

A close-up photograph of a young boy with dark skin and short hair, wearing a white t-shirt, sitting at a desk and writing in a notebook with a blue pen. He is looking down at his work with a focused expression. In the background, other students are blurred, suggesting a classroom setting.

TOWARDS THE FUTURE

DEVELOPMENT COOPERATION PROGRAMME

RESULTS REPORT 2025 & 2022-2025

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1. SUMMARY

The Annual Results Report 2025 presents the results, challenges and lessons learned of the final year of Fida’s Development Cooperation Programme 2022-2025, “Towards the Future – A Safe Educational Path and Living Environment for Children and Youth”. A summary of the results of the programme period (2022 – 2025) is also included. During the 2025, Fida implemented a range of activities that strengthened the fulfilment of the Right to Education and Right to a Safe Living Environment for children and youth. The Programme also strengthened the capacity of its implementing partners in the areas of organisational management, advocacy and Innovations, Technology and Corporate Collaboration (ITCC). Activities in Finland, meanwhile, focused on raising awareness and increasing engagement regarding the Programme’s themes among the Finnish public. This was achieved through work in three key areas, namely Advocacy, Development Communication and Global Education. Three Cross-Cutting Objectives; Gender Equality, Disability Inclusion and Environment and Climate Resilience were mainstreamed throughout the Programme.

A brief overview of the Programme is provided in Section 2 below, while the global-level results are presented in Section 3. Section 4 then provides an overview of the results of each Country Programme. The results of the Advocacy, Global Education and Development Communication activities implemented in Finland are presented in section 5, followed by the Programme Management and Quality Control in Section 6 and the programme period results in Section 7. Finally, Programme Funding is covered in Section 8.



Figure 1. Fida Country Programmes 2022–2025

During 2025, the Development Cooperation Programme operated in **10 countries in South and South-East Asia, Eastern Africa and the Middle East** (see Figure 1. above). This Annual Results Report has been prepared based on the annual reports of each Country Programme as well as the results of the Development Communication, Global Education and Advocacy work carried out in Finland. The Programme’s Result Matrix (Appendix 2) has also been an important tool for analysing the Programme’s results.

Fida’s **operating environment included countries that were fragile and/or least developed and in which the space for civil society to operate was limited**. The difficult operating environment posed challenges to

implementation and necessitated regular monitoring as well as the updating of the Programme's Risk Management Plan as circumstances changed. More information regarding the operating environment can be found in Section 2.2. The Programme's Risk Management Plan is presented in Section 2.3 and Appendix 3.

During 2025, the Programme **directly impacted the lives of 233 000 people, including 128 000 girls and women and 11 400 persons with disabilities** (see Figure 2. Below). The number of indirect beneficiaries reached was 910 000. Significant steps were taken towards the goal of improving access to quality education and making living environments safer for children and youth. Access to education improved for 62 900 children (girls: 32 000, children with disabilities: 1800). Accessibility improvements, made in 206 schools, included the installation of ramps and improvements to toilet facilities which improved access for children with disabilities and girls. The quality of teaching was also strengthened, as 2700 teachers applied new skills and teaching methods learned in pre- and in-service training. Meanwhile, 60 900 children learned about their rights and had opportunities to demonstrate leadership skills through Kids Clubs and Children's Parliaments.

Children's wellbeing was also strengthened as household incomes increased and as they learned about various aspects of wellbeing, such as sexual and reproductive health and rights. The provision of livelihood and entrepreneurship training enabled 4800 households to increase their regular income with caregivers reporting using their increased income to support their children's education. Meanwhile, the provision of psychosocial support and improved awareness of sexual and reproductive health and rights contributed to 35 000 children and adults (f: 22 200, PWDs: 1200) reporting improved resilience. During the year, 1000 local civil society groups actively promoted children's education and over 1100 groups took action to strengthen children's wellbeing and living environments.

The Programme's traffic light monitoring system indicated strong progress towards Programme objectives during 2025 with 27/29 outcome-level indicators displaying a green traffic light. This represents a slight improvement compared to 2024 (25/29) and reflects the Programme's adaptive approach, in which targets are regularly reassessed and adjusted as the operating environment changes. Please refer to Section 3, below, for a detailed analysis of Programme results.

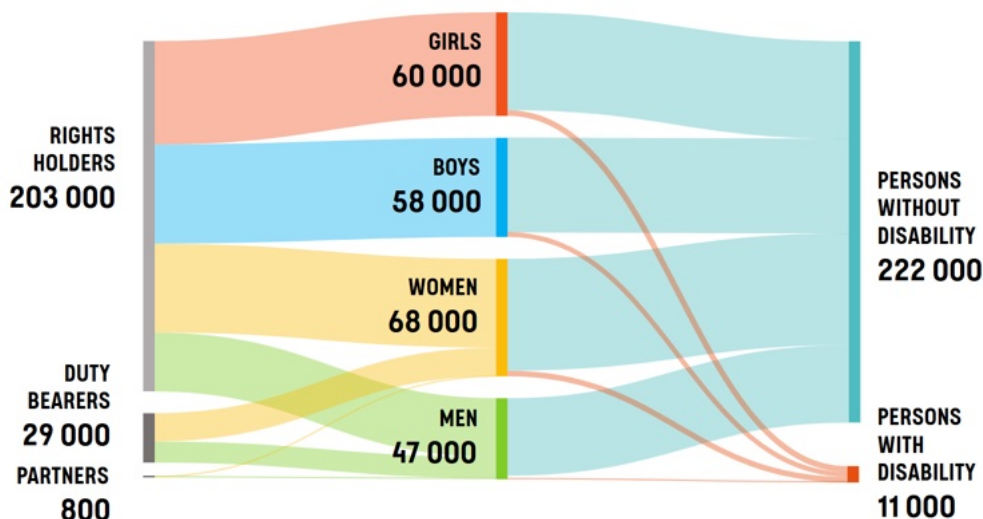


Figure 2. Direct Beneficiaries in 2025

The Programme encountered various challenges during 2025, outlined in Section 3.5. These challenges, including insecurity, high inflation and climate extremes, nevertheless provided opportunities to innovate, pilot new implementation approaches and to learn lessons that will serve the Programme in future. The **Cross-Cutting Objectives of Gender Equality, Disability Inclusion and Environment and Climate Resilience were incorporated into all Programme activities** (see Section 3.4). Learning, meanwhile, was supported through monthly thematic workshops, regional seminars and through sharing evaluation results broadly across the Programme. One external evaluation conducted in 2025 is described in more detail in Section 6.3.

2. FIDA'S DEVELOPMENT COOPERATION PROGRAMME 2022–2025

2.1. STRUCTURE AND THEORY OF CHANGE OF THE PROGRAMME

The overall aim (impact) of the Development Cooperation Programme 2022 – 2025 was to bring about improved access to quality education and safer living environments for children and youth in Programme countries. This is achieved through four outcomes, as outlined below.

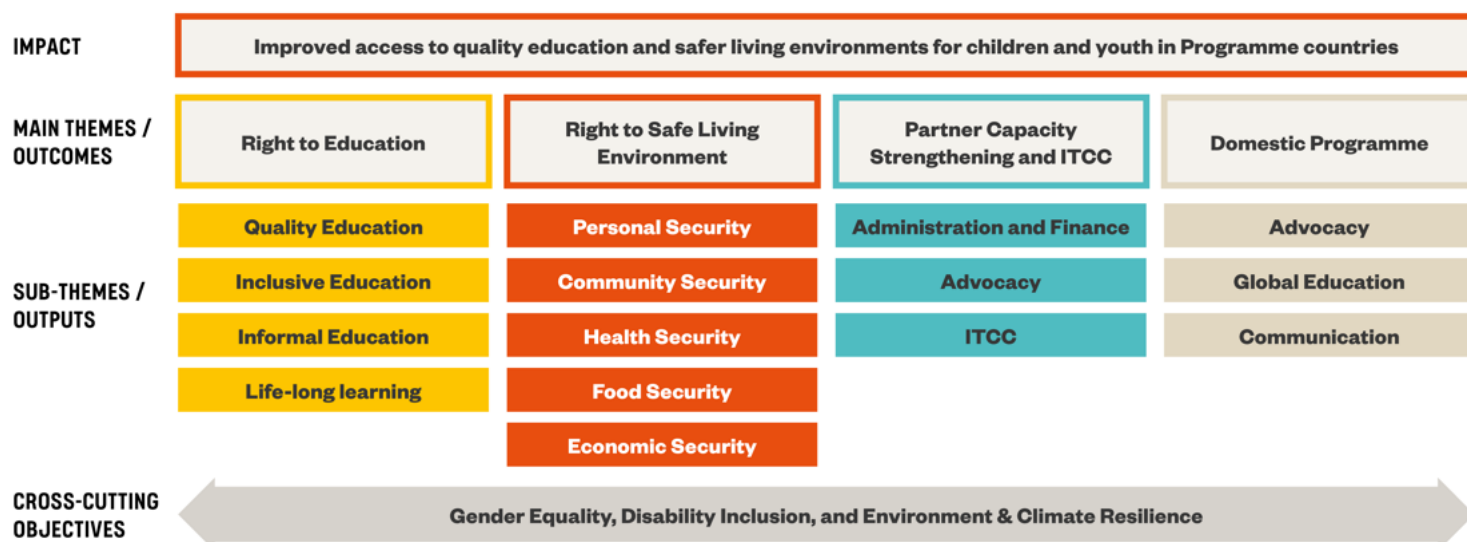


Figure 3. Development Cooperation Programme Structure

The first Programme outcome is **strengthened realisation of the Right to Education for children and youth, especially girls and children with disabilities**. This goal is reached through activities under four sub-themes: improving the quality of education, ensuring that education is inclusive, providing informal education opportunities and strengthening life-long learning. The Programme's second outcome is **strengthened realisation of the Right to a Safe Living Environment, especially for girls and children with disabilities**. Activities in this outcome area focus on ensuring adequate personal security, promoting a sense of safety within communities, strengthening healthcare provision and healthy practices and activities that strengthen food and economic security, such as agriculture and entrepreneurship training. The Programme's third outcome is **improved administrative and financial practices of partner organisations and strengthened commitment to act innovatively to strengthen the realisation of the rights of children and youth, especially girls and children with disabilities**. This goal is achieved through improving the financial, administrative and advocacy capacity of partner organisations and supporting them to collaborate with private sector actors and embrace new innovations. Finally, the Domestic Programme covers activities in Finland and aims for **increased commitment of target groups to promote children's rights to quality education and a safe living environment globally**.

In 2025, the Development Cooperation Programme contained 10 Country Programmes, all of which contributed to outcomes 1-3 of the Programme. The number of sub-themes addressed in each Country Programme varied, however, depending on the local context and capacity gaps identified as well as the expertise and thematic focus of the local implementing partners.

The Programme's **Results Chain** outlines its intervention logic and forms the basis for the Programme's **Results Matrix** (see Appendix 2). Meanwhile, a broader picture of the various factors that contribute to the achievement of the Programme's goals is provided by the **Theory of Change** (see Figure 4 below).

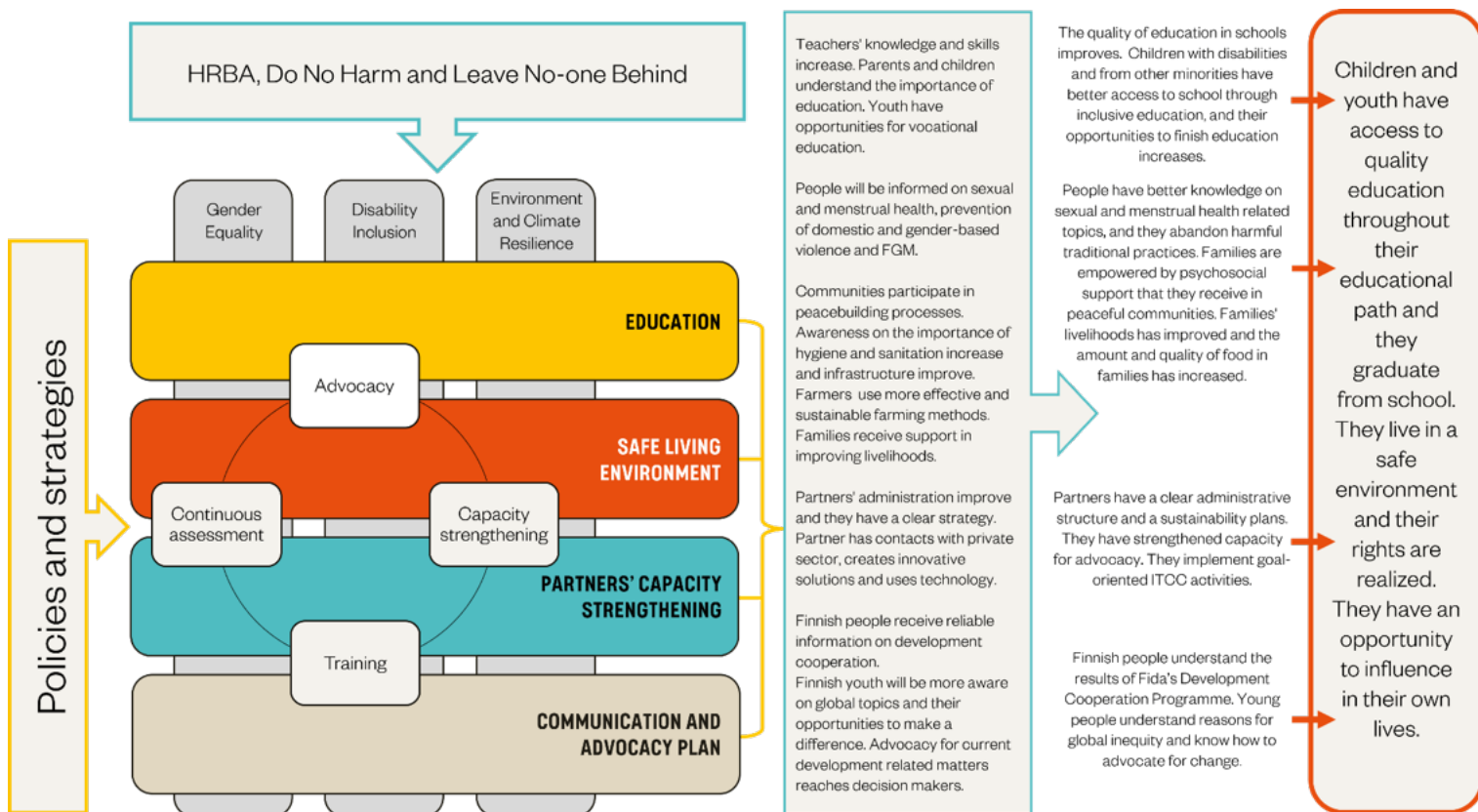


Figure 4. Theory of Change of the Development Cooperation Programme 2022 – 2025

2.2. OPERATING ENVIRONMENT

Fida's Development Cooperation Programme operated in 10 countries during 2025, eight of which were classified as Least Developed Countries by OECD DAC, whilst the remaining two were classified as Middle-Income Countries. The Fragile State Index (FSI) classified five countries as being at the "Warning" level, signifying weak political and social institutions and cohesion, whilst a further five countries were at the most serious "Alert" level, which indicates a highly fragile situation and the potential for societal collapse. According to analysis by CIVICUS, the space for civil society to operate was limited to some degree in all operating countries. All countries faced challenges in terms of fulfilling basic rights, such as the Right to Education and Right to a Safe Living Environment and contained significant segments of the population living in poverty. Figure 5 below provides an overview of the level of development, fragility and civil society space in the operating countries.

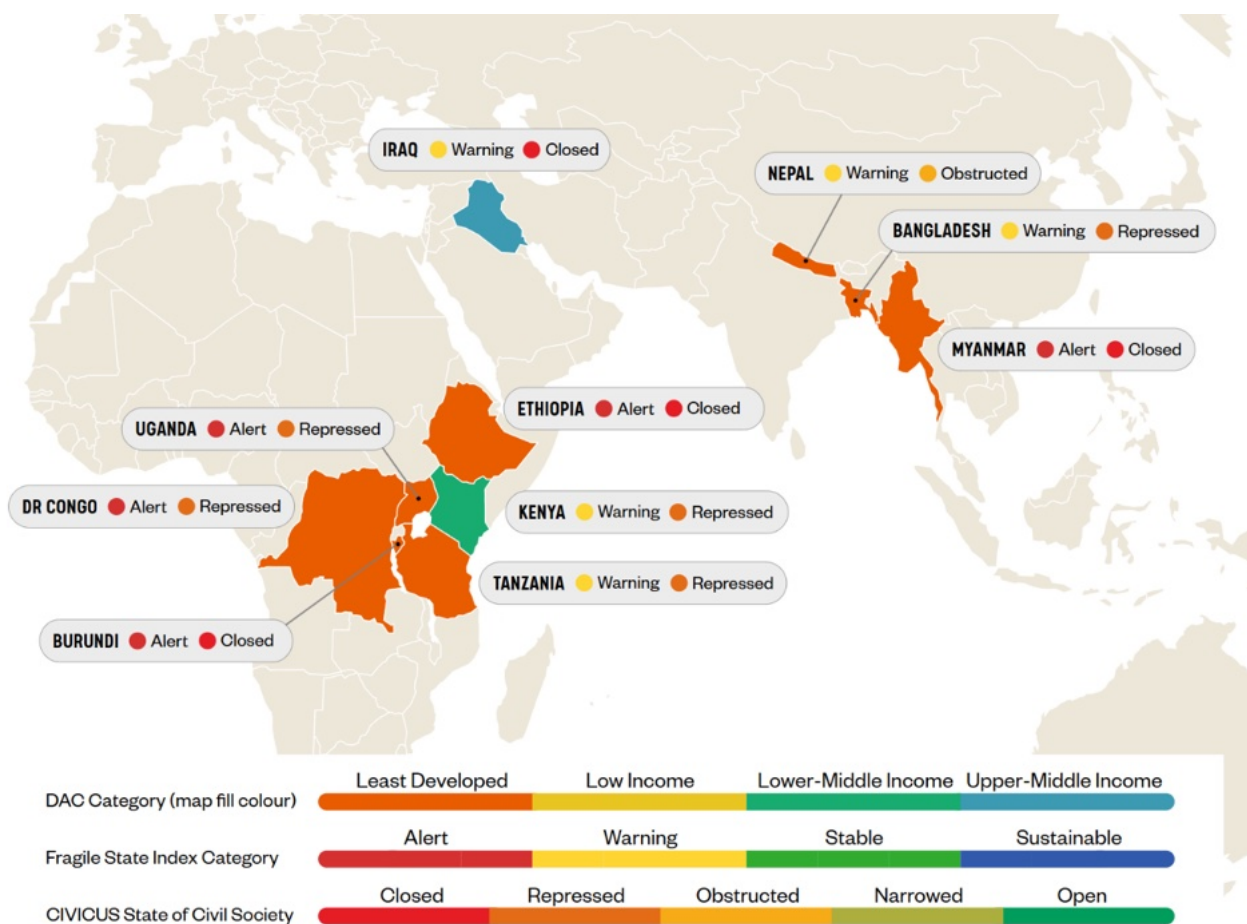


Figure 5. Key Development Indicators for Programme Countries

During 2025, the **operating environment was insecure in many target areas**. The armed conflict in Eastern DR Congo continued with the cities of Goma and Bukavu falling to rebel forces in early 2025. Many people were displaced because of the fighting with some crossing over into neighbouring Burundi and overwhelming border communities. The implementation of the DR Congo Country Programme was disrupted, at this time, and several activities were postponed to later in the year. There were also ongoing conflicts in the Amhara and Oromia regions of Ethiopia which necessitated constant adaptation of work plans, heightened security protocols for staff and beneficiaries and, in some cases, the relocation of planned activities. Myanmar also continued to experience insecurity, leading to poorly functioning schools. As a result, an increasing number of children turned to the Country Programme’s Learning Centres increasing the workload of teachers. The Military Conscription Law continued to pose problems and resulted in the migration of staff and volunteer teachers to avoid enlistment.

In several countries, the political situation was unstable during 2025. Tanzania experienced widespread unrest before and after national elections. During this time, mobility was limited and monitoring visits to Programme sites and meetings were not possible. Nepal also experienced Gen-Z protests which resulted in damage to infrastructure but did not impact implementation. Protests were also seen in Bangladesh. In Myanmar, meanwhile, the government increased its control over online communication restricting people’s ability to access and share information.

Economic pressures and high inflation also impacted several Country Programmes. Burundi continued to experience petrol shortages and inflation increased from 23% to 40% during the year. Inflation also posed challenges to implementation in Uganda and Ethiopia with some Self-Help Group members in the latter struggling to maintain regular savings. In DR Congo, the local currency depreciated in value which increased the cost of living and financial management practices needed to be adjusted when bank branch offices in several eastern cities closed.

Several climate extremes were experienced in Programme countries. In Uganda, prolonged dry spells and localized flooding disrupted livelihoods and school attendance in some target areas. Flooding also negatively impacted some implementation areas in DR Congo with flood waters from Lake Tanganyika destroying homes. By contrast, in Kenya, there were sufficient rains in coastal areas enabling increased yields after several years of drought.

2.3. RISK MANAGEMENT

The strategic-level Risk Management Plan was reviewed in the autumn of 2025. The plan included four risk categories: strategic, operational, financial and hazard risks. Risk levels, mitigation measures, responsible parties and residual risks were reviewed. One new strategic risk was added concerning the politicisation of the operating environment in conflict-prone countries. In polarised and authoritarian contexts, aid work may be perceived as political, which can weaken access and acceptance and increase pressure on staff. This risk is mitigated through stronger engagement with authorities and religious leaders, cooperation with other actors, and staff training on humanitarian principles and ethical conduct.

The security situation remained challenging in several Programme areas in 2025. This created pressure related to staff safety, mobility, monitoring and the continuity of implementation. The affected Country Programmes responded by adapting implementation strategies, for example, through flexible scheduling, remote coordination, greater use of local actors and alternative communication methods. In Myanmar, security and contingency plans were actively followed, including gathering emergency fuel and food to maintain operational readiness during disruptions. In Tanzania, particular attention was given to staff safety, mental well-being and psychosocial support during the period of political unrest, while in Ethiopia, heightened security protocols were applied for staff and people participating in the Country Programme. Attention was also given to preparedness, contingency planning and continuous adaptation in order to minimise the effects of insecurity on Country Programme implementation.

Extreme weather and other physical hazards, including drought and floods in several countries and the earthquake in Myanmar, further affected operations. Overall, the risk management functioned well, despite several materialised risks. Two misuse cases were handled during 2025 and necessary follow-up actions taken. Please refer to Section 6.2 below for further information.

3. PROGRESS BY OUTCOME AREAS

The objectives, indicators, and results of Fida's Development Programme are presented in full in the attached Result Matrix ([Appendix 2.](#)). This Results Report contains **an analysis and overview of Programme performance** based on the Results Matrix and the Country Programme Annual Reports. Sections 3.1 – 3.3 present the results of outcome areas 1, 2 and 3. The results for outcome area 4 are presented later, in [section 5](#). The results of the Cross-Cutting Objectives are presented in [Section 3.4](#). Meanwhile, reflections on the challenges and lessons learned are discussed in [Section 3.5](#). Overviews of the main achievements in each Country Programme are presented in [Section 4](#).

The Programme used a **traffic light system** to show progress towards annual indicator targets. A green light indicates that the targets were achieved or close to being achieved (> 80% of the annual target). An amber light shows that there was moderate success in reaching the indicator targets (60-80% of annual target) and a red light indicates that the Programme was relatively far from meeting its target (< 60% of annual target), suggesting either that there were implementation challenges or that the original targets were overly ambitious.

3.1. RIGHT TO EDUCATION

The Education outcome of Fida's Development Cooperation Programme contributes to the achievement of the goals of the Convention on the Rights of the Child and supports the achievement of the so-called 4 A's of education: availability, accessibility, acceptability and adaptability. Programme activities emphasise, in particular, strengthening the educational rights of girls and children with disabilities. In 2025, **Right to Education activities directly impacted 115 100 persons**, among them 40 000 girls, 36 900 boys and 3100 children with disabilities.



DIRECT BENEFICIARIES IN EDUCATION				2025 TRAFFIC LIGHTS
● Rights Holders ● Duty Bearers	FEMALE	MALE	TOTAL	
Children without disabilities	38 200	35 600	73 800	0
Children with disabilities	1 800	1 300	3 100	0
Adults without disabilities	12 100	7 200	19 300	0
Adults with disabilities	400	200	600	0
Adults without disabilities	8 900	7 900	16 800	6
Adults with disabilities	1 100	300	1 400	6
Total	62 500	52 600	115 100	6

Table 1. Right to Education Beneficiaries and Outcome-level Traffic Lights

The Programme contains six outcome-level indicators measuring progress towards strengthening children's Right to Education in Programme countries. During 2025, all Programme indicators had a green traffic light (6/6), indicating solid progress towards the education outcomes during the year. Nevertheless, enrolment and completion figures at secondary and vocational level were lower than the level targeted, the former due overly optimistic targets (Tanzania Country Programme) and the latter due to a shift to focusing on the follow-up of students who had completed their training in 2024 (Burundi Country Programme).

QUALITY OF EDUCATION IMPROVED

During 2025, the **quality of education was improved for 52 700 children** (girls: 26 400, CWDs: 2200). This result was achieved through, among other measures, equipping teachers with new knowledge and skills related to inclusive, child-centred teaching methods and raising their awareness of children's educational rights. Across the Programme 2700 teachers received pre- and in-service training which they reported using in their own teaching. In Burundi, pre-school teachers reported applying new approaches in their teaching, such as the use of songs, games and pictures and described how their enjoyment of their work had increased due to the newly acquired skills. Likewise, in Bangladesh, trained teachers demonstrated improved understanding of vulnerability and different types of disabilities, leading to positive attitude changes and closer engagement with students with disabilities. **Evidence of change includes adapted seating arrangements, increased use of drama and games and additional time spent with students with disabilities.** In DR Congo, teaching practices have gradually changed following training provided by the Programme, as teachers have realised the limitations of previous methods. Newly introduced practices focused on learner-centred approaches and inclusion, positive discipline, and support for exceptional students. Teachers have embraced the new approaches and have integrated positive routines and inclusive teaching materials and remedial sessions for students with learning difficulties. They also report abandoning corporal punishment.

In Iraq, 75 teachers and education supervisors were trained on integrating sustainability topics into education. Feedback indicated that the capacity of the teachers improved, and they were better able to design and deliver sustainability focused education and keep their students engaged. The education of children with disabilities was further strengthened in Iraq when a decision was taken by political decision-makers to assign an assistant teacher to support children with disabilities during exams. The **improved quality of teaching led to improved academic performance** in several countries. For example, in Uganda the pass rate in supported primary schools increased to 91% from 71% the previous year with the pass rate at secondary level increasing to 100% from 79%. Impressive results were also recorded in adult literacy training in Uganda: at the close of 2025, 83% of participants were able to write their names and form letters compared to 49% at the beginning of the year.

CHILDREN LEARN LIFE SKILLS IN KIDS CLUBS

The Programme supported children's education through various informal measures, including over 300 Kid's Clubs and 80 Children's Parliaments, attended by 21 800 children (girls: 11 900). The participation of girls and children with disabilities in the clubs was particularly encouraged. In Iraq, 670 children with disabilities participated in Kids Clubs while, in Nepal, 30 children with disabilities served as Kids Club committee members. Children **learned about basic life skills** and topics including children's rights, sexual and reproductive health and rights, menstrual health management, psychosocial wellbeing and living peacefully with others. The clubs also provided opportunities for children to learn practical skills, such as basic sewing skills and computer literacy. Kids Clubs in Ethiopia were used as platforms to promote peace and social cohesion in schools and surrounding communities through art activities, sports, mini-media promotion, and public awareness campaigns. They also conducted advocacy campaigns that led to commitments from school administrators in two locations to arrange extra tuition classes for girls.

Kids Clubs also provided opportunities for children to participate in **activities that fostered teamwork** such as group games and sports. In addition, children took part in environmental cleanliness activities, fostering a sense of responsibility toward their surroundings. For instance, three clubs in Kenya started conservation farming in their schools and established demonstration gardens. A further six clubs engaged in clean-ups of schools and local marketplaces and participated in the planting of mangrove along the country's coastline. In Nepal, Kids Clubs organised campaigns against child marriage, the dowry system and substance abuse and successfully preventing two child marriages. Meanwhile, in Tanzania several schools-based clubs established vegetable gardens contributing to school feeding programmes.

Children were also able to **strengthen their creativity** through participating in drama, art classes, singing and dance. In Bangladesh and Burundi, it was noted that participation in informal clubs helped improve children's creativity, confidence, and communication skills. In Iraq, participation in informal education was found to

increase cognitive development, critical skills, and problem-solving skills, social integration and physical wellbeing. In Kenya, one club that focused on drama and music participated in the school music festivals at the national level, having also participated in regional festivals in previous years. The club received several awards and has been invited to perform at various public functions. Finally, children's **formal education was supported** through measures such as academic support and debates.

DUTY BEARERS SUPPORT CHILDREN'S RIGHT TO EDUCATION

During 2025, **14 300 parents (f: 10 500, PWD: 700) learned about children's right to education** with many taking concrete action to strengthen their children's education rights. Support was manifested in various ways. In Kenya, an increase in the number of parents attending parents' meetings was recorded while in both Kenya and Burundi parents supported the construction of new classrooms and other school facilities as well as taking increased responsibility for providing learning materials for their children. In Myanmar, parents' willingness to contribute to the education of their children financially increased and monitoring pointed to parents no longer using their children as cheap labour at home. Meanwhile, "Baba and Mama" clubs were piloted in three schools in Uganda. Their main role was supporting the upkeep of school premises and monitoring children's learning. This has reduced absenteeism for both learners and teachers. The sustainability of school-based Kids Clubs was also strengthened through art and craft products that generated income for both learners and the school.

Education rights were also strengthened through **more active parent-teacher associations (PTAs) and school management committees (SMCs)**. In Iraq, school administrators took action to support the return of children with disabilities to school and advocated for governing authorities to provide schools with special teachers. In Kenya 8 school boards mobilized resources to construct additional classrooms and toilets. In Nepal, the capacities of School Management Committees and Parent-Teacher Associations (PTAs) were also reinforced, improving their understanding of their roles and responsibilities. As a result, 37 updated School Improvement Plans were made and 44 schools secured local government funding for infrastructure upgrades benefiting almost 10 000 children. Monitoring visits confirmed more child-friendly and engaging classrooms, while focus group discussions with girls highlighted improved attendance due to gender-friendly toilets and reliable drinking water. Meanwhile, one PTA in Uganda mobilised 150 parents to plant vegetables and clean a school compound to support the school feeding programme. Finally, also in Uganda, focus group discussions with children indicated that the parents of almost 700 pupils had increased their financial support to their children's education through measures such as purchasing learning materials.

Children's right to education was also promoted in various ways by **the work of almost 1000 local civil society groups and Village Development Committees (VDCs)**. In Bangladesh, local civil society groups promoted school attendance and raised awareness of child labour, child abuse, early marriage and drug addiction. In Myanmar, a VDC installed a water pipeline when children complained of poor sanitation facilities. The sustainability of education facilities was also promoted in Myanmar through measures such as a microcredit scheme and the development of sustainability plans for seven of the country's Learning Centres. Finally, **governing authorities in several countries demonstrated strong support for children's right to education**. In Bangladesh, local authorities provided financial support to install water tanks, toilets, seating, and waiting spaces for parents in schools. Meanwhile, in Ethiopia, monitoring shows more active engagement of education and social affairs officials in school supervision and community awareness raising, with authorities increasingly allocating time, staff and modest budget resources to support adult literacy programs, school improvement activities and awareness campaigns on children's safety. In Nepal, meanwhile, local authorities provided match-funding of €9834 for the improvement of school infrastructure, enhancing the learning environment of almost 10 000 children. Finally, in Tanzania, joint Country Programme-government planning led to local authorities reallocating municipal funds for latrine construction and school repairs and directing funds to hostels for children with disabilities.

3.2. RIGHT TO SAFE LIVING ENVIRONMENT



The main goal of the Right to Safe Living Environment outcome is to ensure that all children in target communities are able to grow up in a safe and supportive environment as outlined in Article 27 of the Convention on the Rights of the Child. The Programme ensures that children and their parents are aware of their rights to a safe living environment and that parents are equipped with the knowledge and skills to generate income to provide for their families. During 2025, **the Safe Living Environment activities directly impacted the lives of 120 000 beneficiaries, among them 45 500 children and 4500 persons with disabilities.**

DIRECT BENEFICIARIES IN SAFE LIVING ENVIRONMENT				2025 TRAFFIC LIGHTS
● Rights Holders ● Duty Bearers	FEMALE	MALE	TOTAL	
Children without disabilities	21 900	21 900	43 800	2
Children with disabilities	900	800	1 700	
Adults without disabilities	36 700	24 900	61 600	0
Adults with disabilities	800	700	1 500	
Adults without disabilities	5 700	4 200	10 100	14
Adults with disabilities	800	400	1 200	
Total	66 900	52 900	120 000	

Table 2. Right to Safe Living Environment Beneficiaries and Outcome-level Traffic Lights

Progress towards building a Safe Living Environment for children and youth was measured through 16 outcome indicators. During 2025, 14 (2024: 12) of the indicators showed solid progress towards the targets (green traffic light), while two indicators had a red traffic light signifying limited progress (2024: three). No indicators had an amber light (2024: two). Regarding the red traffic lights, the number of children and youth who felt increased security was significantly less than targeted. The poor security situation in many Country Programmes was a contributing factor, along with government restrictions in Ethiopia, which prevented the Country Programme from collecting results for this indicator. In addition, the number of children with disabilities using assistive devices was lower than planned. Contributing factors included budgetary pressures caused by inflation and the high cost of devices in Burundi.

INCREASED RESILIENCE THROUGH PSYCHOSOCIAL SUPPORT

The Programme continued to support the mental health and psychosocial wellbeing of children and their parents and caregivers, which increased their resilience to cope with stress and challenging circumstances. Monitoring data points to significant impacts on the lives of beneficiaries with 35 000 children and youth reporting strengthened overall resilience (f: 22 200, persons with disabilities: 1200)

In Iraq, over 2000 beneficiaries received psychosocial support and reported that, as a result, they were better able to cope with life's challenges. For instance, a workshop for 51 participants of parents and youth was organised that addressed autism, ADHD, down syndrome and trauma. Sharing real life experiences helped participant understand children's emotions, challenges and how to deal with the needs of their children. Meanwhile, children themselves reported that psychological first aid helped them to manage their stress and anxiety and that they learned about ways to cope with autism and ADHD. Furthermore, in Uganda, 280 people received individualized counselling and demonstrated better emotional regulation and self-understanding, leading to reconciliation in 25 families, as confirmed during monitoring sessions.

In DR Congo, psychosocial support was provided to 70 teenage survivors of sexual and gender-based violence, with positive effects on their resilience, self-confidence and ability to cope with trauma. Also in DR Congo, over 500 people, including 330 women and girls and 180 persons with disabilities, benefited from psychosocial support and reported being better equipped to face life's challenges. Thanks to the psychosocial support, the children have become active within emotional support groups, offering support to their peers who experience psychological distress. The DR Congo Country Programme has also helped improve collaboration between the police and local communities by training police officers at a police-run hospital on the topic of psychosocial support as a way of equipping them to not only provide medical care to survivors of sexual and gender-based violence but to also offer them psychosocial support.

INCREASED KNOWLEDGE OF SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)

The Programme continued to raise awareness of sexual and reproductive health and rights (SRHR) during 2025 with 35 000 beneficiaries (girls and women: 17 500, persons with disabilities: 700) reporting increased knowledge of their rights. In Bangladesh, it was reported that parents were more confident discussing SRHR topics openly with their children and teenage girls reported increased knowledge of menstrual health management and awareness of good practices such as eating nutritious food during menstruation. In Burundi, girls who previously felt ashamed and skipped school during their periods reported that they were no longer ashamed and attended school year-round. Meanwhile, in Kenya, 70% of 484 trained children and youth committed to adopting safe practices such as setting boundaries, avoiding coercion and using contraceptives. Feedback also showed increased confidence regarding menstrual hygiene management and awareness of reproductive rights among girls with and without disabilities. Contraceptive uptake increased from 160 in 2024 to 350 in 2025, while sexually transmitted infection cases dropped from 47 in 2024 to 26 in 2025. Early pregnancies also dropped by almost 7% (from 278 to 259).

In Uganda, SRHR awareness raising among over 2000 beneficiaries also led to concrete results. Early marriage and teenage pregnancies cases decreased, and assault cases dropped from 180 to 65. Ugandan youth are now more aware of their rights, parents support open SRHR discussions, and referral pathways link adolescents to relevant services. Training was also organised for 180 adolescent girls in Iraq. Feedback was positive, with participants reporting increased knowledge, improved understanding of their bodies and confidence and better hygiene practices. Events were also organised to raise awareness of sexual and gender-based violence (SGBV) and, in Kenya, authorities collaborated with local communities to establish two safe houses for SGBV survivors.

IMPROVED ACCESS TO CAPITAL AND STRENGTHENED LIVELIHOODS

The Programme continued to take action to strengthen the livelihoods of parents and caregivers. This work took various forms, including providing financial literacy and entrepreneurship training, supporting the establishment and capacity building of local savings groups and training smallholders in the use of conservation agriculture practices. Across the Programme, 4800 households reported increased regular household income, enabling parents and caregivers to take better care of children. In Uganda the number of **households with more than one source of income increased** from 30 at the beginning of the year to 350 at the end. Impressive results were also observed in Kenya, where 392 households increased their savings. Feedback from beneficiaries showed that the increased resources had been used to provide for their children's needs and support their education. Similar results were achieved in Nepal with 342 families improving their economic security and income assessments revealing that this enabled families to invest more in their children's education and essential household needs.

One key factor behind the improved economic situation of Programme beneficiaries was **Village Savings and Loan Associations (VSLAs)** that operated in many Country Programmes. These community-level groups provided members with access to capital and also functioned as forums in which members were able to discuss concerns and plan advocacy initiatives. In Uganda, VSLA group members withdrew €18 100 from their savings to finance investments and started 150 new business and farming ventures and their savings increased to €61

500 from €14 200 at the beginning of the year. The number of VSLAs also grew from 36 to 47. In Kenya, as VSLAs became more established, they began to conduct advocacy activities. For instance, two VSLAs secured water tanks and support for the construction of six new toilets following advocacy initiatives. In Ethiopia, 78 VSLAs were merged together to create ten larger cooperatives that will strengthen the ability of members to engage with local authorities and access state funding. Similar merging of VSLAs to create cooperatives took place in Kenya and Uganda. In Kenya, the newly created cooperatives were able access government support and local authorities even donated funds to help one of the new cooperatives build an office and provided it with a water tank and chairs.

PEACEBUILDING STRENGTHENS LOCAL COMMUNITIES

During 2025, **significant progress was made towards building more peaceful communities**. In total, 30 peacebuilding initiatives were supported and 13 700 children and youth (f: 7100, PWDs: 480) reported feeling more safe in their immediate surroundings. In Kenya, the Country Programme facilitated the construction of a primary school among the marginalised community of the Waata. However, other communities enrolled their children in schools further away since they looked down upon the Waata community. Due to the intervention of the Country Programme, however, attitudes have changed and now other parents are happy for their children to go to the same school as Waata children. In DR Congo, 80 Peace Clubs in partner schools have allowed children to be actively involved in the promotion of peace through cultural activities such as dance, song, poems and plays. In Kalemie, Twa children, initially reluctant to attend the same schools as Bantu children, are now studying together thanks to awareness-raising activities carried out by peace clubs. Similarly, in Fizi, previously divided ethnic groups, such as the Fuleru and Bembe, now participate in the same self-help groups. Students trained through the peace clubs now play an active role as mediators and are recognized by their peers as key actors in conflict prevention. This change is evidenced by the testimonies of teachers, students and school principals, who report a decrease in fights, harassment and social tensions within schools. As a result of these actions, schools have seen a visible reduction in school violence and an improvement in the relational climate.

Strong results were also achieved in Ethiopia and Myanmar. In the former, **57 600 people (f: 30 500, persons with disabilities: 6500) were directly impacted by the Country Programme's peacebuilding and conflict resolution activities**, through workshops, dialogues and trainings and 10 new Zonal Peace Committees were established. In addition, 24 200 youth were equipped with skills on how to use social media platforms responsibly and as tools for peace building. Kids Clubs were also used as platforms for promoting social cohesion and peace. Meanwhile, an inclusive football tournament was also organised that was a big success, helping break social barriers and promoting unity across diverse groups. At the national level, barriers between different religious groups' members have reduced due to trainings, dialogues and discussions between religious and traditional leaders and elders. For example, Muslims and Orthodox members now come to Protestants' church premises for discussions and trainings. In Myanmar, meanwhile, peace actions focused on conflict prevention and mitigation with humanitarian actions, such as food aid, complemented development cooperation activities. The food support helped to improve children's attendance, concentration, and academic performance, thereby strengthening educational outcomes.

3.3. STRENGTHENING PARTNERS' CAPACITY



The goal of the Strengthening Partners' Capacity outcome area is to equip the 18 local implementing partners with the necessary knowledge and skills to operate effectively both during and after the current programme period. Activities enhanced the administrative and financial capacity of the local partners and provided them with new tools to strengthen their advocacy work and to pursue new innovations, technology and corporate collaboration (ITCC).

Progress was measured through seven outcome indicators. All seven indicators had a green traffic light during 2025, indicating good progress towards the Programme's targets (2024: 7/7 green traffic lights). **The Partner Capacity Strengthening outcome reached a total of 810 direct beneficiaries, among them 230 women and 20 persons with disabilities.**




DIRECT BENEFICIARIES IN PARTNER CAPACITY STRENGTHENING				2025 TRAFFIC LIGHTS
	FEMALE	MALE	TOTAL	
Adults without disabilities	220	480	790	
Adults with disabilities	10	10	20	
Total	230	490	810	

Table 3. Partner Capacity Strengthening Beneficiaries and Outcome-level Traffic Lights

STRENGTHENING ORGANISATIONAL CAPACITY

During 2025, Organisational Capacity Self-Assessments were carried out by partner organisations. The assessments were used to evaluate capacity across several metrics and to identify capacity gaps for follow-up. Training focused on, among other topics, ethics, strategic financial management and financial sustainability, managing donor relations and preventing fraud and corruption.

Improvements in the following areas of financial and administrative management were observed:

- Improved ability of finance staff to communicate financial information to other staff (9 partners)
- Development of more user-friendly financial systems and strengthening of internal policies (9 partners)
- Increased focus on developing financing plans for long-term sustainability (9 partners)

At the same time, further capacity strengthening is needed in several areas including:

- Development of Income Generating Activities to enhance self-financing (8 partners)
- Greater emphasis on financial literacy among leadership teams (11 partners)
- Enhanced understanding of donor and stakeholder relationship management (11 partners)
- Increased confidence in implementing improvements based on Health Check findings (11 partners)

Please refer to figure 7 below for a more detailed overview of progress in strengthening the capacity of partner organisations during the 2022 – 2025 programme period.

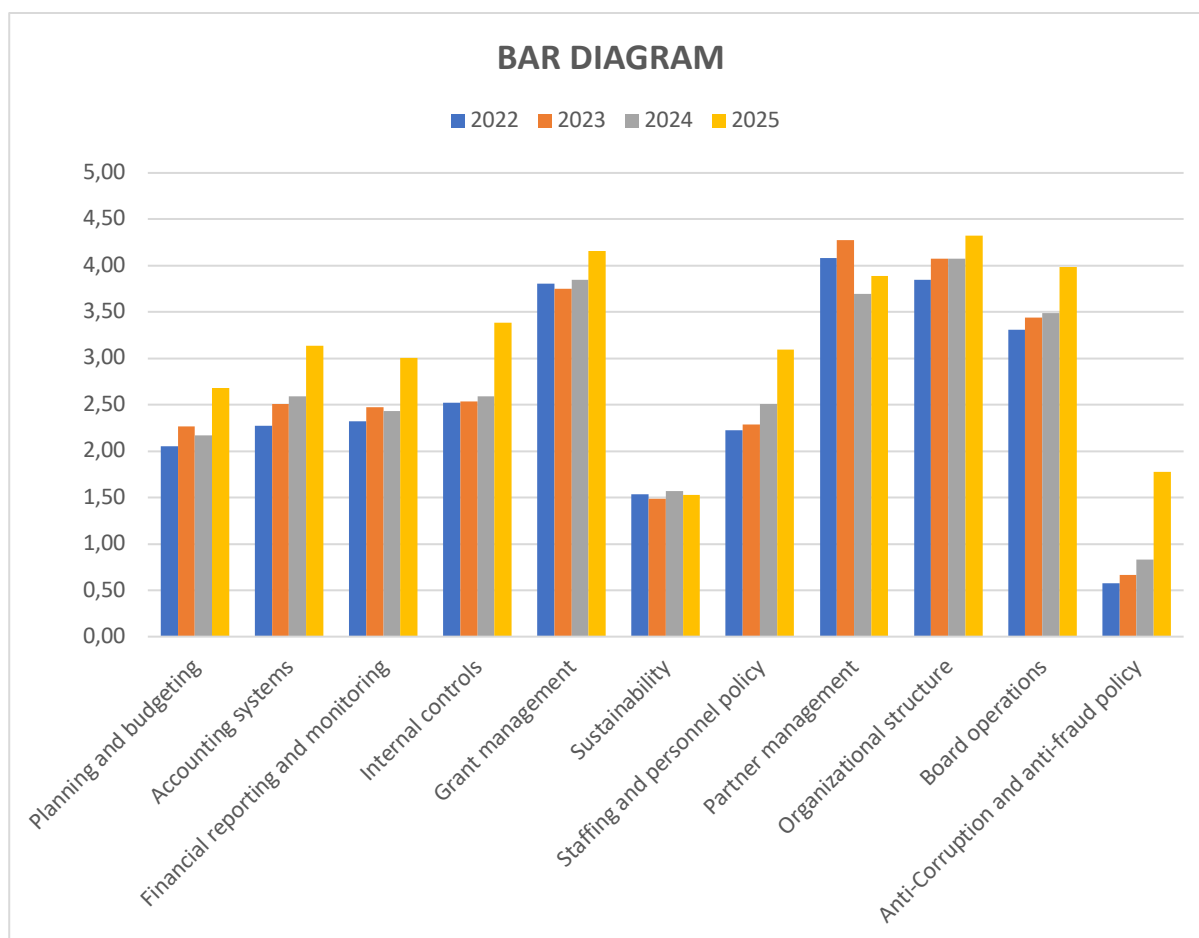


Figure 6. Results of Partner Capacity Health Checks 2022 – 2025

ADVOCACY INITIATIVES

During 2025, partner organisations started or supported 61 new advocacy initiatives, of which over half (34) led to positive results. In many Country Programmes, advocacy was linked to raising awareness of the rights of children and youth to education and safe living environments, which formed a foundation for higher levels of policy advocacy. During 2025, awareness of Programme themes was increased through events to celebrate significant international days such as International Menstrual Health Management Day, the International Day of Persons with Disabilities and the International Day of the Girl Child. The Programme also participated in international campaigns, including the annual 16 Days of Activism against Gender-Based Violence.

Advocacy highlights in 2025 included positive results related to strengthening the rights of persons with disabilities and sustainability in education. In DR Congo, the Country Programme conducted awareness and advocacy campaigns that led to the creation of the National Secretariat for Persons Living with Disabilities, an umbrella organisation representing local Organisations of Persons with Disabilities. Meanwhile, following lobbying and advocacy on the need to increase special units in Kenya, the county government of Kilifi agreed to increase the number of schools with special units from 2 to 12. This is a significant achievement and will make it possible for children with disabilities in the area to access learning more easily.

In Iraq, positive results were achieved regarding the incorporation of sustainability into national education. One of the Programme’s local implementing partners organized policy dialogue and advocacy events regarding sustainability in education with representatives of five government ministries. The advocacy work resulted in sustainability topics being integrated into teacher training and greater inter-ministerial cooperation around sustainability issues. Collaboration was particularly strong in the Nineveh Department of Education, where there was a formal integration of sustainability and inclusive practices into local education policies. This

achievement addresses the barrier of fragmented government efforts and established a national precedent for government-backed education on sustainability, while also strengthening Iraq's alignment with its COP29 commitments.

INNOVATIONS, NEW PARTNERSHIPS AND FUNDING (ITCC)

Fida Country Programmes sought to diversify their funding bases via institutional sources and collaborating with other organisations and the private sector. New partnerships were established with various actors including CSOs, universities and education providers, private sector actors, and governmental entities as well as foundations. The new and continuing partnerships supported and enhanced the Programme's impact.

Innovations and technology solutions drive improved learning and inclusion

In 2025, innovations meant trying out ideas, methods, and solutions to adapt Programme delivery and further promote participation. In Iraq, a targeted training on resource mobilization and fundraising was organised for partner organisations. As a result of this action, participants strengthened their knowledge of the different sources and mechanisms of financing, which will be significant for the period after 2025 when the Iraq is no longer part of the Programme. In Ethiopia, collaboration with Siinqee Bank strengthened access to affordable loans for small businesses and contributed to the creation of more than 1000 new employment opportunities. Fida also promoted and supported a culture of innovative approaches to building internal capacities by leveraging peer learning: the Nepal and Bangladesh country offices collaborated to both receive training on the use and development of financial management software.

In 2025, adoption of technologies to support and improve Fida's work was advanced in some operating contexts. In Myanmar, a tailored digital learning platform was successfully developed and piloted, and it has made educational activities more effective by reducing the administrative burden of volunteer teachers. The product holds significant scaling potential, and the plan for improvement includes establishing a standardised student ID system to further support user-friendliness and reduce risks of errors. In Ethiopia, the Fida country office and a partner office upgraded technologies such as IT-systems and automatic attendance controls. Also in Ethiopia, a partnership with Bitcom company was established for improved data management.

Partnerships and collaborations diversified the programmatic reach

Country Programmes continued to establish new partnerships to increase their impact. Two new agreements were signed in Nepal, where a three-year project will support marginalised communities, a two-year project focusing on women and girls' financial literacy started, and the sustained coordination efforts and a collaboration with a hospital led to the establishment of five health camps, which benefitted over 1800 rights holders including over 600 persons with disabilities. In Uganda, two new partnerships were formed: Frontier Faith Christian Ministry (FFCM) funds were used to combat gender-based violence, and Plan International funded the training of teachers in the Yumbe area. In Ethiopia, Fida participated in academic symposiums, governmental and non-governmental organisation forums, and exhibitions of CSOs, boosting advocacy reach. In Tanzania, meanwhile, local income generation diversified the funding base of the local implementing partner. Finally, funding applications were sent to several foundations and institutional donors and applications were analysed for lessons learnt and best practices.

3.4. CROSS-CUTTING OBJECTIVES

GENDER EQUALITY



Fida worked to ensure that all persons, regardless of gender, had equal access to its Programme and could influence activities and decisions that impacted their own lives and communities. The Programme worked to raise awareness of important gender-related topics such as Sexual and Reproductive Health and Rights (SRHR), Gender-Based Violence (GBV) and Female Genital

Mutilation (FGM). The Programme engaged with girls, women, boys, and men to promote open discussion regarding gender roles, norms, rights, and expectations. During 2025, the Programme **strengthened the rights of 111 600 female rights holders**, while 16 600 female duty bearers and partner organisation representatives participated in the Programme in various ways. The proportion of female beneficiaries in the Programme was 55% (2024: 53%).

Across programme countries, progress in advancing gender equality was achieved through measures such as the **provision of livelihood opportunities**, promoting social norm change, and providing opportunities for girls and women to participate in leadership and decision-making. In Burundi, a women's entrepreneurship group reported that training delivered with support from the Northern European Business Academy and improved access to credit enabled members to transition from subsistence activities to profitable small businesses and enhanced members' economic independence and social standing. Likewise, in Ethiopia, over 3000 women participated in VSLAs, with many taking small loans to cover unexpected household expenses and to establish small businesses. The established small businesses contributed to household income and stability and supported the women's self-confidence and decision-making. Women were also prioritised in vocational skills training with 126 participating, further enhancing their economic opportunities.

Meanwhile, **women's leadership was promoted in various countries**. In DR Congo, a mindset change was observed and women who previously rarely spoke in meetings began actively participating, with some taking on roles such as group leaders, treasurers, and committee members and men began to appreciate that women have important ideas regarding community development. In Kenya, of the 68 VSLA groups supported by the Country Programme, 70% were headed by women. Meanwhile, in Nepal, increased participation of women in leadership was evident as seven women chaired School Management Committees, two led PTAs, and ten served as principals. Furthermore, 43 of 91 children's clubs were chaired by girls. Finally, in Ethiopia, 272 "Women of Peace" were designated across three cities, strengthening women's leadership in peacebuilding processes.

Changing attitudes and social norms were also observed. In Bangladesh, the Country Programme improved male engagement by scheduling activities outside working hours and using informal community spaces such as tea houses. In Nepal, qualitative findings from focus group discussions indicated more supportive attitudes towards gender equality among women, men, boys, and girls. Awareness-raising efforts have also delivered measurable impact: in Iraq and other Country Programmes, menstrual hygiene management sessions reached thousands of women and girls, contributing to increased confidence, improved health practices, and better school attendance.

At the same time, challenges remain. Attitudinal change takes time and further awareness raising and advocacy is needed. In addition, gender policies in DR Congo and some other operating countries are implemented and monitored unevenly and further capacity-building is needed to strengthen knowledge and improve the application of gender equality principles and related policies.

DISABILITY INCLUSION



The Programme promoted the equal participation of persons with disabilities in education and community life, supporting the idea of "nothing without us", i.e. that no decisions related to persons with disabilities should be taken without consulting them first. Persons with disabilities often face discrimination due to prejudiced attitudes and, therefore, the Programme worked with both rights holders and duty bearers to

change attitudes. In 2025, **11 400 persons with disabilities participated in the Programme. This represents 4.9% of all direct beneficiaries** (2024: 4.4%). Country Programmes estimated that, on average, 12.8% of their budgets were spent on promoting the fulfilment of the rights of persons with disabilities, a small increase compared to 2024 (11.8%).

During the reporting period, the Programme **increased the knowledge of almost 1400 teachers regarding inclusive education**. Ensuring accessibility to education continued to be a strong focus with 206 schools improving the accessibility of their facilities. Efforts to strengthen the rights and inclusion of persons with

disabilities increasingly focused on systematic identification, improving access to education, and stronger engagement with local institutions. In Bangladesh, house-to-house visits contributed to identifying children with disabilities while, in Burundi, community mapping identified 530 children with disabilities of whom 470 were enrolled in school following parental sensitisation. In Kenya, changing attitudes were evident, with more than 10 parents in one community proactively presenting their children with disabilities for registration with the Country Programme and the formation of groups to advocate for the rights of children with disabilities.

Progress was also made in **promoting inclusive education and participation**. In DR Congo, monitoring revealed that attitudes towards education were changing with education increasingly recognized as a right for all children, including those with disabilities, rather than a right reserved for able-bodied children from rich families. In Iraq, a local implementing partner was included in a government committee tasked with diagnosing disabilities and, as a result, 27 new children with disabilities were identified and enrolled in school. This demonstrated a critical shift from ad-hoc assistance to systematic resource allocation integrated into standard operating procedures. Furthermore, the Directorate of Education formally created and filled special-education supervisory posts, established school-level diagnostic and placement committees, and issued official circulars mandating accommodations (e.g., individual plans, flexible assessments) for students with disabilities. Meanwhile, the Uganda Country Programme reported an 18% increase in attendance and retention of children with disabilities compared to 2024.

Improving accessibility and learning environments remained a key priority. In Kenya, 10 schools improved physical accessibility through measures such as ramps and widened doors while, in Ethiopia, 10 ramps were constructed in primary schools and youth and sports offices. In Uganda, Kids Clubs supported the construction of walkways in 13 schools to improve access for children with disabilities. Meanwhile, teachers in 30 special schools in Kenya adopted assistive technologies and inclusive teaching strategies, and in Myanmar, a video covering education for children with disabilities was created for use in the Country Programme's Learning Centres. Finally, resource rooms were established in 9 schools in Iraq, leading to improved participation of children with disabilities in school lessons.

The programme also contributed to **greater participation and economic inclusion of persons with disabilities**. In Burundi, 7 VSLAs led by persons with disabilities were among the first to declare that they could sustain their activities independently, thereby demonstrating their increased confidence and abilities. In Ethiopia, advocacy work led to the establishment of a town-level Paralympic Federation and, in Iraq, engagement with employers increased interest in hiring persons with disabilities and one woman with a disability secured employment. Also in Iraq, a summer course was organised, reaching 107 students with disabilities, with collected feedback pointing to improved social and emotional skills. Representation also improved, with a person with a disability joining a School Management Board in Kenya and two persons with disabilities employed by the Uganda Country Programme.

Despite these positive results, challenges remain. Deeply rooted stigma and societal attitudes continue to hinder inclusion in several countries, including Ethiopia and Bangladesh. Limited staff capacity on disability inclusion was also identified as a constraint in some countries, though efforts have been made to address this through targeted trainings and partnerships. Structural barriers also remain, such as long distances to schools, inadequate accessibility of infrastructure, and insufficient learning materials.

ENVIRONMENT AND CLIMATE RESILIENCE



The Cross-Cutting Objective of Environmental Sustainability and Climate Resilience equipped local people to take action to protect their immediate environments and to mitigate and adapt to the negative effects of climate change. Through the Programme, children learned about the importance of protecting the environment, farmers gained new skills in conservation agriculture and land regeneration and local communities increased their knowledge of disaster risk reduction. All Country Programmes also took care to minimise the environmental impact of their activities.

During 2025, **work continued to strengthen environmental awareness, climate resilience, and sustainable natural resource management**, with a strong emphasis on translating knowledge into concrete action. During the year, the knowledge of 33 000 children (children with disabilities: 600) regarding environmental sustainability was strengthened. Children and local communities demonstrated increased understanding of environmental sustainability and actively contributed to improving their surroundings. In Bangladesh, students pledged to reduce plastic use and participated in tree planting in schools, homes, and roadside areas. In Burundi, pupils in 25 schools planted trees in school compounds and also planted trees in their own gardens at home. In DR Congo and Nepal, the introduction of waste management systems in schools and local communities and regular clean-up campaigns contributed to improved sanitation and reduced disease risks. Meanwhile, in Uganda, 910 students participated in competitions promoting recycling, resulting in practical solutions such as the production of approximately 20 dustbins from reused plastic bottles.

At the community level, **climate-smart agriculture and sustainable land management practices** were increasingly adopted, contributing to improved resilience and productivity. In Kenya, 233 hectares of land were placed under sustainable land management - an increase from 213 hectares in 2024 - and almost 3400 households adopted conservation agriculture practices such as mulching, use of cover crops, and water retention techniques. This figure included 59 new households who joined after observing improved yields among early adopters. A further 153 households adopted disaster risk reduction practices, including the use of drought-resistant seeds and raised planting beds. In Uganda, meanwhile, land under production expanded significantly from 11 to 52 acres through sustainable practices such as agroforestry, soil and water conservation, and climate adaptation measures, alongside the planting of over 450 tree species around homes and gardens. Finally, in Nepal, trees were planted along riverbanks helping to reduce soil erosion, while supported farmers shifted from chemical fertilisers to compost manure, resulting in healthier soil.

Efforts to promote **environmental restoration and ecosystem protection** also yielded tangible results. In Ethiopia, large-scale mobilisation of communities led to the planting of 307 900 seedlings, contributing to national reforestation efforts and increased awareness of environmental protection. In Tanzania, meanwhile, 272 acres of natural forest were protected through measures including wildfire prevention and the control of illegal logging. In Kenya, collaboration with UNESCO supported training for faith leaders and teachers on marine conservation and 10 Kids Clubs were engaged in coastal clean-ups and mangrove planting. However, challenges remain in Kenya, such as the felling of trees for charcoal burning, driven in part by the rising cost of living. **Behavioural change and adoption of environmentally friendly technologies** were also observed at household and community levels. For example, in Uganda, 150 households adopted energy-saving stoves, reducing reliance on firewood.

Finally, **steps were taken to reduce the environmental footprint of Programme and partner offices**. In Burundi, measures such as reducing electricity use, limiting printing, improving waste management, and minimising vehicle use were implemented. In Iraq, a partner organisation developed a comprehensive Climate and Environment Protection Policy and introduced practical measures including eco-friendly air conditioning, and reduced reliance on bottled water, demonstrating a growing commitment to environmental sustainability.

3.5. CHALLENGES AND LESSONS LEARNED

In 2025, the operating environment for many Country Programmes was challenging, as outlined in Section 2.3 above, and required Country Programmes to learn and adapt as circumstances changed. Some of the key challenges and lessons learned during the reporting year are detailed below. Lessons learned were recorded and will be used to strengthen future development cooperation work.

Economic pressures remained a significant constraint during the year. In Ethiopia and Burundi, inflation and structural economic changes affected programme delivery and the viability of small businesses, such as those run by VSLA members, necessitating increased advisory support and cost-conscious implementation approaches. In Bangladesh, engaging male participants proved difficult due to their role as breadwinners, although participation improved when trainings were scheduled outside standard working hours. A lack of partner financial contributions in Kenya also placed additional pressure on Programme resources.

Political instability and administrative changes further affected implementation. In Burundi, the replacement of local government officials required renewed engagement to ensure continuity. Similarly, frequent reshuffling of government counterparts in Ethiopia and bureaucratic delays and staff turnover within Iraq's Ministry of Education disrupted workplans and slowed approval processes. These challenges were mitigated through proactive engagement with new officials and flexible planning. In Myanmar, political instability, conflict, and restrictions on public gatherings limited opportunities for advocacy and government engagement, requiring a shift towards community-based approaches and conflict-sensitive programming. Electoral tensions and temporary internet blackouts in Tanzania also affected monitoring and staff well-being, requiring remote coordination and flexible scheduling.

In **highly fragile contexts** such as DR Congo, a combination of armed conflict, economic instability, natural hazards such as flooding from Lake Tanganyika, and logistical constraints including road inaccessibility and airport closures created a complex operating environment. These factors increased costs, limited access to beneficiaries, and delayed implementation. The Country Programme adapted through strict security protocols, budget adjustments, relocation of activities to safer areas, and increased use of digital tools for monitoring. Despite these challenges, positive outcomes were achieved, highlighting the importance of adaptability and resilience in Programme design and implementation.

During the year, several **lessons emerged** that can strengthen future programming. Across multiple contexts, community-based approaches and localisation initiatives proved highly effective. In Nepal, **leveraging existing community structures** such as mothers' groups, youth clubs, and School Management Committees strengthened ownership and sustainability. The **importance of trusted local actors** was further highlighted in Ethiopia, where faith leaders played a key role in building community trust, and across the Programme, where volunteers played a critical role in implementing activities cost-effectively.

Lessons were also learned regarding capacity strengthening approaches. In Iraq, peer-to-peer teacher training and continuous mentoring were found to be more effective than one-off sessions, enabling wider reach and more sustained impact. Similarly, face-to-face training in DR Congo supported stronger knowledge retention, while linking psychosocial support with child protection services in Uganda improved referral pathways and service uptake.

Finally, the Programme highlighted the **value of strategic partnerships and evidence-based advocacy.** Collaboration with local authorities, civil society organisations, and other stakeholders strengthened programme effectiveness. For instance, in Tanzania coordination with government and civil society protection actors improved the handling of protection cases. Also, in Uganda, the use of monitoring data to inform advocacy enabled stronger engagement with district planning processes. Together, these lessons underscore the importance of flexibility, local engagement, and long-term capacity development in achieving impactful results.

4. COUNTRY PROGRAMME RESULTS

ETHIOPIA: PEACEBUILDING AND WOMEN AND YOUTH EMPOWERMENT PROGRAMME

Partners	Ethiopian Guenet Church Relief and Development (EGCRD) Ethiopian Mulu Wongel Amagnoch Church Development Commission (EMWACDC)
Direct beneficiaries	59 580 (f: 31 392, m: 28 188, PWD: 1 398)
Expenses	€ 638 374

Fida worked with Ethiopian Guenet Church Relief and Development and the Ethiopian Mulu Wongel Amagnoch Church Development Commission to address two key challenges. Firstly, conflict and insecurity were tackled through bringing together religious leaders, young people and women to work on concrete measures to strengthen peace and community cohesion. Secondly, unemployment among women and youth was addressed through the provision of vocational and entrepreneurship training. The Country Programme operated in nine areas: Addis Ababa, Adama, Bahir Dar, Dessie, Hawassa, Nekemte, Shashamane, Wolmera and Wolayta Sodo.

During 2025, high inflation continued to put economic pressure on beneficiary households whilst also increasing implementation costs. The security situation was also challenging in several regions necessitating some budget adjustments and relocating of planned activities. Despite these difficulties, implementation did not encounter major setbacks and the Country Programme reached more than 59 000 direct beneficiaries. The Country Programme continued to provide vocational training and engage with local businesses to find apprenticeship and work opportunities. More than 500 young people and women learned about entrepreneurship and opportunities for vocational education and 186 completed vocational training courses with 28 subsequently securing employment. The Country Programme also focused on Kids Club activities with xxxx (xxxxx) attending 24 Kids Clubs and Children's Parliaments. Several of the clubs engaged in advocacy activities leading to a commitment from school administrations to arrange extra tuition classes for girls. Officials were impressed with these initiatives and committed to establishing similar parliaments in all schools.

Peacebuilding work remained a core focus of the Country Programme during 2025. All VSLA participants learned about peacebuilding alongside other topics, such as entrepreneurship and group administration. Several peacebuilding dialogue processes involving different stakeholder groups were established or strengthened, which resulted in the establishment of 10 local peace committees. Meanwhile, 24 222 children and youth were equipped with skills on how to use social media platforms responsibly and as tools for peacebuilding. One standout success was a football tournament involving different communities which helped break social barriers and promoted unity across diverse groups.

BANGLADESH: SCHOOL CHILD ADVOCACY – A SAFE EDUCATIONAL PATH FOR ALL

Partner	Bangladesh Assemblies of God / Ashirbad NGO
Direct beneficiaries	10 325 (f: 6354, m: 3971, PWD: 119)
Expenses	€ 209 372

In Bangladesh, Fida partnered with Bangladesh Assemblies of God Church and its development NGO, Ashirbad. The Country Programme cooperated with the implementing partner's schools and organised lessons and workshops on children's rights, focusing particularly on the rights of girls and children with disabilities. In addition, teachers were provided with in-service training on counselling, psychosocial support, and inclusive education and cooperatives were established to offer livelihood possibilities for local women. The Country

Programme also promoted open discourse on traditionally taboo topics, such as sexual and reproductive health and rights.

The political climate in Bangladesh remained tense in 2025 and there were several political protests. However, implementation generally proceeded as planned. During the year, 132 teachers and education personnel strengthened their knowledge of children's right to education, including gender and disability inclusion, as demonstrated by post-training assessments. In addition, 110 teachers were trained on inclusive teaching methods with 84% reporting using the new methods in their teaching. Teachers demonstrated improved understanding of vulnerability and different types of disabilities, leading to positive attitude changes and closer engagement with students with disabilities. Evidence of change included adapted seating arrangements, increased use of drama and games and additional time spent with students with disabilities. Meanwhile, 555 parents learned about child protection, child marriage prevention and the dangers of substance abuse and committed to taking action to promote the wellbeing of their children.

Work to promote safe living environments for children and youth focused on areas including raising awareness of sexual and reproductive health and rights and psychosocial support and providing income generating opportunities to women living in vulnerable situations. During the year, 200 children (girls: 137) strengthened their knowledge of puberty, SRHR and MHM. Parents, including fathers, also reported increased confidence to discuss these topics with their children. In addition, 22 persons were trained on trauma awareness and basic counselling so that they can support children's mental health. Finally, the Country Programme arranged skills and business development training for 76 women, of whom 35 successfully started new income-generating activities. With improved household income, families are now better able to ensure proper shelter, food, clothing, and education for their children.

BURUNDI: COMMUNITY, FAMILY AND YOUTH WELLBEING PROGRAMME

Partners Community of Pentecostal Churches of Burundi (CEPBU)
Ministry of National Education and Scientific Research

Direct beneficiaries 14 706 (f: 7 587, m: 6 873, PWD: 59)

Expenses € 316 629

Fida's Country Programme in Burundi partnered with the Community of Pentecostal Churches of Burundi (CEPBU). The Country Programme trained kindergarten and pre-school teachers on the national pre-primary curriculum and early childhood development. Work under the Safe Living Environment outcome, meanwhile, provided vocational and entrepreneurship training to unemployed youth. The Country Programme's working areas were Bubanza, Cibitoke and Ngozi provinces.

The operational environment in 2025 in Burundi was challenging. The conflict in neighbouring DR Congo resulted in an influx of refugees. Meanwhile, there was a continued scarcity of vehicle fuel and inflation remained high. Despite these challenges, the Country Programme was able to positively impact the lives of 14 700 people (rights holders: 14 100). Work to strengthen the quality of pre-school education continued with over 200 teachers trained during the year. Teachers trained reported using new methods in their teaching, such as songs and games. Follow up reports from schools indicated that the teachers enjoyed teaching because of the new knowledge and skills they had acquired.

Volunteers trained through the Country Programme provided psychosocial support to 269 children and adults (f: 160, persons with disabilities: 11). Almost 5800 children and young people also strengthened their SRHR knowledge. Beneficiary feedback revealed that girls who had previously skipped school because of their periods felt increasing confident about attending school even during menstruation. The Country Programme also supported 82 VSLAs, with members reporting that their membership in the groups helped them earn income that they used to provide for their families and support the education of their children. Finally, the Country programme supported the capacity building of 12 local Civil Society Organisations (CSOs) with whom

the Country Programme collaborated on implementation. The CSOs were trained on various topics, including programme themes and, CSO administration and grant management.

IRAQ: INNOVATIVE EDUCATION AND PEACEFUL LIVING ENVIRONMENT FOR CHILDREN AND YOUTH

Partners	Together to Protect Human and Environment, Halabja Disabled Organisation, Yes We Can – Network, Assemblies of God Kurdistan
Direct beneficiaries	5 606 (f: 3 091, m: 2 515, PWD: 391)
Expenses	€ 324 722

Fida partnered with several local organisations in Iraq, including Together to Protect Human and Environment Association (“Together”), Halabja Disabled Organisation (“HDO”), the Yes We Can Network and Assemblies of God Church in Kurdistan. The Country Programme was implemented in four locations: Erbil, Halabja, Ninewa and Kirkuk. The Country Programme trained teachers on inclusive education and child-led teaching methods and supported the education of children with disabilities. The Country Programme also promoted a teaching module related to environmental sustainability.

The operating environment in 2025 was relatively stable though there were some delays in accessing funds due to new bank rules. The number of beneficiaries reached was smaller than in previous years as the Country Programme focused on winding down prior to its completion. The Country Programme supported the establishment of resource rooms in nine schools to support the education of children with physical and learning disabilities with teachers reporting that they had a positive impact on education provision for these children. Advocacy on inclusion led to positive results, such as the enrolment of five children with disabilities who had previously dropped out of school and the enrolment of 27 new pupils with disabilities schools. These results were attributed, in part, to school administrators taking a more active role in promoting the education of children with disabilities. Teaching on sustainability topics was also strengthened through the training of 75 teachers in “training of trainer” sessions with positive results recorded in terms of curriculum development and pupil engagement.

During 2025, psychosocial wellbeing remained an important focus of the Country Programme and 35 social workers were trained on trauma and counselling. According to feedback, the training provided them with better tools to help people who have faced trauma. Furthermore, 2200 (f: 850, PWDs: 490) people reported that they were better equipped to cope with life’s challenges. Beneficiaries reported that psychosocial support helped them to manage their stress and anxiety and provided them with skills and coping strategies to deal with autism and ADHD. Further significant results were achieved related to menstrual health management, with 180 girls attending online and in-person training. Evidence collected showed that participants knowledge increased, they had improved understanding of their own bodies and their hygiene practices and confidence increased. Finally, social cohesion and peacebuilding initiatives in partnership with International Peace Youth Group reached 1800 children and adults (f: 590, PWD: 450) with feedback pointing to improved conflict resolution knowledge and skills and increased desire to promote community cohesion.

KENYA: TUNAJALI - OPPORTUNITIES FOR CHILDREN AND YOUTH FOR QUALITY EDUCATION AND A SAFER LIVING ENVIRONMENT

Partner	Full Gospel Churches of Kenya (FGCK)
Direct beneficiaries	6 567 (f: 3 820, m: 2 747, PWD: 686)
Expenses	€ 277 234

In Kenya, Fida partners with the Full Gospel Churches of Kenya (FGCK) to strengthen access to quality education and support safer living environments for children and youth. The Country Programme provides in-

service training to teachers on modern teaching methods and inclusive education. Livelihood opportunities and food security are strengthened through literacy classes, vocational training and teaching on sustainable farming. The Country Programme operated in Kakamega, Loita, Marsabit, Pwani and Dagoretti.

The operating environment in Kenya during 2025 was calm and there were sufficient rains which enabled increased yields. The number of direct beneficiaries was reduced compared to previous years as the Country Programme wound down. 2400 children (girls: 1200) were enrolled in supported schools during the year. School environments were strengthened through improvements to school infrastructure such as the construction of ten new classrooms, a dormitory and the installation of rainwater harvesting equipment. During the year, 18 teachers received in-service training and were observed using their newly learned skills in their teaching. In addition, 290 parents (f: 200) also increased their knowledge of children's educational rights and many actively participated in parents meetings and making improvements to school infrastructure. Meanwhile, six Kids Clubs engaged in clean-up of schools and marketplaces as part of their environmental conservation efforts and participated in planting of mangrove along the coastline.

Work to improve children's living environments centred on increasing knowledge of sexual and reproductive health and rights, psychosocial support and livelihood support. 1100 children and adults (f: 630, PWD: 70) increased their knowledge of sexual and reproductive health and rights with 70% of surveyed beneficiaries committing to adopting safer practices, such as setting boundaries and using contraceptives. 340 girls (15 with disabilities) reported increased knowledge of menstrual health management. Indicators of safer behaviour included increased contraceptive uptake and a reduction in STI cases from 47 in 2024 to 26 in 2025. The knowledge of 46 psychosocial support providers was also strengthened and 970 persons (f: 550, PWD: 70) were provided with psychosocial support with 12 persons referred to specialized service providers. 392 households increased their savings levels and 97 increased their regular income through micro enterprises. Improved income translated into safer and more supportive home environments, with caregivers showing stronger commitment to meeting children's needs and keeping them in school. Finally, preventive health activities in the Dagoretti slum area of Nairobi saw positive results with incidences of diarrhoea decreasing from 627 in 2024 to 355 in 2025. A cholera outbreak was also successfully contained.

DR CONGO: ELIMU HAKI - EDUCATION AND PEACE FOR CHILDREN AND YOUTH

Partner	Communauté des Eglises de Pentecôte en Afrique Centrale (CEPAC)
Direct beneficiaries	14 574 (f: 8 480, m: 6 094, PWD: 3 402)
Expenses	€ 495 708

Fida's partner organisation in DR Congo is the CEPAC Pentecostal Church. Activities are implemented in eastern regions of the country. The Country Programme works to strengthen educational rights, particularly those of children with disabilities. In addition, children, young people, and women learn about sexual and reproductive health and rights and the prevention of gender-based violence. The Country Programme also supports various local-level peacebuilding initiatives, such as peace clubs for young people.

The operating environment in DR Congo remained challenging during 2025. The M23 rebel group controlled significant territory in the east of the country leading to increased instability. Additional challenges were posed by the weak state of the economy and both flooding and drought. Online monitoring was used at times during 2025 as a response to logistical challenges. Despite the difficult operating environment, the Programme achieved tangible results. 449 teachers participate in in-service training and gained new skills that they began to use in their own teaching. In partner schools, capacity building for teachers and principals contributed to a gradual change in educational practices. Teachers began to adopt learner-centred approaches, incorporating inclusion, positive discipline, and support for exceptional students. Evidence of this change can be seen in the abandonment of corporal punishment, the integration of positive routines into classrooms, the use of inclusive teaching materials, and the introduction of remedial sessions for students with learning difficulties. In addition, 2900 parents (f: 1500 PWDs: 400) learned about the importance of their children's right to education, including

gender equality and the inclusion of children with disabilities. Parents and students were actively involved in the management of school resources, which contributed to better governance and reduced conflict in schools.

The Country Programme continued to support the psychosocial support of local children and their parents. 530 people (f: 330, PWD: 180) benefited from psychosocial support and are now better equipped to face challenging situations. Children have become active within emotional support groups, offering support to their peers who experience psychological distress. Survivors of sexual violence have also regained their self-confidence and resilience in the face of trauma, allowing children to grow in an environment of hope for the future. The Country Programme has helped improve collaboration between a local police-run hospital and local communities by training police officers who are also health care providers on the topic of psychosocial support as a way of equipping them to not only provide medical care to SGBV victims but to also offer them psychosocial support. This approach has led to a gradual change in perception, with the police now seen as a supportive and protective actor. Peacebuilding was also supported through various measures. For instance, the Country Programme coordinated 80 peace clubs in partner schools and children were actively involved in the promotion of peace through cultural activities such as dance, song, poems and plays.

MYANMAR: TOWARDS THE PEACEFUL AND EDUCATED LIFE OF CHILDREN AND YOUTH

Partners Assemblies of God Myanmar (AoGMM)
Myanmar Evangelical Christian Association (MECA)

Direct beneficiaries 1 134 (f: 694, m: 440, PWD: 10)

Expenses € 351 350

Fida's partners in Myanmar are the Assemblies of God Church of Myanmar (AoGMM) and the Myanmar Evangelical Christian Alliance (MECA). Activities are centred on Yangon, Kachin State and Rakhine State. The Country Programme promotes the right to education for marginalised children and youth through Learning Centres, which are designed to supplement children's formal education. The Country Programme also promotes conflict resolution and peacebuilding. During 2025, the Country Programme received €65 000 of funding from ERIKS Development Partner.

The operating environment in the country during 2025 remained extremely challenging due to the poor security situation, restrictions to online communication and poor availability of basic goods and fuel. In this context, the Country Programme's Learning Centres provided an important source of stability and enabled children to continue their education. During the year, the education of 470 children (girls: 230) was supported through the Learning Centres. Learning Centre students achieved strong results in the most recent end of year exams with 157 receiving academic excellence awards. This is a strong result considering that many initially struggled when they joined the Learning Centres. Duty bearers also took greater responsibility for children's education. For instance, Village Development Committee (VDC) members provided fans, sunshades and improved sanitation facilities in various locations. Likewise, parents were found to be more actively supporting their children's education through financial contributions and other measures and were more supportive of children continuing their education after grade four.

Monitoring also indicates that VDCs are increasingly taking responsibility for the financial sustainability of Learning Centres. Despite the fact that approximately 70% of beneficiary households earn less than €75 per month, communities have demonstrated strong ownership by mobilizing significant local resources. One scheme of note is a local microcredit facility. This low-interest loan mechanism is designed to ensure the financial sustainability of the Learning Centres after external support ends. The Country Programme also strengthened social cohesion and safe living environments by building the capacities of youth, women, and persons with disabilities in peacebuilding, advocacy, and conflict resolution. Evidence shows that 86% of participants applied these skills in community actions such as repairing roads, clearing drainage, supporting children's education, and resolving local conflicts. According to the Key Informant Interviews, religious leaders

reported strengthened collaboration and coordination within their own organizations and with other religious groups and denominations, contributing to improved community cohesion.

NEPAL: SAFE AND INCLUSIVE SCHOOL PATHWAY FOR CHILDREN AND YOUTH

Partners Rescue Nepal, Relative Nepal, New Life Service Association, Transformation Nepal

Direct beneficiaries 39 803 (f: 23 842, m: 15 961, PWD: 578)

Expenses € 509 989

Fida's Country Programme in Nepal seeks to address the twin challenges of poor fulfilment of educational rights and poor living environments for children and youth. Fida's implementation partners are Rescue Nepal, Relative Nepal, New Life Service Association and Transformation Nepal. The Country Programme provides in-service training to teachers as well as career guidance to youth to facilitate their transition to working life. In addition, entrepreneurship training is provided to support the livelihoods of families and unemployed youth. The Country Programme operates in Khijidemba, Bateshwar, Ishworpur and Kailari.

The Country Programme's immediate operating environment remained relatively calm, despite protests that led to the toppling of the government. Almost 40 000 beneficiaries were reached during the year. The quality of education was strengthened through providing in-service training for 260 teachers on various topics including inclusive education, with positive reflections in student feedback. The training encouraged teachers to create their own learning materials with one teacher reporting that she had begun to create her own learning games, which kept her pupils more engaged than previously. 413 students (girls: 230, CWDs: 10) gained practical knowledge on choosing a career through career counselling. In partnership with local governments, the programme improved infrastructure in 44 schools, with matching contributions of €9834 from local authorities. Monitoring visits confirmed more child-friendly and engaging classrooms, while focus group discussions with girls highlighted improved attendance due to gender-friendly toilets and reliable drinking water.

Under the Safe Living Environment outcome area, 281 persons (f: 170, PWDs: 70) gained new livelihood skills with 256 subsequently engaging in income generating activities. Livelihood support resulted in improvements to economic security for 342 households and, according to income assessments, household incomes increased enabling families to invest more in their children's education and essential household needs. Vocational training was also provided for unemployed youth with 36 trained to carry out electrical work. Of those trained, eight secured work in local electrical shops or their own businesses. Work also continued to strengthen SRHR knowledge with 10 700 increasing their understanding (f: 7900, PWDs: 70). Training on SRHR resulted in teachers being better equipped to teach about the topic and parents finding it easier to discuss the topic with their children. Results were validated through focus group discussions.

TANZANIA: TUNANDOTO PROGRAMME – SUSTAINABLY TRANSFORMED CHILDHOODS

Partners Free Pentecostal Church of Tanzania (FPCT)

Direct beneficiaries 48 004 (f: 25 559, m: 22 335, PWD: 3 677)

Expenses € 876 333

The Tanzania Country Programme is implemented in collaboration with the Free Pentecostal Church of Tanzania (FPCT). The Country Programme supports children's learning through Kids' Club activities and pre- and in-service training for teachers. A special emphasis is placed on ensuring that children with disabilities are able to access schools and fully participate in education. Meanwhile, adults' livelihoods are supported through entrepreneurship training and savings groups.

The operating environment was generally calm, however, during the election period in the second half of the year the situation was insecure with protests and internet blackouts. These developments temporarily hindered monitoring visits and staff mobility. During the year, 440 teachers participated in in-service training that led to improved classroom practices, with inclusive and competency-based methods enhancing student engagement, participation and learning outcomes. Meanwhile, accessibility was improved in 30 schools through various measures. Parents also continued to learn about the rights of their children and over 2200 (f: 1100, PWDs: 90) participated regularly in parent's meetings.

The Country Programme continued to raise awareness of the rights of persons with disabilities with 4000 children and adults (f: 2100, PWDs: 100) reporting increased knowledge of rehabilitation possibilities for persons with disabilities and preventive healthcare. A further 2500 (f: 1300, PWDs: 25) benefited from improved access to basic sanitation and water supply. The Country Programme also achieved significant livelihood results with 2500 households reporting increased regular income and over 1000 small businesses created. Some significant increases in yields were also recorded. For instance, smallholder cashew farmers increased production from 797 metric tons (2024) to 865 metric tons (2025) and seaweed farmers increased production from 455 metric tons (2024) to 600 metric tons (2025).

UGANDA: SAFER AND SUSTAINABLE ENVIRONMENT FOR CHILDREN AND YOUTH

Partners	Pentecostal Churches of Uganda
Direct beneficiaries	32 726 (f: 17 447, m: 15 279, PWD: 1 080)
Expenses	€ 370 420

The Uganda Country Programme partners with the Pentecostal Churches of Uganda (PCU). The Country Programme raises awareness of children's rights in local communities and improves school environments through training teachers on modern, inclusive teaching methods and counselling skills. Children also learn about their rights through Kids Clubs. Training on business skills and Village Savings and Loans Associations is given to promote saving and to improve access to capital. The work is implemented in Yumbe, Karamoja and Masindi districts.

The operating environment in 2025 was characterised by high inflation and elevated food and fuel prices. There were also extreme weather conditions with both floods and exceptionally dry spells which disrupted livelihoods and, at times, affected school attendance. As mentioned above (Section 3.1), there were strong education results in the Country Programme in 2025 with the pass rate in surveyed primary schools increasing from 71% in 2024 to 91% in 2025 with similar improvement also recorded at secondary level. During the year, duty bearers played an increasing role in strengthening the educational rights of their children through various measures. One example was when parents planted vegetables in the school compound to support the school feeding programme. Finally, strong results were recorded in life-long learning with 83% of 228 participants improving their writing skills so that they can now write their names and form letters compared to 49% at the beginning of the year.

Impressive results were also achieved related to the right to a Safe Living Environment. During the year the number of VSLAs increased from 36 to 47 and the amount of group savings increased from €14 200 to €61 500. VSLA group members withdrew €18 100 in loans to finance investments and started 150 new business ventures, including opening small stores and restaurants and setting up small enterprises such as goat rearing, bee keeping and liquid soap making. VSLA members also learned about energy saving stoves and the benefits of pit latrines with 20 stoves and 200 pit latrines constructed by members during the year, impacting the lives of several hundred beneficiaries. Members also learned about sustainable agriculture and 14 acres of land were placed under sustainable land management in Yumbe and Karamoja, where practices such as conservation of trees and digging of trenches and channels for the passage of water were established.

5. DEVELOPMENT COMMUNICATION, GLOBAL EDUCATION AND ADVOCACY

5.1. DEVELOPMENT COMMUNICATION

The communication team reached most of the annual targets by publishing content on Fida's channels, organising campaigns and acquiring media coverage. New target audiences were reached by continuing journalist and media cooperation. Fida's media visibility in Finland in 2025 was boosted early in the year by news coverage of the escalating conflict in the Democratic Republic of the Congo and the evacuation of Fida's expatriate staff. These developments drew strong interest from both journalists and the public. The media visibility was aided by active communication and swift press releases about the situation in DR Congo.

In addition, strong media and journalist cooperation was done to facilitate the Congolese Nobel Peace Prize laureate Denis Mukwege's visit to Finland in June. Overall, there were 65 hits in Finnish media related to Fida's development cooperation work, which resulted in an aggregated potential reach of 61.5 million reads. The annual target is at 50 hits and 500,000 people.

A total of 36 articles and blogs covering Fida's development cooperation were published on Fida's website, reaching 1,805 reads. Fida participated actively in Fingo's social media campaigning ahead of the Finnish government's budget framework sessions as well as a joint campaign for eight Finnish CSOs working on the rights of children with disabilities in Tanzania. Fida's "Food for Life" campaigning brought attention to Fida's development cooperation as well as women's and girls' rights in Eastern Africa. Material collection trips were arranged to Ethiopia, Uganda and Iraq. Several articles were produced from all the destinations. In total, 8 radio programmes were broadcast.

The Finnish Ministry for Foreign Affairs' Survey on Finns' Attitudes to Development Cooperation in 2025 revealed that, overall, the Finnish public's positive attitude towards development cooperation increased compared to the previous year. In 2025, 71% of Finns thought that development cooperation is fairly or very important, which reversed the previous decreasing trend (2024: 61%, 2023: 63%), which was an objective of Fida's Communication and Advocacy activities.

5.2. GLOBAL EDUCATION

School visits continued in 2025 in cooperation with Fida's partner, Suomen Helluntaikirkon Koulupalvelu. Fida's global education reached 6868 students, 47 percent of them for the first time, and 418 teachers. Altogether 322 lessons were held, which is above the target of 250-300 lessons per year. The number of school visits rose by 10 percent compared to the previous year, even though the annual goal of 10 000 participating students was not met.

The feedback received from teachers and students continued to be excellent: the overall rating by teachers was 3,8/4 and by students 3,5/4, which is above the target (teachers 3,5/4; students 3/4). Children and youth's understanding of global challenges and children's rights improved, and they reported having learnt about new global perspectives, the importance of children's rights and advocacy. Teachers reported that the school visits aligned with the national curriculum in several ways, and the materials encouraged teachers to discuss global topics with their students. School visits were described as child-friendly, activating and versatile. A webinar and workshops were organized for schools in the spring term.

In addition to the school visits, teachers and educators were contacted at the Educa fair which led to new school visit requests. Teachers were also asked about their needs regarding global education materials, and altogether over 200 answers were given in the questionnaire. Fida's global education also participated in other events where materials and school visits were promoted (e. g. Pentecostal World Conference).

Fida's global education website was visited altogether 303 times (target 800 visits/year). However, the numbers might not be as comparable to the numbers of previous years due to changes to the website. Additionally, the focus has been on creating new materials for school visitors and volunteers. The Injustice Game (914 pieces) continued to be popular, and Fida shipped almost twice the annual target number of 500 games/year. New flyers about Fida's global education materials were published.

Pentecostal Church volunteers were trained at a regional trainings and the annual global education course was completed by around 15 participants. The school visitors of Koulupalvelu were provided with two trainings.

5.3. ADVOCACY IN FINLAND

Fida's advocacy contributed to an increase in well-coordinated, timely dialogue with decision-makers and authorities on themes related to children's rights, education, peace, and protection in conflict settings, particularly in relation to DR Congo. Fida was able to both react to quick changes in the policy environment and engage in longer dialogue processes in Finland and at the EU level. The most noteworthy aspect in advocacy progress has been a shift from one-off encounters to a more regular, trust-based engagement with decision-makers, particularly regarding Finland's development co-operation funding. Moreover, Fida's profile as a reliable source of expert information on the crisis and its implications in DR Congo increased.

In 2025, advocacy work focused on responding in a timely and coordinated manner to the escalation of the conflict in DR Congo and the international and national debate it generated in the EU and Finland. Fida rapidly mobilised its advocacy efforts, producing a public advocacy campaign, engaging in radio and television interviews, organising briefings for authorities, and holding meetings with key decision-makers on a tight schedule. Close cooperation and continuous coordination with European partner organisations in EU-CORD significantly strengthened the impact and visibility of these efforts.

A central advocacy priority during the year was the planning and implementation of Nobel Peace Prize laureate Denis Mukwege's visit to Finland. The visit included high-level meetings with the President of Finland, the Minister for Foreign Affairs, and Members of Parliament, as well as extensive media engagement. Dr. Mukwege's work and the situation in the DR Congo attracted considerable public and political attention, and Fida's advocacy staff played a facilitating role in establishing new connections, including cooperation between the Crisis Management Initiative (CMI) and the Mukwege Foundation.

In the second half of the year, advocacy efforts increasingly focused on influencing the Finnish government's budget negotiations, particularly in relation to proposed funding cuts to development cooperation. Advocacy was carried out in close collaboration with Fingo and its members. The cooperation contributed to successful outcomes in preventing the most severe cuts to NGO funding.

Advocacy work strengthened cooperation with other CSOs in Finland. The main annual advocacy event, *Turvallista oppimista vai katkenneita koulupolkuja?* seminar was organised in co-operation with the Finnish Evangelical Lutheran Mission, Felm, and World Vision Finland. In addition, 60 staff members from Fida's country programmes in Tanzania and Kenya received advocacy training. At the European level, Fida advanced its engagement by planning an advocacy event for Members of the European Parliament together with EU-CORD and by participating in an Advocacy Hub seminar.

6. PROGRAMME MANAGEMENT AND QUALITY CONTROL

6.1. MANAGEMENT AND ORGANISATION

The highest decision-making body within Fida was the Annual General Meeting. The association was represented by the board, which oversaw Fida's operations. The Leadership Team was responsible for the day-to-day operations of the organisation. It was led by the Executive Director and members included the Directors of the domestic units and three Regional Directors. Three Regional Programme Managers worked under the Regional Directors in the Development Cooperation Programme and were responsible for Country Programmes in Eastern Africa, Asia and nexus countries respectively. Each Country Programme was managed by a Country Programme Manager who reported to one of the Regional Programme Managers. The regional management was also supported by Thematic and Technical Advisors. Regional and HQ Programme Managers with the Regional Directors formed a Management Team that supported the Leadership Team.

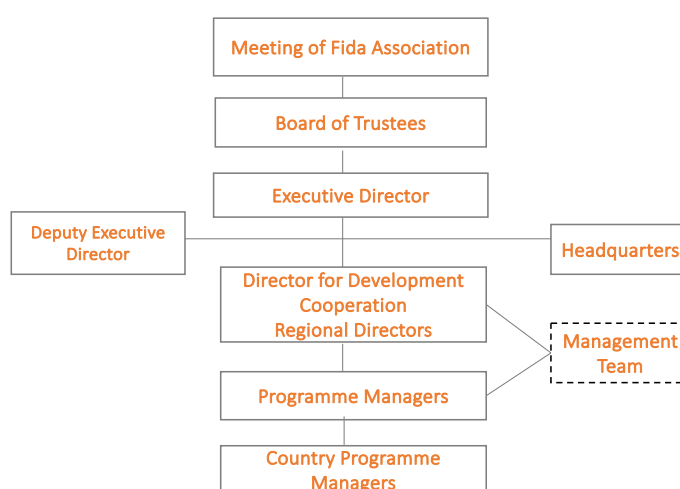


Figure 7. Fida Development Cooperation Management Chart

Programme oversight required financial, personnel, ICT (Information and Communications Technology) and administrative management. The role of Fida's Head Office and its Development Cooperation Unit was mainly to provide PMEL (Planning, Monitoring, Evaluation and Learning) and PCM (Programme Cycle Management) support to the Country Programmes. Development Cooperation Programme management in Finland included communication with the Ministry for Foreign Affairs, planning, monitoring, reporting and the development of tools to support these processes. The Domestic Programme (Communications, Advocacy and Global Education in Finland) was also implemented and managed from Finland.

In 2025, there were 41 Programme employees hired in (12) and from (29) Finland, as well as 223 locally hired employees.

6.2. PLANNING, IMPLEMENTATION AND QUALITY CONTROL

The implementation, monitoring and quality control of Fida's Global Development Cooperation Programme was carried out in the target countries by Country Programme Managers and Coordinators.

The **quality assurance system included the following elements**. Firstly, strategic management ensured that staff members throughout the Programme worked actively towards the same strategic goals. Secondly, implementation at the Country Programme level was in alignment with the overall Programme goals and was monitored regularly using key performance indicators. Thirdly, all processes relevant to Programme Cycle

Management (PCM) were described in Fida's Programme Manual, which all Programme staff are familiar with. The Manual was updated when necessary. Sound financial management was ensured through adherence to Fida's financial management guidelines. Finally, staff competence and motivation were ensured through recruiting qualified and motivated staff and providing regular training on programme themes.

Monitoring took place in a participatory manner in Country Programme teams. Based on the internal monitoring, **evidence of progress was collected in tri-annual narrative reports**, which were used in monitoring progress towards the achievement of the annual targets. Annual results and broader reflections on progress were collected in the annual reports of the Country Programmes. Meanwhile, Country Programme finances were monitored through tri-annual and annual finance reports.

Fida has a **zero-tolerance policy regarding corruption**. The Country Programmes followed the financial guidelines in Fida's Programme Manual and Country Programme funding requests were checked by Regional Programme Managers and Financial Controllers and approved, according to Fida's Finance Rule. **External auditing was part of the financial management process**, and the audit recommendations were used to improve financial management as part of ongoing learning and development. Internal financial audits were carried out of the Country Programmes in Tanzanian and Ethiopia.

Two cases of misconduct were handled in 2025. Firstly, a potential financial misconduct case that had come to light in late 2024 in the Bangladesh Country Programme was investigated. The case was found to have merit and corrective measures were taken. Secondly, the Programme received a notification that another donor organisation of the local implementing partner in Tanzania was investigating a potential misconduct case. It was found that the case was not linked to Fida's Programme, however, and it was thus not investigated further.

6.3. PROGRAMME EVALUATIONS

During 2025, a final evaluation of the 2022-25 Development Cooperation Programme was conducted, which analysed the impact of the Programme during the programme period, the lessons learned and the sustainability of the Programme's results.

The evaluation found that the Programme had been highly effective and had contributed to the achievement of its planned impact, namely improved access to quality education and safer living environments for children and youth. The report highlighted improved access to education, improved quality of education opportunities and improved knowledge of duty bearers (caregivers, parents, teachers) that together contributed to strengthening the fulfilment of the right to education for children in target areas.

The evaluation found that there had also been significant progress towards creating safer living environments for children and youth. Areas of strength included the promotion of sexual and reproductive health and rights, which resulted in children and youth adopting safer practices, and the provision of psychosocial support, which was found to have increased overall resilience. The Programme also increased regular income for many households which impacted their standard of living and strengthened their ability to support children's education. Sustainability was supported by local communities and other local stakeholders taking ownership of the Programme's results.

The evaluation recommended that Fida and its partners continue and deepen their work on disability inclusion and commit additional resources to this work. It was also recommended that increased attention be given to ensuring that the available resources are adequate for achieving the set objectives and adjustments to geographic and/or thematic scope made, when needed. Additional recommendations included committing additional resources to the promotion of environmental sustainability and climate resilience and improving sharing regarding advocacy results.

The findings and recommendations of the evaluation were disseminated widely within Fida in order that Programme staff at all levels and in all regions could learn from them. A Follow-up Plan was also developed. The report and follow-up plan can be found in Appendices 4a-4b.

7. PROGRAMME PERIOD RESULTS AND SUSTAINABILITY

RIGHT TO EDUCATION

RIGHT TO EDUCATION HIGHLIGHTS 2022-25

- 122 200 children (girls: 64 500, children with disabilities: 4400) benefited from improved quality of education
- 59 400 parents and caregivers trained on children's educational rights and 36 300 participated regularly in parent's meetings
- 6100 teachers trained on inclusive education
- 460 schools with improved accessibility

The **Programme achieved its education outcome objective** with 6/6 indicators recording a green traffic light. The Programme successfully brought about changes in mindset and attitudes among beneficiaries and helped create more inclusive school environments and improve educational performance.

Changed mindsets

At the beginning of the programme period, attitudes to education among parents were often indifferent, and teachers were frequently poorly equipped to provide quality education. Furthermore, in many locations, children were not treated equally, and the education of boys was prioritized over that of girls and children with disabilities. Attitudes have changed, however, during the programme period. In Burundi, for instance, monitoring shows that parents now recognize that all children have an equal right to education and parents now actively support the education of girls and children with disabilities. Parents expressed their commitment to their children's education by providing learning materials and uniforms for their children and contributed local materials like stones, bricks, sand and labour for refurbishment of classes and toilets. In Bangladesh, parents increasingly recognized that boys and girls have equal rights and the wishes of girls regarding education and marriage were respected.

Likewise, in DR Congo, education was often previously viewed by parents as a favour from those in authority, rather than a fundamental right. Furthermore, parents did not see a reason to participate in school management. Teachers also lacked skills in inclusive education and psychosocial approaches, while school infrastructure was not adapted to the needs of children with disabilities. The situation changed during the programme period and, for instance, access to education improved, especially for children with disabilities who now attend school in a more welcoming and respectful environment. During the programme period, the number of pupils with disabilities enrolled in supported schools in DR Congo increased from 21 in 2022 to 921 in 2025 and 150 have completed their secondary education with high school diplomas. Furthermore, pedagogical practices have been transformed with teachers now using methods that are inclusive, participatory and adapted to the needs of all students. Finally, cooperation between parents and schools has improved with parents' groups meeting regularly with school administrators and local leaders to discuss measures to improve school environments and learning outcomes. The strengthening of structures that support children's education was also observed in other countries, such as Kenya and Nepal. In the latter, for instance, strengthening the capacity of School Management Committees and Parent-Teacher Associations resulted in 140 schools securing government funding or in-kind support for infrastructure improvements.

A more welcoming and supportive school environment

Access to education and also the quality of education were strengthened through improvements to school infrastructure, with accessibility improvements made in 460 schools. In Iraq, the quality of education for children with disabilities was improved through equipping 12 resource rooms that supported the education of 430 children with disabilities. These rooms, combined with training for almost 140 teachers on inclusive

education produced concrete results. Teachers reported increased confidence when teaching children with disabilities and monitoring visits to schools showed that the learning environment was more participatory than previously and children with disabilities were more engaged in lessons. Monitoring data also pointed to improved learning outcomes for children with disabilities.

In Kenya, six schools constructed classrooms enabling them to provide education to grade-seven aged children. Prior to these improvements, many children dropped out of school after grade six rather than transitioning to schools further away that offered grade seven teaching. Since the classroom construction, 270 children can now attend grade seven in a familiar location close to their homes. Improvements were also made to toilets and changing facilities in various countries. In Nepal, for instance, improvements were made to toilet facilities in 55 schools, which impacted the lives of tens of thousands of school pupils and resulted in girls increasingly attending school during their periods, which had not previously been the case. Other infrastructure improvements made during the programme period included the construction of ramps for children with disabilities and new classrooms, the installation of improvement water systems and improvements to school yards and play areas.

Strengthened knowledge of rights and educational performance

At the beginning of the programme period, many children and parents had a poor understanding of children's rights. This changed as the Programme progressed through measures such as educating 176 600 children about their rights. In Bangladesh, for instance, a survey carried out in 2022 showed that 39% of children participating in the Country Programme had knowledge of educational rights, however, by the end of the programme period the number of children with knowledge of educational rights had increased to 97%. Meanwhile, in Uganda, over 500 children were trained on children's rights and became whistle-blowers in their schools speaking out about injustice. The trained learners now inform school administrators of cases of bullying or other types of abuse with between 10 and 115 cases raised in a typical week.

The improved school environments contributed to improved educational outcomes. In Uganda, for instance, improvements were observed in 13/14 supported schools, with the pass rate in primary schools increasing from 83% in 2022-23 to 94 % in 2023-24. The pass rate in secondary schools also increased from 82% to 100%. Pass rates in supported schools in Tanzania also improved from approximately 80% in 2022 to between 90 – 95%. Meanwhile, the impact of improvements to the quality of pre-primary education in Burundi was underlined by annual assessments carried out by the government of Burundi that highlighted that children transitioning from Programme-supported pre-schools to primary school performed better than their peers who went directly to grade one. Finally, impressive adult education results were recorded in many Country Programmes. In Burundi, 310 unemployed youth completed entrepreneurship training with almost 240 subsequently establishing their own small businesses. Meanwhile, in Ethiopia 530 young people completed vocational training with 110 later securing employment and a further 400 adults successfully completed literacy training which increased their ability to carry out daily tasks without external support. Also, in Uganda, 345 vocational training graduates secured employment in field such as tailoring, brick laying, catering and as mechanics.

RIGHT TO SAFE LIVING ENVIRONMENT

RIGHT TO SAFE LIVING ENVIRONMENT HIGHLIGHTS 2022 – 2025

- 6100 sustainable micro & small businesses created, including 1400 by women and 74 by persons with disabilities
- 20 700 households with increased, regular household income
- 175 00 persons (f: 84 500, persons with disabilities: 12 700) participated in social cohesion and peacebuilding activities
- 116 100 children (f: 70 000, persons with disabilities: 7100) and youth with increased resilience to meet life's challenges

The **Safe Living Environment outcome objective was mostly achieved** with 14/16 indicators showing a green traffic lights and two red traffic lights. This result was achieved through, among other factors, beneficiaries improving their livelihoods and becoming more resilient and through increasing knowledge of topics including sexual and reproductive health and rights, psychosocial support and peacebuilding.

Strengthened livelihoods and food security

At the outset of the Programme, many of the targeted households had insufficient regular income and, as a result, struggled to provide healthy food for all household members and to cover everyday expenses, such as those related to children's education. Low savings levels also meant that they were vulnerable to sudden changes in their economic situation. The Programme has contributed to improving livelihoods by providing training on topics such as entrepreneurship and sustainable agriculture and through ensuring that households have access to capital through savings groups. These activities supported the creation of 3600 jobs (2200 for women, 200 for PWDs) and increases in regular household income for 20 700 households. In Bangladesh, for instance, it was reported that increased income for local women enabled them to contribute to overall household income and cover their children's basic needs and resulted in them having an increased voice in their families' economic decision making.

Significant progress was made in **supporting access to capital with more than 700 savings groups established across the Programme**. The Village Savings and Loan Associations (VSLAs) were formally registered, enabling access to state support and, in several Country Programmes, mature VSLAs were combined into larger cooperatives. In Mwanza, in Tanzania, for instance, none of the supported VSLAs were registered at the outset of the Programme. However, at the end of 2025, all groups had completed registration, established clear governance structures, and adopted transparent reporting systems aligned with local government requirements. This formalization has strengthened their credibility and financial management, enabling access to government loan schemes and the opening of official bank accounts. Meanwhile, in Ethiopia, 213 VSLAs were established with over 3800 members and almost €30 000 in joint capital. 118 of the groups later merged into 15 cooperatives, which will support their long-term sustainability. In Uganda, meanwhile, VSLAs together saved over €100 000 in capital with €91 000 withdrawn by members to finance new ventures including the establishment of 650 small businesses such as shops, restaurants, beekeeping micro-enterprises and various agriculture-related businesses.

In Kenya, **income and food security were supported** through disaster risk reduction practices, such as planting drought-resistant crops, which were adopted by more than 2000 households. Sustainable agricultural practices in the country had a dramatic impact on food security, with the number of households reporting that they had sufficient food during all seasons of the year increasing from 120 in 2022 to more than 2000 in 2025. In Uganda, progress was also observed in the reduction of malnutrition, with rates decreasing from 85% to 25%, as a result of successful crop diversification. Likewise, in Tanzania, 89% of surveyed households reported that their food security had improved. However, 61% reported that food was not sufficient during all seasons of the year, suggesting that this issue requires further attention in future.

Increased wellbeing and participation in decision-making

Training provided by the Programme increasingly enabled rights holders to make decisions regarding their own lives and to participate in joint decision-making at the household and community levels. Indeed, across the 4 years of the Programme 82 700 (f: 47 700, PWDs: 2400) rights holders took part in decision-making regarding safe living environments such as decisions regarding their own sexual and reproductive health and psychosocial wellbeing and also regarding livelihoods, social cohesion and peacebuilding.

The Bangladesh Country Programme highlighted that whereas in 2022 household decisions were taken solely by male household members in 77% of households, the situation changed dramatically during the programme period such that, in 2025, almost 100% of surveyed household members reported that decisions were taken jointly. In DR Congo, at the outset of the Programme, community decisions were typically made by small groups of people with the result that schools and other community structures functioned poorly and there was a general environment of mistrust which sometimes spilled over into conflict. The situation changed, however, during the

programme period and regular community meetings were organised and community members were given the chance to share their opinions and ask questions about how resources were used. This strengthened the self-esteem and confidence of community members, including women and persons with disabilities, and slowly built social cohesion and trust.

A major focus of the Programme was strengthening children's sexual and reproductive health and rights knowledge with 79 400 children (girls: 44 500, CWDs: 1900) reporting improved knowledge. This translated into concrete results such as an average reduction in teenage pregnancies in target areas in Kenya of 25%, as teenagers made responsible SRHR-decisions. The focus on SRHR, which also included training for teachers and parents, also contributed to a more open environment in which this often-taboo topic was openly discussed. The more open environment for discussions supported new, concrete measures such as installing sanitary pad disposal facilities in schools to tackle period poverty.

Greater social cohesion and more peaceful communities

The Programme also **contributed building more peaceful and resilient communities**. This was achieved through providing training for local community members, religious leaders and school children on social cohesion and peacebuilding and supporting more than 170 peacebuilding initiatives. In addition, psychosocial support was arranged for those in need and knowledge regarding measures for maintaining and strengthening psychosocial wellbeing was strengthened benefitting 60 200 children and adults (f: 35 400, PWDs: 3300).

In DR Congo, the Country Programme played an important role in bringing together members of different communities. For instance, VSLA members were typically made up of representatives of different ethnic groups, school-based peace clubs promoted social cohesion within school environments and dialogue meetings were arranged for religious leaders. According to feedback, communities now show increased understanding of the principles of peacebuilding and non-violence and members of peace clubs actively engage in preventing conflict in their schools while religious leaders are committed to participating in community dialogues and peace initiatives. Similar results were achieved in Uganda and Ethiopia. In the latter, the relationship between religious leaders and traditional "Geda" courts was strengthened and both acted to prevent conflict-inducing narratives within their respective communities. Dialogue was also promoted at the national level with the organising of a National Interfaith Dialogue seminar bringing together religious leaders, the Ministry of Peace, youth and media organisations. Participants resolved several disputes through actions such as apologising for hate speech and committed to promoting peacebuilding and social cohesion. Finally, a Peace Structure Manual was prepared and approved by the Ministry of Peace. The manual, that was also shared with several national universities, outlines a framework for working towards conflict resolution and peace.

PARTNER CAPACITY STRENGTHENING

PARTNER CAPACITY STRENGTHENING HIGHLIGHTS 2022 - 2025

- 78 new policies developed by partner organisations
- 118 successful advocacy initiatives by partner organisations
- 114 partnerships established with education institutions and private sector actors

The **Partner Capacity Building outcome objective was also mostly achieved** with 6/7 indicators showing a green traffic light and one indicator with an amber traffic light. Significant results achieved included the establishment of new partnerships aimed at strengthening children's rights, strengthened capacity of local implementing partners and successful advocacy initiatives.

Partner capacity strengthening

Regarding strengthening the capacity of local implementing partners, a consistent improvement has been observed over the programme period with the average capacity health check score improving from 2.6 in 2022

to 3.2 in 2025. This was the result of training provided for partners on topics including grant administration, management and ethics, as well as more than 100 initiatives aimed at strengthening partners' financial management and the creation of almost 80 new policies on a variety of topics. The upward trend reflects meaningful progress in strengthening core organisational systems, particularly in internal controls, accounting systems, financial reporting, and staffing. At the same time, areas such as sustainability and anti-corruption frameworks require continued attention. Overall, this sustained improvement highlights the effectiveness of targeted capacity strengthening efforts and the strong commitment of partner organisations towards institutional development and strong governance.

Supporting partners' advocacy capacity

Significant advocacy results were also achieved during the programme period. For instance, Fida's local partner in Iraq played a major role in advocating to political decision-makers for improvement to a law related to care for persons with disabilities and special needs. As a result, persons of short stature were added to the law and it was also updated to state that persons with short stature were not to be "excluded from employment and opportunities because of their condition if they are capable and skilled enough for the jobs".

In addition, a decision was taken by governing authorities in Iraq to roll out a "Sustainability in Education" package, developed by a second Iraqi implementing partner, to schools across the country. The package contains a training programme and guide for teachers about how to integrate the Sustainable Development Goals into regular teaching, including practical measures, such as cultivating school gardens and planting trees. The package will greatly strengthen teachers' ability to cover sustainability topics. Secondly, the Ministry of Education of the Kurdistan Regional Government took a decision to implement the "Special Education Guidelines", Halabja Disabled Organisation. The Guidelines include detailed instructions on the right to education for children with special needs. Meanwhile, in DR Congo, persistent advocacy work and network collaboration led to the establishment of a National Secretariat for People Living with Disabilities. Finally, numerous local-level advocacy initiatives were carried out that led to positive results such as securing materials and in-kind support to construct school classrooms, preventing cases of child marriage, enrolling children with disabilities in school and establishing local safeguarding mechanisms. In total 145 advocacy initiatives were implemented during the programme period with 118 leading to positive results.

Innovations, technology and corporate collaboration support for partners

Attention was also given to promoting innovations and new partnerships and technical solutions and more than 100 new partnerships were established that supported the Programme's aims. In Iraq, local partners moved towards a peer support-based approach to psychosocial support, which meant that support could be provided using less Programme resources than in previous years. Meanwhile, the Tanzania Country Programme established three significant partnerships with the private sector: a partnership was established with WomenChoice Industries related to designing and manufacturing reusable menstrual products; cooperation with Robotech Labs centres on exploring the design and manufacturing of electric wheelchairs and other assistive devices for persons with disabilities and; cooperation began with Zan Ocean Organic International Ltd., through which coastal communities in Zanzibar were trained on farming and harvesting sea cucumbers, thus increasing their earning potential. Meanwhile, the Kenya Country Programme, in collaboration with the Dagoretti Area Advisory Council, introduced an innovative, safer and more convenient reporting mechanism/system on gender-based violence. Ten schools were identified, two teachers trained from each school and suggestion boxes were placed in strategic locations within the school where children could write and leave notes about cases of mistreatment. Teachers then collected the notes and went through them with teams established for this purpose. This resulted in 2000 cases being reported and more than 500 resolved. The Kenya Country Programme also collaborated with Jyväskylä University of Applied Sciences (JAMK) and Jomo Kenyatta University to introduce a mobile application for digital community-based rehabilitation for children with disabilities. Finally, in Nepal, partners collaborated with companies on Corporate Social Responsibility and other initiatives and received small grants such as €6500 from Ncell Foundation, €6000 from the Australian Embassy, and €8000 from UNPD Nepal.

DEVELOPMENT COMMUNICATION, GLOBAL EDUCATION AND ADVOCACY HIGHLIGHTS 2022 – 2025

Development Communication kept development topics in the spotlight

Development Communication highlights during the programme period included an open-call journalist trip to Burundi and collaboration with select journalists for earned and editorial media coverage and influencer campaigning to reach new audiences and raise awareness of girls' and women's rights to education, menstrual health management and SRHR. Further important initiatives included a petition against sexual and gender-based violence in DR Congo and related media cooperation during Nobel Peace Laureate Dr. Mukwege's visit to Finland and campaigning and communication on the 50th anniversary of Fida's development cooperation. The awareness and perception of Fida's development cooperation work improved during the programme period through active communication on Fida's own channels. Development cooperation communication materials gained extensive media visibility in Finnish media, giving the Finnish public exposure to Fida's development themes regionally and nationwide. This aided Fida's brand image and overall visibility to remain at a high level, albeit, with a slight decrease from 2020 levels. The Finnish public's attitudes toward development cooperation decreased for three consecutive years during 2022 – 2024 but then increased again in 2025.

Global Education introduced Finnish children to global development topics

Fida's global education reached over 22 000 students in different parts of Finland, 57 % of them for the first time. Even though the goal of reaching 48 000 students during the programme period was not achieved, more regions were reached than planned. Three material packages were created during the programme period for grades 1-9 and two webinars were also organized in cooperation with schools that reached around 1400 students in grades 7-9. Materials were promoted at various events (e. g. Educa Exhibition). Schools and institutions requested training on global education, which was offered to them. Online trainings were organized annually for volunteers, with 24 new volunteers completing the course during the programme period. Volunteers reached 8 % of the total number of students individually, but an even greater number of them took part in school visits as co-teachers with Koulupalvelu. Fida has invested in the development and quality of its global education program. A process for material production was developed, materials were created, the volunteer network was developed further, and a new reporting system was launched. The average feedback from the teachers and students continued to be excellent, being 3,9/4 by teachers and 3,5/4 by students.

Advocacy work in Finland produced results in a challenging operating environment

Fida's advocacy work strengthened dialogue with decision-makers and awareness of children's right to education and safe living environments. Despite a challenging political climate, advocacy objectives were met and working methods improved. Advocacy efforts shifted from public awareness-raising to regular engagement with decision-makers through meetings, political processes, events, and CSO campaigns. However, global crises and a security- and economy-focused public discourse limited public attention. Nevertheless, Fida built dialogue with decision-makers, generating cooperation requests and learning outcomes, as officials reported improved tools to advance children's rights and disability inclusion. In 2023, during and after parliamentary elections, coordinated CSO efforts-maintained access to decision-makers, kept development cooperation visible, and helped prevent major funding cuts. By 2024–2025, advocacy matured into systematic engagement. Sustained dialogue strengthened recognition of the role of CSOs and safeguarded funding. Rapid responses to DR Congo violence, including high-level meetings and media engagement around Dr Denis Mukwege's visit, elevated decision-makers' awareness of children's rights in conflict settings and reinforced Fida's profile as a credible expert actor.

SUSTAINABILITY OF PROGRAMME RESULTS

During 2022-25, a decision was made that the Iraq and Kenya Country Programmes would not continue in the Programme beyond the programme period. Both Country Programmes have achieved significant results and have received support over several programme periods. They also have structures in place that will support

the sustainability of the results achieved. The measures taken to ensure the sustainability of the results in the two Country Programmes are described in more detail below.

In both Country Programmes, steps were taken to support the phasing down and/or phasing over of activities to local implementing partners. In Iraq, opinions were collected on the impact of the Country Programme through structured feedback forms, post-training surveys, and Most Significant Change (MSC) stories. Feedback was highly positive: beneficiaries reported that the programme "*changed mindsets*" and "*made schools welcoming for all children.*" Volunteers reported increased leadership skills, while government partners acknowledged the effective local empowerment and building of capacity. Furthermore, the Country Programme achieved significant advocacy results in terms of strengthened disability legislation and the incorporation of sustainability topics into school curricula that will continue to impact the lives of children in Iraq into the future.

Meanwhile, in Kenya, 190 local civil society organisations (Village Savings and Loan Associations, Parent-Teacher Associations, School Management Committees) and two cooperatives were established. The majority of these CSOs will continue to operate in the future, despite the closure of the Country Programme. Furthermore, the Country Programme's Kids Clubs will continue to provide children with educational support and teaching on life skills and children's rights. Other local structures and roles that will continue include child protection committees, community facilitators and disability focal points that are now embedded within local systems. As in Iraq, mindset change was highlighted as one of the major achievements of the Country Programme. This was summed up by the Country Programme Director as follows: "*One of the strongest feelings throughout the process has been a sense of pride in how communities, partners, and local authorities have grown in confidence, coordination, and ownership of programme interventions. Seeing rights-holders, especially children, youth, and people with disabilities, begin to articulate their needs and claim their rights with greater boldness stands out.*"

8. PROGRAMME FUNDING

During 2025, Fida received 4.8 million Euros (previous operational year 5 million Euros) of Development Cooperation funding from the Government of Finland. 350 000 Euros of Government funding was rolled over to 2025 from the 2024 budget, and 60 000 Euros of Finnish government funding will be rolled over to 2026 from 2025. The 60 000 euros that was rolled over to 2026 are reported as part of 2025 expenses. The Programme's total expenses during 2025 were 6.11 million Euros (prev. op. year 6.2 mil. Euros). The self-funding portion was 960 189 Euros (prev. op. year 933 947 Euros). The self-funding portion was 15.71 % of the Programme funding (prev. op. year 15.05 %). The Programme's Financial Report can be found in Appendix 5.

The self-funding for the Programme accumulated from sponsorship pledges, donations and support from international NGOs and foundations. The Auditor's Report for the Development Cooperation Programme and the Summary Memorandum can be found in Appendix 6. The main recommendations or comments, and the resulting follow-up procedures of the local audits implemented in the Country Programmes are recorded separately. During 2025, the Ministry for Foreign Affairs approved funding reallocations resulting from personnel changes and also approved a request to use Ministry for Foreign Affairs funding allocated to the 2022 – 2025 Programme (€60 000) in 2026.

EXPENDITURE 2025	Budget €	Actualization €
A. Project activities	4 792 000	4 898 445*
B. Planning, monitoring and evaluation	300 500	300 715
C. Development communication, global education, and advocacy	309 500	300 010
D. Administration	600 000 (10 %)	611 019 (10 %)
Programme total costs	6 002 000	6 110 189
FUNDING SOURCES 2025	Budget €	Actualization €
Government funding	5 090 000	5 150 000*
Self-funding from Finland	912 000	960 189

Table 4. Programme Expenditure and Funding 2025.

* The 60 000 euros that was rolled over to 2026 is reported as part of 2025 expenses and funding.