



# CHILD WELL-BEING SUMMARY REPORT

WORLD VISION ALBANIA & KOSOVO  
FY15

**CHILD WELL-BEING SUMMARY REPORT**  
**WORLD VISION ALBANIA & KOSOVO**

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ACRONYMS

|         |  |       |   |
|---------|--|-------|---|
| AP      | Area Programme   | Mol   | Ministry of Interior                            |
|         |  | MQ    | Ministry Quality                                |
| CP      | Child Protection   | MoU   | Memorandum of Understanding                     |
|         |  | MV    | Most Vulnerable                                 |
| CPP LH  | Child Protection and Participation LH                        | MoES  | Ministry of Education and Sports                |
| CP R&RM | Child Protection Referral and Responding Mechanism           | NO    | National Office                                 |
|         |  | NS    | National Strategy                               |
| CM      | Council of Ministers   | MDGs  | Millennium Development Goals                    |
| CPU     | Child Protection Unit  | MSWY  | Ministry of Social Welfare and Youth            |
| CWB     | Child Well-being   | MVC   | Most Vulnerable Children                        |
| CWBO    | Child Well-being Outcome                                     | OPS   | Operations                                      |
| CWBR    | Child Well-being Report                                      |       |   |
| CWBT    | Child Well-Being Target                                      | PBAS  | Partnership Budget and Actual System            |
| DF      | Development Facilitator                                      | PFA   | Primary Focus Area                              |
| DME     | Design, Monitoring and Evaluation                            | RC    | Registered Children                             |
| DRR     | Disaster Risk Reduction                                      |       |   |
| ECCD    | Early Childhood Care and Development                         | PPA   | Program Partnership Arrangement                 |
| ED      | Economic Development   | PDD   | Program Design Documents                        |
| EU      | European Union   | SAPCR | State Agency for the Protection of Child Rights |
| FBO     | Faith Based Organization                                     | SiP   | Sponsorship in Programming                      |
| FGD     | Focus Group Discussion                                       | SO    | Support Office                                  |
| FinD    | Faith in Development   | SLT   | Senior Leadership Team                          |
| FY      | Fiscal Year  | TP    | Technical Programme                             |
| GoA     | Government of Albania  | WV    | World Vision                                    |
| Gol     | Group of Interest  | WVA&K | World Vision Albania and Kosovo                 |
| ILO     | International Labour Organization                            | YCAC  | Youth Capacity and Action for Change            |
| IP      | Integrated Programme   | YHBS  | Youth Healthy Behaviour Survey                  |
| LEAP    | Learning through Evaluation with Accountability and Planning | ZO    | Zonal Office                                    |

Acknowledgements

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We also express our gratitude to the Senior Leadership Team for providing valuable feedback and endorsing this report – in particular WVA&K National Director, Toni Gogu and Operations Director, Philip Harris.

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EXECUTIVE SUMMARY

THIS REPORT ANALYSES WV ALBANIA AND KOSOVO'S (WVA&K) CONTRIBUTION TO CHILD WELL-BEING IN FY'15. PROGRAMMING TOOK PLACE PRIMARILY THROUGH SPONSORSHIP-FUNDED AP PROJECTS WITH A BUDGET OF US\$ 7.003.259 USD. IN ADDITION TO THE 31,874 REGISTERED CHILDREN, 403,283 CHILDREN WERE IMPACTED AT THE PROGRAMME LEVEL, AND 628.543 HAD A VULNERABILITY ADDRESSED THROUGH A RELEVANT POLICY CHANGE OR ITS IMPLEMENTATION. FINDINGS FROM THE REPORT CAN BE SUMMARIZED AS FOLLOWS:

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

CHILDREN  
ESPECIALLY THOSE  
PARTICIPATING  
DIRECTLY IN WV  
WORK SHOWED  
INCREASED  
KNOWLEDGE OF  
CHILD PROTECTION  
SYSTEMS AND  
MECHANISMS AND  
WILLINGNESS TO  
REPORT CASES OF  
ABUSE, NEGLECT  
AND EXPLOITATION  
COMPARED WITH  
FY14

Child Protection (CP) Program in 2015 focused in 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 **979.109 USD** and covered **1,339 direct participants**, **8,869 direct beneficiaries**, out of which **1,356 most vulnerable**.

Indirectly, **321,972 children and adults benefited** from the program.

*Most children (70%) admitted that violence is present in some forms in their life.* Children especially those participating directly in WV work showed increased knowledge of child protection systems and mechanisms and willingness to report cases of abuse, neglect and exploitation compared with FY14. The findings suggested however that there is

- a) the need to work on targeted intervention towards severe cases of violence of children by engaging with partners at the national and local level and
- b) the need to engage in a national child protection campaign to increase awareness of children, youth and communities on child abuse and violence and to advocate for effective CP mechanism.

*Strategic Objective 2: Children, especially the most vulnerable, access quality education and are active learners.*

THE MORE FREQUENTLY CHILDREN  
PARTICIPATED IN WV ACTIVITIES; THE HIGHER  
THEY RATED THE SCHOOL CONTEXT

In the Education Program, WVA&K increased focus on teacher capacity for inclusive education and empowering school structures and community for promoting School as a Community Centre Model.

The program budget was **1.007.489 USD**, reaching **1,168 direct participants**, **15,577 beneficiaries**, out of which **3,035 children benefitting** and **683,819 children indirectly** impacted.

Results showed that the more frequently children participated in WV activities; the higher they rated the school context. Girls reported higher empowerment and commitment to learning. Results showed an increase of child-friendly school standards from FY14 to FY15; although scales used were not fully comparable. Summer camps were shown to convey some essential life skills to children such as Emotional Management, Social Responsibility and Relationship Building. The process and findings pose the need for adopting the same measurement scale across the years and ensuring the full participation of all school community in the school standards' scoring.

*Strategic Objective 3: Young people are agents of change and contribute actively in social and economic life and advocate for the most vulnerable.*

YOUNG PEOPLE FEEL  
MORE EMPOWERED  
AND CONFIDENT TO  
TAKE LEADERSHIP  
ROLES DUE TO THEIR  
ENGAGEMENT WITH  
YOUTH GROUPS.

In FY15, the Youth Program emphasized four components:

- 1. Build foundation for youth personal development
- 2. Support youth to organize themselves into local groups
- 3. Mobilize youth groups to carry out outreach and advocacy initiatives
- 4. Youth Readiness for economic opportunities

The budget for the program was **979.652 USD**, reaching **539 direct participants**, **5,338 direct beneficiaries** out of which **122 are most vulnerable (MV) children** and impacting indirectly **24,261 children**.

Youth scored high on positive values - especially those participating in WV activities. When youth were engaged more than 20 times within a year in WV activities they notably change their perception of efficient time management. Young people feel more empowered and confident to take leadership roles due to their engagement with youth groups. Lowest scores were found in identity, values, time use, and empowerment – all elements related to the youth technical program (TP). However no significant changes were found between 2014 and 2015 measurements. Specific findings suggested the need to prioritize minority integration in youth capacity building processes and group formation.

INTRODUCTION

Overview

This report is a reflection and analysis of WV Albania and Kosovo’s (WVA&K) contribution to child well-being as articulated by the National Strategy (NS) and implemented through programming foci and investments. In FY 2014, WVA&K developed a new (and interim) national strategy and related Technical Approaches to guide the implementation during the course FY 2014 & FY 2015. The new national strategy includes three Strategic Objectives in Child Protection, Education, and Youth. The major Child Wellbeing Target (CWBT) for WVA&K is CWBT 1: Children report an increased level of well-being. Project models cover overlapping age ranges from 0-24 through different components of the National strategy:

| Age Range | Targeted Project Models   |
|-----------|---|
| 0-18      | Parenting components through Celebrating Families model (Strategic Objective 1) |
| 5-15      | Life Skills Training (Strategic Objective 1)                                    |
| 6-12      | Children’s empowerment through child friendly schools (Strategic Objective 2)   |
| 12-15     | Strengthening Student Governments and Youth Groups (Strategic Objective 2)      |
| 12-24     | Youth Mobilization (Strategic Objective 3)                                      |

WVA&K programming primarily takes place through Sponsorship funded AP projects. The FY15 budget of WV Albania is:

US\$ 7.003.259

Of this, **14.6%** comes from grant-funded projects (primarily PNSFs) and the remaining through Sponsorship funding.

Two APs (Tirana & Durrës) are urban-based and having a mixed population, with a significant portion moving 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  
**31.874**  
registered children

**403.283**

children have been impacted at the programme level indirectly through programme foci



**628.543**

had a vulnerability addressed through a relevant policy change or its implementation.

Table 1: Summary of key components for WVA&K Strategic Objectives

OVERALL STRATEGIC OBJECTIVE:

BY 2015, APPROXIMATELY  
**500,000**  
children and youth in Albania and Kosovo, especially the most vulnerable, experience  
**IMPROVED WELL-BEING**

|                             | Strategic Objective 1:<br>Children are cared for, protected and actively participate in decisions that affect their lives  | Strategic Objective 2:<br>Children, especially the most vulnerable, access quality education and are active learners  | Strategic Objective 3:<br>Young people are agents of change and contribute actively in social and economic life and advocate for the most vulnerable.   |
|-----------------------------|--|---|---|
| Alignment with CWB Targets: | CWBT 1: Children report an increased level of well-being   | CWBT 1: Children report an increased level of well-being (for Child Friendly Schools component)<br>CWBT 4: Increase in Children who can read by age 11 (for school readiness component)   | CWBT 1: Children Report an increased level of well-being  |
| 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 (note: categories partly overlap)  | 15,000 youth from 12-24 years old   |
| FY 2015 Expenditures:       | 979,109 USD  | 1,028,813 USD   | 979,652 USD   |
| Results                     | Result 1.1. Children have positive relationships within their families and are empowered to refer any case of child abuse<br><br>Result 1.2. Child Friendly Protection Mechanism is established and strengthened | Result 2.1. Increased learning outcomes for children from 3-16 with special focus on inclusive education of Children with Disabilities<br><br>Result 2.2. School Structures promote active citizenship in schools, enhancing resilience of structures and essential life skills of children | Result 3.1. Children and youth care for others and the environment and have hope for the future.<br><br>Result 3.2. Children and youth are able to organize themselves effectively and contribute to social change at Local and National Level. |

**Learning**

In FY 2015, in response to the learnings and recommendations generated by the FY 2014 report, WV A&K undertook an extensive review of its Education Strategy and developed a new programming model with revised indicators that emphasized increased focus on supporting teachers to implement knowledge acquired during training for child friendly schools. In Child Protection, WV developed an increased focus on strengthening the knowledge of children related to the existing child protection mechanisms and improving their access to these systems. In Youth programming, the IMPACT Club model was rolled out in targeted ADPs to fortify citizenship and leadership among targeted youth in the WV programming.

The LEAP 3 pilot initiated in 2014 created a framework for a highly participatory process which included all departments and area programmes in collectively gathering, analysing and reflecting on WVA&K successes and barriers. The subsequent shift towards a partnering model has brought increased inclusiveness and connectedness with other organizations in the areas where WV is present and has increased the degree of participation – especially of youth – in child protection, education, and mobilization programming.

**Context Update**

The administrative and territorial reform

As a result of adoption of the Law on “Administrative-Territorial Division of the Local Governance Units in the Republic of Albania” (115/2014), the former 373 local government units in Albania, of which 66 municipalities and 307 communes were merged in 61 municipalities. The reorganization of the local government units led to a number of implications, both in terms of structure and functions. Almost all municipalities in WVA&K area programmes cover now a larger geographical territory and population. The main concern which WVA&K shared with other organisations was that it is now more unclear than before how the child protection system will be shaped, especially at the local level and what will be the role of the local government units in providing child protection services.

Child protection and social care services reforms

On one side, the Law on Protection of Children Rights of Albania stipulates that a child protection unit should exist in the local government unit. The law is currently being revised. The policy discussions are focused on keeping the child protection system laid out in the existing law which serves as a framework law to all children rights, but offering a clearer division of roles and responsibilities of responsible structures within the CP mechanism and a monitoring mechanism for guaranteeing such rights. The discussion is ongoing with the groups of interests at the national and local level.

On the other side, the draft Law of Social Care Services was also currently under revision. In the draft it was stipulated the requirement of a ratio of one social worker per 10,000 citizens in the municipality. The role of the social worker however does not seem to comply with the role of the child protection worker. It is not clear how the two simultaneous processes of law revision will be coordinated, to come to clarity about the structure of the child protection service.

**Education Policies Update**

The Draft Strategy of Pre-University Education was prepared and consulted with civil society and the stakeholders where WVA&K was part of the discussions focusing the feedback on inclusive practices, school decentralization and citizenship skills of children and adolescents through active participation in school life. Inclusive Education is one of the four main pillars of the Draft Strategy but still in this format does not fill the gap that exist in the Education system which lacks the by-laws for inclusive education and a national strategy without a monitoring system with clear indicators and targets.

Four Ministries, the Ministry of Education and Sports, Ministry of Social Welfare and Youth, Ministry of Health and Ministry of Internal Affairs reached an agreement for children at risk of drop out from Education – July 2015. Despite this agreement, remains the fact that there is not a mechanism in local level ensuring that integrated services are functional and preventing school dropout or identifying children at risk of dropping out.

**Youth Policies Update**

In 2015 the Ministry of Social Welfare and Youth (MSWY) launched the National Action Plan for Youth (2015-2020). The plan aims to ensure inter-sectorial coordination of youth policies on education, employment, health, culture and to strengthen youth participation in social life and decision making processes. The plan provides a useful framework to build strategic partnerships between the government and WV in order to reach more young people and partner with them for an improved wellbeing.

**WVA&K key areas of advocacy**

Lobbying for the child protection units has been the number one priority in WVA&K advocacy agenda. In 2015, WVA&K sent a joint declaration signed by a number of agencies, formally addressed to the State Agency for Child Rights Protection, Ministry of Social Welfare and Youth, State Minister of Local Governance and the Agency for Implementation of the Territorial & Administrative Reform. WVA&K asked in the declaration that the trained human resources of child protection were retained in the new municipalities, and that the CP workers were maintained in proportion with the size of the population of the municipality.

No response was generated on the declaration so WVA&K undertook other steps to increasing influence and exposes the concern. WVA&K met with the new mayors in 11 out of 13 municipalities in our Area Programmes. The scope of the meetings was to put forward the message of access and quality of child protection services for the community. WVA&K currently supports the implementation of the Mobilization Plan for Children, including a series of awareness raising initiatives and the contribution to the policy debates for amendment of laws for child protection.

The situation of CPU establishment in the municipalities was unclear. For example: Tirana Municipality plans to hire new CP workers in all the 24 administrative units. However in only 11 of the administrative zones of this municipality there will be staff fully dedicated for child protection.

- Only six out of 12 municipalities where WVA&K works have appointed staff fully dedicated to child protection. Five municipalities do not have any CPU currently. Some municipalities will appoint child protection services responsibility to other staff such as social workers.
- The ratio of the CP workers per number of population remains an issue. For example: Durrës Municipality currently has only three dedicated CP workers, although the social administrators will be carrying the child protection responsibilities, expected to cover the needs of a population of almost 300,000.



Child Protection Index results for Albania

- Albania is one of the seven ChildPact members together with Armenia, Bosnia and Herzegovina, Georgia, Kosovo, Moldova and Serbia, implementing the project “United Voices for Children”.The project is financed by the German Federal Ministry of Economic Cooperation and Development (BMZ), through World Vision Germany and Agro Invest Serbia. The Project aims to create an evidence base for advocacy and policy engagement by developing a Child Protection Index in each participating country.
- The CP Index pilot started in fall 2015.The preliminary findings show that Child Protection Index in Albania is 0.482 out of 1.The country is doing relatively well on the indicators of governance and policy, however is doing poorly with regard to social work, services and capacities in the child protection system.

Implications for programming

Considering the developments in the policy debate for child protection and social care, the most recent evidence from the field and the review of the child protection system, WVA&K intends to focus its local and national advocacy efforts to ensure that the child protection services are defined with clarity at the policy level and implemented with efficiency at the local level.WVA&K will continue to:

- actively participate in the law discussion groups at the national level;
- build, collect and bring forward evidences from implementation of the project models to the discussions at the national level;

- coordinate the ongoing processes facilitated by WVA&K of community review and planning and community engagement and sponsorship plan. The aim should be to ensure that the community groups share with the duty bearers the issues concerning child protection services, social care, but also other important issues such as inclusive education and youth, as the territorial reform has implications also for other sectors;
- enhance the efforts in the framework of the Ending Violence Against Children global campaign of WV International, by drafting a NO strategy for the campaign.

METHODOLOGY

**Process:** This current report was formulated through a participatory multi-sectoral collaborative process coordinated by the Ministry Quality Department in the WVA&K National Office. Data was collected from Area Programme and National level processes.A coordinating committee comprised of members of the Senior Leadership Team (SLT), the Integrated Programming Unit, and the Ministry Quality team reviewed the data developed for the current National Strategy, compared the changes from the last fiscal year of the previous National Strategy and discussed the implications of the trends.

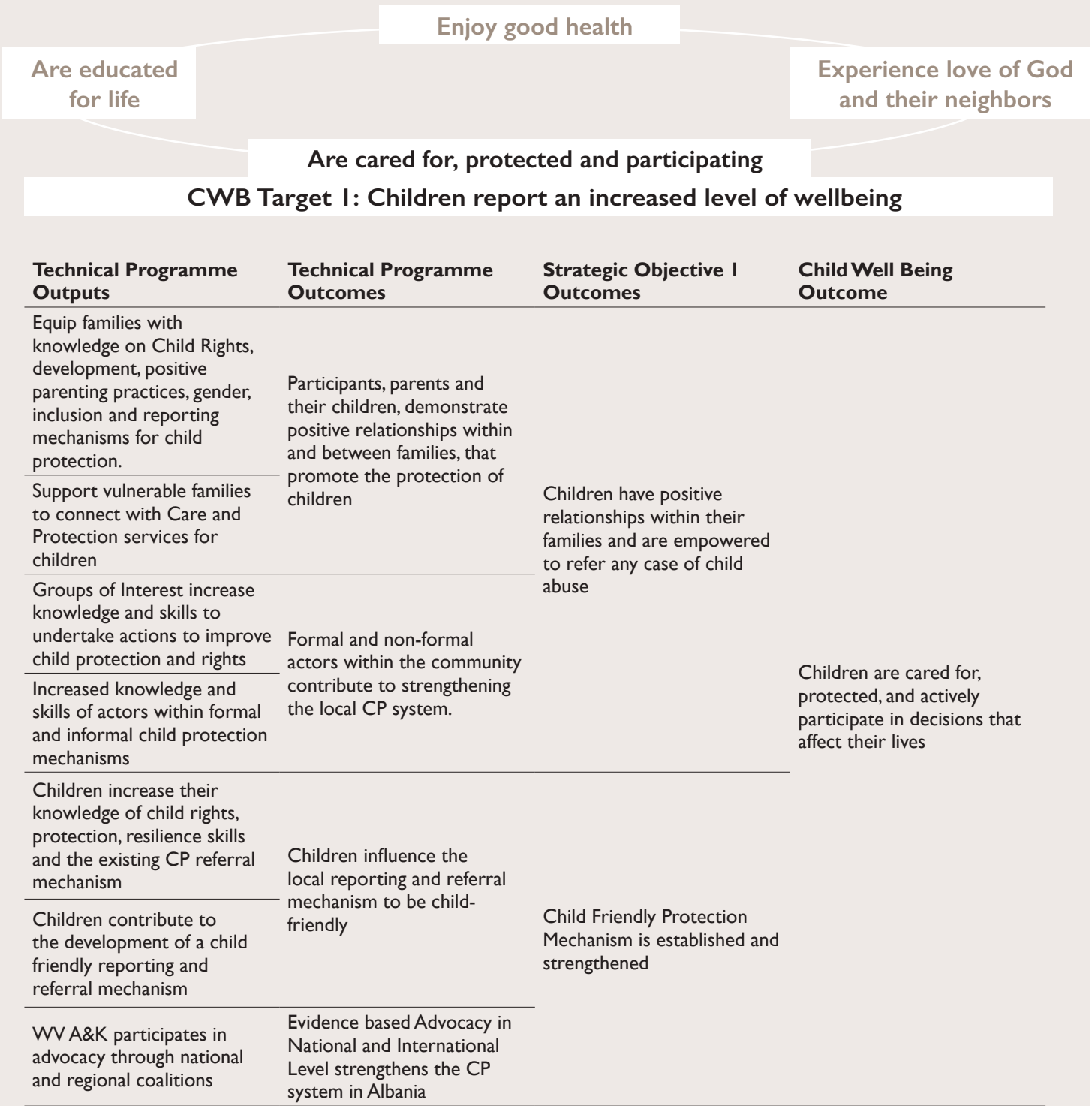
Transparency and openness were guiding principles in facilitating the multi-collaborative process when different departments such as National IP Advisors, OPS (Zonal Operations) and MQ need to compare the changes from the last fiscal year of the previous National Strategy and discussing the implications of the trends. Also regular communication and consultation with members of the Senior Leadership Team (SLT) heavily contributed in shaping clearly the process overall, the support needed and feedback afterwards.

Final compilation of the report was coordinated by the Ministry Quality Manager with support from the Integrated Programme teams and other volunteers.The document was reviewed by the Senior Leadership Team prior to publication.

**Data:** This report was based on primary and secondary data sources. Primary data were abstracted from five main data sources: a) A Youth Healthy Behaviour Survey, b) A Caregiver Survey, c) The Child Protection and Participation Learning Hub Questionnaire with Children, d) The Development Assets Profile Survey, and e) The Annual Sponsorship Surveys of RC and Caregivers. Secondary data was abstracted from the annual Technical Programme Reports for the three Strategic Objectives.A complete listing of data sources can be found in Annex 1. Sampling details data source adopted and analysed in this report are available in Annex 2.

Following the FY 16 guidance on CWB reporting we decided to present only some of the most meaningful findings in the form of graphics. Please notice that all tables and relevant analysis can be found in the annexes of this report divided per strategic objective.

STRATEGIC OBJECTIVE I:  
CHILDREN ARE CARED FOR, PROTECTED  
AND ACTIVELY PARTICIPATE IN DECISIONS  
THAT AFFECT THEIR LIVES



INDICATORS

| Strategic Objective 1 Indicators |   |
|----------------------------------|---|
| 1)                               | Boys and girls live a life free from neglect, violence, and abuse   |
| 2)                               | Men and women in communities and families create protective environment for children  |
| 3)                               | Children and youth participate meaningfully in community decision making  |
| 4)                               | Proportion of male and female youth that know of the presence of services and mechanisms to receive and respond to reports of abuse, neglect, exploitation or violence against children |
| 5)                               | Increased Access to Quality Child Protection Services   |

Logic Chain of Problems Addressed

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 labour remains widespread concerns. The worst forms of child labour 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. The root causes of these problems can be attributed to a combination of a lack of knowledge among parents, children and community regarding children’s rights and gaps and weaknesses in the child protection systems and government structures intended to support children, as well as pervasive corruption. In the 2014/2015 National Strategy, Strategic Objective 1 is addressed through two main approaches:

- Grassroots approaches that target 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 within their families and are empowered to refer cases of child abuse.
- Systems approaches that help strengthen child protection systems to enhance targeting of most vulnerable children and the improvement of child friendly mechanisms to strengthen the capacities of the child protection structures that support children.
  - This should lead to child friendly protection mechanisms being established and strengthened

Contribution to SDGs:

Strategic Objective 1 is linked to SDG 5 - Gender Equality & SDG 16 - Peace and Justice

Resources

|                             |   |
|-----------------------------|---|
| # Area Programs or Projects | 11 Area Programs Implementing Child Protection Technical Programme  |
| USD Spent                   | 979,109 USD / FY 2015   |
| # Technical Staff National  | Nationally: 2 (One CP Technical Advisor and One CP Technical officer)<br>Zonally: 2 CP Technical Program Coordinators<br>Area Programme: 2 Development Facilitators (DFs) fully implementing CP TP<br>*6 DFs (3 in North and 3 in South APs implementing CP TP and one/ or more TP) |

|              |   |
|--------------|---|
| Key Partners | <ul style="list-style-type: none"><li>Ministry of Social Affairs and Youth (MSWY)</li><li>State Agency for the Protection of Child Rights</li><li>Ministry of Interior</li><li>US Department of State</li><li>EU Delegation</li><li>UNICEF</li><li>Terre des Hommes (TdH)</li><li>Bashke per Kujdesin Teresor te Femijeve (BKTF) NGO Coalition</li><li>Save the Children</li><li>Association For The Social Support Of Youth (ARSIS)</li><li>Local Government units (in 9 APs)</li><li>Institute for Development of Education</li></ul> |
|--------------|---|

Number of Children and Adults Impacted by CP Technical Programme in FY15

| Category  | Total   | Adult  |      | Children |      |
|---|---------|--------|------|----------|------|
|   |         | Female | Male | Girls    | Boys |
| # Direct Participants (children and adults)           | 1,339   | 540    | 245  | 298      | 256  |
| # Direct Beneficiaries (children and adults)          | 8,905   | 882    | 477  | 3584     | 3962 |
| # Most Vulnerable Beneficiaries (children and adults) | 1,356   | 180    |      | 1176     |      |
| # Indirect Beneficiaries (children and adults)        | 321,972 | n/a    | n/a  | n/a      | n/a  |

Achievements – Monitoring and Indicator Data

Sources of Data:

- Youth Healthy Behaviour Survey
- Caregiver Survey
- Child Protection Learning Hub measurements (Time 2) (Lezha and Dibra APs Only)
- Child Protection Area Programme Annual Reports (all 11 APs)
- Child Protection Technical Programme Annual report

Table 2: Monitoring Summary of Child Protection Technical Programme

| Outcome  | Key Events   | # Participants/Units  | Key Challenges or Learnings   |
|--|--|---|---|
| Outcome 1: Participants, parents and their children, demonstrate positive relationships within and between families, that promote the protection of children | Capacity building with parents to promote child protection   | 32 groups (245 men & 540 women) participating in 79 capacity building events            | Low number of male parents participating in capacity building events, especially for Southern APs.  |
| Outcome 2: Formal and non-formal actors within the community contribute to strengthening the local CP system.  | Baseline Measurements of Child Protection capacity of local CPUs<br>Training sessions on Child Protection Workers through the University Curriculum and on the job mentoring<br><br>Support to Case management responses | 15 Child Protection Units<br><br>10 Multi-Disciplinary Groups<br><br>9 Community Groups | The support to the child protection workers in the municipalities was affected in 2015 due to the process of the territorial and administrative reform. This reform created instability of the CP worker position, due to reorganisation of the local government units in terms of structure and functions. |



|   |  |   |   |
|---|--|---|---|
| Outcome 3: Children influence the local reporting and referral mechanism to be child-friendly               | Trainings with children on Child Rights, Child Protection and Resilience | 29 groups of Most Vulnerable Children (298 girls, 256 boys) participating in 146 learning events<br><br>30 Child led initiatives supported                              | Group cohesion issues in terms of keeping the groups energized and involved were identified in 2015.  |
| Outcome 4: Evidence based Advocacy in National and International Level strengthens the CP system in Albania | Child Lead national initiatives, targeting Child Protection policies     | 7 recommendations presented to key decision makers, that came as a result of direct involvement of children in analysing findings of WV study on 'child safety online'. | As explained in the Context Update section, the challenge to undertaking local and national level advocacy was created by the reorganisation of the local government units and the social services. |

Indicator 1: Boys and Girls Live a Life Free from Neglect, Violence and Abuse

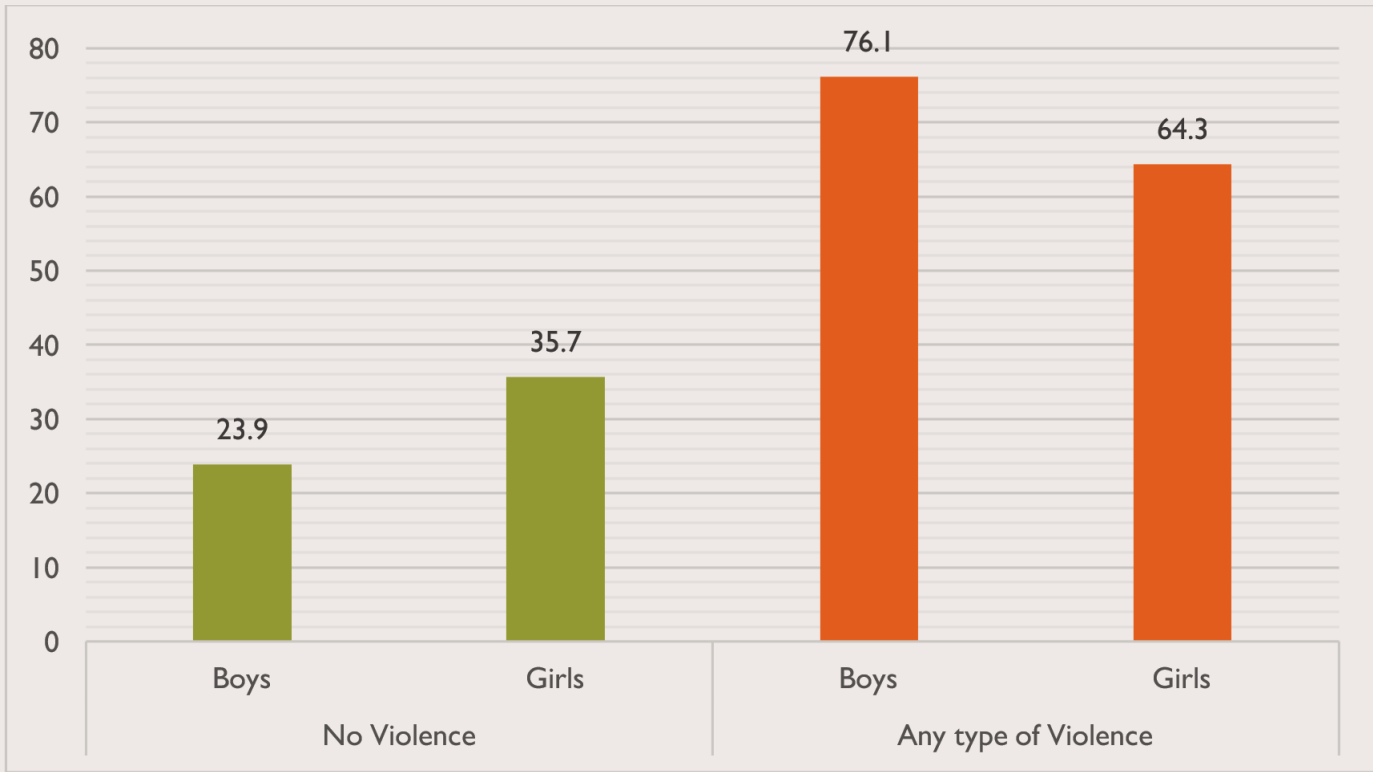


Figure 1: Percentage of children reporting experiencing no violence<sup>1</sup> last year

**Summary:** Generally, the level of violence reported is similar to FY14 data with around 30% of children reporting no violence, be that verbal or physical. No statistically significant results are reported, except that Caregivers<sup>2</sup> tend to be more optimistic of children living free from violence than the children themselves. No statistical differences exist between different age groups for the children. There is a statistical difference between boys and girls but this is not functionally significant.

<sup>1</sup> Any type of violence includes: physical, sexual, emotional, verbal and neglect.

<sup>2</sup> Please find more details on caregiver's perception on violence in Annex 3.

Indicator 2: Men and Women in Communities and Families Create Protective Environment for Children

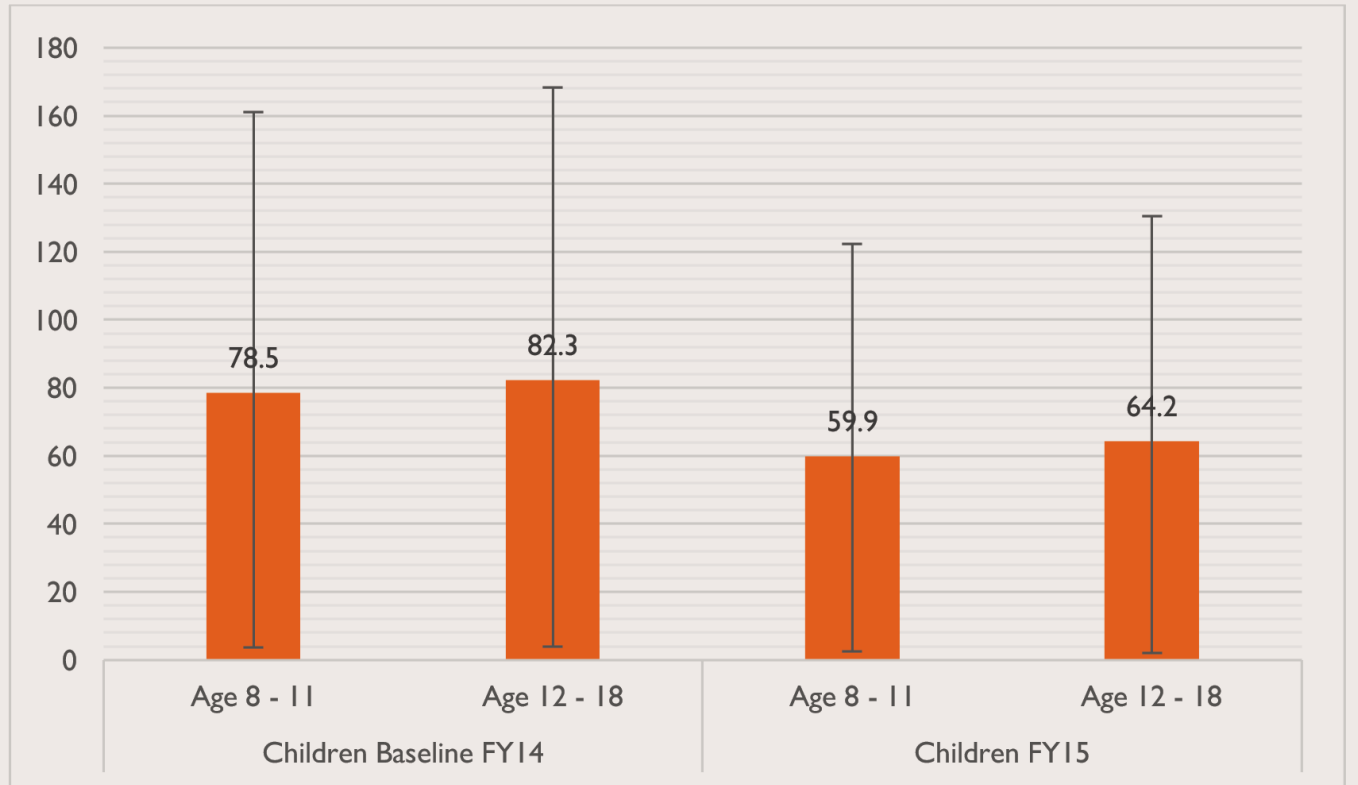


Figure 2: Percentage of Children Reporting Strong Connection to Caregiver

**Summary:** Overall, both caregivers and children report they perceive their surrounding environment as a safe place, with caregivers<sup>3</sup> being slightly more optimistic than children. However, a significantly lower percentage of children reported a strong connection with their caregivers compared to 2014 (20 percentage point differences on average). The change in reported strong levels of connection is most likely due to changes in awareness regarding what means to be a strong connection rather than actual material declines in connection in just one year. As children become more aware of what a strong connection actually looks like, they express lower satisfaction with their particular relationship. Children age 12-18 report higher level of connection with caregiver compared to children 8-11 however, these differences are statistically but not functionally<sup>4</sup>.

Indicator 3: Children and Youth Participate Meaningfully in Community Decision Making

A surprisingly high percentage of caregivers reported high levels of children participation in decision making with children take a leadership role in decision making (50.3%). Caregivers were likely referring to issues where children requested or suggested something to them rather than implying that children are in charge of decision making in the household. For detailed analysis of this variable please refer to Annex 3.

<sup>3</sup> Please find more details on caregivers perception on safe neighborhood in Annex 3

<sup>4</sup> M = 1,18

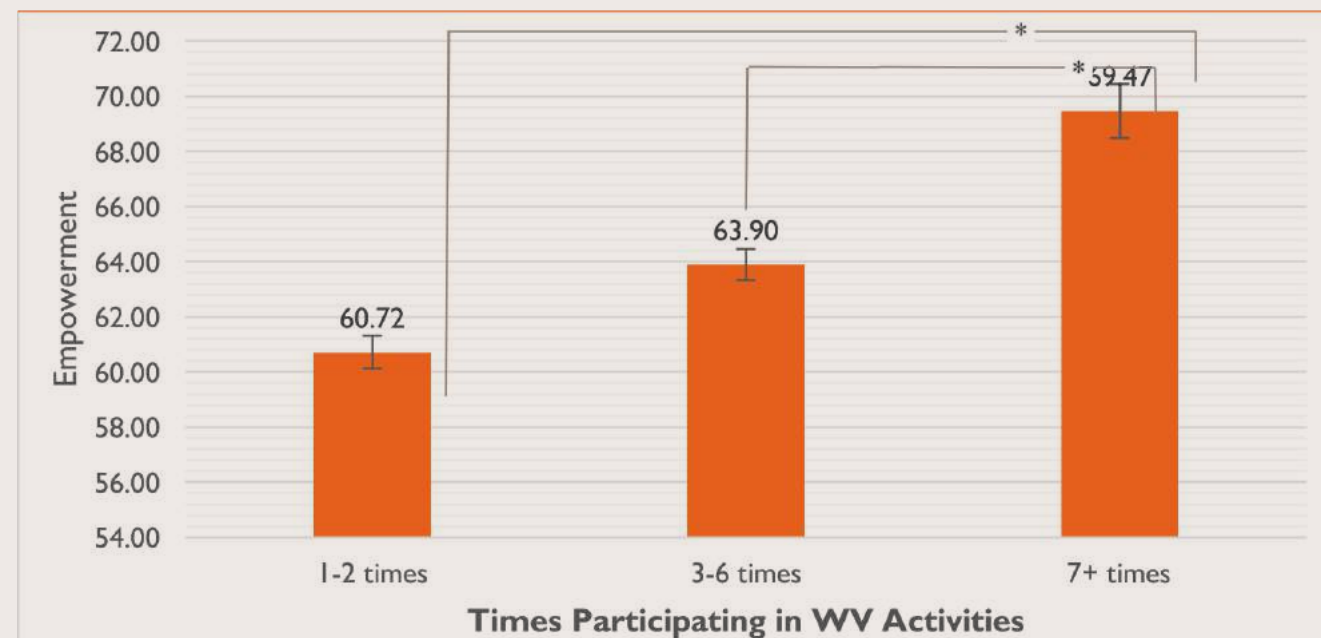


Figure 3: Mean Empowerment<sup>6</sup> Values as Reported by Children in FY 15

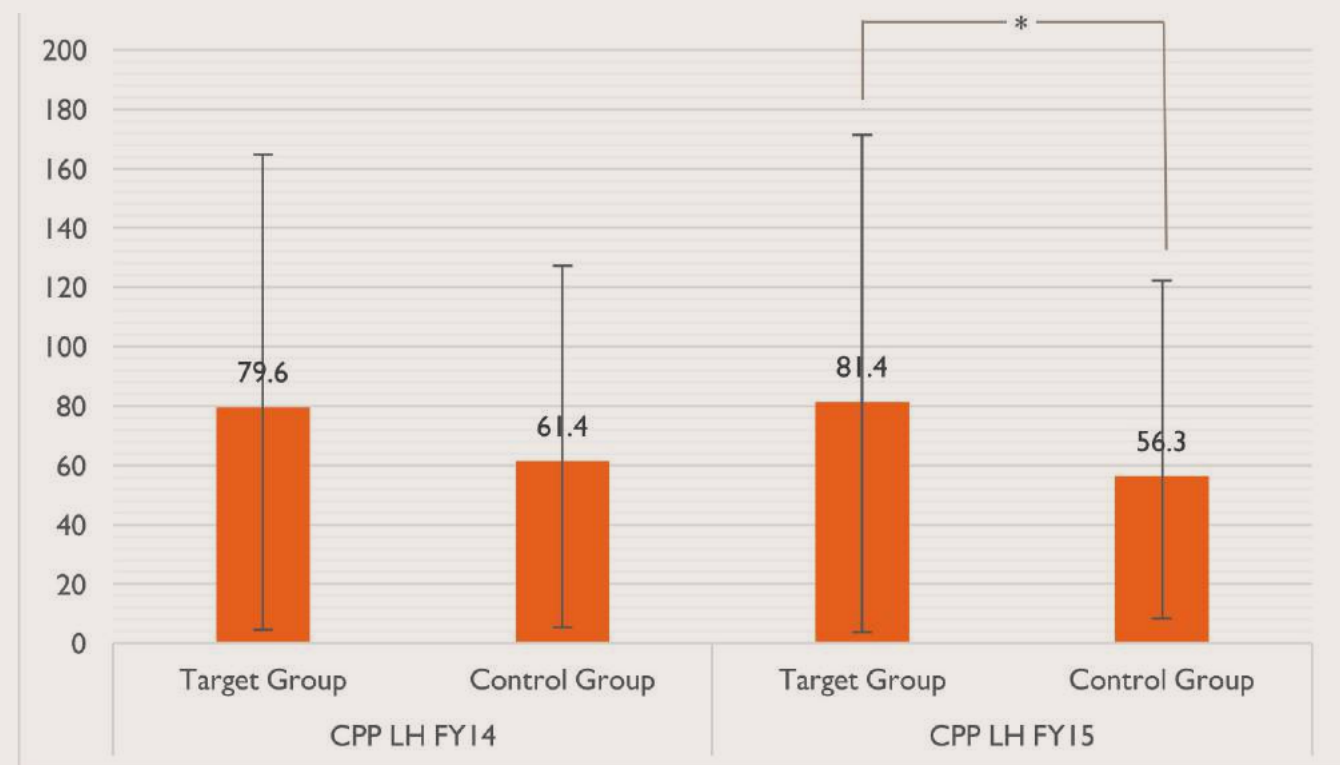


Figure 4: Percent Children Reporting Readiness for Participation<sup>7</sup>

<sup>5</sup> \* Note:  $p < .000$

<sup>6</sup> For analysis purposes a new empowerment scale was created composed of the following statements:

- I can formulate and express my ideas according to the protection of the children
- I can speak in public for CP issues
- I can plan/project, schedule and implement a plan
- I can handle a child protection difficult situation
- You have discussed with your parents for issues of Child Protection (like violence, abuse, exploitation, neglect)
- Have you discussed with teachers/ employees for Child Protection issues (like violence, abuse, exploitation, neglect)?
- 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)

<sup>7</sup> \*Note: Statistical significance,  $M_{\text{Target}} = 81.4$ ,  $M_{\text{Control}} = 56.3$ ,  $t(204) = 7.097$ ,  $p < .000$ .

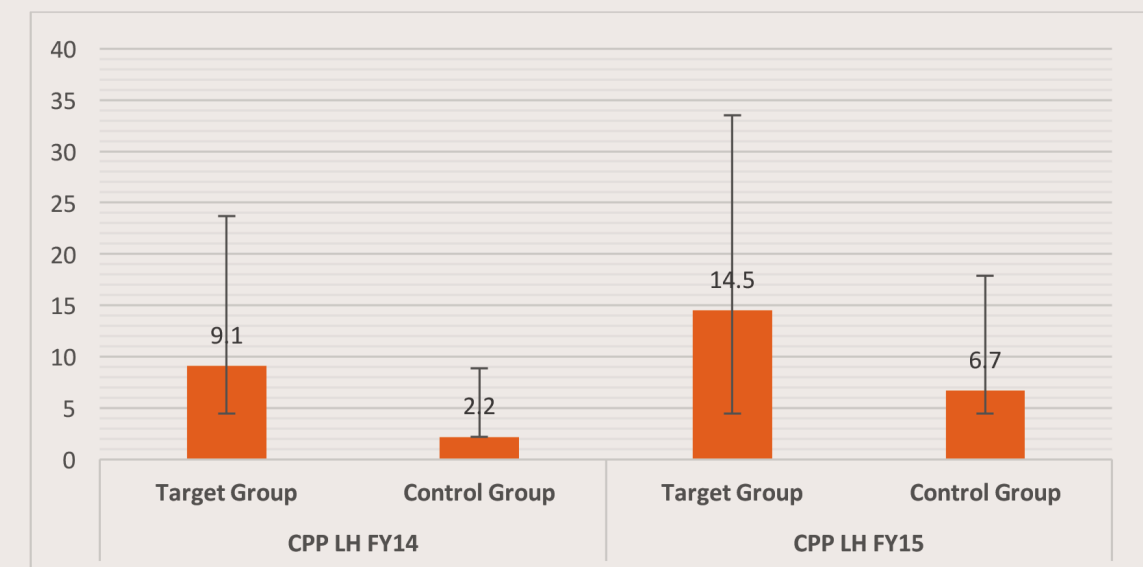


Figure 5: Percent of Children Reporting Taking Action for Child Protection

Summary: Children reported that they feel empowered with 36% of boys aged 8-18 and 44,6% of girls aged 8-18 reporting high level of empowerment. There is a statistical significant differences between boys and girls in the perceived level of empowerment (for more details please refer to Annex 3). Following the results presented (figure 3) children participating in WV activities report higher level of empowerment. The CP R&R re-measurement in 2015 showed slightly higher percentages of children reporting taking action for on CP issues, but these differences were not statistically significant compared to 2014 and still remained fairly low. However, there are statistically significant differences between control group and target group on readiness to participate component.

#### Indicator 4: Proportion of Youth that Know of the Presence and Services and Mechanisms to Receive and Respond to Reports of Abuse, Neglect, Exploitation and Violence against Children

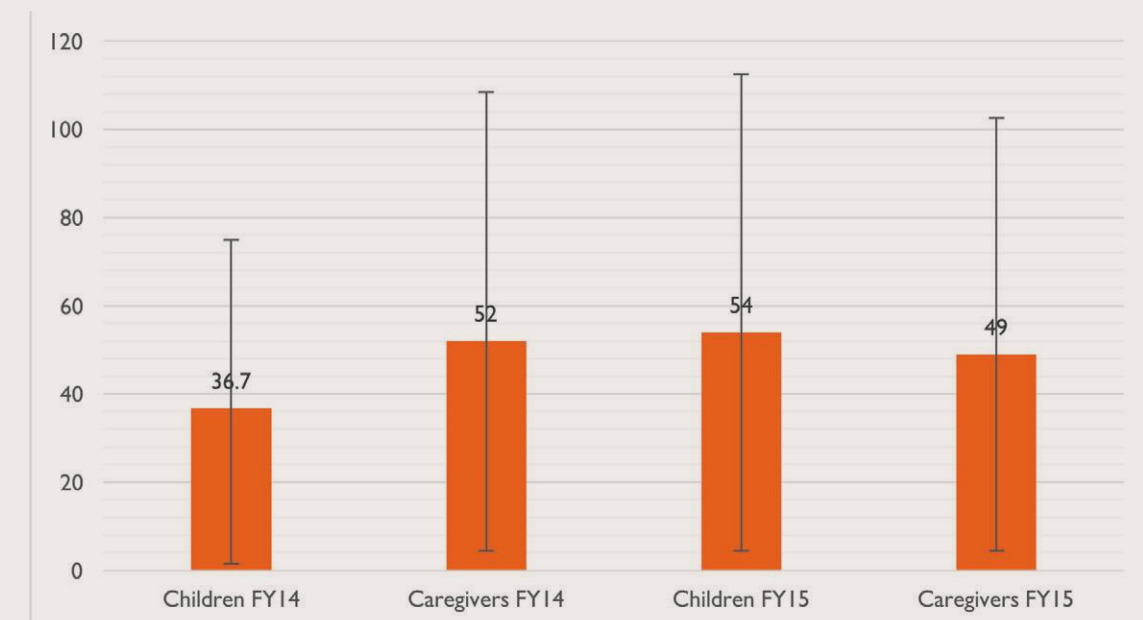
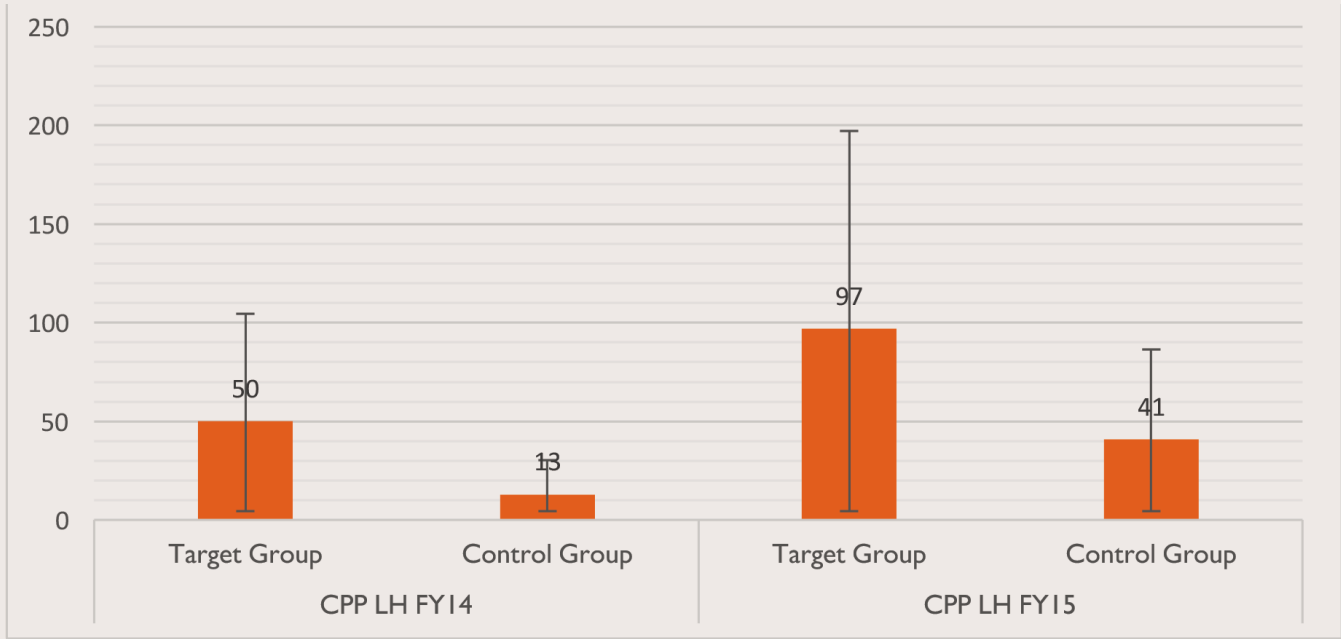


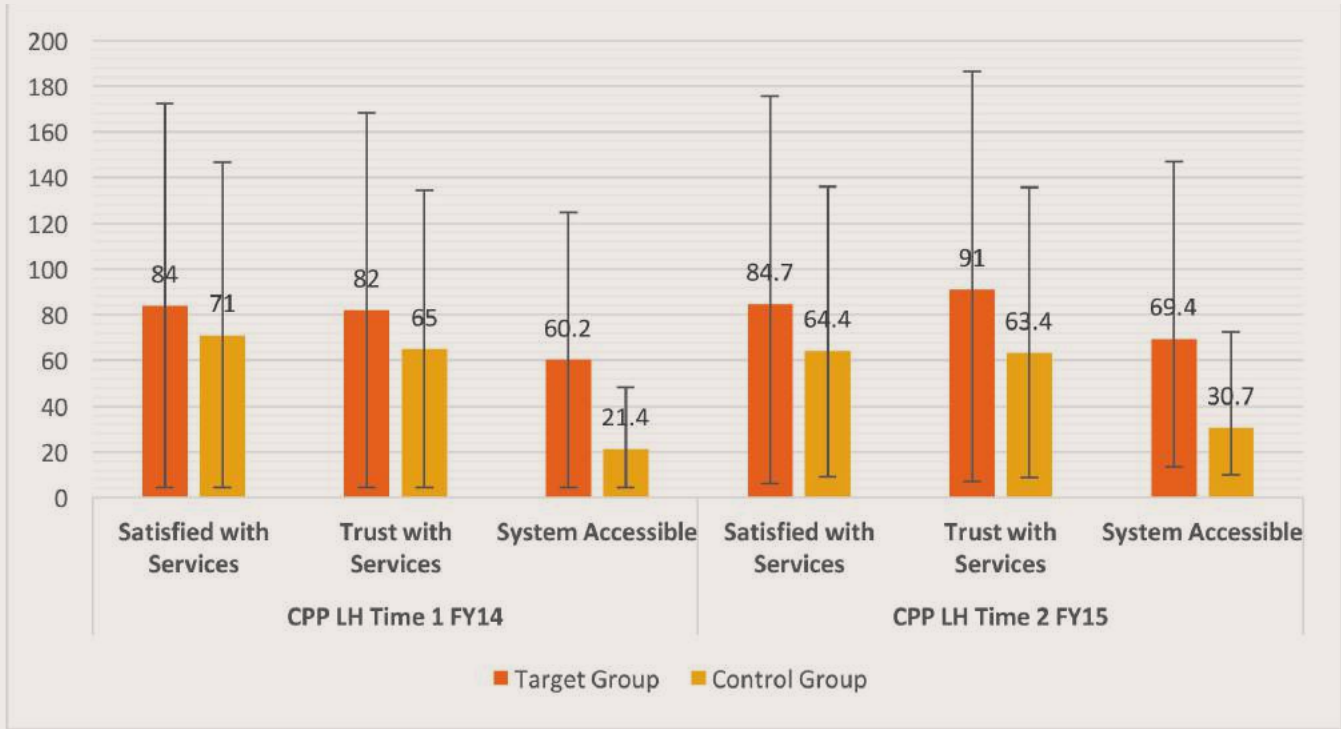
Figure 6: Percent Children and Caregivers Reporting Knowledge of Child Protection Mechanisms



**Figure 7: Percent of Children and Caregivers Reporting Knowledge of Child Protection Mechanisms in CPP LH Measurements**

**Summary:** Children show increased knowledge of child protection systems and mechanisms in all areas surveyed. The most significant increase is found with those children participating directly in WV programme in Lezha and Dibra AP's. Targeted children showed almost double the percentage reporting knowledge of child protection compared to those children with whom WV did not work – both in the pilot areas as well as in the larger national context.

**Indicator 5: Increased Access to Quality Child Protection Services**



**Figure 8: Percent Willing to Report a Child Protection Issue**

**Summary:** Overall, respondents reported high level of satisfaction with CP services, although the lower scores are observed in the “level of access” to such services, compared to “satisfaction” and “trust” to CP services. Willingness of children to report CP related cases of abuse, neglect and exploitation is reported higher this FY compared with FY14. Compared to FY14, the general knowledge of and satisfaction with the child protection system has increased markedly. This effect is even higher with those children who directly participated in WV programme.

**Analysis**

Children perceive low level of violence in their lives just as they did in FY14. These results may suggest that the changes we are expecting, which relates to individual behavioural changes, require more than 1-2 years of implementation before significant effects can be obtained. Nevertheless, it is noticed that finding on perceptions of children that have participated in WV's activities' are statistically different from those findings of children who do not directly participate in WV activities. Children with whom WV has been directly working during FY15, report higher levels of empowerment, CP related skills, stronger connection with caregivers, and lower levels of violence suggesting that WV's direct programming approaches with children do have significant effects on the lives of children. Children with whom WV works also have greater involvement in decision making processes. The CP program models implemented with children and community have provided significant contribution to impact. The program has equipped children and caregivers with knowledge on child protection system and skills to respond to child abuse. Children participating in the program are more actively involved in decision-making processes for issues affecting their lives.

Of some concern, even though violence levels tend to be low, there are about 5% of the children with whom WV works that are reporting high levels of persistent and pervasive violence. This may suggest the importance of a more fine-tuned case management approach – either through referrals or direct intervention – with a specific population of children.

Children report higher level of knowledge of CP services and mechanisms and high levels of satisfaction and trust with the systems. However, they do report very low levels of accessing such services, by taking actions to report CP related cases. This may suggest that it is necessary not only to share knowledge regarding systems and structures, of CP the mechanisms, but intentionally involve directly with children as the programme is currently doing.

In terms of technical measurements, in this fiscal year, WVA&K integrated the same questions related to child protection systems and knowledge on all instruments applied (Child Sponsorship Survey, Caregiver Survey and Youth Healthy Behaviour Survey). The sample size and sampling strategy were different between the different populations and it may help future comparisons between the instruments if the sampling approaches were aligned.



Sustainability

Important factors supporting the sustainability of these changes are *social accountability* and *transformed relationships*.

In terms of child protection, sustainability of changes related mostly to fostering social accountability through *local and national level partnering*. As part of the widespread Ministry reform process, WVA&K presented 7 Policy Change recommendations to key decision makers, that came as a result of direct involvement of children in analysing findings of WV study on ‘child safety online’. On local level, Child Protection interventions focused more on strengthening the local CP system by supporting 15 CPUs- and 10 multidisciplinary groups, empowering and building their capacities through training, coaching and organizing multi-agency roundtables, thus ensuring the sustainability of gains. Additionally, the Child

Protection program has made efforts in enabling communities to stand up against child rights violations and abuse; enabling them to create space for child protection and monitor the work of Local Government in this area. The *transformed relationships* seen among children and caregivers with whom WV has worked under CP programming provide an ongoing support and connection to the larger Child Protection System. During FY15 in this regard, 32 groups of parents from the most vulnerable families (245 men and 549 women) from all APs, participated in 79 capacity building events in order to raise their awareness and improve their capacities on: positive parenting, children protection and participation and rearing practices. However, since the program is primarily targeting the most vulnerable and the reorganization of the local government units led to a number of implications, both in terms of structure and functions it’s therefore too to discuss about lasting results at outcome level.

Key Learnings

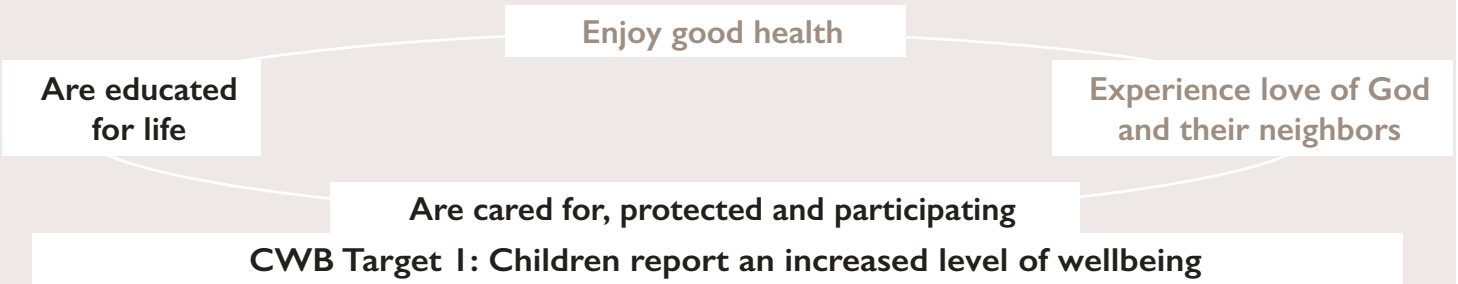
- 1. The approach of child participation through CP R&R model is effective and brings significant impact to the life of children and communities.
- 2. The number of children reporting high levels of violence (5%) need to be provided with special attention and care.
- 3. It takes the full lifecycle of the program for the change of attitudes and behaviour to occur.

Recommendations

The findings on CP program suggest the need to adjust the implementation approaches for FY 16 through:

- 1. Intentionally engage more in direct work with children, because this seems to lead to improvement reported by them. Working through local collaborators, may help in reaching more children and directly engage with them.
- 2. An intentional and targeted intervention towards severe cases of violence and abuse (5%) of children through engaging with partners at the national and local level. The intervention would require undertaking and supporting holistic case management.
- 3. Engaging in a national and local level child protection campaign to increase awareness of children, youth and communities on child abuse and violence and to advocate for effective local CP mechanism.

STRATEGIC OBJECTIVE 2:  
CHILDREN BETWEEN 3-16 YEARS OLD,  
ESPECIALLY THE MOST VULNERABLE,  
ACCESS QUALITY EDUCATION AND ARE  
ACTIVE LEARNERS



| Technical Programme Outputs  | Technical Programme Outcomes   | Strategic Objective 2 Outcomes   | Child Well Being Outcome  |
|--|--|--|---|
| Teachers are aware of inclusive practices.   | Kindergarten/school leadership, teacher and children promote practices and culture of inclusion in preschool and compulsory level.   | Increased learning outcomes for children from 3-16 with special focus on inclusive education of children with disabilities.        |   |
| Kindergarten/school leadership (principals, deputy principals and school boards), parents and community are able to support the inclusive culture and practices. |  |  |   |
| Student governments enhance knowledge for promoting inclusion  | Local school structures (School Board, Student Government, and Parent Council) take an active role in advocating for improving issues of access to schooling, DRR or infrastructure with focus on inclusion. | School Structures promote active citizenship in schools, enhancing resilience of structures and essential life skills of children. | Children are cared for, protected, and actively participate in decisions that affect their lives. |
| School structures undertake initiatives for supporting inclusion of the most vulnerable children   |  |  |   |
| School community and structures learn resilience skills.   | Evidence-based advocacy at the local and national level to promote policy implementation with regard to the access and quality of education for the most vulnerable.   |  | Children are educated for life.   |
| Network established of school structures at regional level for sharing learning and best inclusive practices.  |  |  |   |
| Policy implementation of School as a Community Centre/ child-friendly schools with special focus on inclusion is influenced at the local and national level.     |  |  |   |

INDICATORS

Strategic Objective 2 Indicators

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

Logic Chain of Problems Addressed

Key factors related to children’s education issues include poor education infrastructure, a lack of teaching capacity, lack of monitoring and accountability structures, the stigma of the Most Vulnerable in the education system, and low parent interest in engaging in school life. In particular, children with disability (CWD) have limited access to mainstream education – especially in rural environments. In the 2014/2015 National Strategy, the strategic objective 2 is addressed through two main approaches – the Inclusive Education model and the Child-Friendly School Model:

- Grassroots approaches targeting enhancing teacher capacity on inclusive education methodologies.
- Systems approach targeting school structures – particularly school boards and student governments – to strengthen capacity for promoting Child-Friendly School Model.

Contribution to SDGs:

Strategic Objective 2 is linked to SDG 4 - Quality Education

Resources

|                            |  |
|----------------------------|--|
| #Area Programs or Projects | 10 Area Programs Implementing Child Protection Technical Programme   |
| USD Spent                  | 1,028,813 USD/FY 15  |
| #Technical Staff National  | <u>Nationally:</u> 1 Education Technical Advisor<br><br><u>Zonally:</u> 2 Technical Education Program Coordinators<br><br><u>Area Programme:</u> In four out of nine APs the DF that implements Education TP covers as well the Child Protection TP implementation. In four APs the Education TP is implemented by four DFs (one per AP). In the remaining AP the Education Program is covered by the Head of Sponsorship.   |
| Key Partners               | <ul style="list-style-type: none"><li>• Regional Education Directorates (in 6 APs)</li><li>• Education Offices in 3 APs</li><li>• Municipalities in 9 APs</li><li>• Schools (50 in 9 APs)</li><li>• Mrojtja e te Drejtave te Personave me Aftesi te Kufizuara (MEDPAK)</li></ul> <p>Local NGO</p> <ul style="list-style-type: none"><li>• UNICEF</li><li>• Fire departments</li><li>• Save the Children</li><li>• Ministry of Education and Sports (MoES)</li><li>• Institute for the Development of Education (IDE)</li></ul> |

| Category  | Total   | Adult  |      | Children |         |
|---|---------|--------|------|----------|---------|
|   |         | Female | Male | Girls    | Boys    |
| # Direct Participants (children and adults)           | 1168    | 342    | 206  | 385      | 235     |
| # Direct Beneficiaries (children and adults)          | 15,577  | 1324   |      | 7113     | 7140    |
| # Most Vulnerable Beneficiaries (children and adults) | 3053    | n/a    | n/a  | 3053     |         |
| # Indirect Beneficiaries (children and adults)        | 683,819 | n/a    | n/a  | 328,233  | 355,586 |

Monitoring and Indicator Data

Sources of Data:

1. School as a Community Centre Index (Formerly CFS Index)
2. Sponsorship Survey (3758 Parents & 3726 children)
3. Development Assets Profile (DAP) – Elbasan, Korca, Lezha, Tirana, Dibra, Kurbin, and Librazhd APs (154 Youth 12-16 years of age)
4. Summer Camp Survey (Lifeskills)
5. Education Technical Programme Report

Strategic Objective 2 intends to achieve inclusive education environments for Roma and children with disabilities. Based on 2014 measurements, where teachers demonstrated weaknesses in development Individual Development Plans (IDP), in 2015 the programme emphasized capacity building of teachers regarding IDP. During the FY 15, new indicators were developed for assessing the education TP.

| Outcome  | Key Events   | # Participants/Units | Key Challenges or Learnings |
|----------|--|----------------------|-----------------------------|
| Overview | FY 15 The overall objective of the Education Technical Program was “Children, especially the most vulnerable, access quality education”. The implementation continued in nine out of ten APs. 28 schools in North ZO and 22 Schools in South ZO were involved in the project.<br><br>During FY 15 the education strategic objective was operationalized by intensifying efforts both in local and national level through three main approaches:<br>(i) Supporting education professionals and leadership<br>(ii) Mobilising school structures<br>(iii) Evidence based advocacy with a focus on Inclusion of CwD and CwLD and application of the quality standards of the School as a Community Centre (SCC).<br><br>WVA (September 2015) signed a MoU with IDE under the supervision of the MoES to create an interactive School Management Portal. This portal is a first in Albania and will be piloted in 2016. 220 schools (out of which 50 are schools that WVA is working directly with) are already implementing the School as Community Centre Model and the portal will allow them to self-assess in the five domains of the SCC <sup>8</sup> . The data will be analysed annually and help build evidence for WVA measuring the goal level indicator of the new Education TA/ TP, to identify the progress on a national scale, and to inform initiatives on influencing policies and strategies related to quality of education in Albania. |                      |                             |

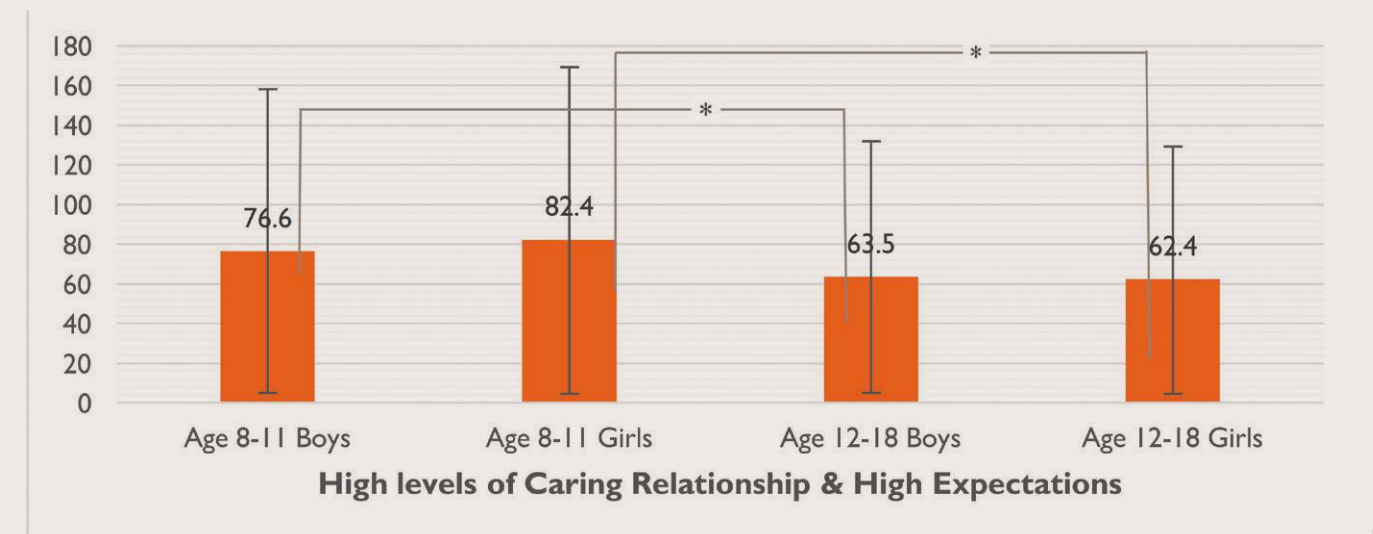
<sup>8</sup> Providing each student with quality education-

- Ensuring the students’ social, emotional, and healthy wellbeing
- Community mobilization for education
- Joint decision-making of school structures
- Inclusiveness and respect for diversity

|  |  |  |  |
|--|--|--|--|
| <i>Outcome 1: Kindergarten/ school leadership, teacher and children promote practices and culture of inclusion in preschool and compulsory level.</i>  | Building capacities of education specialists/ stakeholders in promoting inclusive education classes<br><br>Engage children, community and multi-disciplinary groups in schools and RED office to ensure attitudes and policies in schools reflect elements of respecting diversity and inclusion.  | 50 Schools in nine APs<br><br>689 teachers in South have been trained<br><br>69 Individual Development Plans (IDP) supporting CwD and CwLD<br><br>60 initiatives with focus enhancing inclusiveness in schools   | The mind set of teachers, their attitude and behaviours toward disability was a challenge. Prior to capacity building some teachers had already experience with CwD and were doubtful regarding efficiency of education by inclusion of CwD in mainstream education. |
| <i>Outcome 2: Local school structures (School Board, Student Government, Parent Council) take an active role in advocating for improving issues of access to schooling, DRR or infrastructure with focus on inclusion.</i> | Capacity building events for SS on the following topics:<br>1. Role and mandate of the SGs<br>2. Disaster Risk Reduction (DRR)<br>3. School as a Community Centre<br>4. Debate clubs<br>5. Project proposal writing<br>6. Public Speaking<br>7. Citizen Voice in Action (CVA)<br><br>Outreach activities of SS<br><br>Implementation of initiatives for supporting inclusion of the MVC  | 48 School Governments & 50 School Boards<br><br>1. SS in 9 Aps<br>2. SS in 9 Aps<br>3. SS in 7 Aps<br>4. SS in 6 Aps<br>5. SS in 3 Aps<br>6. SS in 1 AP<br>7. SS in 3 APs<br>Each of the SGs has organize three outreach activities in their school (i) to share role and mandate of SG;<br>(ii) to share concept of School as Community Center;<br>(iii) Debate Clubs for phenomena's that affect children everyday life.<br><br>64 initiatives promoting life skills, the domains of the SCC, improve school conditions and quality. | Due to the territorial reform many of the Local Units changed structure, thus making the Local Government support to SS initiatives less active. Community and stakeholders have been proactively engaging in initiatives.   |
| <i>Outcome 3: Evidence-based advocacy at the local and national level to promote policy implementation with regard to the access and quality of education for the most vulnerable.</i>                                     | (i) The manual on inclusive education "I am among you, equal, different" has been published at the MoES webpage as the only manual in Albania related to inclusive Education and started used by teachers.<br>(ii) Improve quality of Education Standards (School as Community Centre Model)<br>13 recommendations (based on reflections, teachers' feedback, feedback from AP's, forums of SGs etc.) were provided to the MoES to improve legal guidelines of the education system to accommodate the SCC model.<br><br>MoU was signed with IDE under the supervision of the MoES to develop for the first time in Albania an interactive school management Portal<br><br>4 recommendations provided to the draft strategy on Pre-university Education Development 2014-2020 quite recently endorsed by MoES. | Local and regional level network built<br><br><br><br><br><br><br><br><br><br>The recommendations were reflected in the guidelines for the beginning of the academic year 2015- 2016.  |  |

**Indicator 2: Children (including the vulnerable) Report Increased School Contexts Assets**

Data on school contexts was extracted from YHBS with children<sup>9</sup> and Development Assets Profile Survey. Figure 9 shows the percentage of surveyed children disaggregated by age and gender. The scoring ranges from 0-100 and a considerable percentage of children have rated their schools positively in these dimensions.



**Figure 9: Percent of boys and girls that report high levels of caring relationship & high expectations<sup>11</sup>**

**Table 4: Disaggregated DAP scores for Selected Dimensions for Education<sup>12</sup>**

| Source                                     | Gender        | Schools Contexts Assets |                     |                     |
|--|---------------|-------------------------|---------------------|---------------------|
|  |               | Empowerment             | Time Use            | Learning Commitment |
| <b>2014 National Baseline Mean (N=329)</b> | <b>Male</b>   | 2,39<br>(2.28-2.50)     | 1,99<br>(1.90-2.08) | 2,07<br>(1.97-2.16) |
|  | <b>Female</b> | 2,2<br>(2.10-2.30)      | 2,03<br>(1.94-2.12) | 2,52<br>(2.41-2.63) |
| <b>CWBR 2014 (N=292)</b>                   | <b>Male</b>   | 2,16<br>(2.06-2.26)     | 2,12<br>(2.02-2.22) | 2,16<br>(2.06-2.26) |
|  | <b>Female</b> | 2,24<br>(2.14-2.34)     | 2,16<br>(2.06-2.26) | 2,52<br>(2.41-2.63) |
| <b>CWBR 2015 (N=154)</b>                   | <b>Male</b>   | 2,51<br>(2.48-2.54)     | 2,22<br>(2.19-2.25) | 2,39<br>(2.36-2.42) |
|  | <b>Female</b> | 2,60<br>(2.57-2.63)     | 2,15<br>(2.12-2.18) | 2,58<br>(2.55-2.61) |

<sup>9</sup> In order to provide data on school contexts assets, a new variable on caring relationship & high expectation was created, including 3 questions (1. My parents help me with school home-works and lessons; 2. I take better grades in school, than a year ago & 3. My parents help me more with school lessons, than a year ago).

<sup>10</sup> \*Note: p < .000

<sup>11</sup> This indicator was introduced for the first time in FY 15, there are no comparable data in FY 14.

<sup>12</sup> Confidence Intervals are presented in Parentheses.



**Summary:** Results show high rating on school context assets, for boys and girls. Younger children were more positive on their rating and t-Test analyses shows significant differences between groups ( $M_{\text{Age 8-11}} = 73.38$ ,  $M_{\text{Age 12-18}} = 64.93$ ;  $t(3616) = 10.899$ ,  $p < .000$ ). This fact could be attributed to the growth process, where younger children tend to have high expectations for school and perceive more connection with parents related to school achievements.

The analysis also showed that the more children participated in WV activities, the higher they rated in the school context. ANOVA analysis showed a significant difference between children that participated WV activities more than seven times with those who that participated up to two times (a detailed analysis is provided in Annex 4). This finding suggests that working directly with children affects their attitudes toward inclusive education (minorities and children with disabilities).

DAP measurements show that children perceive themselves developing relatively well in terms of all three dimensions (empowerment, time use and learning commitment). Empowerment is rated as “excellent” according to the DAP score and the other two dimensions are rated as good. Although DAP scores do show some increase since 2014, this increase is not statistically significant. In terms of gender disaggregation, there is a statistically significant difference between boys and girls on commitment to learning. Girls report higher empowerment and are more committed to learning.

### Indicator 3: Increased adequacy and quality of schools according to Child-Friendly School Standards

Measurements regarding SCC were carried out using School Management Portal, where 50 schools performed a self-assessment based on the child-friendly school standards. Unlike FY 2014, where the voice of students was collected separately, this year rating used a participatory process where all actors scored together the standards for their school. Also, the scale of rating was from 1 to 10, different from FY14. Please refer to Annex 4 where you can find displayed the ratings disaggregated by AP. In order to provide comparable data between FY14 and FY15 for SCC Standards, Percent of maximum Possible (POMP) Score<sup>13</sup>, as a standardisation way of scores was used. Using this method, range of values was from 0 to 100.

**Table 5: Comparison of CFSS from FY 2014 to FY 2015**

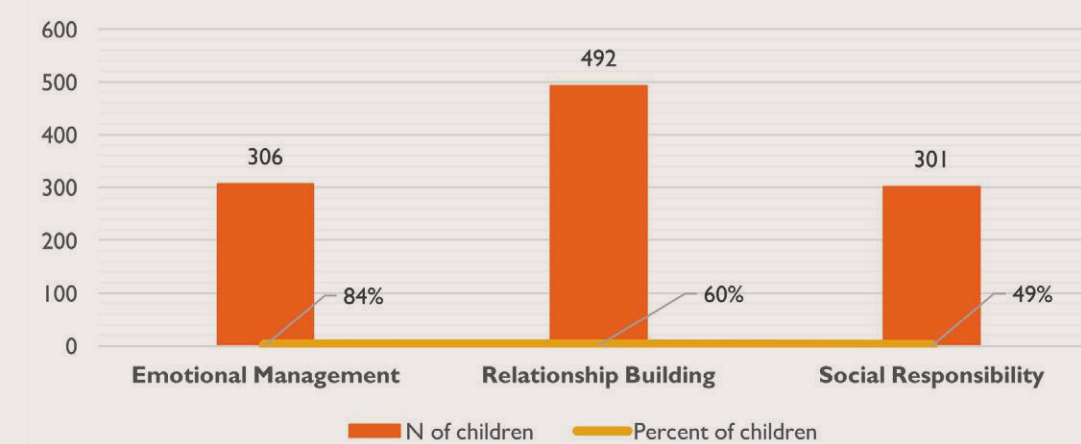
| CSS Standards |                            | N  | M     | SD     | t      | df | Sig. (2-tailed) | r*   |
|---------------|----------------------------|----|-------|--------|--------|----|-----------------|------|
| Pair 1        | Inclusiveness FY14         | 19 | 52.76 | 18.063 | -4.646 | 18 | .000            | 0.54 |
|               | Inclusiveness FY15         | 19 | 73.76 | 9.632  |        |    |                 |      |
| Pair 2        | Quality of Teaching FY14   | 18 | 57.45 | 18.445 | -4.109 | 17 | .001            | 0.49 |
|               | Quality of Teaching FY15   | 18 | 78.60 | 9.886  |        |    |                 |      |
| Pair 3        | Student participation FY14 | 19 | 56.97 | 17.261 | -3.511 | 18 | .002            | 0.40 |
|               | Student participation FY15 | 19 | 77.68 | 14.042 |        |    |                 |      |
| Pair 4        | Disaster preparedness FY14 | 19 | 14.80 | 20.005 | -8.740 | 18 | .000            | 0.80 |
|               | Disaster preparedness FY15 | 19 | 56.43 | 16.999 |        |    |                 |      |

<sup>13</sup> Fischer, R. & Milfont, T. L., (2010). Standardization in Psychological Research. International Journal of Psychological Research. 3 (1), 88-96.

**Summary:** Results present a significant increase of standards from FY14 to FY15. However, methodological issues need to be considered as using two different scales raises some dilemmas. Assessments of standards by schools themselves may have influenced their scoring, resulting in an overestimation of their potential and a separate student assessment was not conducted resulting in their voice being under represented. The SCC Portal being a new interactive self-assessment tool and managed by a group composed of teachers, children parents was a new perspective in the Education system in Albania which still lacks a strong authoritative voice of parents and children in school management.

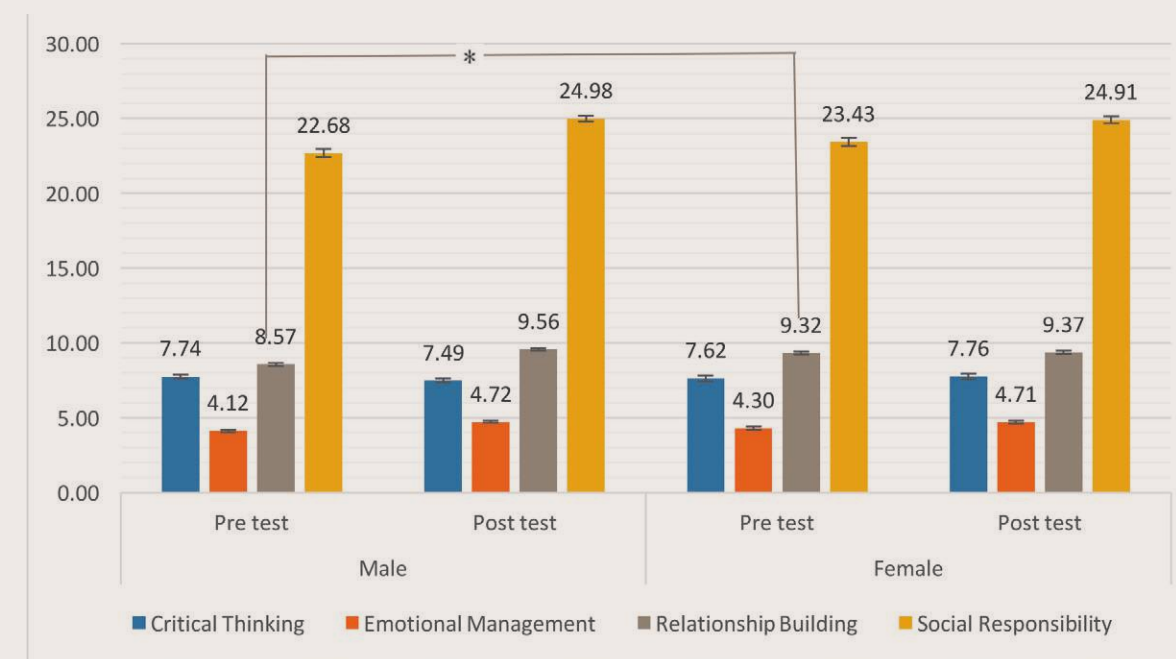
### Indicator 4: Proportion of children who develop and demonstrate the application of essential life skills

Life skills measurements, under fulfilment of Education Objectives, on Summer Camp Programme were analysed and presented for this indicator. For more details you can find detailed analysis table in Annex 4.



**Figure 10: Summer Camp analysis on Life Skills Dimensions**

**Summary:** Summer camps were intended to convey some essential life skills to children and Pre and post-test methods were used to track the change. Statistical analyses with Paired Sample Test showed statistically significant change (presented in Table 14,  $p < .000$ ) in Emotional Management, Social Responsibility, and Relationship Building. In regards to mean scores these changes are small. For more details you can find detailed analysis table in Annex 4.



**Figure 11: Gender differences in Life Skills before and after participating in Summer Camp**

**Summary:** Results showed statistically significant difference between girls and boys in pre-tests. Girls tend to start with higher life skills and they end with higher life skills scores than boys on all dimensions. This finding goes in accordance with results above where girls had a higher rating level than boys, as thus suggests a tendency of girls to thrive in certain areas. This may be a result of girls attempting to challenge cultural predisposition that generally favors boys. (Please refer to Annex 4 for detailed data on gender differences in p values)

Analysis

Child-friendly school ratings increased significantly from 2014 with marked gains on all four dimensions but particular high gains in disaster preparedness. There was no discernible pattern among area programmes with significant variations in ratings and consistency from year to year. However, all area programmes reported positive gains in comparison to FY 2014 on all four CFS dimensions.

Life skills among children are improved as shown by both the DAP measurements and the summer camp assessments. However, although the gains are positive, there is relatively little statistically significant differences between 2014 and 2015 on DAP. Girls, in general, scored better in life skills and commitment to learning than boys did. More focus on targeting boys and boy engagement in schools may have a positive effect.

The results of this analysis on indicators 2, 3, 4 show that children rate the school assets positively regarding caring relationships and high expectations.

Sustainability

The sustainability of gains in the Education TP is largely through (i) enabling teachers to offer quality and inclusive education (ii) strengthening of school structures, (iii) coordinating efforts with MoES and local education structures toward quality education for sustainable results.

Important factors supporting the sustainability of these changes are local ownership, social accountability and partnering. Throughout FY15 the programme at local level has progressed in strengthening school structures and building relationships with education practitioners. At the national level efforts have progressed with the MoES in signing a MoU for piloting the new Portal which will provide data evidences with regards to the standards of the School as a Community Centre. The initiatives toward improvement standards of the SCC undertaken from the school structures have contributed toward building ownership of the community members in relation to (i) what they are entitled as by law and who is responsible to provide for them as well as community contribution for quality education for children (ii) holding duty bearers accountable through the application of the elements of the CVA model (iii) contribute directly through community mobilization in improving standards of the school. In regard to transformed relationships the first successes of addressing stigma and discrimination towards children's potential and identity in the communities are (i) election of a child from the Egyptian Community as President of the SG structure (ii) and inclusiveness of the CwD both in outreach activities and summer camps.

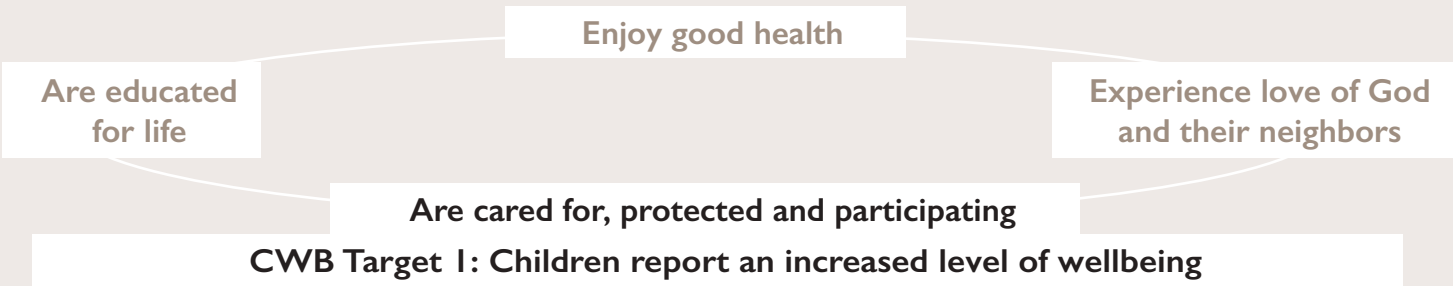
Key Learning

- 1. Closely collaborate with schools for a better process in rating SCC standards through the Portal, ensuring wider participation of actors, with child voice in attention and less methodological issues.
- 2. Boys' commitment to learning and life skills are elements to incorporate into future programming
- 3. While children overall demonstrate relatively good life skills, effective use of time is still a point of attention for the Education Program.

Recommendations

- 1. Consider inclusive education interventions, prioritizing boys' attendance and minority integration into education, in addition to the focus on Children with Disabilities.
- 2. Consider supporting more intentionally actions plans and activities of Student's Governments in the framework of School as Community Centre, activities which relate to effective time use as a key component.

STRATEGIC OBJECTIVE 3:  
YOUTH ARE AGENTS OF CHANGE THAT  
CONTRIBUTE ACTIVELY IN SOCIAL AND  
ECONOMIC LIFE AND ADVOCATE FOR THE  
MOST VULNERABLE



| Technical Programme Outputs   | Technical Programme Outcomes  | Strategic Objective I Outcomes  | Child Well Being Outcome   |
|---|---|---|--|
| Youth have essentials Life Skills   | Youth organize themselves for social change at Local and National Level   | Young children care for others and the environment and have hope for the future.  | Children are cared for, protected, and actively participate in decisions that affect their lives |
| Youth Groups are established and functioning.   |   |   |  |
| Youth are involved in environmental improvements in their community and take care of the most vulnerable                |   |   |  |
| Youth Groups undertake outreach activities to improve their community.  | Youth groups are able to engage with stakeholders in activities for outreach and advocacy at the local, national and international level on Child Rights and Wellbeing. | Children and Youth are able to organize themselves effectively and contribute to social change at local and national levels |  |
| Youth Groups are engaged in local and national level advocacy   |   |   |  |
| Young leaders contribute to International level Advocacy on Child Rights and Wellbeing                                  |   |   |  |
| SKYE Clubs establishment and operation supported  | Increased opportunities for economic empowerment of youth   | Increased opportunity for economic empowerment of youth   |  |
| Youth have competencies in the areas of leadership and active citizenship   |   |   |  |
| Youth have knowledge and skills that increase their competitiveness in the labour market and can run their own business |   |   |  |

## INDICATORS

### Strategic Objective 3 Indicators

|    |  |
|----|--|
| 1) | Boys and girls have positive values  |
| 1) | Male and female youth report developing strengthened positive identity   |
| 3) | Male and female youth (12 – 24 years) have access to livelihood programming or other opportunities to develop entrepreneurial skills |

### Logic chain of problems addressed

In Albania, the lives of young people are severely affected by the lack of employment opportunities, few prospects for meaningful engagement in decision making and a limited sense of belonging or connectedness to their communities. The Youth Technical Programme emphasizes four components to address this:

1. Build foundation for youth personal development
2. Support youth to organize themselves into local groups
3. Mobilize youth groups to carry out outreach and advocacy initiatives
4. Youth Readiness for economic opportunities

### Contribution to SDGs:

There are links to the [SDG 4 - Quality Education](#) & [SDG 8 - Decent Work and Economic Growth](#)

## Resources

|                             |   |
|-----------------------------|---|
| # Area Programs or Projects | 7 Area Programs   |
| USD Spent                   | 979,652 USD   |
| # Technical Staff National  | Nationally: 2 (One Youth Technical Advisor and One Economic Development Advisor)<br>Zonally: 2 Youth Technical Program Coordinators<br>Area Programme: 2 Development Facilitators (DFs) full time, implementing only the Youth TP (Dibra AP and Elbasan AP)<br><i>*5 DFs implementing Youth TP and one or more TPs in Kurbin, Tirana, Librazhd, Korca, Vlora)</i> |
| Key Partners                | <ul style="list-style-type: none"> <li>• Ministry of Social Welfare and Youth</li> <li>• Torchbearers</li> <li>• Kennedy Foundation</li> <li>• Don Bosco</li> </ul>   |

### Number of Children Impacted by Youth Programming in FY 15

| Category  | Total | Adult  |      | Children |      |
|---|-------|--------|------|----------|------|
|   |       | Female | Male | Girls    | Boys |
| # Direct Participants (children and adults)           | 539   | 16     | 17   | 257      | 249  |
| # Direct Beneficiaries (children and adults)          | 5338  | n/a    | n/a  | n/a      | n/a  |
| # Most Vulnerable Beneficiaries (children and adults) | 122   | n/a    | n/a  | n/a      | n/a  |
| # Indirect Beneficiaries (children and adults)        | 24461 | n/a    | n/a  | n/a      | n/a  |

## Achievements – Monitoring and Indicator Data

Sources of Data:

1. Youth Technical Programme Report FY2015
2. Area Programmes Youth Annual Reports FY2015
3. Development Assets Profile (DAP) Survey – Elbasan 1, Elbasan 2, Korca, Dibra, Vlora, Librazhd, Kurbin, Tirana APs

### Table 6: Monitoring Summary of Education Technical Programme

| Outcome  | Key Events   | # Participants/Units   | Key Challenges or Learnings   |
|--|--|--|---|
| Overview   | During FY15 there has been a significant progress towards reaching the goal of the Youth Program: Youth are agents of change that contribute actively in social and economic life and advocate for the most vulnerable. Throughout this reporting period, implementation focused on building a sustainable framework for youth program implementation at the National Level and at the AP level, as a new program for WV Albania. At the national level the efforts were allocated in strengthening the National Youth Service and opening the first youth centre in Albania as part of the agreement with the Ministry of Social Welfare and Youth (MSWY) signed last year. At the AP level, WV continued piloting the Youth Economic Empowerment component through the "SKYE Clubs Programme implementation. |  |   |
| Outcome 1: Youth organize themselves for social change at Local and National Level | <p>Establishing Youth Groups and strengthening Life Skills</p> <p>Training in DRR practices for community</p>  | <p><b>31</b> Youth Groups established in 7 Area programmes (10 youth groups in the North APs and 21 youth groups in the South APs)</p> <p>100 capacity building sessions on Life Skills, focusing mainly on two out of five core competences: Communications and Social Responsibility.</p> <p>In Dibra AP, 24 children (boys and girls) aged 12–24 were involved in environmental training.</p> <p>In Librazhd AP, 62 f children (boys and girls) aged 12–24 were involved in environmental conservation or training.</p> | <u>Learning:</u> Youth are eager to organize themselves but need direction once organized |

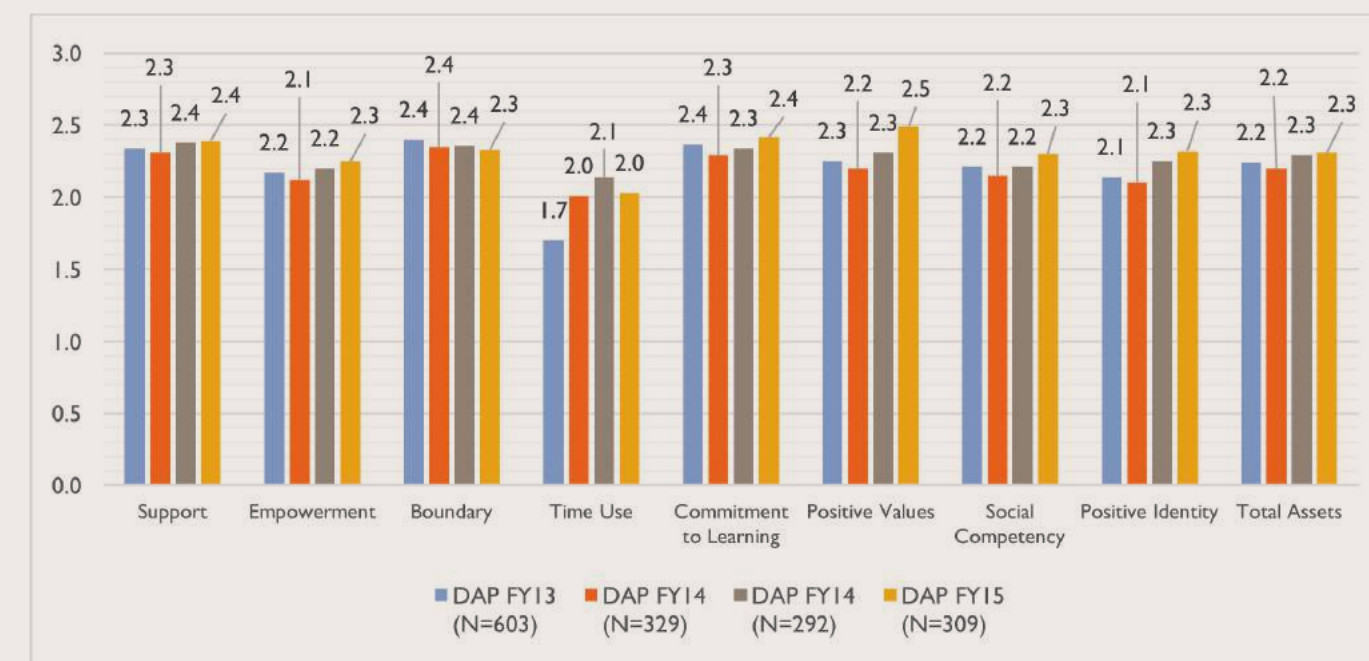


|  |   |   |  |
|--|---|---|--|
| Outcome 2: Youth groups are able to engage with stakeholders in activities for outreach and advocacy | Training sessions on advocacy                     | <p><b>27</b> Capacity Building on Advocacy and a total of 7 advocacy initiatives (1 Librazhd, 2 Tirana, 2 Diber and 2 Kurbin) undertaken</p> <p>11 youth from 3 APs youth trained on International advocac</p>  | <p><b>Learning:</b> A key factor for success is ensuring that all stakeholders have a common understanding of the purpose of youth engagement in advocacy and outreach</p> <p><b>Learning:</b> Personal support is important for sustainability of youth mobilization</p>                              |
| Outcome 3: Increase opportunity for economic empowerment of youth                                    | Implementing SKYE Club model for youth ages 18-24 | <p>2 Area Programmes Implemented (Korca, Dibra) targeting 150 youth through 10 clubs in the two Aps</p> <p>For Korca AP - This fiscal year started off initially with the establishment of 6 SKYE Clubs. Of these 6 Clubs, 5 SKYE Clubs were initiated in urban areas and one in a rural area. To date, 4 of these SKYE Clubs remain active, but only 3 are currently operating: 1 rural and 2 urban.</p> <p>Dibra AP - 4 SKYE Club operational and registered.</p> | <p>High eagerness among youth in building economic empowerment capacity but the larger social and economic conditions of the country may be a more significant factor in youth employment than youth capacity</p> <p><b>Challenge:</b> High number of youth migrating to European Union countries.</p> |

**Indicator 1: Boys and Girls have Positive Values****Indicator 2: Male and Female Youth Report Strengthened Positive Identity****Table 7: DAP Scores by Dimension<sup>14</sup>**

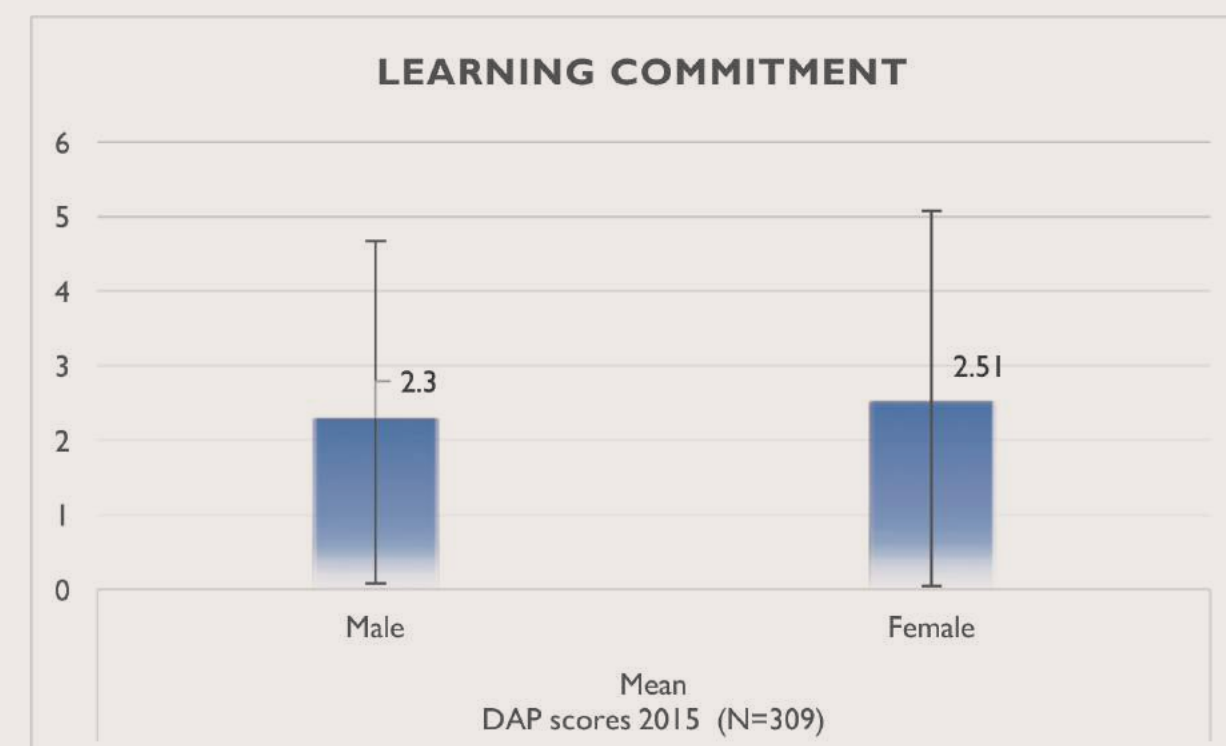
|                        | 2013 Mean<br>(N=603) | 2014 National<br>Baseline Mean<br>(N=329) | CWBR 2014<br>(N=292) | CWBR 2015<br>(N=309) |
|------------------------|----------------------|---|----------------------|----------------------|
| SUPPORT                | 2,34                 | 2,31                                      | 2,38                 | 2,39                 |
| EMPOWERMENT            | 2,17                 | 2,12                                      | 2,20                 | 2,25                 |
| BOUNDARY               | 2,40                 | 2,35                                      | 2,36                 | 2,33                 |
| TIME USE               | 1,70                 | 2,01                                      | 2,14                 | 2,03                 |
| COMMITMENT TO LEARNING | 2,37                 | 2,29                                      | 2,34                 | 2,42                 |
| POSITIVE VALUES        | 2,25                 | 2,20                                      | 2,31                 | 2,49                 |
| SOCIAL COMPETENCY      | 2,21                 | 2,15                                      | 2,21                 | 2,3                  |
| POSITIVE IDENTITY      | 2,14                 | 2,10                                      | 2,25                 | 2,32                 |
| TOTAL ASSETS           | 2,24                 | 2,2                                       | 2,29                 | 2,31                 |

<sup>14</sup> Confidence Intervals for all DAP data are approximately +/- 0.1 points per score. Annex 5 shows DAP scores with confidence intervals calculated.

**Figure 12: DAP scores by dimension**

**Summary:** Findings show that the most experienced asset category is Positive Values (M=2, 49), whereas the least experienced asset category, same as last year is Constructive use of time (M=2, 03).

In terms of gender disaggregation, there was a statistically significant difference between genders on *Commitment to learning dimension*<sup>15</sup>. Data suggests that female participants are more committed towards learning than male participants.

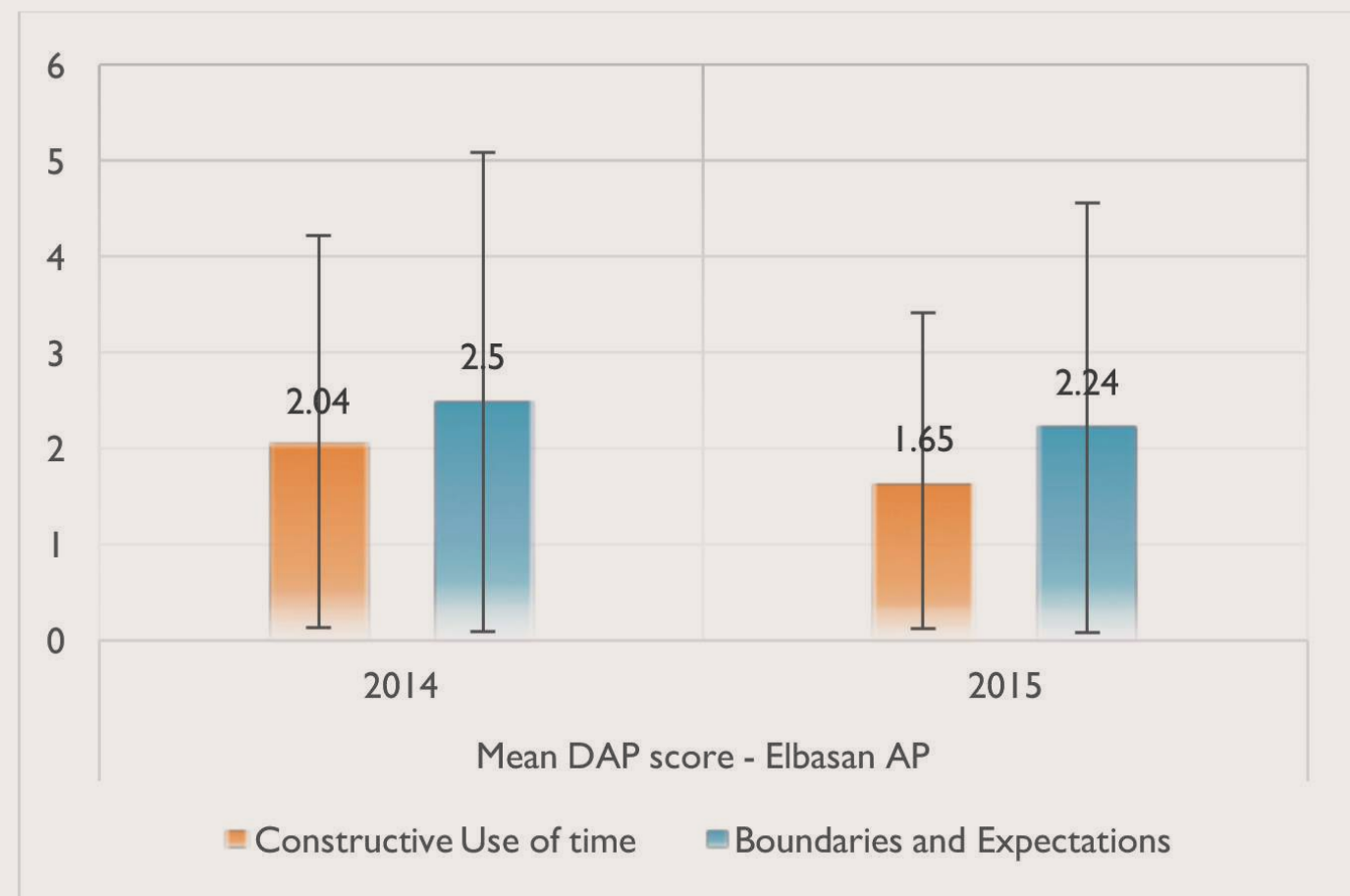
**Figure 13: DAP scores by Gender**

<sup>15</sup> There is a significant difference in the scores for Male (M=2.30, SD=.439) and Female (M=2.51, SD=.311) conditions  $t(307)=-4.962$ ,  $p=.000$ .

### Comparative analysis

Comparative analysis has been conducted to compare and contrast DAP Scores between 4 APs only<sup>16</sup> (Korce, Diber, Elbasan, Vlore) within two time measurements conducted in FY14 and FY15.

Findings drawn from this analysis, using Paired-Sample t-Test, report that although DAP scores do show some increase since 2014 in some of assets categories, this increase is statistically significant only for the Social Competencies asset (Significant at 5%-  $p=.046$ ) whereas Constructive use of time (Significant at 5%-  $p=.007$ ) and Boundaries and Expectations (Significant at 5%-  $p=.026$ ) assets has been decreased.



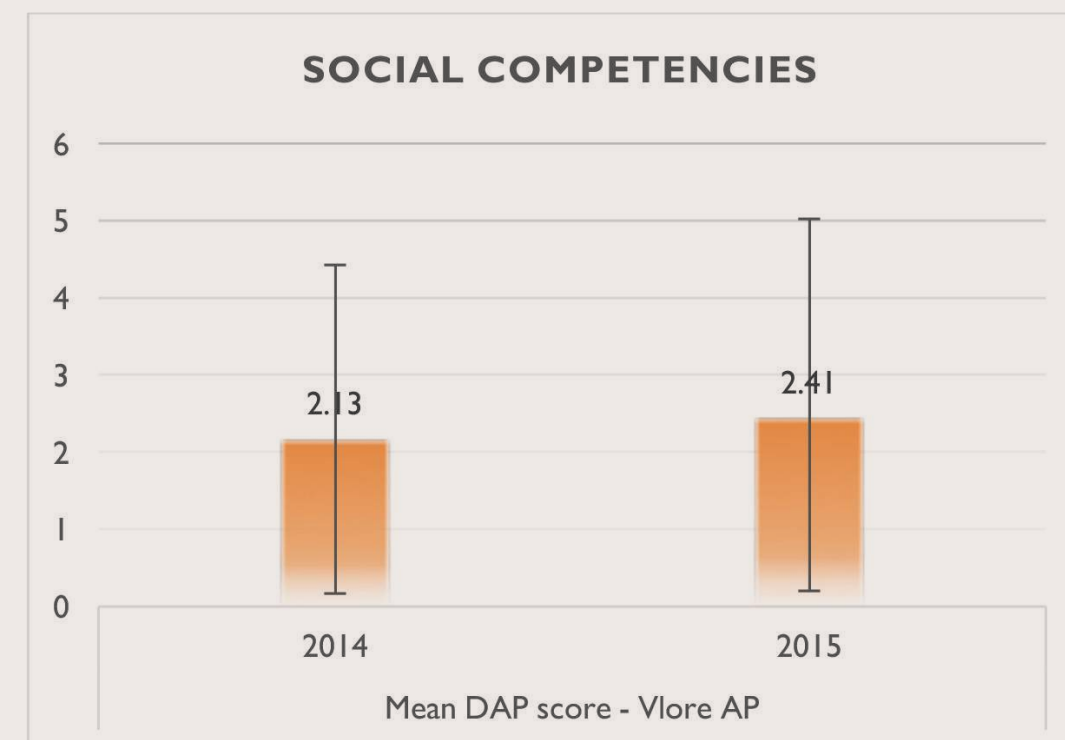
**Figure 14: DAP Scores by Asset Categories in Elbasan AP**

APs disaggregation showed that significant differences have been found only in 2 APs, Elbasan and Vlore. Comparisons for Elbasan AP has shown a statistically decrease from FY14 to FY15 on Boundaries and Expectations and Constructive use of time assets<sup>17</sup>. Qualitative data support this finding noting that during the initiatives undertaken by youth in Elbasan have experienced indifferentism from school members and other stakeholders, as well as contempt from their peers. Regarding to time use, youth cited trainings conducted by WVA increased their critical thinking, especially trainings on time management.

<sup>16</sup> Tirana, Librazhd and Kurbin APs started implementing the Youth Programme in FY 15 that's why we don't have comparable data on these youth group members.

<sup>17</sup> Boundaries and Expectations "There is a significant difference in the scores for FY14 (M=2.50, SD=.321) and FY15 (M=2.24, SD=.276) conditions;  $t(52)=4.287$ ,  $p = .000$

Constructive use of time There is a significant difference in the scores for FY14 (M=2.04, SD=.515) and FY15 (M=1.65, SD=.417) conditions;  $t(52)=4.723$ ,  $p = .000$



**Figure 15: DAP Scores by Asset Categories in Vlore AP**

Vlore AP comparison between FY14 to FY15 resulted to an increase in the scores of *Social Competencies* asset<sup>18</sup>. FDGs revealed that youth reported to care more about their and others' wellbeing.

Echoing a young person "we feel better compared with last year. We have learned to express our feelings in a proper way and to accept people that are different from us. We try hard to say no to dangerous and unhealthy situations." Vlore youth groups are among the oldest youth groups which lays the ground to assume that impact can be seen in long term implementation

### Analysis

Reporting process for CWB report FY15 has been focused on the same indicators as in FY14 national strategy with only DAP measurements holdovers from the previous CWB report. Reporting on the same indicators lays the groundwork for comparative analysis conducted between FY14 and FY15 measurements.

In terms of the key indicators from the DAP measurements, even though youth scored relatively well in DAP - in the sense that the mean scores for the various DAP dimensions were consistently in the "good" category – the lowest scores were seen in constructive use of time, empowerment and social competencies- all elements related to the youth technical programme.

With regard to *Constructive use of time* as the least experienced category, data suggest that there's a significant decrease since 2014. Quantitative findings demonstrate that engagement with WVA youth groups has a significant impact in Constructive use of time dimension. Young people engaged for more than 20 times/activities within a

<sup>18</sup> Social Competencies There is a significant difference in the scores for FY14 (M=2.13, SD=.335) and FY15 (M=2.41, SD=.395) conditions;  $t(16)=-2.405$ ,  $p = .029$

<sup>19</sup> From One Way Anova analysis data show that there is a significant difference in *Constructive use of time* asset between youth group members that attend WVA activities more than 20 times and youth group members that attend WVA activities less than 1 time ( $p = .009$ ), less than 2-5 times ( $p=.000$ ), less than 6-9 times ( $p=.019$ ) as well as between less than 10-15 times ( $p = 0.003$ ).

year in WVA youth group notably change their perceptions efficiently<sup>19</sup>. In addition, young people attribute this score to the lack of youth centres in their communities and the use of internet for long hours. Referring to the decrease in this asset, qualitative data imply that it may be interpreted in the lenses of young people becoming more critical toward time use.

In terms of gender disaggregation (figure 10), the only statistically significant difference relates to Commitment to learning, which is higher among females than males. Qualitative findings imply that this difference is due to cultural expectations toward girls. A respondent from Korca AP *“girls are more committed toward school than boys. They are more motivated...”* With regards to behavioural changes, although quantitative data did not lead to any significant impact/change, qualitative data imply that engagement with WVA activities improves/influences young people lives. Referring

Qualitative findings suggest that young people within youth groups are becoming more actively and purposefully engaged in the communities where they live. They express being more eager to undertake and support community engagement initiative. A young person from Dibra AP *“I encourage young people to take initiatives and raise funds”*. In light of these, a participant in Vlora AP argues *“we should do more things for our community because it is really important for us to help them”*. Another participant in Elbasan AP says *“if previously I used to think about myself, for example where I will play, now I think about where others will play”*. In a nutshell, young people inspire becoming a positive model/example for the communities where they live in; hopefully a model that may yield even to changes in mentality. For example, a young person in Mamurras (Kurbin AP) states *“If we change (become more active and responsible), we will be a good example for our community”*.

Data drawn from focus groups imply that in terms of leadership component, young people feel more empowered and confident to take leadership roles. Best examples where those young persons<sup>21</sup> who has already become leaders of new/existing youth groups within Impact Club model. In light of these, a female participant from Dibra AP says *“I really appreciate my engagement with WV because now (after 4 years) I am a leader of an IMPACT Club...”* While another young person states *“WV helped us to build our self-confidence, self-esteem, to speak well and better articulate in front of a group of people”*. Moreover, another participant from Mamurras youth group argues *“being part of WV youth group has developed my critical thinking...I speak freely now...the change is small, but it is really important for us”*. In addition a young person from Librazhd AP claims *“all the planning process within our group, helped me become more visionary”*.

to Positive Values or Positive Identity assets, qualitative data implicitly suggest that there is a slightly difference/impact within these dimensions. In light of these, Positive Values may be interpreted in the lenses of civic engagement since youth report of becoming more responsible and respectful toward their communities/peers, whereas Positive Identity could be analysed in the lenses of leadership component since youth state a higher self-esteem and competency within their youth groups.

Also, youth quoted that impact cannot be seen in a short period of time<sup>20</sup>. As a respondent from Milot (Lac) says *“there is change...but it is small and difficult to see the differences each year.”* Another respondent from Korca AP adds *“We never have to reach excellent score because there is nothing absolute...if we reach excellent, means that there is nothing left to learn, while we are aware that we always will have new things to learn.”*

## Sustainability

Sustainability of gains will most likely depend on the transformed relationships of the youth and the high degree of local ownership. After deciding on the group structure, vision and plan of action, youth actively participated in decision regarding the implementation of the action plan and their capacity building needs. Youth are highly motivated to engage in programming for increased empowerment, mobilization, and economic opportunity, as well as for reaching out to peers and their community, especially to the most vulnerable. Moving forward, strategic partnering with organizations that can continue to support youth gains, especially in economic empowerment, will be important. At local level youth groups implemented 7 advocacy initiatives and they were part of periodic reflection meetings that discussed impact and progress of such initiative and aimed to identify future needs. These processes fostered collaborative relationships and enabled sustainable partnerships between youths and relevant local stakeholders in their communities, and provided space for constructive dialogue and social accountability.

## Key Learnings

1. Youth are becoming more actively and purposefully engaged in the communities where they live.
2. Young people feel more empowered and confident to take leadership roles due to their engagement with youth groups.
3. Young people engagement within youth programs leads to more awareness on efficient time use.
4. In order for the interventions in different age groups (12-17) and (18-25) to contribute to the Youth Program goal of youth becoming socially and economically active, there is a need to start building the economical skills from early stages. Therefore, there is a need to build stronger youth - adult partnership and strengthen community ownership.
5. It is quite difficult to capture impact within 12 month of programme implementation.

## Recommendations

1. One thing that need to be taken into consideration while working towards more opportunities for youth to be employable, is linking young people to resources and people in the community. Therefore, there is a need to build stronger youth - adult partnership and strengthen community ownership. That is why the IMPACT club model looks like a good fit to be explored further.
2. Consider prioritizing minority integration in youth empowerment related process in the areas of capacity building processes and group formation. This recommendation is relevant for those AP's who have a relevant presence of Egyptian and Roma minorities in their area.
3. Consider using other tools for measurements, beside DAP Survey:
  - *Civic Engagement Scale* tool to measure the attitudes and behaviours that have been affected by a service learning experience.
  - *Socio-political Control Scale for Youth* to measure Leadership competence (i.e., people's self-perceptions of their skill at organizing a group of people).

<sup>20</sup> Supported by a study from Education Development Center (2008:21) where is emphasized that “12 months (the current project period) is quite insufficient for bringing about a consistent and significant change across all groups, attributes and context categories”.

<sup>21</sup> Young persons (18 years old) who has been part of WV youth groups for more than 4 years.



Most Vulnerable Children

Based on a landscape analysis, the following groups of children were identified as highly vulnerable and especially relevant for WV Albania and Kosovo context. It should be noted that there is overlap in these groups and many children are simultaneously represented in different categories of vulnerability. While there are a range of potential Most Vulnerable categories, the data from the quantitative sources suggests that minority children are the most vulnerable when considering their life skills capacities and engagement in education or risk of abuse through child protection. Please refer to Annex 5, Most Vulnerable Children Categories that outlines the range of vulnerabilities identified among WVA&K children. These categories are unchanged in 2015.

Accountability

World Vision Albania & Kosovo uses several parallel process to enhance accountability with communities along the four dimensions of the PAF:

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

These elements are profiled below in the different elements of the project cycle management process followed in World Vision’s Development Approach.

Table 8: PAF dimension in Project Cycle

| Component                        | Description  |
|----------------------------------|--|
| Project: Evaluation              | Evaluation processes are carried out in WV Albania APs at the mid-term and end of a five year programming cycle. These evaluations follow a participatory methodology where community stakeholders are involved in the evaluation design, data gathering and analysis of findings. Following the end of cycle evaluations, communities are engaged in a community consultation process where a coordinating group, comprised of a range of key community stakeholders, facilitates a process of sharing findings from the evaluation and consulting with community stakeholders regarding strategic directions for the next programming cycle. |
| AP Re- Design and re-align-ment  | Redesign and re-alignment processes required were a significant investment in time and energy during FY14 although less so in 2015. Groups of interested stakeholders in area programme are mobilized and their representatives as well as other stakeholders were facilitated in different prioritization and reflection meetings. During these, they made commitments on different issues, developed priorities, and built partnerships for ongoing programming. They also contributing to aligning existing priorities with WVA&K revised National Strategy Objectives.   |
| Annual Response: Moni-toring     | Once a year, APs in WVA&K convene meetings with stakeholders to discuss annual plans and to receive feedback on programming decisions. At these annual meetings, stakeholders also commit to engagement and participation on specific objectives.  |
| Semi-Annual Response: Monitoring | AP staff consults with key community stakeholders during the semi-annual monitoring processes to understand how initiatives are being perceived and to listen to feedback and recommendations.   |

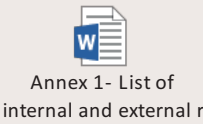
Learnings from the CWB Reporting Process

- The CWB reporting process provides a good opportunity or framework for synthesizing important monitoring and evaluation data related to WVA&K programming.
- Technical Programme reports served as an important foundation for developing the Child Well Being report and the format for the technical programme report is more aligned with the components required for the CWBR.
- Similar to last year remains the contradiction regarding the audience of the CWB report. According to the CWBR reporting template, the intended audience of the CWBR is to be considered to be the Senior Leadership Team of WVA&K. However, since the Senior Leadership has already reviewed the three technical programme reports it is not clear what additional value to the SLT is provided by presenting the same data in a different format – albeit somewhat more condensed.
- Leap 3 provides a very good framework for National Offices to build evidence on their programme and have more longitudinal comparisons in the data presented in CWBR rather than a puzzle of the all the data available. However, moving the old way of reporting to the new one provides its challenges to keep consistency of how data’s are reported.
- A functional data management system is key to a quality and smooth CWB reporting process.
- The process of data collection and analysis – while significantly improved – is still somewhat centralized in WVA&K within the Ministry Quality Department. Other departments are relatively uninvolved in the data processes. Improved connections to programme could be generated if relevant at the National Office and the Area Offices were to be more primary in the development, collection, and analysis of the information.

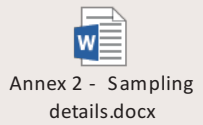


Annexes

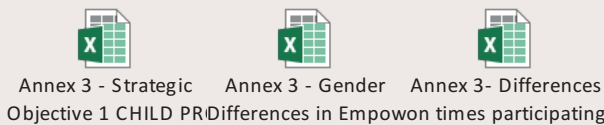
Annex 1: List of internal and external resources used for CWB report FY 15



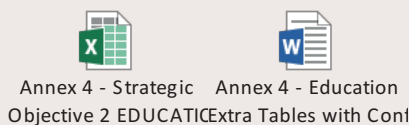
Annex 2: Sampling details



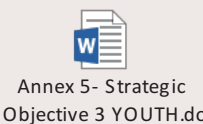
Annex 3: Strategic Objective 1 Child Protection



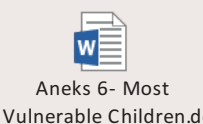
Annex 4: Strategic Objective 2 Education



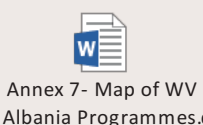
Annex 5: Strategic Objective 3 Youth



Annex 6: Most Vulnerable Children in Albania



Annex 7: Map of WV Albania Area Programmes



Map of Albania and AP Programmes





