics, long set of disability measures. Data were gathered during August – October 2016, with sample size N = 13000 household surveys, with households where there was at least one child from 2 – 17 years old. The sample was extended in 12 administrative districts in Albania. Results showed that 10.4% of children, 2 – 17 years old are reported to face high difficulty in performing at least one activity or failing to perform at all. Also, 45.4% of children are reported to face difficulty at least in one of the everyday tasks. The prevalence of children with disability in the municipalities that WVA&K projects are being implemented are presented at *Annex B*. Regarding data on access and quality of services results showed that 92.2% of CwD didn't attend any social service during the last 12 months. Also, 55% of parents reported that the necessary expenses needed are unaffordable to them. The main reasons for not attending services are financial costs (88.9%), lack of transportation (20.0%), lack of services in the community (8.9%), denial of service (11.1%) and, poor quality of services (8.9%).

Sustainability

Partnering

Core partners to achieve change in education are the schools themselves where the education project is implemented. In addition, central and local level institutions and organizations play an important role. Monitoring system data shows an increase of local partners from FY 16 to 17, with five more local NGOs and nine more collaborations with FBOs. In national level, partnerships with Save the Children, Defence of the Rights of People with Disabilities (MEDPAK), Observatory for Child Rights and Albanian Disability Rights Foundation (ADRF) have been focused specifically in ensuring that the power and voices of partners together are stronger when addressing issues related to social inclusion of CwD and access to the education systems for the most vulnerable children.

Following the results of the study, during FY 17 in Education TP has been established two main partnerships, one in national level with (ADRF) and one in local level with MEDPAK and Librazhd Municipality (Librazhd AP).

In the framework of partnership with ADRF, 10 round tables, in 10 APs with 260 professionals were organized during June – July 2017, where discussion on prevalence, National Disability Action Plan 2016 – 2020 and Law on the Inclusion and accessibility for CwD took place. The core of partnership with ADRF is the design of plans and specific interventions for CwD as per context needs and data

from the Disability Study.

The partnership with MEDPAK and the Municipality of Librazhd is implemented locally in Librazhd with a specific focus on offering direct services for 68 children with disabilities during FY 17 out of 407 children identified in the area. This partnership aims not only to ensure rehabilitation and support services for CwD in Librazhd but also create an integrated system where children are supported to be included in school and community life. This experience will serve as a case study for WV to understand better the costs and the efficiency of supporting Community Daily Centres for CwD. The case study will provide evidence to advocate for an increased budget for specific services for CwD both in national and local level.

Ownership

Facilitating the self-assessment process of SCC has been intentional from WV part, through engaging the key actors (teacher, parents, students and community members) to lead the process. In 87 schools, student governments and boards, together with local government, businesses and community members volunteered their time, and recourses to finalize 81 initiatives to improve the school environment. This initiative created a sense of joint ownership. Forty-one percent of the above-mentioned initiatives is an indicator that community has started to see the school as an institution that belongs to them. This lies at the core of SCC model.

Strategic Objective 3

Adolescents and Youth are active and responsible citizens who contribute to the quality of life in Albania, socially and economically

Summary of logic chain

The majority of young people participating in the WVA&K Youth Program come from vulnerable communities. They mostly live in rural areas and lack opportunities to attend proper education, obtain necessary life skills and competencies to succeed in life. They also lack connection to adult role models who can help them build a positive identity and instill in them positive values (WVA&K, 2016).

Young people with identity developmental crisis, low self-esteem, and no hope for the future are not capable and cannot contribute to social and economic life.

There are two main background situations that clarify more deeply young people struggles in building a positive identity and hope for the future:

1. Living in disadvantaged communities where there are no proper education and employment opportunities and young people experience no hope for the future.

In the Youth Healthy Behaviour Survey (*additional questions*) conducted in 2017 by WVA&K (in national level), with 2281 young people (aged 12 – 18) in the areas where WVA&K works, some of the findings were as followed:

- 55.9% of young people reported that in the area where they live, children are not involved in activities that keep them away from bad habits and risky behaviors.
- 52.6% of young people reported that in the area where they live, educated young people do not have better employment opportunities.
- 58.9% of young people reported that in their community, young people's decisions are influenced by family and public.
- 70.1% of young people are worried about the future facing today's children.

Key learning

The key learning emerged from education programme are:

- Even though teacher's self-report rate is high in inclusive attitudes, there is much work to be done in supporting inclusive education, especially focusing on children with disabilities not only with practices but also with services within the schools.
- The consolidated approach to life skills across the programmes using a core curriculum for leadership and active citizenship components has resulted in two major gains for the education programme:
 - Reaching more children in number and diversity within the school (expanded student governments)
 - Capacity building of coordinator teachers in the school on IMPACT model has positively improved their capacity to relate to children.
- The transformed relationship between students and teachers are essentials to children academic achievements and emotional wellbeing.

Recommendations

Main recommendations extracted from education programme are:

- Follow up the work started with teachers to support children with disability in terms of practices and services for them within the school system by working through an integrated approach with professionals from the health and social services to support the inclusion of CwD in school and community life.
- Work through consolidated curriculums (such as Core Curriculum), which addresses the needs of students and their schools.
- Support schools in designing and implementing initiatives contributing specifically creating an environment without barriers for all children and ensuring accessibility standards for CwD.
- Prevalence results bring in light the need for specialized services for children with disabilities, inside and outside school environment.

- Living in a transitional society where large-scale movements in terms of migration and the use of technology and social media, have heavily influenced the lifestyle of young people and also the general concepts they use to determine and distinguish between good and bad, desirable and repugnant, valuable and useless.

In a study conducted by Friedrich Ebert Stiftung in 2015 ([FES, 2015](#)) young people valued what is fashionable for them. Looking beautiful/handsome and dressing well (as in dressing brands) is for the overwhelming majority of young people, respectively 93% and 88%, very much in fashion. Otherwise, participating in different civic and social initiatives is fashionable only for 42% of the young people asked while the rest says that such a thing is either not so fashionable or is out.

As data from the Youth Healthy Behaviour Survey (*additional questions*) conducted by WVA&K in FY 17 (in national level) reveals, for 62.2% of young people interviewed, it is very important to own material goods (home, phone, car, clothes, etc.) as valuable as other neighbors have. This is a confirmation that young people in Albania are experiencing confusion related to positive values. They are spending more energy on becoming 'beautiful and powerful' rather than investing their time in being engaged and contributing to the social life.

To address these issues, WVA&K is investing through the Youth Program on developing youth assets like positive values and social commitment aiming to increase young people's future orientation. They need to be guided through concrete steps and have access to appropriate means in order to be successful and live a fulfilling life.

IMPACT and **SKYE** are two project models adopted by WVA&K aiming to build young people competencies in order for them to succeed in life. This investment is contributing in some directions:

- Help young people discover who they are.
- Develop young people abilities to shape their own life.
- Teach young people how to become agents of change in their community.

Strategic Linkages

Technical Program Outputs	Technical Program Outcomes	Technical Program Goal	Our Promise 2030
IMPACT Clubs are established and functional IMPACT Club adolescents capacities are increased IMPACT clubs are supported to undertake community service project (at least one per each module) SKYE Clubs establishment and operation supported Youth have competencies in the areas of leadership and active citizenship Youth have knowledge and skills that increase their competitiveness in the labor market and can run their own business National level policies on youth community engagement and economic empowerment are influenced and promoted	Adolescents (12-18 years) have improved positive identity and future orientation Increase opportunity for economic empowerment of youth Improved National policies related to youth community engagement and economic empowerment	Adolescents and Youth are active and responsible citizens who contribute to the quality of life in Albania, socially and economically	<p>Objective #4: Children ages 12-18 report an increased level of well-being</p>

Indicators

- Boys and girls have positive values
- Youth report developing strengthened identity

Strategic Objective 3

Adolescents and Youth are active and responsible citizens who contribute to the quality of life in Albania, socially and economically

FY16
Expenditure
\$670,625

Technical Staff
10
7 Development Facilitators
2 Zonal Coordinators
1 National staff

Direct Participants*
1,551

Most Vulnerable
324

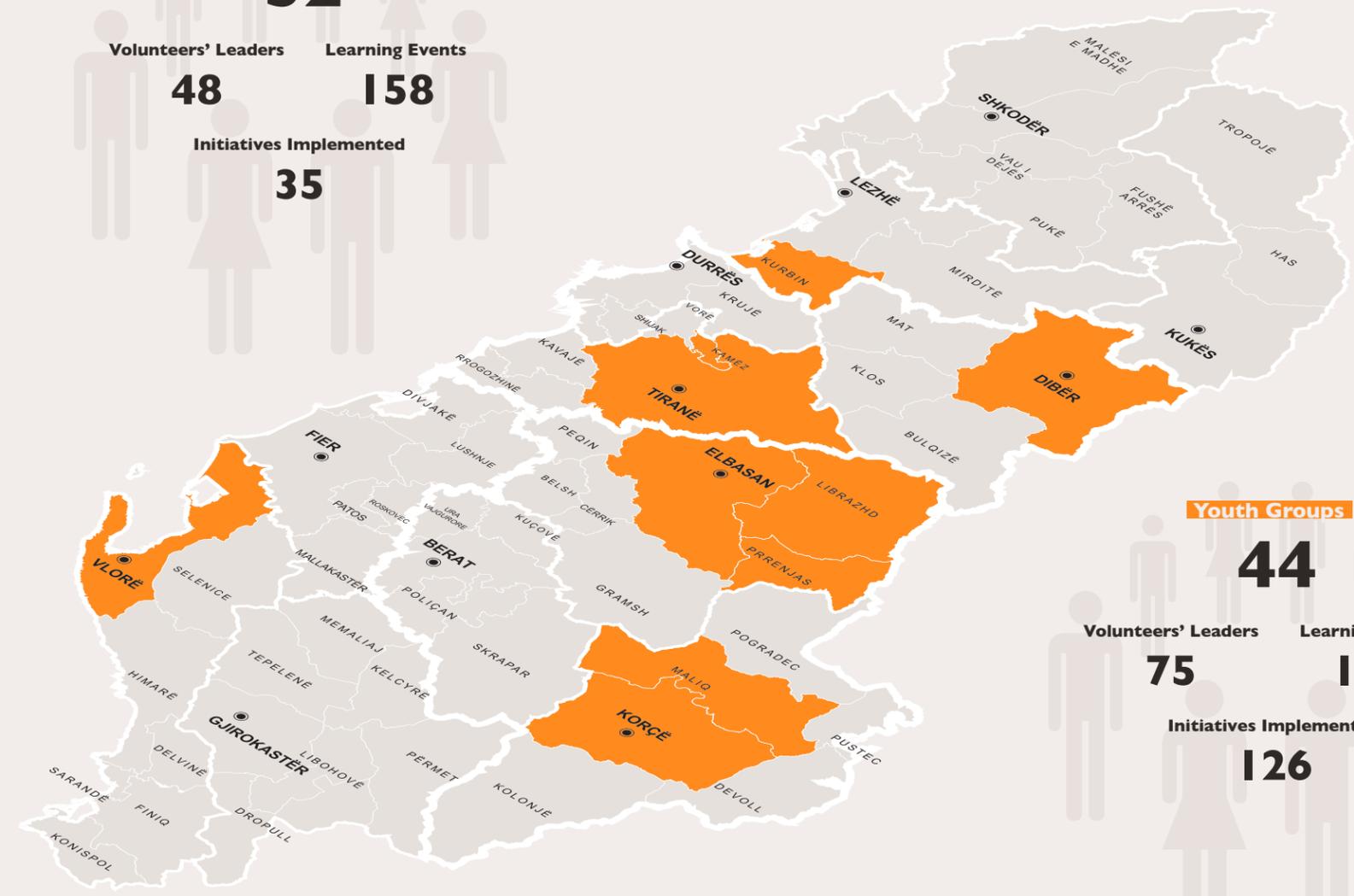
Adults
Men **85** Women **84**

Children
Boys **565** Girls **817**

Registered Children
652

Youth Groups
32

Volunteers' Leaders **48** Learning Events **158**
Initiatives Implemented **35**



Relates to SDGs:
4 - Quality Education
8 - Decent Work and Economic Growth

Youth Groups
44

Volunteers' Leaders **75** Learning Events **178**
Initiatives Implemented **126**

FY17
Expenditure
\$773,349⁵⁶

Technical Staff
8
7 Development Facilitators
1 National staff⁵⁷

Direct Participants
1,141

Most Vulnerable
434

Adults
Men **61** Women **70**

Children
Boys **430** Girls **580**

Registered Children
528

Key Partners

Government Ministry of Youth and Social Welfare; National Youth Service; High Schools in each AP; Administrative Units in each AP
NGOs IZ presence in Albania; AIESEC Albania; Art Im Pulse; Changing the Future NGO in Diber AP; Dituria eshte Progres; IDEO center; Tennis Club Tirana

FBOs and Churches Orthodox Autocephalous Church of Albania; Torchbearers-Albania; Alo!Mik Albania; Mission Possible Albania in Tirana AP; Emanuel Church in Korçe AP; Jesus Christ for Balkans Church in Korçe AP

*These are unique individuals in Youth Program tracked through the monitoring system, whereas the number of direct participants for FY 16 is 16,270, and for FY 17 is 17,353 actively engaged in Youth activities.

56. Within the frame of the sponsorship in programming initiative, WVA&K decided to integrate the sponsorship programme work with the strategic technical programmes. One of the decisions towards that objective was to assign the development facilitators as responsible for both sponsorship programme activities and technical programme activities. This increased the amount of budget allocated for strategic, technical programmes.

57. Ibid.

Results

The below results for SO 3 pertain to three years FY15, 16 and 17. Data are obtained from Baseline and annual outcome monitoring sources by using these tools:

- Youth Healthy Behaviour survey (plus additional questions)
- ‘Evidence building survey’ for IMPACT club Evidence Building Plan (EBP) baseline and short-term measurements applied, in FY16 and 17
- Development Assets Profile (DAP) baseline and outcome monitoring measurements in FY15, 16, and 17
- IMPACT journal – Output level requirements as per monitoring and evaluation (M&E) tools under IMPACT model
- Summer School Evaluation Questionnaire used with youth participating in the summer school short-term grant financed by GIZ – Albania, in FY17.

Indicator 1 Boys and girls have positive values

Positive Values is one of the eight asset categories measured from the *Development Assets Profile questionnaire* and reported as ‘good’ range⁵⁸ by young people in three consecutive years, from FY 15 to FY 17⁵⁹. Even though the overall score is within the ‘good range’, there is a positive increase trend from FY 15 to FY 17⁶⁰.

Regarding positive values, asset category progress within three years disaggregated by area program findings shows that there is an increase from FY 15 to FY 17 in 5 out of 7 APs. Specifically, data reveal that this increase is reported in Diber⁶¹, Tirane⁶², Librazhd⁶³, Korce⁶⁴ and Elbasan⁶⁵ APs⁶⁶ as displayed in figure 13.

Some more detailed analysis were done to evaluate whether for the reporting period (FY 16 and FY 17) there were differences in positive values based on gender. Data drawn from Independent T test reveals that in both FY 16 and FY 17 there is a statistically significant difference in terms of gender disaggregation, with girls reporting higher scores in positive values asset category compared to boys⁶⁷.

58. Development Assets Profile, mean range (0-1.4=fair; 1.5-2.0=low; 2.1-2.5=good; 2.6-3.0=excellent)

59. In FY 15 (N=309); in FY 16 (N=548), in FY 17 (N=597)

60. Regarding positive values asset category progress through years, findings from one way ANOVA show that there was a statistically significant difference between group (F(2, 1450) = 27.880, p = .000, with large effect size $\omega=0.18$). A Bonferroni post hoc test indicated that there is a significant increase in the levels of positive values reported in FY 17 (M=2.46, SD=.330) compared with FY 16 (M=2.41, SD=.345) with mean difference .04, 95% CI [.00, .09] and FY 15 (M=2.28, SD=.323) with mean difference .17, 95% CI [.11, .23]).

61. F(2, 286)=15.386, p=.000, with large effect size $\omega=0.30$

62. F(2, 152)=5.594, p=.005, with large effect size $\omega=0.24$

63. F(2, 183)=17.222, p=.000, with large effect size $\omega=0.39$

64. F(2, 247)=5.701, p=.004, with large effect size $\omega=0.19$

65. F(2, 252)=3.956, p=.020, with large effect size $\omega=0.15$

66. For more detailed analysis on groups differences (Bonferroni post hoc test) please refer to SO 3_Indicator 1 Annex.

67. In FY 16 there are significant differences on positive values asset in terms of gender disaggregation between female (M=2.45, SD=.336) and male (M=2.35, SD=.354) with mean difference -.09, 95% CI [-.14, -.03], t(575)= -3.218, p=.001, with large effect size r=1

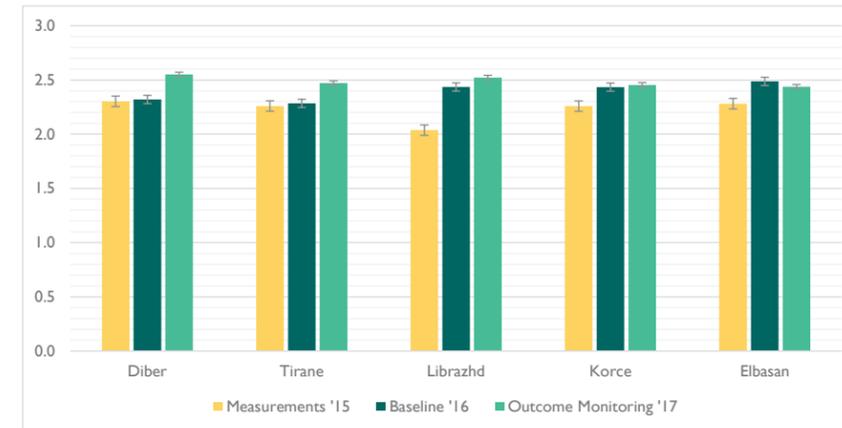


Figure 13: Positive values asset category mean scores in Diber, Tirane, Librazhd, Korce, Elbasan

Table 2: Mean values for Internal and External Asset categories

Development Assets	FY 15 N=(309)	FY 16 N=(547)	FY 17 N=(597)
Commitment to Learning	2.41	2.52	2.55
Positive Values	2.28	2.41	2.46
Social Competencies	2.3	2.36	2.41
Positive Identity	2.31	2.34	2.38
Internal Assets	2.33	2.41	2.45
Support	2.39	2.48	2.52
Empowerment	2.25	2.23	2.31
Boundaries and Expectations	2.32	2.45	2.53
Constructive use of Time	2.03	2	2.12
External Assets	2.25	2.29	2.37

Furthermore, Search Institute has identified six assets in the Positive

CI [-.15, -.03], t(522)=-3.191, p=.002, with large effect size r=1

In FY 17 there are significant differences on positive values asset in terms of gender disaggregation between female (M=2.50, SD=.308) and male (M=2.41, SD=.308) with mean difference -.08, 95% CI [-.14, -.03], t(575)= -3.218, p=.001, with large effect size r=1

Values Asset category that are crucial for helping young people succeed: Caring, Equality and Social Justice, Integrity and Honesty, Responsibility, and Restraint (Search Institute, 2017). As findings from DAP measurements conducted in FY 16 and FY 17 show, young people have reported increased scores in FY 17, especially in Caring and Restraint asset. They have reported a significant increase⁶⁸ in being more sensitive and responsible to other people needs. Concretely, in FY 17, 81.6%⁶⁹ of them reported that they offer help to people in their neighborhood compared to 74.2%⁷⁰ stating it in FY 16. Also, more young people (94.8%)⁷¹ have reported a significant increase⁷² in FY 17 compared to 91.1%⁷³ in FY 16, on staying away from things such as tobacco, alcohol, and drugs. They have learned how to take care of themselves and be protected.

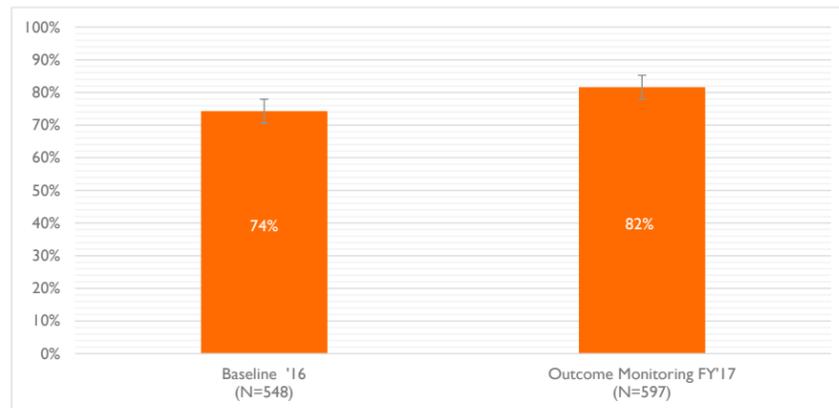


Figure 14: Proportion of young people reporting "I offer help to people in my neighbourhood"

As abovementioned data reveals, positive values orient young people in making good choices for themselves and care about people around them. In this frame, we have correlated positive values with the personal and social context in order to see if changes in these contexts are in alignment/linked to changes in positive values among young people and vice versa.



Note: **Correlation is significant at p < .01

Figure 15: Correlation between Positive Values and Personal and Social Context

68. Chi-square test ($\chi^2(1) = 8.829, p = .003$)
 69. 95% CI [78.5, 84.8] (N=597)
 70. 95% CI [70.5, 78] (N=548)
 71. 95% CI [92.9, 96.5]
 72. Chi-square test ($\chi^2(1) = 6.353, p = .012$)
 73. 95% CI [88.6, 93.6]

Data shows⁷⁴ that there is a strong correlation between positive values and personal and social context.

Data drawn from Outcome monitoring measures conducted in FY 17 (questions about IMPACT progress) show that majority of young people (96%) report that through games and stories they have learned new values and skills that they can apply in their life.

Furthermore, findings from Journal questionnaire conducted in FY 17 with 520 IMPACT Club members (7 out of 7 APs) reveal that young people, especially those who were part of IMPACT Clubs for more than one year and a half have reported higher levels⁷⁵ on core IMPACT competencies⁷⁶, as presented in the graph below:

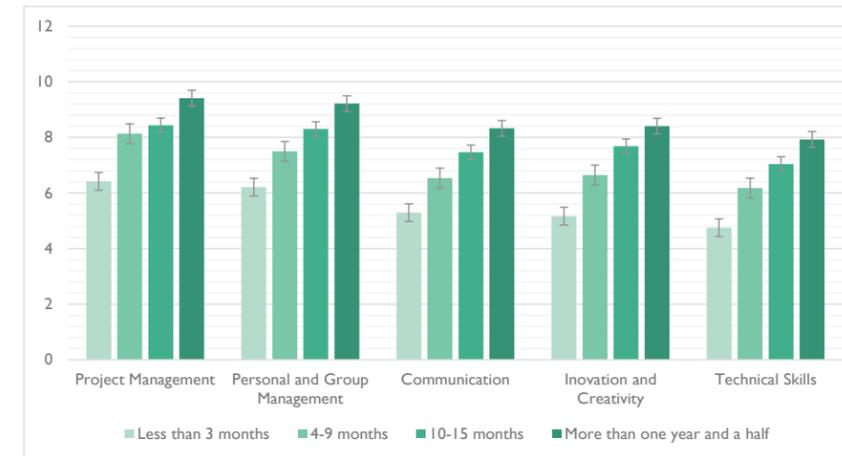


Figure 16: IMPACT Core Competencies mean score by frequency of participation in IMPACT Clubs

These data reveal that young people have learned more how to think critically, how to relate and communicate with others, how to take responsibilities and give their contribution. Thus, they feel more empowered. Regarding empowerment asset category progress through years (FY 15, FY 16 and FY 17), findings show that there is a significant increase reported in FY 17 compared to FY 16.⁷⁷ IMPACT project model has helped young people gain more competencies and skills, needed to make positive choices, build relationships and succeed in life. Findings from IMPACT Club Evidence Building Plan measurements also show that as results of engagement in IC young people are becoming agents of change in

74. A Pearson correlation was run to determine the relationship between positive values and personal context and results show that there is a strong, positive correlation between them, which was statistically significant ($r = .674, n = 1145, p = .000$). Moreover, another Pearson correlation was run to determine the relationship between positive values and social context and results show that there is a very strong, positive correlation between them, statistically significant ($r = .716, n = 1145, p = .000$). $r = + - 1$

75. Journal mean range is from 0 (minimum) to 12 (maximum)

76. 5 core IMPACT competencies: Personal and group management; Project Management; Communication; Innovation and Creativity; Technical Skills

77. Findings from one way ANOVA show that there was a statistically significant difference between years group $F(2, 1450) = 5.620, p = .004$, with medium effect size $\omega = 0.07$. A Bonferroni post hoc test indicated that there is a significant increase in the levels of empowerment asset reported in FY 17 ($M = 2.31, SD = .400$) compared with FY 16 ($M = 2.23, SD = .427$) with mean difference .07, 95% CI [.01, .13].

their communities.

Specifically, baseline data (FY 16)⁷⁸ show that there was not a statistical difference⁷⁹ between young people with whom we work with⁸⁰, young people living in the same area but are not involved in IC⁸¹, and young people living in areas outside WVA&K ministry⁸²; while data driven from FY 17⁸³ measurements show that there is a statistical difference in terms of knowledge⁸⁴ and preparedness⁸⁵ between IC members and those who are not part of IC, both in the same area as IC as well as outside of WV ministry. Young people part of IC have reported higher levels of civic engagement (knowledge, preparedness) rather than young people who are not members of IC.

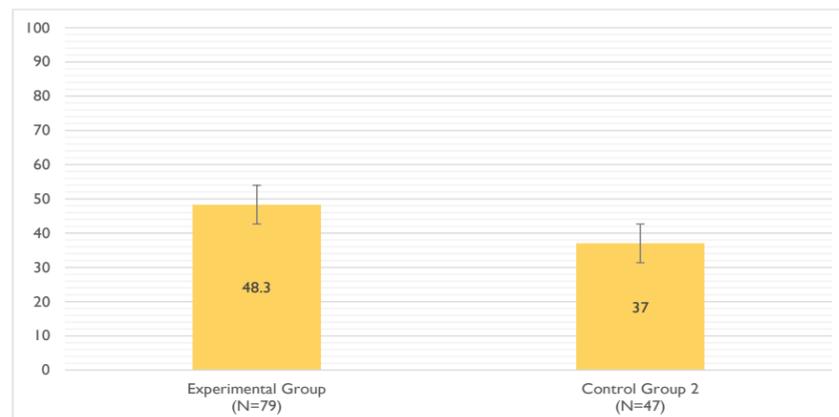


Figure 17: Mean differences reported on Active Citizenship Preparedness domain for Experimental group and Control Group 2

78. The number of young people based on type of group is: Experimental Group n=72; Control Group 1 n=47; Control Group 2 n=64.

79. Regarding knowledge about citizenship dimension between experimental group, control group 1 and control group 2, findings from one way ANOVA show that there was not a statistically significant difference between group ($F(2, 167) = .727, p = .485$).

Regarding demonstrations of citizenship dimension between experimental group, control group 1 and control group 2, findings from one way ANOVA show that there was not a statistically significant difference between group ($F(2, 171) = 2.07, p = .129$).

Regarding preparedness to take action in lenses of citizenship dimension between experimental group, control group 1 and control group 2, findings from one way ANOVA show that there was not a statistically significant difference between group ($F(2, 129) = .844, p = .432$).

80. Experimental group (IC club members)

81. Control group 1 (youth living in the same area with the experimental group, not part of IC clubs)

82. Control group 2 (youth living outside WV operating areas)

83. The number of young people based on type of group is: Experimental Group n=79; Control Group 1 n=98; Control Group 2 n=47.

84. Regarding level of knowledge on citizenship dimension between experimental group, control group 1 and control group 2, findings from one way ANOVA show that there was a statistically significant difference between group ($F(2, 211) = 5.718, p = .004$ with large effect size $\omega=0.20$). A Bonferroni post hoc test indicated that there is a significant difference between experimental group ($M=59.4, SD=14.3$) compared with Control group 1 ($M=52.5, SD=19.6$) with mean difference 6.93, 95% CI [.172, 13.7]) and Control group 2 ($M=48.6, SD=20.06$), with mean difference 10.7, 95% CI [2.60, 18.93]).

85. Regarding preparedness to take action in lenses of citizenship dimension between experimental group, control group 1 and control group 2, findings from one way ANOVA show that there was a statistically significant difference between group ($F(2, 192) = 5.192, p = .006$, with large effect size $\omega=0.20$). A Bonferroni post hoc test indicated that there is a significant difference between experimental group ($M=48.3, SD=14.7$) compared to Control group 2 ($M=37.03, SD=23.2$), with mean difference 11.2, 95% CI [2.59, 20]).

Indicator 2 Youth report developing strengthened identity

Adolescence is a developmental stage characterized by rapid and extensive physical and psychosocial changes which often present developmental crises that challenge the adolescent's coping ability. How adolescents address what they experience during puberty to formulate their identity has a pivotal impact on their subsequent life journeys. Positive Identity as a developmental asset category was measured from the *Development Assets Profile questionnaire*, conducted with young people in FY 15, FY 16 and FY 17. An analysis of variance was conducted to analyze positive identity progress through years. Findings show that there is a slightly mean increase in this asset category from FY 15 to FY 17, but it is not statistically significant.⁸⁶ Regarding positive identity asset category progress within three years disaggregated findings show that there is an increase from FY 15 to FY 17 only in two APs out of seven. Specifically, this increase is reported in Diber⁸⁷ and Librazhd⁸⁸ APs⁸⁹.

In identity development, individual factors such as age, gender, appearance, intelligence and social skills all have a significant influence on a person's real and perceived identity. Thus, a detailed analysis was done to conclude whether for the reporting period (FY 16 and FY 17) there were differences on positive identity asset mean scores based on young people's age, gender, and academic performance. In terms of age disaggregation, in both years data show that there is a significant difference between age groups 12 – 14 years old and 15 – 18 years old.⁹⁰ Different from FY 16 in FY 17 young people aged 15 – 18 reported a higher level of positive identity. Also, both in FY 16 and FY 17, boys have reported higher mean scores in positive identity asset, compared to girls⁹¹. Other findings show that young people with very satisfactory academic achievements have reported higher mean scores on positive identity compared to young people who declared having satisfactory achievement in school.⁹²

86. Even though findings from one way ANOVA show that there is a slightly difference between group ($F(2, 1450) = 3.100, p = .045$, with small effect size $\omega=0.05$, a post hoc test analysis using Bonferroni revealed that there was not any significant difference between levels of positive identity reported in FY 17 ($M=2.38, SD=.385$) compared to FY 16 ($M=2.34, SD=.411$) with mean difference .04, 95% CI [-0.01, .09]) and FY 15 ($M=2.31, SD=.415$) with mean difference .06, 95% CI [-0.00, .13]).

87. $F(2, 286) = 6.558, p = .002$, with large effect size $\omega=0.44$

88. $F(2, 183) = 3.647, p = .028$, with large effect size $\omega=0.17$

89. For more detailed analysis on differences between groups (*Bonferroni post hoc test*) please refer to Annex 2.

90. In FY 16 there are significant differences on positive identity asset in terms of age group disaggregation between 12-14 years old ($M=2.44, SD=.427, 95\% CI [2.37, 2.50]$) and 15-18 years old ($M=2.30, SD=.402, 95\% CI [2.26, 2.34]$), $t(544) = 3.509, p = .000$, with small effect size $r=0.14$

In FY 17 there are significant differences on positive identity asset in terms of age group disaggregation between 12-14 years old ($M=2.29, SD=.414, 95\% CI [2.23, 2.36]$) and 15-18 years old ($M=2.41, SD=.364, 95\% CI [2.38, 2.45]$), $t(588) = -3.483, p = .001$, with small effect size $r=0.14$

91. In both FY 16 and FY 17 there are significant differences on positive identity asset in terms of gender disaggregation between female ($M=2.45, SD=.354$) and male ($M=2.50, SD=.308$), with mean difference .03, 95% CI [-0.03, .10], $t(522) = -3.191, p = .001$, with large effect size $r=0.14$

92. Findings from one way ANOVA show that there is a significant difference between levels of academic performance in the lenses of positive identity $F(4, 1050) = 2.853, p = .023$, with medium effect size $\omega=0.08$. Data suggest that young people with Satisfactory achievements ($M=2.32, SD=.421$) report low levels of positive identity compared to young people reporting Very satisfactory achievements ($M=2.42, SD=.377$) with mean difference -.09, 95% CI [-0.17, -0.01].

Search Institute has identified four assets (Personal Power, Self Esteem, Sense of Purpose and Positive View of Future) in the Positive Identity Asset category that are crucial for young people identity development. As findings from DAP measurements show, 81.2%⁹³ of young people in FY 17 reported that they feel good about themselves compared to 71.4%⁹⁴ in FY 16 and this is a significant increase⁹⁵.

Moreover, there is also a significant increase⁹⁶, of young people reporting that they feel optimistic about their future in FY 17 (94.9%)⁹⁷ compared to 91.9%⁹⁸ reporting in FY 16.

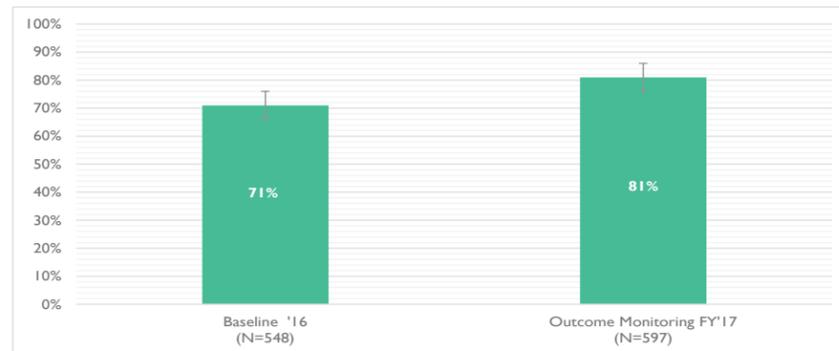


Figure 18: Proportion of young people reporting “I feel good with myself”

Traditionally, schools and families are the two most influential developmental contexts for adolescents who normally live at home and study in schools. The physical and psychosocial environments at home and school, the resources of those entities, the opportunities they provide, the support and recognition they give to young people, together with their rules and values all influence the identity development of the young people. Further, we have explored the correlation between positive identity and family, school and community context. When positive identity was correlated to family, school and community context it was evidenced that higher contexts scores were linked to higher mean scores in positive identity and vice versa.⁹⁹

93. 95% CI [77.9, 84.3]

94. 95% CI [67.3, 75.4]

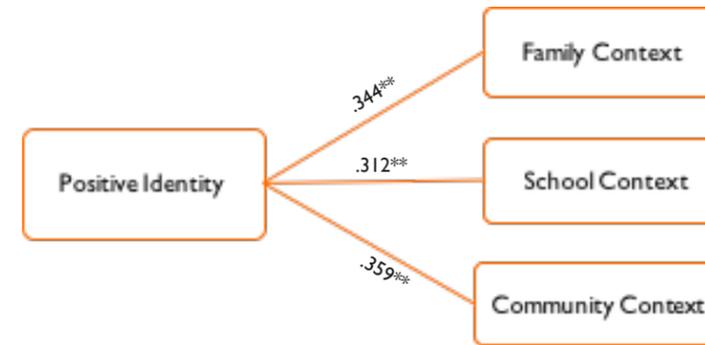
95. Chi-square test $\chi(1) = 14.110, p = .000$

96. Chi-square test $\chi(1) = 3.852, p = .050$

97. 95% CI [93.2, 96.6]

98. 95% CI [89.3, 94.2]

99. A Pearson correlation was run to determine the relationship between positive identity and family context. Results show that there is a weak, positive correlation between them, which was statistically significant ($r = .344, n = 1145, p = .000$). Also, result show that between positive identity and school context there is a weak, positive correlation, which was statistically significant ($r = .312, n = 1145, p = .000$). Regarding community context and positive identity relationship, correlation reveals that there is a weak positive correlation between them, which was statistically significant ($r = .359, n = 1145, p = .000$).



Note: **Correlation is significant at $p < .01$

Figure 19: Correlation between Positive Identity and Family Context, School Context and Community Context

Table 3: Mean values for development contexts

Development Context	FY 15 N=(309)	FY 16 N=(547)	FY 17 N=(597)
Personal Context	2.44	2.44	2.49
Social Context	2.26	2.35	2.4
Family Context	2.58	2.71	2.76
School Context	1.91	1.89	2
Community Context	2.42	2.52	2.57

As data reveals, there is a tendency that young people with positive attitudes toward learning and experiencing stronger/improved relationships in school report higher positive identity levels. As well, young people who build a stronger connection to their family and community, who are more willing to contribute in the community and explore more opportunities how to use time in an efficient way, report higher levels in positive identity asset.

As part of community context, we have analyzed more in-depth constructive use of time asset category, measured through DAP questionnaire in three consecutive years. There is a significant increase only from FY 16 to FY 17 in this asset category.¹⁰⁰

100. There is a significant increase on constructive use of time asset category between FY 16 ($M=2, SD=.549$), and FY 17 ($M=2.12, SD=.504$), with mean difference $-.12, 95\% CI [-.18, -.05], t(1142)=3.873, p=.000$, with small effect size $r=0.11$

Analysis

Values shape young people's relationships, behaviors, choices, and sense of who they are. Through the youth programme, WVA&K is investing in transmitting core values as wisdom, justice, courage, honesty, and solidarity.

As data shows, young people in the majority of APs (5 out of 7) have reported higher mean scores in positive values asset in FY 17 compared to FY15.

Furthermore, gender differences in positive values may be closely related to the Albanian culture where girls are taught to behave well, to be responsible for their actions, to give help and to take care of themselves. *Empathy, humanism, and solidarity are valued and promoted more as female values/traits in Albanian society.* Abovementioned findings imply that the work done with young people through delivering active citizenship curricula has contributed on gaining more knowledge about citizenship, as well as being more eager to take action for the wellbeing of children and/or communities where they live in. Moreover, findings show that participation in community service projects influences their attitude towards civic engagement. Young people who have participated more than 5 times in service learning projects have reported a higher level of civic demonstration rather than young people who have participated only 1 – 2 times.¹⁰¹

Results gathered from measuring positive identity asset shows that the development of clear and positive identity is linked to many factors as age, gender, physical appearance, social relations and involves building self-esteem, self-control, optimism and future orientation. Data from gender disaggregation shows that boys report a clearer positive identity. In Albanian society, young boys are encouraged more to be ambitious, competitive, brave and always confident in their abilities. As result, they build a higher self-esteem and this may imply the reason why they have reported higher mean scores in the positive identity asset category. In accordance with these findings, research from Gilligan (*Tsang, Hui & Law, 2012*) points out that females define themselves in terms of relationships with other people while males define themselves through achievements.

Age disaggregation data shows that young people aged 15 – 18 have reported higher scores in positive identity asset in FY 17 compared to young people 12 – 14 years old. This result is in alignment with Grotevant (*Tsang, Hui & Law, 2012*) finding, who explains that teenagers have a clearer identity in later adolescence rather than in early adolescence. Also, Kling found that males have higher self-esteem than females and that the peak difference is at the ages of

101. Regarding to demonstration to take action dimension related with times of participation in community service projects, findings from one way ANOVA show that there was a statistically significant difference between groups ($F(2, 43) = 6.321, p = .004$, with large effect size $\omega = 0.43$). A Bonferroni post hoc test indicated that there is a significant increase between young people who have participated 1-2 times in community projects ($M=35, SD=9.68$) compared with those who have participated more than 5 times ($M=57.2, SD=17.97$) with mean difference $-22.25, 95\% CI [-38.03, -6.48]$.

15 to 18.

Additional analysis shows that young people with higher academic achievements develop more positive values and positive identity. This may be related to the fact that young people who enjoy education and are willing to learn new things are at the same time more open to improve themselves, to help others and be responsible citizens.

Data gathered from Outcome Monitoring measurement (*questions on leadership*) in FY 16 and FY 17, revealed that as result of being active in IC, young people believe more in their abilities, and their leadership skills were improved. In FY 17 more young people (64.4%)¹⁰² stated that they have taken leadership roles in their groups compared to 53.9%¹⁰³ of young people reporting in FY 16¹⁰⁴. These findings present the importance of investing in building young people's capacities, in order for them to feel more self-confident, build a higher self-esteem and have a positive future orientation.

All data collected from the results imply that IC leaders are the main factor that influences positive models, have a direct contribution to shaping young people's identity and enrich them with positive values. IC leaders are key role models to them. In accordance to this, in FY 17, 94.4% of young people have reported (*DAP data, 2017*) that they always feel listened and respected by their leaders.

Most vulnerable children

The main factor of vulnerability for children and adolescents with whom WVA&K work with is poverty, especially spiritual poverty. Many young people surrounded by parents, teachers, and adults who do not know how to engage and motivate them throughout life are lacking opportunities to build self-esteem and a positive view of future.

The following story illustrates the spiritual aspect of poverty in Albanian society:

Brajan is a young boy raised in Greece and recently living in Kurbin. In his return to Albania, he is facing with many prejudices by people because of his lifestyle (politeness, dressing, passions). *'Here people listen to you just to contradict not to understand what you say, they do not try to know you better'* - says Brajan. What makes him suffering is people's lack of will to change and do things better in his city.

In his effort to find himself in the city where his parents were born, he found the courage and decided to invest himself to do this place better. One year ago he joined the IMPACT Club funded by World Vision in Kurbin AP. *'Only here I have found youth like myself that*

102. 95% CI [59.7, 69.2]

103. 95% CI [49.4, 58.3]

104. Chi-square test ($\chi(1) = 8.208, p = .004$)

believe in human causes and take initiatives together' - said Brajan. As explained by Brajan, IMPACT clubs are raising young people's hope and motivation to contribute to their community and improve their lives.

During this reporting period 434 vulnerable young people, the majority (396)¹⁰⁵ coming from poor families were impacted by the Youth Program. They have had equal opportunities to participate in IMPACT and SKYE Clubs as other young people in their community. Being part of a club has helped them build competencies and get integrated into the social life. Also, this has contributed to build trust and unity among young people, who now are more eager to help people in need and fight for social issues. Many of the projects undertaken by them have addressed the most vulnerable in the community, especially families living in extreme poverty. In Dibra AP, young people have supported with one of their projects, two of the most vulnerable families who had not an appropriate place to live. They have mobilized community local businesses and municipality to restructure their houses. Now, 2 mothers and 5 children are living in appropriate conditions and feel supported and connected to the community.¹⁰⁶

Sustainability

Local ownership

IMPACT and SKYE project models encourage youth leadership as essential to youth development. Each IMPACT and SKYE club is led by 1 – 2 leaders, members of the local community (*teachers, students*), trained for the curriculum implementation and for the monitoring and evaluation of the quality of the program. This strategy, suggested by the model itself, was chosen by WVA&K to applicate in order to ensure that project models will remain in the local communities or within an institution like a school or a local youth NGO. The number of volunteer leaders is increased, from 48 in FY 16 to 75 in FY 17. 17 of them had the opportunity to be part of Training of Trainers (ToT) conducted by New Horizon Foundation, in order to be able to use the models in the future as well prepare other young people and adults to mobilize children and adolescents in becoming agents of change in their communities.

Other local partners such as Changing the Future in Diber AP and representatives from faith based organizations such as Orthodox Church, Mission Possible, Emanuel Church and Jesus Christ for Balkans were also trained on IMPACT and SKYE project models and have replicated them with 9 groups within their organization/ church.

Transformed relationships

IMPACT and SKYE project model aims to bring children, young people and adults together to deepen the trust among them; strengthen respect for each-other; improve communication in the family and school by applying conflict resolution skills learned at the youth clubs (WVA&K, 2016).

Intentionally, this fiscal year we have expanded our collaboration with the Orthodox Church and other faith based organizations, seeking not only to have a bigger impact in community and sustainability but also to strengthen effort on mindset shifting of members in the community toward spiritual values, collaboration, humanism, and tolerance. With one of the IMPACT Clubs established in FY 17 with the Orthodox Church in Elbasan AP, we have tested the integration of Dare to Discover project model curricula with the IMPACT curricula in order to enrich IMPACT curricula with more elements of spiritual nurture. One of the hypotheses raised was that young people part of the integrated model will elaborate more changes in relationship transformation rather than young people part of 'non-integrated' IMPACT Clubs. In a focus group discussion conducted with young people part of Gjinari IMPACT Club (*integrated model*) and Bathore IMPACT Club (*non-integrated model*), members from the integrated model club compared to members of the non-integrated model, have expressed that during their experience in clubs they have enforced faith in God and are more tolerant others. *"Through God's word we have learned to accept each-other because in his eyes we are the same"*-says one of the girls of Gjinari IMPACT Club.

As well, during this reporting period, summer camps have been a good platform to enrich young people with spiritual values. 117 young people participating in "REPAY" Summer School in collaboration with GIZ, have completed a questionnaire composed of 45 statements where they expressed their experience during the summer school and recommendations for improvement. 99% of young people stated that during the summer school they have established lifelong relationships with other young people from different cities of Albania. *"I will never forget staff and friends I met in the summer school"*, said one of the participants from Librazhd city. Whereas 81.2% of participants stated that they have talked openly with summer school friends about roles, responsibilities, norms, and values young people should have in our society.

¹⁰⁵. Data are gathered from the Monitoring System in FY 16 and FY 17

¹⁰⁶. Story Link: <http://www.wvi.org/video/warm-shelter-cibaku-family>

Key learning

Some of the key learnings concluded from the findings and analysis are:

- IMPACT is a structured project model and until now it has resulted as the more coherent model in the operationalization of the theoretical principle of “learning by doing”. This structure ensures that young people learn step by step how to act and be engaged in the community. They undertake service-learning projects after deep analysis and knowledge obtained. This makes them more successful and thus more motivated to continue their civic engagement.
- IMPACT methodology has in focus transformation of young people rather than transferring knowledge to them. This approach has resulted successful in empowering young people to find their answers and know better themselves.
- IMPACT is a very practical project model that has resulted easily applied in different contexts as school and church. In the school context¹⁰⁷, it has contributed in making students government more functional, whereas in church context it has enriched the spiritual curricula with social aspects of contributing to the community. One of the church members stated, “It makes the link between divine and human”.
- Young people involved in the youth programme, need to develop some solid values as solidarity, humanism, empathy in order to be meaningfully engaged in service-learning projects. Dare to Discover project model has resulted very useful to prepare the ground for young people to know better themselves, manage emotions and be more sensitive to other people’s needs.
- Progress in terms of attitude and behaviors’ changing can be noticed and tracked in young people who are active members in clubs and attend community project activities.
- The main precondition for youth clubs’ success is being led by passionate and motivated young volunteer leaders who transmit positive values and hope to the youngsters. Young people’s motivation and their development is strongly related to the quality of relationships they develop with adults.
- Promoting volunteer leaders in the community gives young people a positive example on the importance of giving and contributing in their own community. Young people feel more motivated when they notice the impact of their actions and changes in themselves.
- Young people building stronger relationships in the family and social context develop a positive identity. According to Search Institute Study, ‘Relationship First’, young people with strong relationships are more resilient in the face of stress and trauma. If young people have strong developmental relationships with their parents, then they are:
 - 21 times more likely to manage their emotions well.
 - 17 times more likely to take personal responsibility for their actions.
 - 5 times more likely to be good at making and keeping plans.
 - 4 times more likely to have a sense of purpose in life.

¹⁰⁷. A core curricula (topics from the Active Citizenship Module) was delivered by coordinating teachers to student’s government in schools where WVA works

Recommendations

Increasing quality of implementation and impact

- Increase young people’s opportunities to get involved in social issues through projects in local and national level. The high energy provided through civic contribution raise their level of motivation, self-esteem and make them more sensitive in all the aspects of the society, in the community they are living.
- Increase opportunities for girls to lead activities and youth projects in order to feel more empowered and build a higher self-esteem.
- Ensure mentoring of volunteer leaders in a structured and periodic manner. Planning together with them on monthly basis has resulted successful by staff and volunteer leaders, mostly in terms of sharing challenges, learning needs and building relationship that go beyond mentorship. Our data clearly shows that investing in volunteers will benefit the entire community in terms of social engagement in different issues the community is facing with.
- Explore more the integration of IMPACT curricula with other curricula’s (ex. Dare to Discover curricula) that boost spiritual nurture values and facilitate young people’s identity exploration. Also, create more opportunities for young people to enforce their relationship with parents as one of the main elements affecting positive development.

Increasing ownership and sustainability

- Increase collaborations with local actors (churches, schools, youth centers) who act as mobilizers and motivators in their community, in order to reach more beneficiaries and increase opportunities for young people to learn and develop in a positive, supportive and healthy environment.
- Explore opportunities to collaborate with youth centers in order to strengthen them as institutions, where young people can express themselves and develop their skills. The IMPACT model could be replicated through youth centers and other partners from state agencies locally and nationally.
- Increase motivation for civic engagement through promoting volunteerism in the community and engaging children and youth in decision making.
- Explore opportunities to formalize youth groups who can act as mobilizers in the community.
- Explore more opportunities to engage young people in social entrepreneurship or internship experiences as a way to raise the level of self-efficacy and prepare them to be economically active.

World Vision's Development Programme Approach

World Vision Albania & Kosovo had continued to enhance accountability with children, youth, and communities along the four dimensions of the Programme Accountability Framework (PAF):

1. Providing Information
2. Consulting with Communities
3. Promoting Participation
4. Collecting and Acting on Feedback and Complaints

These elements are described below focusing on 'monitoring' as per LEAP strategy cycle. Accountability is captured and presented in a twofold manner, a) *accountability to communities* – through the platform of the community of review and planning (CRP) and b) *accountability within WVA&K* – through programme effectiveness self – review tool.

a) Accountable to communities

Community review and planning – Important elements	FY 16	FY 17
Meetings occurred	In regard to meetings occurred 38 meetings were held in 10 AP-s. 440 participants (84 children and 24 youth).	A year later 49 meetings were held in all 10 APs. 788 participants (188 children and 109 youth).
Role within the meetings	WV was the one that did lead the CRP meetings	In two APs (Tirana and Durres) community (stakeholders) led the process of CRP, meetings were facilitated by them. In seven APs the process was shared equally between
Child Participation	Children did participate , but no noticeable role was distinguished in meetings.	Children 'meaningfully participated' , by reflecting how WV had supported them to raise voice and be part of the decision making structures, mainly within the educational environment (schools).
Information provided and acting upon feedback received	<u>Recommendations given in FY 16, and reflected in FY 17 plans:</u> - The Core Curricula (implemented before only on youth TP) should be included in all TP-s. - TPs have should have an increase in programmatic coverage. This was reflected in extended in more working groups on CP TP and new schools under Education TP. o This was related as well to the DF's role. It made possible to make every DF responsible to implement one TP and Sponsorship, ensuring a greater coverage and presence in the community.	<u>Recommendations given in FY 17, and reflected in FY18 plans:</u> - Share plans of each actor and create joint plans where everyone takes responsibilities. - Advocate for assistant teachers in some of the schools, especially in those attended by children with disabilities. - Target new schools which have a big number of students and that are not targeted so far within one of the TPs for School Community Centre implementation model. - Formalize and integrate youth curriculum into the school program. - Explore the possibility of drafting agreements at the level of directorates such as Education Office for the implementation of sponsorship processes, with a focus on monitoring process. - Enable mobile services for disabled children who live in remotest villages; that is not able to go to the centers and have no access to services for long periods of time. (Librazhd AP). - Strengthen the youth and School Government. - Progress toward designing social plans with 7 Municipalities out of 13 where we have a programmatic coverage: Lezha, Librazhd, Kamza, Diber, Maliq, Tirana, Lac Municipality. Such as, pursuing discussions with Tirana Municipality to construct an integrated service center which would serve for children with autism and children in street situation.

b) Accountable to us¹⁰⁸

Programme Effectiveness Self-review tool – Theme scored	FY 16	FY 17
1. The AP contributes to the sustained well-being of children, especially the most vulnerable.	2.4	2.5
2. The local vision and priorities for child well-being are developed with and owned by the community and local partners.	2.0	2.3
3. Technical Projects are relevant to community priorities	2.3	2.7
4. In APs with sponsorship, Sponsorship Minimum Programming Standards are met.	2.6	2.8
5. World Vision's preferred local role is to serve as a catalyst and builder of the capacity of local partners and partnerships for child well-being.	2.3	2.4
6. Communities and local partners are supported to engage in advocacy with service providers and other authorities.	1.9	1.9
7. Relationships within families and communities are being transformed.	2.5	2.4
8. AP staff have the competencies required to fulfill their roles.	2.4	2.7
9. AP staff, community, and partners engage in regular, intentional reflection and learning that leads to improved practice.	2.2	2.3

Usually used in annual management reporting, this tool incorporates information captured from community review and planning and projects' documentation, assisting WV programme staffs (AP and NO level) to rank amongst the provided themes and focus, improve as per needs arising in the coming year(s).

108. Programme Effectiveness rating is done through a 3 level scale where 1= Emerging, 2= Growing and 3= Maturing

Annexes

Annex A: About the data



Methodology_CWB
R FY16-17.docx

Annex B: Reference tables of data

Strategic Objective 1



Adults_Indicators_C
WBR_FY18.xlsx



Children_all
variables_compared.



Children_Indicators
_FY15-16-17_Anne xe

Strategic Objective 2



SO 2_Indicator
1_Teacher Results.xl



SO 2_Indicator
2&4_Students & Life



SO 2_Indicator
3_CSS Results.xlsx



Prevalence of
children with disabi

Strategic Objective 3



SO 3_Indicator
1_Positive values ass



SO3_Indicator
2_Positive Identity
asset category.xlsx

Additional data on CPR



ACRP and
PE_SRT_FY16, FY17.xl

Annex C: Action Plan followed (data collection and process)



Process plan of
action_CWBR
FY16- 17.xlsx

Annex D: References

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