



RESEARCH, NETWORK
AND SUPPORT FACILITY



Female artisans in Somalia



Discussions during first RNSF workshop held in Brussels 1-3 June, 2015.

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TOPIC OF THE MONTH
MONITORING AND EVALUATION



This project is funded by the European Union





NEWSLETTER N°1

PUBLISHED BY RNSF — A PROJECT FUNDED BY EU "INVESTING IN PEOPLE" PROGRAMME

WELCOME

Welcome to the **Research, Network and Support Facility (RNSF) Newsletter**.

The newsletter shares good practices, lessons learned, and stories about the activities of the RNSF and its 17 implementing partners. The implementing partners carry out projects to strengthen the livelihoods of people dependent on the informal economy in 13 countries around the world. They also actively contribute to the content of the newsletter. The newsletter provides short summaries of information that may be helpful to provide guidance to stakeholders on project implementation.

REPORTING: INSAF

Saving 1600 single mothers and their children at risk : INSAF project in Morocco, supported by the European Union

By Bouchra Ghiati

« My child's name is Youssef, he is 3 months old...When I was 14, my mother sent me out to work as maid. I met a man...we were together for 2 years. I got pregnant... He told me he was going to ask my parents to marry me, but he never did. My family and society rejected me...I have my child alone...». Amina is one of the many single mothers hosted by INSAF Association in Casablanca. Her factual words show her distress, as a young lady whose childhood was stolen, who was exploited as a maid, and who suffered many deprivations, such as not being able to live with her family and not going to school.

Fighting against child abandonment and protecting their and their mother rights

Between 2003 and 2010, according to a survey



sponsored by INSAF in 2010, there were about 200.000 single mothers in Morocco. During the same period, 24 children were abandoned every day. The reasons behind these serious figures that are still a reality nowadays:

- The article 490 of the Moroccan Criminal Code punishes the single mother, who risks to go to jail for at least one year;

Social pressure and taboos result in the fact that these suffering women are rejected by society. Obligated to have an abortion before the pregnancy becomes visible, they leave their families for fear of retaliation, wandering around without any income



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- or place to stay, and they suffer all kinds of discrimination. If they want to come back to their families, they are obliged to abandon their child.

In Casablanca, since 1999, INSAF hosts and takes care of single mothers in deep distress. Every year, 200 mothers and their kids, who live excluded from society and without any resources, benefit from a tailor-made assistance: the possibility to be heard, urgent needs satisfaction, maternity care, accommodation, medical and psychological support, administrative and judicial, support, definition of a "life project", personal development, family mediation, professional insertion, support in job seeking and post-insertion follow-up. Thanks to a new branch being recently built, the association's hosting capacity for accommodation will be more than doubled.

Empowering 1600 single mothers in 4 years, thanks to the European Union

In December 2014, INSAF, together with the European Union, signed a 4-year agreement for allowing 1600 single mothers to have a decent work, protecting their rights and the rights of their children and contributing to their social and professional insertion, in an appropriate and sustainable way. This goal will be achieved by calling up up some other stakeholders in Morocco in order to create a network, develop synergies and standardize operational methods. Some steps have already been taken and partnership agreements are to be signed with associations dealing with single mother issue in other Moroccan towns.

For this reason, besides 4 training workshops (sewing, hairstyling, cooking, nursing), INSAF launched a survey about working opportunities for single mothers, so as to better understand market needs and consequently develop new industries. At the same time, INSAF makes every effort to develop single mother capacity skills and self-respect. The association carried out a study to put together a map of all potential trainings on a national level. On the basis of this map, some agreements with public or private bodies meeting single mothers' expectations could be signed, allowing them to access job market at better conditions. It is important to underline that INSAF frequently supports literate, even graduated single mothers, to meet their legitimate ambitions. Besides these activities, INSAF contributes to enriching partner companies database to make professional insertion easier. It also launched a pilot project to support 6 women in a income-producing activity.



INSAF is an association of acknowledged public utility, born in 1999 to contribute to preventing out of marriage child abandonment and fighting against minor exploitation in domestic work.



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The association intervention are focused on 3 main axes:

1) Single mothers' and their children's accommodation, administrative, judicial, medical and psychological support, training, social and professional insertion. During the first 8 months of 2015, INSAF dealt with more than 1800 requests of support. 160 women were supported in obtaining their personal data file. 76 kids born out of marriage obtained paternity acknowledgment. Family mediation was provided for 112 single mothers and 17 returned to live with their families together with their children. More than a thousand mothers and children were provided with medical assistance, within the association, and more than a thousand were addressed to external medical surgeries. Eventually, the association provided with milk for 270 children.

2) Escaping domestic work, protection of « little maids » or young girls at risk, reinsertion in their family and at school, social and pedagogical follow-up. For 10 years, INSAF has been working in Marrakech area, allowing to more than 300 young girls exploited at domestic chores to come back with their families and go back to school. As of today, 8 have graduated from high school, some of them with distinction, and continue their studies.

3) Awareness raising about women and children respect and rights improvement

LOCAL STORY: ELIZABETH

Inclusion of people with Disabilities in YEE Project engagement meetings, Tanzania

By Adolf Jeremiah

DAR ES SALAAM, TANZANIA - Elizabeth is a 29-year-old woman who has a hearing impairments (Deaf). She is the first born in a family with 3 children and she has 3 children of her own. Elizabeth's first child is in standard 3 and the other two have not started going to school yet. One daughter also has hearing impairments. On 23rd July 2015, she participated in the Project district engagement meeting at Ifakara - Kilombero District. The meeting was organized by PLAN UK within the Youth Economic Empowerment (YEE) project to involve stakeholders (government officials and civil society organization). Elizabeth represented the Deaf Community based organisation (Chama cha Viziwi



Elizabeth with the interpreter during the engagement meeting at Ifakara PU – Kilombero District.





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Tanzania – CHAVITA) of Kilombero District. Elizabeth is unemployed and now volunteers at the Deaf organization as a secretary. Inclusion of people with disabilities is the priority in this project (10% of the beneficiaries) and, therefore, people with disabilities were invited to a District engagement meeting.

Elizabeth says: *“I real appreciate and thank you for the invitation. We appreciate Plan for involving us (people with disabilities) in this youth economic empowerment project. Most of the time we are excluded and left behind in different opportunities due to the challenges we are facing, but we are human beings. If we are included with others we are strengthened by feeling valued as well as by claiming for our rights and enjoying our rights. If we are given opportunities, I hope we can do a lot of things. For example, I scored 4, 30pts on my secondary examination results and I studied in a mixed school, then I attended a computer course and now I am competent in using computers. So to my fellows with disabilities, if they are given opportunities they can learn different skills according to their capacities and interests and these skills can help them improve their lives”* ■



PLAN UK is member of a global children’s charity network supporting children, families and entire communities with children in 68 of the world’s poorest countries to help them build a better future.

LOCAL STORY: BRIAN

Youth empowerment by education in Zimbabwe

By Enet Mukurazita

HARARE, ZIMBABWE - Brian is a 17-year-old boy, his parents are deceased and now he is being looked after by his aunt. Brian is currently attending the mobile outreach training program at Lupane District. The mobile skills training program is being implemented in Lupane District for the first time. Brian is currently pursuing the Young Africa Catering course, and he is thankful for this EU funded programme that has improved his life.

He says, *“I am thankful to Young Africa for coming to my community and giving me the opportunity to study and train to improve my future. My friends may laugh at me for studying catering but I really want to be a professional caterer.”*



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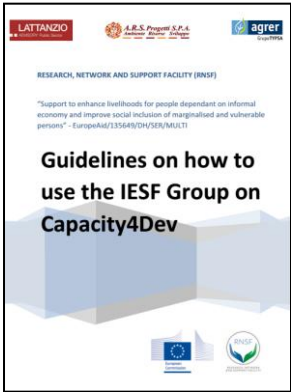


Many young people in Zimbabwe cannot afford to study. High unemployment rate and political struggles are part of everyday life. Youth empowerment through education is the mission of Young Africa Zimbabwe. Young Africa has its main centre in Chitungwiza, a high density, low income area near Harare, and a satellite centre in Epworth, as well as in Harare itself. The courses cover a wide range of sectors: catering, welding, machine shop engineering, panel beating, motor vehicle mechanics, hairdressing, beauty therapy, cutting and designing, interior decorations, computer software package training, computer hardware, secretarial, marketing and accounting. ■



YOUNG AFRICA's mission is to build model skills training centres that bring together local entrepreneurs, students and a community in one place. The centres offer practical and integral training in industrial, agricultural and commercial skills plus a range of services to the local community.

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TOPIC OF THE MONTH



Using Results-Based-Management to Monitor and Evaluate Results

By Aidan McGowan and Mei Zegers

All successful organizations follow some kind of a formal model to manage their projects. One such model is **Results-Based Management**, or **RBM**. The UNDP defines this as “a broad management strategy aimed at achieving improved performance and demonstrable results”. RBM is a system of linking all of the phases of a project in order to ensure that the outcomes are achieved and to gain new insights informing future decision-making. In Results-Based Management, a project goes through three main phases: planning, monitoring, and evaluating

Planning

In the planning phase, the project identifies the goal it needs to achieve, and begins working towards it.

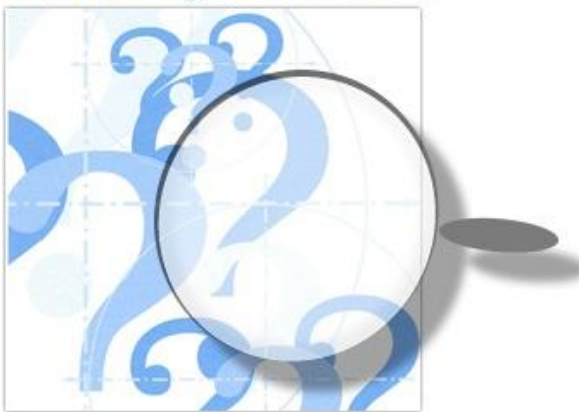
The project develops strategies, forms implementation plans and leverages its resources, with full management of all possible future risks, hazards, and obstacles. Additionally, projects in the planning phase work to create a sense of local “ownership” of the issue they are tackling.

In this phase, they begin laying the groundwork for the monitoring and evaluating phases developing clear methods of measuring their own success.

Conducting a good baseline study is very helpful at this stage as such studies provide key data against which to measure the extent to which results are achieved at the end of the project. In the planning stage, the groundwork is laid for monitoring with the creation of good metrics to measure its progress while the evaluation stage leans heavily on the findings from the monitoring stage in order



Monitoring & Evaluation



to work. However, monitoring can only be as good as the kind of measurements it is taking. So in RBM, there are high standards for the formulation of outcomes, outputs, indicators, and means of verification.

Outcomes must be well-worded, clear, and fundamental to the purpose of the project. Outputs, meanwhile, are the building blocks of outcomes, and a central focus of the monitoring phase. Therefore, they need to be coherent, intuitive, and justified by their clear linkages to their related outcome. An equally strict approach must be taken to indicators, which need to take either qualitative or quantitative data. Finally, a project needs to be realistic in establishing the means of verification for monitoring, as they need to be objective.

When projects fulfill these requirements, they have a firm foundation for their monitoring and evaluation phases. The data collected in the monitoring phase will be an accurate representation of their progress towards achieving their relevant outcomes.

Monitoring

Once the project begins implementation, it moves into the monitoring phase. Using the previously-developed methods of measuring itself (the outputs, indicators, and means of verification) it reviews its progress towards achieving its goals, making necessary corrections if its progress is not aligned with its plans. Monitoring plays an important role in RBM. This is a model where the overall question is not just "Are we doing what we said we would do?" but instead "Are we making sufficient progress in accomplishing our outcomes?"

Part of the reason Results-Based Management works so well is that it has a central focus on the role of the monitoring stage of a project.

Evaluation

When the project ends, the evaluation phase begins. Here, the main concern is whether the project achieved its outcomes, not whether it fulfilled its responsibilities to management. It depends heavily on the data gathered in the monitoring phase in order to assess the project's progress towards accomplishing this.





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Evaluations also assess the contributions the project has made to greater issues in the region, and the way the project handled risks, among other factors. The most important consideration in judging the project, however, is always the degree to which it achieved its outcome, the result of the project's actions.

This is why this model is called Results-Based Management, after all. Finally, the evaluation seeks to identify good practices of the project that may be used to enhance other projects, and lessons learned that inform future decision-making.

Therefore, the true impact the project has had will be clear in the evaluation phase. This is useful for projects because not only will it be easy to determine their success, but it will be simple to draw conclusions on good practices and lessons learned, two elements invaluable to the organization moving forward. When a project follows Results-Based Management and holds these exacting standards for the creation of its metrics of Monitoring, it is poised to be successful. ■

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