



EN GLAPIN 8 · 1162 ST-PREX
sme-suisse.org

INSTITUTIONAL PROGRAMME

2021-2024

KoGe



Programme Presentation Template

Explanatory Notes

The programme presentation template, together with the M&E framework and the budget, constitute the KoGe member's programme submission. The entire submission will be appraised by an external quality commission. The appraisal will be based on the following questions:

Table: Appraisal Questions for KoGe Member's Programme Submission

1.1 Does the programme have adequate experience reporting data (financial and programmatic)?
2.1 Are the proposed human resources adequate in terms of quantity, organization and experience?
3.1 Is there a clear and convincing link to the KoGe strategy?
4.1 Does the member have evidence of a monitoring and evaluation system/function in place?
5.1 Are the mentioned priorities consistent with the short- (and long-) term outcomes?
5.2 In the problem context, is the target group well chosen (leave no one behind)?
5.3 Does the proposal specifically contribute to the SDG intent of "leave no one behind"?
6.1 Does the partner have demonstrated experience or previous results in this specific domain?
6.2 Are the scope and nature of proposed planned activities proportional to the scale of the problem as described?
6.3 Does the programme enable access to Swiss expertise on innovative approaches?
7.1 To what extent is the budget comparable to other comparable activities by other KoGe members, or previous programme activities?
8.1 Does the program contribute significantly to the KoGe program's short-term outcomes?
8.2 Does the program address capacity development to empower citizens for participation, to hold governments accountable and/or to facilitate inclusive, constructive and non-violent interactions with the state?
9.1 Does the program contribute towards building enabling environment for sustainable human development?
9.2 Does the program support an enabling environment for civil society organizations?
9.3 Are the activities replicable or scalable by other actors working in the same area?
10.1 Is there a potential for synergies or joint program implementation (thematic, geographic, approaches)?
10.2 Does the program promote multi-stakeholder partnerships as reflected in SDG 17 and flexible cross-sectoral cooperation?
10.3 Is there evidence for coordination with other actors working in the same domain?
11.1 Does the program contribute towards mitigating disaster risks and strengthening resilience of the participating people groups?
11.2 Does the program (if implemented in fragile contexts) a) increase the resilience and b) have a strategy to respond to humanitarian needs when they arise?
12.1 Does the program promote innovation and learning?
13.1 Does the program contribute towards equal rights for women and men to develop their potential and having access to their resources?
14.1 Are major risks identified, assessed and mitigation measures defined?
15.1 Is the two-way interaction between activity and context assessed? Does it conclude measures to minimise negative impacts? Does it conclude measures to maximise positive impacts on conflicts defined?

1 APPLICANT INFORMATION

Title of the program		Institutional Program 201-2024
Total co-financed program cost		CHF
SDC program phase		2021-2024
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Fields of engagement in this program		<input type="checkbox"/> Humanitarian Aid <input checked="" type="checkbox"/> Development Cooperation
Certifications of your organisation		<input checked="" type="checkbox"/> ZEW0 (in progress) <input type="checkbox"/> CHS <input type="checkbox"/> SEA <input checked="" type="checkbox"/> Other: Swiss GAAP RPC 21
Membership and networks		<ul style="list-style-type: none"> • Unité • Interaction • Fedevaco
Program related employed staff ("North and South") by your organisation & qualifications		
Country	Name	Qualifications
Suisse	Sylvie Balverde	General Secretary
Suisse	Valérie Pellé	Programme Officer
Suisse	Christine Chevallier	Admin Assistant
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Nepal	Marianne Brocqueville	Trainer-Lab school
Liban	Catherine Mourtada	Director
Senegal	Eric & Annelise Germain	Supervisor
Established	30.09.2019	30.09.2019

1.1 LISTE DES ABREVIATIONS

ACT	Assemblées Chrétiennes au Tchad (1300 Églises locales, 300'000 membres, situés en majorité au Sud du Tchad, actifs au Centre et au Nord)
AET	Assemblées Évangéliques au Tchad (60 Églises locales, 6'000 membres, situés au Centre du Tchad)
AOM	Aggregated Outcome Measurement (indicateurs de contribution à la DDC)
APAB	Alacrity for Poverty Alleviation in Bangladesh
CET	Centre Educatif Tahaddi
CFA	Franc CFA – BCEAO : franc de la Communauté financière africaine, autorité responsable Banque centrale des États de l'Afrique de l'Ouest.
CHF	Franc suisse
CMLT	Council for Technical Education and Vocational
CSPM	Conflict Sensitive Program Management
DDC	Direction pour le développement et la coopération du Département fédéral des Affaires étrangères
EMET	Entraide Mission Évangélique du Tchad
FEDEVACO	Fédération vaudoise de coopération
INTERACTION	Association composée de missions, d'œuvres d'entraide chrétiennes et d'organisations qui s'engagent dans la coopération au développement, l'aide humanitaire et la politique de développement
KOGE	Organisation faitière
MSC	Most Significant Change
ONG	Organisation non gouvernementale
OCDE	Organisation de coopération et de développement économiques
PPP	Pain pour le prochain
SFE	Service Fraternel d'Entraide
RES	Réseau Evangélique Suisse
SME	Service de Missions et d'Entraide
STM	Fondation Solidarité Tiers-Monde
Stop Pauvreté	Mouvement suisse romand lancé par le Réseau Evangélique qui s'inscrit dans le Défi Michée lancé en 2004 par l'Alliance Evangélique Mondiale qui représente 420 millions de chrétiens dans 127 pays. Ses objectifs : (1) approfondir l'engagement des chrétiens auprès des pauvres ; (2) rappeler aux décideurs nationaux et internationaux leurs engagements à l'égard d'abord des OMD (Objectifs du Millénaire pour le développement) et ensuite des ODD (Objectifs de Développement durable).
UMHT	United Mission Hospital Tansen
UNITE	Association Suisse pour l'échange de personnes dans la coopération internationale

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1.2 EXECUTIVE SUMMARY

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups for the maintenance of peace. “Universal Declaration of Human Rights art.26, par. 2.”

For several decades, the SME has been aware of the material personal needs of populations living in poverty. Since 2010, the SME’s strategy remains firmly orientated towards educational and training activities, targeting capacity building of individuals, communities as well as public and private organisations. The SME focuses on three sectors: basic education, technical and vocational training for the most vulnerable and professional development of medical, teaching and administrative staff dealing with the most underprivileged populations. Our goal is to promote peaceful, just and inclusive societies in which every person exercises their rights and lives in dignity (**ODD 16+**). **Our activities focus on SDG1 (no poverty), 3 (good health), 4 (quality education), 5 (gender equality) and 8 (decent work).** It is impossible to achieve these activities without peaceful, just and inclusive societies. We believe that violence is not only prevalent in war and conflict situations, but it also takes on various forms which prevent individuals and communities from exercising their rights to education, economic resources and basic services. No one should be left behind and everyone has the right to live in dignity.

Peaceful outcomes are mainly developed by our educational programmes, in Lebanon, Senegal and Chad. Specific violence reduction programmes are carried out by dedicated organisations or by trained teachers in our partners' schools benefiting marginalized and vulnerable children. Instruction is provided on mediation, peace agent skills, religious tolerance, anti-bullying and physical abuses. Children’s education is reinforced by improved life skills integrated in the school curriculum.

SME major activities outcomes are focused on just societies. Our educational (mentioned above) and vocational programmes (Nepal, Laos and Senegal from 2021) are benefiting poor and vulnerable rural populations, where access to basic education and economic development is difficult. Various training options are offered (from one to three years) but all are tailored on the Swiss model of apprenticeship. Training is based on dual learning: theory and strong focus on practical experience by traineeships. Our monitoring tools have been updated in 2019 to evaluate programme indicators, and trained students will be followed-up as far as possible in their future development of income generating activities. Our partners regularly evaluate socio-economic pertinence of the skilled trades and professions taught. In that sense, in the phase 2021-2024, one of our major financial contributions will be committed to the establishment of a new pharmacy section in Tansen, Nepal, following the successful collaboration in the creation of the lab school (2015-2018). Our goal is to mobilise resources from multiple stakeholders in Nepal and Switzerland to boost technical and financial (**partnership**) **SDG 17**. Our vocational programme also targets the provision of inclusive and regular training for our teaching staff on a continuous basis.

Just societies are also enabled and strengthened by access to quality primary health care, which is addressed by our professional development programme. This programme takes place in Laos and Bangladesh, in hospitals and health centres. The main activity concerns training of trainers, which has proved successful in improving health quality by practice and increasing self-confidence. Moreover, we are pleased that this approach, first developed in Sekong province, has also been replicated in the province of Salavan. The capitalisation of these experiences will be valuable for the project planned in the neighbouring province of Attapeu in 2021. The resulting improvement of the teachers’ skills will enable the nursing school to be recognised by the State. In the coming years, the increasing numbers of consultations in health centres and hospitals will also partially reflect quality improvement, as trust grows between the population and health staff.

Our programmes operate mainly in designated fragile countries. Environmental, economic, political and religious insecurity has been identified. Our partners and volunteers are thoroughly prepared to identify and face these risks. Close attention will be paid to risk mitigation tools in the next phase.

Last but not least, it is important to point out that we have recently worked on strengthening our partners’ relationships with revised agreements, focusing on further empowering regional partners in their local foothold in civil society. Capacity development and mutual learning are core values for SME. This continuous exchange will be expanded and deepened in the coming phase, as our objective is to build transparent and strong partnerships. South-South skills exchanges remain our focus. Transparency, good governance and prevention of sexual exploitation, abuse and harassment (PSEAH) tools have been integrated into our partners’ policies and will be taken into account as transformative actions.

2 PROGRAM PROPOSAL PER SDG16+ LONG-TERM OUTCOMES

2.1 LONG-TERM OUTCOME: PEACEFUL SOCIETIES

2.1.1 Which short-term outcomes are covered by your program?

- 1.1 Sexual and Gender-based violence is reduced
- 1.2 Communities resolve their conflicts peacefully and live in a peaceful environment**
- 1.3 Children are protected from violence**
- 5.1 Strengthened children and youth through improved life skills**

2.1.2 What do you do why and for whom?

These activities on peaceful outcomes are a small part of our activities in our **education programme (Lebanon: Tahaddi school in Beyrouth and Senegal: Ziguinchor school)**. The beneficiaries are further detailed in the next section on Just outcome.

(Outcome 1.2) Communities resolve their conflicts peacefully and live in a peaceful environment

- As from October 2019 Tahaddi will partner with St-Joseph University and its "Centre Professionnel de Médiation" (CPM). A 20- hour training will be given to approximately 90 children aged 11 to 14. At the end of the training 15 young people will be chosen to gain additional skills in mediation for 8 more hours. They will become Peace Agents in the education center (Over 250 children). The training offered by the CPM is practical and allows participants to understand the mechanisms underlying conflicts and learn how to use their new skills to promote peaceful relationships between two persons or two groups of people. It mainly focuses on empathetic listening skills and non-violence techniques.
- Educators of the whole centre will receive 4 hours of training on active listening and conflict resolution skills that will be taught to the children. Parents will get a 2- hour information meeting on the skills their children will acquire.
- Tahaddi also partners with **Adyan Foundation** which works on valuing cultural and religious diversity and on promoting coexistence and diversity among individuals and communities. Four Tahaddi educators will be trained in September 2019 for 3 days to be able to teach the Alwan Program for youth aged 11 to 14 (60 to 70 youth) in active citizenship, religious diversity and community service. The educators trained will communicate to the rest of the staff, in a 3-hour meeting, the methodology and the goals of this program.

(Outcome 1.3) Children are protected from violence

- Tahaddi, will implement as October 2019 the **ProtectED** program which provides an effective and innovative methodology to teach about safety and protection. It aims to give children critical thinking skills and knowledge to recognize dangers and protect themselves. Self-confidence and assertiveness are taught to be better and more responsible citizens. This prevention program covers personal safety (Home safety, fire, electricity, poison, gun safety, playground safety, safety outside the home, during activities, road safety, etc.), healthy living (nutrition, exercise, drugs/alcohol/tobacco prevention), internet and technology safety, ethical values and anti-bullying. Two days of training will be given to all the Tahaddi staff with an exam taken by the educators who will implement the program.
- To enforce protection, a program of extracurricular activities: Circus, Choir, Capoeira, is offered to over 60 students. It provides healthy alternatives to delinquency, abuses, and violence during free time.
- Educators in Tahaddi receive regular training sessions by therapists to prevent verbal violence or humiliation, compassion fatigue, burn out and to promote positive discipline as well as constructive behaviour management.

(Outcome 5.1) Strengthened children and youth through improved life skills

- The Homework Support Program in Lebanon provides help to over 140 students regularly enrolled in Public Schools. This program not only helps to improve performances, but also prevents children from dropping out of school. It promotes a healthy and quiet place to work with safe adults and prevents long hours of idleness outside, possibly exposing the children to bullying, violence and drugs consumption. Educators are trained in life-skills and share life-skills with students. These activities of living together and value sharing are delivered and promoted to be integrated in the school curriculum

2.1.3 Please specify the experience and the results of your organization in this field.

(Outcome 1.2) Communities resolve their conflicts peacefully and live in a peaceful environment

- During the last 3 years of the previous life-skill programme, **assembly times** were given twice a year in order to share knowledge through skits, puppet shows, songs, stories, dances, oral or written presentations.
- **Community services** were encouraged through:
 - Collecting money by baking and selling cakes to offer food/toys to families/children on occasion of Christian or Muslim feasts.
 - Supporting an informal refugee settlement, located 60km from Beirut, and leading a program for 50 children aged 4 to 10. The older youth aged 12 to 14 prepared and led alone such a program, 3 times a year (Reading a book to the children, making crafts, games and singing songs).
 - The children of different classes (20 to 40 students) organize with their educators at least 2 cleaning campaigns in their area, encouraging the whole community to help, providing plastic bags, gloves and masks.

(Outcome 1.3) Children are protected from violence

- One quality example can be illustrated by the following testimony: one day Ziad told his mother: « When I was at Tahaddi Center last year, the social assistant taught us how to protect ourselves, and told us that if something difficult happened to us, we had to share it with a trustworthy person...and I trust you”. Ziad explained how he was harassed every day by an older youth living close by. He threatened him, pushed him, hit him and insulted him sexually. Ziad was terrified; he was not sleeping well and could no longer concentrate at public school, knowing what awaited him on his way home. Her mother came to tell this to Tahaddi's psychologist because she didn't know where to go. The psychologist saw Ziad but the child was so confused that she decided he had to reintegrate the education centre in Tahaddi (he was attending Public School for the first year).

The mother was also attending an adult awareness session on Protection and was able to speak personally to one of the facilitators about her sense of helplessness because of her refugee status (the boy who was harassing her son was not a refugee). The mother of the youth who was bullying Ziad happened to be part of the Literacy course in Arabic. The educator talked to her and her son stopped approaching Ziad physically even though he continued to scare him verbally. Ziad was deeply affected by what he had to go through, as the traumas he experienced during the war were still very present in his memory. The education centre gave him the security he needed being only 2 minutes away from his house. Two years later, Ziad is fine, even though he remains a fragile and shy boy.

(Outcome 5.1) Strengthened children and youth through improved life skills

- Specific life-skills values are **included** in the regular curriculum: working sessions are planned on life values. Thematic values are discussed with children and students: tolerance, respect, living together, anger management, conflict resolution, and emotional intelligence. In our vocational programme, life skills values like honesty and work ethics are included in the curriculum. Our programmes contain life-skills classes in all curriculums.

Each year, Tahaddi school children complete one week of practical help to refugees' camp in the Bekka valley. They learn that even though they are themselves poor, they also can assist poorer people. Some health topics are also included in their curriculum like dental hygiene and the healthy food pyramid. In Nepal, students spend one week in sport activities each academic year.

2.2 LONG-TERM OUTCOME: JUST SOCIETIES

2.2.1 Which short-term outcomes are covered by your program?

Please mark the applicable option!

2.1 Marginalized and vulnerable people know their rights and are able to employ the means for pursuing sustainable livelihoods

2.2 Quality primary health care and prevention measures are accessible for all, especially for the most vulnerable and marginalized

2.3 Basis education and vocational training are accessible for all, especially for the most vulnerable and marginalized

2.2.2 What do you do why and for whom?

(Outcome 2.2) Quality primary health care and prevention measures are accessible for all, especially for the most vulnerable and marginalized

- Our main priority on our professional development program is **professional training of medical staff**: this means several activities: training of trainers (ToT) short and long-term training sessions (nurse, mid-wives, doctors), bed-side training, scholarships, to improve knowledge and practice in medical care (Improved recognition of most frequent illness symptoms and prevention of tobacco, alcohol abuse, hygiene basics). Our main prevention focus is also moving towards new non-communicable diseases growing in developing countries, like diabetes and cardiovascular diseases.

It takes place in two different countries: Bangladesh and Laos, considered by Switzerland as fragile and priority countries. The professional development of medical staff occurs in poor areas of south Laos: Salavan, Sekong and Attopeu provinces in Laos (30% population living under the poverty line versus 16% at national level). Sekong district represents 113'000 people, Salavan 400'000 people, and Attopeu 130'000, with 60% population living in remote mountainous villages (impossible or difficult access in rainy season). 95% of this population represents minority groups, whose majority doesn't speak the Lao language. In Bangladesh, our target beneficiary group is the poor population of Chowdhuryhat, in Chittagong suburb, focussing on three fishing villages with ship breaking yards (children in our partner's schools and their families). In Laos and Bangladesh this vulnerable population has low access to medical services, or doesn't consult medical services because of poor health care service.

- Our second priority is **maternal care**. In Laos and Bangladesh, in areas where our partners are active, about 80% of pregnant women give birth without medical attendance. Maternal and child mortality is usually higher than the country level. In Sékong and Salavan projects in Laos, our partners work with expatriate volunteer mid-wives, playing a central role in training: improving knowledge and practice, and raising awareness about mistaken cultural beliefs (example: in Laos women are not feeding their babies but directly using milk powder). In Bangladesh, attention is focusing on babies and kids' malnutrition. Prevention is provided when possible to pregnant women who are not eating properly because they believe it will ease giving birth.
- Our third priority is **improving material equipment and use**. Hospitals and health centres usually lack basic material for diagnostic (echography or lab tests). Material provision is insufficient. Training is provided for regular use and maintenance. Beneficiaries are public hospitals and several district and health centres of Salavan and Sekong provinces in Laos and one nursing school in Attopeu. In Bangladesh, the main beneficiary is a private hospital, which belongs to our partner organisation.
- Our fourth priority is **WASH activities** constructing toilets and water pumps as part of our professional development program in Laos and Bangladesh where gastro-intestinal sicknesses in villages are common due to lack of clean water systems and toilets. The 1840 beneficiaries are in 4 remote villages of Sekong province, and 3 village target groups in Bangladesh (1200 direct beneficiaries). This population has no water system and no toilets.

(Outcome 2.3) Basis education and vocational training are accessible for all, especially for the most vulnerable and marginalized

2.2.3 Please specify the experience and the results of your organization in this field.

- Our main priority is **providing access to primary (and secondary) school** to children excluded from the school system. It usually means providing a building with available classes, hiring teachers and providing low-cost access to poor families. In Lebanon, Senegal and Chad, where our education program is taking place, school attendance is obligatory by law. But many kids still don't have access to basic education because of lack of funding or sufficient structures. Our beneficiaries in Lebanon, are the poor and vulnerable Dom ethnic group and the Syrian refugee population in Beirut slum areas. If children don't enter the education system at 6 years old, or fail to succeed at first level, they cannot come back to the regular schools. Extremely poor parents usually get their kids to beg or work to provide revenue for the family. In Senegal, our beneficiaries are predominantly "talibé" children (who beg in exchange for religious instruction) and children from a deprived neighbourhood in Zinguichor. In Chad, from 2021, we will support our partner with its schools' network management located in north Chad.
- Our second priority is **continuing education of teachers**. In Senegal and Chad, elementary teachers have received basic training for education. It is also difficult to recruit high level quality teachers in poor areas where salaries are usually lower. Our partners' major objective is to provide continuous training to teachers at least once a year. In Senegal, instructors from the public-school system come to monitor each teacher for one week, providing them with comments and advice how to improve teaching content and methods. In Lebanon, teachers receive more training opportunities as the range of services is extensive.
- Our first priority with vocational training (we do both basic education and vocational training) is **providing access to vocational training** to vulnerable and marginalized populations. In this program in Laos, Nepal and in Senegal from 2021, we work mostly with poor rural populations, except in Senegal where beneficiaries are located in poor suburban areas in the city. Both in Nepal and in Laos, young people from rural and mountainous areas, are prevented from learning new skills, as families are unable to finance studies and instead send them to find a job in Thailand (for Laos) or in India (for Nepalis). In Tansen and in Savannakhet, our professional schools take in young women and men from poor backgrounds in rural surrounding areas, in order to provide them with training opportunities in laboratory technics (Nepal – 3 years training) and professional skills in carpentry, beauty salon, sewing and baking (Laos- 1 year training), on top of their English and computer training.

The result of training increases potential of income-generating activities and business creation, usually in villages where young people are returning. In Senegal, city suburbs see a concentration of population escaping the poverty of a rural situation. 36% of the 15-24 years old segment of population is not studying or working. And many of them have insecure employment in the informal market. There are very few professional schools and they are very expensive. An existing training centre will be reinforced to provide four vocational fields: wood work, metal work, sewing and shoe making.

- Our second priority with vocational training is **providing dual training**: combining theory and practical experience. We advocate the technique of dual learning, for example the apprenticeship method common in Switzerland. In our professional schools, the beneficiaries mentioned above receive both a theoretical and practical learning experience through traineeship. In Nepal, lab theory is coupled with lab techniques by practical work. All students have access to a microscope, which is not the case in regular lab schools in Nepal. In their third year, students spend half their time in hospital labs, allowing practical experience and better understanding. In Savannakhet, students also spend one third of their learning time within businesses. In Senegal, dual teaching is also applied within the school. The project also promotes partnership with local businesses, allowing most students to receive traineeships.

(Outcome 2.2) Quality primary health care and prevention measures are accessible for all, especially for the most vulnerable and marginalized. Quality example of our experience.

- **Professional training of medical staff**: the recent external audit (end of 2017) for the first phase of the project on strengthening health care services in Sekong province has demonstrated that capacity building was highly effective. The project was assessed as relevant in terms of targeted beneficiaries. Our partner' objectives and methodology aligned within the current state of the Lao

context. All people interviewed felt that all activities were relevant to the daily care of patients on the wards. Many examples received from testimonies on most significant change underline a clear change on nurse confidence and the trained trainers (12 ToT). Our indicator showed that 81% of the trainers feel that they have acquired the competence needed to conduct training independently, compared to a score of 12% three years earlier.

- **Maternal care:** behaviour change can be particularly slow in this subject, but practical training proves great results in addition to theoretical teaching. In Salavan provincial hospital, new mothers were not informed on skin to skin benefits and usually not taught to breastfeed. Being present in maternity wards allows our expatriate health advisor to show how to start breastfeeding. The nursing staff is also benefitting from seeing this and the interns receive training too. The WHO recommendation on skin to skin time of 1 hour after birth has also been successfully increased, compared to only 20 minutes previously. In Sekong one example of improved quality of maternal care is the increased time premature children are kept in the hospital before they can return home.
- **Improving material:** we are not aiming to buy high-tech machines or modern equipment which would then require significant knowledge and maintenance. In these isolated provinces and areas, basic equipment is sometimes lacking. In Bangladesh, good quality material to carry out blood tests is transported during mobile clinics in three targeted villages (Haemocytometers to check children with anaemia, glucometer for diabetes detection, Hemocue to diagnose infections likely to be bacterial, lots of micropipettes to carry out rapid tests for Hepatitis B, HIV, Syphilis). In the next phase, it is planned to buy leading testing material to screen in the villages next to the shipbreaking yards as the level of anaemia and learning disabilities is very high. In Sekong, minimal material improvement made a real change in practice: providing electricity to a remote health centre allowed health staff to sleep on site, which resulted in a real attendance increase. In the provincial hospital, introducing trolleys to carry equipment when visiting patients has become standard practice. In Nepal, lab classes are well equipped to carry out practical work.
- **Wash activities:** 500 children have regularly received a medical check in our three target villages in Chittagong district. 44% are both underweight and their growth is stunted. Family relatives, including up to 2'000 people have received prevention on nutrition and hygiene. Unfortunately, our partner realised that deworming malnourished kids regularly was not improving weight and growth. During visits to families, they noticed that drinking water was usually contaminated by defecation. With improved sanitation (toilet construction and pump installation), we expect to reduce the stunted growth observed among children of our beneficiary group. In 2018, we already noticed that the rates of malnutrition and anaemia in project schoolchildren have decreased substantially to 31%.

(Outcome 2.3) Basis education and vocational training are accessible for all, especially for the most vulnerable and marginalized: quality example of our experience.

- **Providing access to school for marginalized children** in Hay el Gharbeh, a deprived area in south Beyrouth, has been possible for 1833 children in Lebanon since 2008. Half of them are from the ethnic minority Dom, the other half are Syrian refugees. Our partner is the only association which provides services in this area. On top of educational work, social assistants have been hired, to assist and advise families on different topics: they also motivate families to send their kids to school. Each year, about 200 children receive primary and secondary education. Since 2015, three additional goals have been added: 1) include pre-school classes (to allow 25 children per year to enter the public-school system), 2) propose additional dual training school for 30 teenagers/year finishing school. Trainee options in business activities are coupled with improving mathematic, language and life-skills training (professional guidance), 3) homework assistance in the afternoon for 150 children.

In Lebanon, our education program has been developed to englobe holistic needs of beneficiaries and to strengthen social cohesion between different ethnic and religious groups. Finally, it is important to underline that for quality reasons, our partners in education aim to limit intake to maximum 30 children per class. In public schools in Senegal, 60-80 children per class is usual, which hinders progress!

- **Providing professional development to teachers:** in Lebanon, teachers are well educated and our partner finds enough quality people to teach in classes. They receive internal weekly support and coaching for pedagogical and subject improvement from internal coordinators: In Senegal and Chad, there is a shortage of qualified teachers and most of them have only received basic

educational training. It is therefore important to provide them with improved subject knowledge and pedagogical training.

The school is regularly visited by Zinguichor education inspectors, who evaluate our six teachers. They also receive minimum two weeks training each year (for pedagogy, psycho-sociology, etc). The success rate is also a good indicator of the quality of school teaching: 89% students in Senegal have passed annual exams in 2019, which is higher than what was planned (85%) and higher than the country rate.

- **Providing access to vocational training** is taking place in our programme in Nepal, Laos and Senegal (from 2021). Recent economic development is high in Nepal and Laos, but there are major variations within the country. Training opportunities are expensive and pedagogical teaching is insufficient. For example, in Nepal, private lab schools are growing, but are often very expensive and the learning curriculum is inadequate. In this professional programme, it is important for our partners to have a personal contact with the student family. A minimum grade level is requested, but students from isolated villages and poor families are given priority. Financial participation is expected but 30% of students are usually sponsored.

In Nepal, in line with the government Health plan, the governmental Council for Technical Education and Vocational Training has approached our partner's Tansen Hospital with the request to consider adding a 3 year Certificate level course for Medical Laboratory Technicians (CMLT) to their current training programme (Nurse program). This first external evaluation has been conducted in 2018 and has indicated that quality teachers and practical labs can serve as a model for other CMLT schools.

- **Providing dual training** has been successful both in Nepal and Laos. The external evaluation of Nepal's project ended its report mentioning that "The CMLT school is successful, and has first attained a national ranking of 3rd place then 1st place, because of its emphasis on practical vocational training and its superior quality of teaching compared to other schools." The 29 students have passed their final examinations and only five of them have not found work or further study one year after completing the school.

This practical teaching provides better access to the work market. Some students continue studies (about 20%) but others find a job quickly after completing training, because they are better equipped: in Savannakhet, about 30% of young students stay in the town to start working, the remaining 50% return to their villages and start a new income-generating activity with their new skills (carpentry, organic farming, sewing). Our partner follows up between 50-70% of former students in their professional projects. In the coming years, we will be able to have a clearer view on middle term impact (5 years) employment.

2.3 LONG-TERM OUTCOME: INCLUSIVE SOCIETIES

2.3.1 Which short-term outcomes are covered by your program?

Please mark the applicable option!

- 3.1 Economic inclusion of all, especially the most vulnerable and marginalized
- 4.1 Social and political empowerment of vulnerable and marginalized groups
- 4.2 Increased awareness on and respect of rights
- 5.3 Empowered citizens voice their concerns and act collectively to advance their shared interests towards sustainable development

5.2 Improved quality of learner-centred education

2.3.2 What do you do why and for whom?

(Outcome 5.2) improved quality of learner-centred education (improved pedagogy and educational methods)

- Teachers from our educational and vocational programs (all described in above sections) **receive specific continuous training** on improved pedagogy: we use **external specialized consultant** offices on all kinds of improvement to provide new keys to our teachers. In Nepal, we use TITI (Training Institute for Technical Instruction) to improve active student participation in classes through creative and entertaining ways. In Lebanon, Tahaddi works in close cooperation with

Haigazian University, In-Service Teacher Training Program, the International Academy for Building Capacity (IABC) and the Metanoia Centre, the Stress and Trauma Center in the Middle East and North Africa. Our partners in educational and vocational programs are encouraged to look for specialized services in their countries first, then if unavailable, in neighbouring countries or through on-line services on the web. In Laos for example, services are rare, we use TACDO (Training and Consulting for Development) in Vientiane, for other specific vocational improvement people are sent to neighbouring Thailand.

- Increased teacher motivation and satisfaction: these new skills are mutually **shared**. If one teacher received specific training on different topics (interactive reading, memory skills, class management, etc.) they have the opportunity and are also willing to share new knowledge with other teachers.

2.3.3 Please specify the experience and the results of your organization in this field.

(Outcome 5.2) Improved quality of learner-centred education: quality example of our experience.

- In Nepal, methodology is delivered by a very formal teaching. Courses are given in English when students are not fully aware of all specialised meaning of science terminology. Interactivity is not desired. Training with TITI (Training Institute for Technical Instruction) had a great contribution on how to teach, and plan lessons. The team is also working hard to make training and evaluation more practical and interaction with students more encouraging. For internal exams, they have prepared flash cards for practical questions. They also explained very clearly to students how they will be assessed.

3 IMPLEMENTATION

3.1 SHORT DESCRIPTION OF YOUR ORGANISATION'S GLOBAL COOPERATION PROGRAM (SDG 16+ AND OTHER ASPECTS)

The SME, founded in 1976, has its statutory objective to conduct, promote and support development and mutual assistance activities by education and training. It is based on human values and knowledge sharing. The SME does not pursue any profit-making, proselytizing or political goals and has been recognized as a solely public service NGO since 2006.

Our vision is to serve and reach out to others in a holistic approach, regardless of gender, origin or religion. We want to respond with specific, relevant and sustainable actions through which each individual may grow fully, and more particularly within the most vulnerable populations.

3.1.1 Respect and dignity

The SME aims to provide the most vulnerable with concrete assistance which respects their origin, gender, age, religion, opinion or nationality, believing that each human being has equal value.

3.1.2 Justice

The SME wants to commit itself on behalf of the poorest and most rejected, and to invest in a just respect for their physical integrity, their life, their freedom and health as defined by human rights.

3.1.3 Integrity

The SME aims to promote integrity and transparency in its relations with co-workers, donors, partners and beneficiaries through clear actions, documents and attitudes.

3.1.4 Religion and spirituality

As a **faith based organisation**, the SME integrates Christian **values**. It works in a local interfaith context and values love of one's neighbour, honesty, respect, justice, compassion, equality between men and women, while keeping in mind that it does not have to interfere in the values of its partners and beneficiaries, especially at a religious level.

These values are an added value of the SME to bring about change first on a local scale (sometimes it only takes one person to change the course of a life, a trainer, a learner) and then to achieve a multiplier effect through the commitment of the SME partners in the South. Their representatives on the ground are close to the population and often present where NGOs and State Institutions are absent. Because of their proximity, they are reliable and credible in the fight against poverty and corruption.

As a faith-based organization, its values are based on the search for peace, justice and inclusion, which enables it to support unreservedly the ultimate objective of the KoGe 16+ program. Present in many countries with fragile contexts, the SME plays the role of a peace officer seeking to mitigate inequalities which lead to conflictual environment. The religious and spiritual practice of the countries in which the SME works is naturally taken into account in the implementation of its programme, with a view to achieving the development objectives.

The SME is convinced that the fight against poverty inevitably requires transmitting knowledge and exchanging skills. It defined the following objective for its commitment to capacity building for individuals, communities and public and private organizations through three axes: **basic education, vocational training and professional development** should be accessible to the most vulnerable.

These 3 axes were selected based on skills developed by the SME over the years, and considering that they matched both the needs enlisted by our partners in the South and our ability to find qualified volunteers in Switzerland, a country with recognised legitimacy in the fields of education and training.

The SME programme is part of the 2030 agenda of sustainable development objectives (SDOs) and more specifically the following objectives:



3.2 LEARNING AND INNOVATION

3.2.1 How does the program promote innovation and learning? Does the program introduce new approaches, models, methods?

Our partners are sensitive to changing practices and knowledge, in order to reach out more effectively to our beneficiaries and promote lessons learned. Our partners introduce teaching methods that bring about better learning for the students unlike in Nepal state institutions where the theoretical teaching of laboratory branches is transmitted by a course dictated without concrete examples.

Teachers in our school are trained to use a different way of transmitting knowledge, in particular through better preparation of courses (lesson plans), more practical transmission (use of computer tools) and more encouraging interaction with students (preparing questions, flash cards). Learning methodologies are constantly assessed and further developed to provide students with a better understanding. Other examples are mentioned below with reference to what promotes learning:

- Participation of former students in the follow-up of new students
- Parent/student/teacher exchange
- Seeking exchanges with other NGOs on pedagogical practices
- South-South exchanges (Chad Training Centre/Vocational Training Centre in Burkina Faso)
- Awareness-raising through street art for specific themes adapted to geographical contexts

Changing one's teaching scenario and proposing tools for analysis, monitoring and teaching material (*UNESCO 2017 Education for MDGs*)

3.2.2 Does your organization promote a participatory partnership approach, including a commitment to capacity development and mutual learning?

- **The SME is based on sharing values, valuing skills and relationships of trust.** We work with our partners together in a mutual learning perspective and build projects and strategies together. This is reinforced by regular meetings in the North or South where we get to know each other better and ensure effectiveness together and a follow-up of joint actions.
- Our partners contribute to programmatic thinking (assessments and planning, strategic choices, approaches, methods) and program implementation (choice of common indicators).
- Through regular exchanges (Skype, emails, visits) we update our partnership processes (meetings, reports, agreements, contracts, partnership charter, code of conduct, educational approach) whenever this is required. This overall development makes it possible to learn from each other's experiences. A capitalisation document is available to our partners *and* KoGe working groups.

- Capacity building for our partners is an activity that we take very seriously, in partly through our participation in the KoGe capacity development working group. Each year, our partners are requested to consider their development needs and we strongly encourage them to do so, despite time and organizational challenges involved. All knowledge management documents developed in the working groups are shared with our partners.
- For several years, we have been seeking to put our various partners in the South in contact with each other, so that they can exchange experience and knowledge. We sincerely wish that the South-South exchange will develop even more regularly in the coming years.

3.2.3 How does your program promote access to Swiss expertise and innovation?

Development cooperation through the exchange of persons is a form of cooperation in which intercultural and interpersonal exchanges are central. The SME has a long tradition of this exchange which allows the transmission of Swiss expertise skills and has evolved over time. The SME has done a great deal of work in managing the quality of assignments by following Unité's guidelines in collaboration with professionals in the human resources sector with a view to checking the correlation with Unité's legal obligations and guidelines for each submission and each application. Our priority is to actively seek people whose profiles meet the demands of our Southern partners. The exchange of persons, with a horizontal transfer of skills, over a period of time of at least three years has always been highly appreciated by our partners.

Today the transmission of highly professional skills from our volunteer doctors, health workers and school principals is acknowledged by governments around the world. Contrary to current recommendations, having volunteers in the field for more than 5 years is sometimes optimum. They are familiar with the language, cultural processes and workings of the administration. However, there are questions about the motivation of both partners and volunteers for a long-term commitment. It is also becoming difficult to find people with good skills, who are able to adapt to local living conditions and willing to go for the long term. Transmitting Swiss knowledge is also sought in our network for people interested in starting a practical or discovery internship in the field of education, training and skills development.

Our volunteers bring a highly appreciated Swiss know-how: dual learning. In our professional programs, knowledge is taught through theory and practice. Our added value is mainly based on experience, which allows a faster integration into the labour world. An external audit of the laboratory school project in Nepal found that: "the students need to present a case study at the end of their 4-weeks practical. Three different modalities of result presentations are used to train the students in communicating laboratory results: written report, poster with short oral presentation and oral presentation with slide show or flip chart. These case studies are an excellent way to link practice and theory and to stimulate the student's interest in his/her vocational training. »

Innovation is also transmitted by our volunteers or short-term experts who promote continuous training. Thus, in Nepal, the external evaluator of the project, a teacher at the Lausanne School of Health, proposed an adaptation to the Nepalese laboratory training curriculum "to perform modern techniques, the introduction of a short theoretical course on the fundamental aspects of nucleic acids (molecular biology) has been planned for the 2nd year of CMLT training. In addition, the biochemistry practices will include gel electrophoresis for nucleic acids and proteins in the future."

Our volunteers continue to undergo distance training. In Laos, for example, the expatriate doctor is being trained to improved teaching on growing diseases in developing countries, such as diabetes and cardiovascular diseases.

3.3 "TRANSVERSAL THEMES" (IMPORTANT TRANSFORMATIVE STRATEGIES/ENABLERS OF THE KoGe ToC)

3.3.1 How does the program implement the following themes of KoGe: promoting gender equality, strong and equal partnerships, good governance?

The SME is an active participant in the KoGe capacity development working group. The cross-cutting themes of gender equality and partnership management have been part of its programme since 2014. In terms of programming our three areas of intervention: Basic education, vocational training, professional development; we ensure, in general, that the differentiated needs and interests of women and men are taken into account in basic analyses, project implementation strategies and results reports.

Our partners are all trained in gender issues and promote equality. Many of them work regularly towards raising awareness among families, especially for sending girls to training. Equality is sought in classrooms. Our partners are made aware to women's access to training. However, we continue to prompt them to make a list of women's needs, in order to address other women-related contextual and cultural issues. Our basic education programme (in Senegal and Lebanon) includes specific awareness-raising courses on violence against women. Teachers are trained to deliver this curriculum that also includes non-violent conflict management.

The cross-cutting theme of partnership has also been strengthened in recent years. In order to achieve a fair exchange from all points of view, we first reviewed our partnership agreements, so as to stimulate greater participation of partners, with greater decision-making. In addition to fair and well-defined agreements, we seek the empowerment of individuals and structures through capacity building. A better understanding of the tools (fundraising, results management through participatory approach, collecting testimonies, finance, etc.) is systematically on the agenda of our exchanges. We are trying to work closely with other KoGe members to promote South-South training (with the Blue Cross in Chad, Tearfund in Nepal and Bangladesh).

Part of strengthening structures also requires particular attention to good governance. This central theme must be approached with tact and requires a thorough understanding. All our partnership contracts include clauses against corruption, sexual abuse and discrimination. Our partners in the basic education programme have stricter codes of conduct regarding relationships with students. We are familiar with and communicate all the tools developed by the "good governance" working group to our partners. We encourage them to make progress in good governance and to deepen the analysis work.

3.3.2 How does your organisation and your program promote and respect transparency and accountability?

The SME values promoting integrity and transparency in its relationships with staff, donors, partners and beneficiaries through clear actions, documents and attitudes.

Partners, beneficiaries, and local stakeholders if possible, participate in the planning, implementation and the evaluation of the project and programme. Documents are transparent and shared between donors and local stakeholders. This strengthens democratic practices and increases trust towards project implementation in environments which are often affected by a high level of corruption. Communication on financial availability is clearly stated. Accountability is defined by a clear internal control system. A project contract is signed which sets clear procurement rules and reporting obligations. Financial checks are realised when visiting the fields, and audit requirements are based on PPP guidelines. Activity and financial reports are sent to donors.

3.3.3 How do you apply the key principles of HRBA - Human Rights-Bases Approach (to promote Gender equality and good governance?)

The SME uses the HRBA principle globally. We consider that development cooperation approach is based on international law, whether the people at stake are men, women or children, and regardless of their social, religious and ethnic background. Currently we integrate the analysis and design parts according to the model below.

The tools developed by the KoGe "good governance" working group on complaint mechanisms will be developed during this 2021-2024 programme.

HOW TO INTEGRATE HRBA IN PROJECT CYCLE MANAGEMENT?



3.4 RISK MANAGEMENT / CONFLICT SENSITIVITY

3.4.1 Which major risks did you identify and assess, how do you develop mitigations measures?

To date, we can identify the following risks:

Natural disaster risks (Bangladesh, Nepal, Laos) flooding, earthquakes.

Political risks (Chad, Lebanon) change in basic education policy leads to great insecurity (Laos, Bangladesh) Administrative pressure on organizations from the civil society.

Boko Haram's expansion risks into Chad and West Africa with the closure of borders.

Environmental risks: presence of anti-personnel mines in Senegal and Laos fields, desertification and drought in Chad, Senegal.

Economic risks: reduced wages, rising prices of commodities.

Programmatic risks: risk of not achieving the purpose of the program and its objectives.

Our latest more complete environmental analysis for the 2018–2020 institutional programme is appended (APPENDIX 1).

3.4.2 Which risk management tools and processes do you use, how often?

- With our local partners, we define a contextual analysis as a starting point for projects to assess local risks.
- An agreement between the SME, the local partner and the volunteer makes it possible to determine the functions and duties of each party in setting the security procedure for the exchange of persons (according to Unit criteria).
- A basic self-assessment checklist on good governance of human resources management is used during field visits (KoGe model) - (E.g. Matrix, or models, or software, standards...)

3.4.3 How do you assess intended and unintended impacts of your program, how often?

We evaluate our program at the end of each institutional program period. To date, we have assessed the impacts internally, before proceeding with preparing the next stage. We would like to evaluate our programme by an external expert in 2023.

3.4.4 In a fragile context or conflict situation, what effect does your program have on dividers and connectors?

We hope to be able, based on the tools we have, to develop more detailed analyses of "Swiss Peace", in particular the approach called Conflict Sensitive Program Management (CSPM). At this stage we ensure that the behaviour of our volunteers and partners is as exemplary as possible. A pre-departure preparation session is mandatory and covers topics such as integration into interculturality, conflict management, etc. Employment contracts and partnership agreements include obligations to respect different cultures, accountability, and transparency in management. For our volunteers, signing the RES and UNITE code of conduct is mandatory.

3.4.5 How do you contribute towards mitigating disaster risks and strengthen the resilience of the participating groups?

Our local partners are at the frontline to identify "entry points" to get out of these crisis situations. Direct support to local populations and civil society organizations is reinforced by our local partners in the event of disasters or conflict events. Over the past two years, southern Laos has experienced two major disasters: the collapse of a dam, which wiped out 7 villages, leaving 12,000 people homeless (07.2018), and recent major floods affecting three provinces where we work (09.2019). Our local government partners and our local coordinator are directly affected by the disasters and are committed to addressing the most urgent needs by providing first aid equipment, in particular water filters. Medical staff in provincial hospitals are being called upon to provide more consultations and care. Dengue fever cases are generally more severe after heavy rainfall episodes.

3.5 MONITORING, EVALUATION, REPORTING

3.5.1 Please describe your M&E system. How does your organisation do monitor and evaluate programs (tools, processes, evaluation policy, policies for quality management, program management manual, system for result based measurement)?

- ➔ For the quality of its program, the SME uses the project cycle methodology according to the following process:
- ➔ Preliminary project phase of identification and analysis of needs (context, stakeholders, problem tree).
- ➔ Project designing (the central tool of which is the logical framework ANNEX: defines the intervention logic and strategy, objectives, indicators)
- ➔ Implementation with continuous collection of information (project monitoring, reporting), exchanges with partners: project monitoring reports are sent twice a year by our partners. Telephone contacts by Skype or email are nevertheless made on a more regular basis, at least once a month to discuss any problems or difficulties that may arise in making quick changes. The reports not only provide us with the results of the activities (outputs) but can also provide analyses of the results in terms of difficulties encountered, positive points, and lessons learned. The monitoring matrix is an essential part of the report. It is based on the logical framework of the project. It measures the progress of the results, by indicator, of the target, and analyses any discrepancies. We also encourage the collection of change testimonies through the use of the most significant change (MSC) tool. These stories are not only a qualitative indicator of change but also allow us to share this with our various donors in a concrete way through our NEWS publication.
- ➔ Internal evaluation of results to verify the coherence of a project and the achievement of its outcome. Usually an internal evaluation is carried out halfway: the main objective is to check whether the hypotheses identified in the logical framework have been confirmed and whether corrective actions should be proposed to achieve the objective. A reflection on the project follow-up starts.
- ➔ External evaluation which is mandated at the end of the project to take stock of the project's results.

At the SME, final evaluations of projects are generally commissioned by the partner to external bodies in the region concerned. The partner, with the help of the SME¹ model, determines the terms of reference for the evaluation objective. The methods requested and mainly applied refer to criteria drawn from the "CAD—for the evaluation of development aid"², i.e., evaluating the project in terms of relevance, impact, effectiveness, efficiency and sustainability. The collection of information on the results is also intended to be participatory, through individual interview methods and surveys. The SME does not participate in the external evaluation but is, of course, very interested in the results of the analysis! These results are included in a report. The conclusions and/or recommendations are discussed with the partner for possible continuation of the project and modifications to be made.

At all times, we generate the capitalization of experiences: in order to draw lessons learned and manage the knowledge gained through experience, in order to intervene more effectively in the field in the future, we centralize this information in a joint document available at any time.

We also visit our partners once a year to strengthen ties with them, verify achievements and, above all, provide them with more concrete development management tools. At each visit we carry out training on one of the aspects of good governance.

¹ Annex terms of reference final evaluation

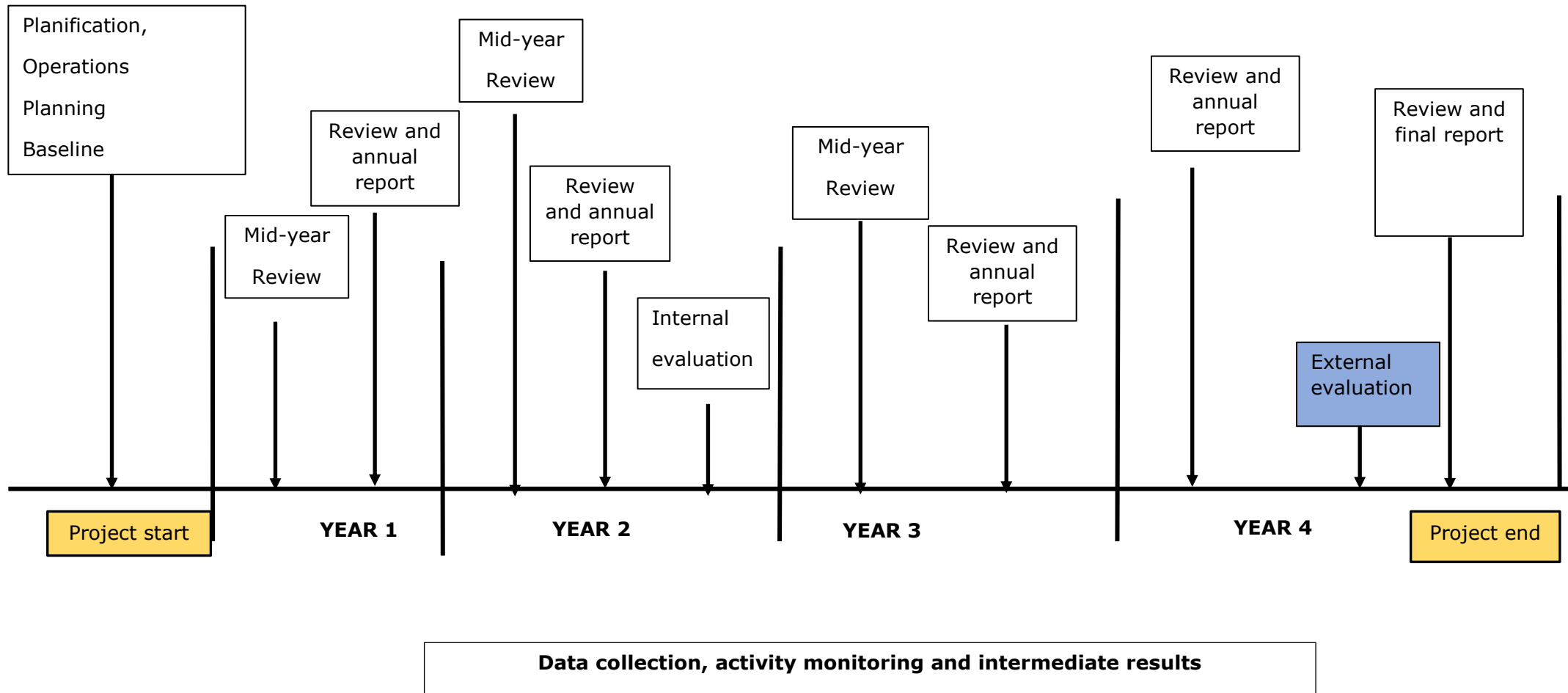
² These are the standard OECD-DAC evaluation criteria available on the OECD website

<http://www.oecd.org/fr/cad/evaluationdesprogrammesdedeveloppement/dacriteriaforevaluatingdevelopmentassistance.htm>

All our project management documents are compiled in a practical handbook. We update them as developments and discussions take place within KoGe.

Finally, in 2019, we worked to develop a more efficient system for managing the program's results. The "capacity development" working group presented interesting tools. We opted for internal development with the help of an external consultant. With this Excel formatted and centralized document, we can now obtain program results for our PPP annual report in a faster and more secure manner.

3.5.2 Project planning, monitoring and reporting. Process for a 4 year project



3.5.3 How does your program promote and respect the effectiveness?

The objective of enabling change where we operate has always been at the heart of the SME strategy. The Theory of Change, a broader approach, and the logical framework share a systematic approach to producing an effectiveness model which measures success through indicators.

Since 2013, the logical framework tool has been systematically used to describe how an action aims to achieve a result and it has been applied to all of our projects. Our program is also described in a logical framework. The monitoring of the logical framework is a biannual activity in which all our partners are involved. The result of the planned activities (outputs) makes it possible to verify whether the objectives have been achieved, thanks to predefined indicators and assumptions. The changes sought are assessed in a quantitative and qualitative manner. The logical framework makes it possible to verify the efficiency of projects and programmes.

3.5.4 How does your program promote efficiency and minimize transaction costs?

The budgets prepared by our partners are carefully checked and must comply with certain rules, such as the choice of service providers who, above a certain amount, are to be selected from among three offers. The budget is provided in a detailed form, which helps us to check whether salaries match the level of the country concerned. Budgets must also be respected. 10% overrun is tolerated. Transaction costs are kept to a minimum: in agreement with the partner, we send funds when the exchange rate is favourable to the project if they can wait. We transfer funds to our partners two to three times a year. We limit bank charges by using Western Union when possible which avoids charges to the receiver.

3.6 PARTNERSHIPS AND LOCAL COORDINATION

3.6.1 How are the programs coordinated with the state and other actors?

Our activities always have a link with local or even national authorities, thus ensuring a good cohesion between local needs and the national demand for development policies:

- Bangladesh: Close collaboration with the NGO Affairs Office in Chittagong
- Nepal: Council for Technical Education and Vocational Training (CTEVT) Katmandu
- Chad: Ministry of National Education Ndjamena and Bitkine
- Senegal: Inspector of the Ministry of Education in Ziguinchor. Local NGOs and Ministry of Education quarterly visit for monitoring teacher and teaching quality, vocational training, learning and crafts in Dène.
- Lebanon, Tahaddi works in collaboration with the Lebanese authorities and many NGOs
- Laos: our medical skill development program is carried out with state partners: Direction Provinciale de la Santé de Sékong, Salavane et Attopeu.

3.6.2 Is there a potential for synergies or joint program implementation (thematic, geographic, approaches)?

We operate in synergies whenever we find other organisations working on similar thematic topics on the field. This is the case in Sekong in Laos, where the Swiss Red Cross is also present, with similar objectives on maternal care.

We have also developed a joint programme in the North of Chad (geographic synergies): several organisations working in Chad with similar partners have established a partnership agreement called EMET (Entraide Missionnaire Evangelique au Tchad) in order to facilitate networking, combining resources, coordinating actions and capitalising experiences.

It is very important that our programmes do not operate in isolation. Sharing knowledge, lessons learned and working in synergies are part of SME guiding principles.

3.6.3 Does the program promote multi-stakeholder partnerships as reflected in SDG 17 and flexible cross-sectoral cooperation?

SME works with civil society, secular or faith-based organisations. In our professional development programme in Laos, we work with governmental organisations. Our main goal in SDG 17 is capacity building (17.9). Knowledge and technical transfer is also a major goal in our programme (17.6). Finally, we try to mobilise resources from multiple sources (17.3): private sector is important to participate in the development work. Our lab school project in Nepal is a good example of multi-stakeholder cooperation: the school implementation was managed and financed by governmental and private contribution. As the Nepali partner is going ahead with the addition of a new pharmacy section, SME will try to encourage private pharma businesses in Switzerland to contribute and cooperate in the multi stakeholder partnership.

3.6.4 How does the programme promote ownership / the direct responsibility of partner organisations?

The local partner organisation initiates the request and signs a partnership agreement meeting the Unité criteria. It acts as the host structure for the volunteer and operates in accordance with the specifications and work programme defined in the tripartite agreement (partner, SME and volunteer). All our projects and volunteers have direct contact with the SME to monitor their activities, with the exception of the activities of our local coordination in Laos in charge of operational implementation.

Over the past two years, we have worked with each partner by sharing tools to improve knowledge sharing in project management and consulting beneficiaries using the most meaningful change tool. For example, collecting stories or testimonies is a qualitative indicator of change, this is also a method which reformulates their training needs in skills development with the aim of empowering their structure.

3.6.5 Planning of partner organizations over 3 years. UPDATE 06.08.2019

SOUTH PARTNERS	COUNTRY	Projects	Status	To be improved	Planning	Completed as at 06.08.2019
APAB Alacrity for Poverty Alleviation in Bangladesh	BANGLADESH	208.6301 Faith Hospital in Chittagong	Local NGO	Local anchoring Reflection on empowerment Institutional strengthening	2019-2020 <i>*Visit planned for 2019</i>	Visit planned for October 2019
PERSPECTIVE SENEGAL	SENEGAL	172.6301 Primary school in Ziguinchor	Local NGO	Agreement to be established Good governance and the fight against corruption Program management Institutional strengthening	2018 2018-2020 <i>Visit planned for 2019-2020</i>	Ongoing convention PSEAH CoC carried out in 2019 Visit in 01.2019 inst. reinforcement
UMHT United Mission Hospital Tansen	NEPAL	260.6301 et 260.6302 Laboratory School in Tansen	Local NGO	Exchange of experiences and methods on the creation of laboratory schools (capitalization) Evolution of the partnership	2018-2020 Visit planned for 2018 and 2020	In progress Visit in 2018. Signing a tripartite agreement including the laboratory school
ACT Assemblée Chrétienne du Tchad AET Alliance Evangélique Tchadienne	CHAD	874.6102 Al Tatawwur Vocational Training Centre in Bitkine Project without assignment of volunteer	Local churches	Good governance Technical strengthening Studies on school teaching strategy Institutional strengthening	2018-2020 <i>Visit planned for 2018</i>	Strengthening links with the AETs 08.2019— Consultation on the pedagogical reinforcement strategy Meeting during a stay in CH
TAHAADI	LEBANON	251.6301 Tahaadi Educational Centre in Beirut	Local NGO	Agreement to be established	2018-2020 Visit planned for 2019	Agreement made
B4LAO	LAOS*	249.6304 B4Lao Training Centre in Savannakhet	Social entrepreneurship	Good governance Institutional strengthening	2018-2020 <i>Visit planned, if possible every year</i>	Visit in 2018-2019 2020

3.7 SUSTAINABILITY

3.7.1 How does your program contribute towards a policy framework in the given countries that enables sustainable human development? How are your partners linked into policy dialogues?

The SME support objective is to achieve a long-term impact and enable beneficiaries and partners to be empowered. Capacity building is a sustainability tool that gets the beneficiaries to progress individually and benefits the community. The KoGe management tools provided to our local partners are also a guarantee of sustainability if we have to withdraw. We support the empowerment of partners so that they can maintain and develop themselves in the medium term without external assistance.

Our partners are usually not active with advocacy at national level, except in the two following examples:

Health strategy in Laos: both in Salavan and Sekong, our volunteers are involved in national-level meetings in Vientiane. They are regularly consulted on how to improve medical practices and guidance books.

In Senegal our partner, Perspective Senegal is part of a national network advocating against marabouts practice of forcing children to beg instead of going to school. This network is regularly heard by the government.

3.7.2 How does your program strengthen civil society?

We support these individuals in the exercise of their rights to education and training, in difficult contexts where states fail to guarantee human development. Our programmes aim to enable these individuals to break out of the cycle of poverty and participate in the exercise of their rights. Our partners operate in contexts that are sometimes hostile to the development of civil society and where corruption and clientelism are barriers to peace, justice and the integration of civil society. In Savannakhet, Laos, our local partner has been trying for several years to be recognized as a foundation without success. The authorities are reluctant to see the emergence of civil society organizations in general.

3.7.3 How does your program enhance networking with civil society?

Our partners respond to local needs. Civil society beneficiaries are consulted at all key stages of the project cycle. Relevance is a guiding principle of the SME. To this purpose, we implement the following approaches:

Socio-economic approach: The implementation of a socio-economic survey in the field makes it possible to define local needs. These studies are applied either at the beginning or end of a project to determine if the needs remain the same. There is no point in training shoemakers if the market is already saturated. The implemented courses are carefully evaluated to include new needs as well. (In Laos in Savannakhet, barista training has been abandoned and replaced by agriculture). This allows our projects to maintain quality within our program and is developed through evaluation, sharing of experiences, lessons learned in the face of challenges.

Participatory and differentiated approach: Beneficiaries and partner organisations are all stakeholders in projects, evaluations and strategies. Workshops are organized with our partners and beneficiaries. Getting to know each other better allows for exchanges and reflections on empowerment and other approaches that are useful in achieving our common goals. These meetings take place during our field visits and are carried out in the form of a one- to two-day workshop on a particular theme (MSC- Most Significant Change- and testimonies, chain of change, indicators and impacts, etc.). Some of our partners organize these workshops themselves, bringing together the different actors of the project.

3.7.4 Is the replication of your approach envisaged in your program?

Our different programmes (educational, vocational and professional development) could be transposed to other parts of the world, and in particular to countries where we are already working. For example, in Nepal, the lab school is now recognised by the vocational ministry as a model school. The focus developed on practice was a pilot project for other schools to implement in the future. In Laos, the project in Sekong on medical professional development, with training of trainers, interested the neighbouring province of Salavan. The new project started in 2018, mostly inspired by what was experienced in Sékong. Attopeu province currently wishes to get help to develop their nursing school. This project is in preparation and should start in 2021.

3.7.5 Are you part of a network that shares approaches for the benefit of replication successful approaches?

We are part of various networks, such as KoGe, FEDEVACO, Unité, Interaction, where experiences, knowledge and approaches are shared in different capitalisation tools in order to improve and replicate the successful practices. Our work with health centres in rural areas was recognized as good practice by FEDEVACO in its recently published manual on *"health for all in rural areas"*.