



Taksvärkki Development Cooperation Program for 2022–2025
Meaningful Youth Participation in Sustainable Development

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Country Profiles of the Program Countries Included in Taksvärkki Development Cooperation Program 2022–2025
Program results framework 2022-2025 (partly in Finnish language)

Photos: Taksvärkki (pages 1, 36, 42, 45), Barefeet (p. 37), ECCA (p. 51).

Summary

Taksvärkki is a development cooperation organization that encourages youth from Finland and Global South to build a just and sustainable world. Taksvärkki is formed and led by 11 member-organizations. Individual members and volunteer networks also support Taksvärkki's work.

Taksvärkki promotes meaningful youth participation in sustainable development. The objective is to strengthen youth rights and position in society, as well as support their active citizenship. Global Citizenship Education, communications and advocacy work in Finland are important part of Taksvärkki's development cooperation. The program is based on the rights, needs and choices of youth in vulnerable positions. It aims at social change, where youth with support from duty-bearers develop their lives and communities.

Taksvärkki supports local youth organizations with development cooperation projects. During the program period 2022–2025 they operate in Guatemala, Kenya, Malawi, Mozambique, Nepal, Sierra Leone and Zambia. By supporting the organizations in the Global South, local civil societies are strengthened and the space for youth to participate in decision making concerning themselves is increased. The common goal of all program partners is youth empowerment and strengthening of youth participation in society. Target groups are e.g. girl school dropouts, youth living and working in the streets and schoolchildren from remote regions.

The program supports youth's knowledge and skills to promote sustainable development. Global Citizenship Education and communications challenge youth to address development issues and significance of equality and human rights. They encourage critical awareness and support youth-led action and advocacy.

The objectives of the program are in line with the UN Sustainable Development Goals. The universality of the goals has been an important principle for Taksvärkki throughout its operational history. Well-being of the youth and improvement of their participation in the Global South is a common interest due to global interdependencies. In Finland, the program supports the growth of the youth as active citizens and communicates to them that their actions are significant, locally, and globally.

1. Introduction

Taksvärkki has received program support from the Ministry for Foreign Affairs since 2014. The upcoming program period will continue and deepen the work started in previous periods. No fundamental changes have been made to the basic principles and general objectives of the program. Work continues to be based on human rights and the Sustainable Development Goals.

Taksvärkki is a cooperation organization of eleven national NGOs. The member organizations are mostly youth organizations or organizations engaging in youth work. The activities utilize the expertise and networks of these member organizations. According to the new rules adopted in 2021, individuals can also become members of Taksvärkki and thereby influence the activities of the organization. In Finland, work is done nationwide in Finnish and in Swedish.

Taksvärkki carries out development cooperation that strengthens the rights and status of youth and combines activating Global Citizenship Education with this work. Rights-based development communication and advocacy support all work with and for youth. In Finland, the most important operating environment is secondary schools and upper secondary education institutions. Development cooperation, in turn, is carried out with youth and organizations engaging in youth work in the program countries. For the 2022-2025 program period, there are partner organizations in Kenya, Sierra Leone, Zambia, Malawi, Mozambique, Guatemala and Nepal.

The objective of Taksvärkki's development cooperation program is to promote the equal realization of youth rights and to eliminate causes of inequality. The active inclusion of youth participating in activities, both in Finland and in the program countries, is a key part of the planning, implementation, and evaluation of all activities. Taksvärkki's projects are implemented by local NGOs. Taksvärkki's approach requires close cooperation and common values with partner organizations.

In recent years, global development issues have raised the interest and, in part, the concern of young Finns. The specific goal of Taksvärkki's Global Citizenship Education is to support youth to better understand the state of the world, to help interpret and parse the information available critically, and to encourage active participation. The cornerstone of Global Citizenship Education is the active listening of youth, as well as the joint examination of changes in the operational environment and futures thinking.

In line with the organization's strategy, special attention will be paid to the promotion of equality and equity through meaningful youth participation. A systems approach emphasizing the role and interaction of actors is applied in the work. The program aims to create a change in people's and groups' attitudes, behavior, relationships and structures. Development cooperation projects and Global Citizenship Education implemented in Finland are mutually supportive entities in Taksvärkki's development cooperation program. In line with the spirit of the Sustainable Development Goals, we emphasize the global nature of development challenges and their solutions.

The program period 2022–2025 is the third period for Taksvärkki as an organization receiving program support from the Ministry for Foreign Affairs. During the first two program periods, program structures and practices have been developed and consolidated. During the program period 2018–2021, the development of participatory monitoring practices and a monitoring system based on outcome mapping has been central. In addition, the focus has been on strengthening the procedures for social inclusion, especially the inclusion of people with disabilities, in Taksvärkki's and its partners' work. A risk management system has also been developed. A manual has been compiled for the program period, in which the principles of Taksvärkki's

operations and guidelines for project cooperation are easily displayed and available. One of the key purposes of the program manual is to ensure that all partner organizations engage in quality and rights-based development cooperation, as well as to commit to Taksvärkki's values of equality and non-discrimination.

During the previous program period 2018–2021, Taksvärkki's program reached approximately 2,000 active youth and 5,000 adult duty-bearers annually in Finland and the program countries. Approximately 10,000 youth participated in the project activities each year and approximately 14,000 youth participated in the Taksvärkki campaign. Public events, including radio programs, indirectly reached an estimated 40,000 community members.

External evaluations of the program in 2020 praised the coherence of the program and the appropriate model for youth involvement. The observations of the evaluations supported Taksvärkki's own views on the program's strengths and development needs, which had already been considered for further development during the past program period. Based on the recommendations received, for example the definition of Global Citizenship Education, certain individual approaches and more systematic monitoring and evaluation activities were clarified.

Based on the evaluations, the program logic was clarified. The theory of change was further developed by opening up the actor-specific change logic based on the monitoring data and experience. Due to the differences in the operating environment and modes of work of Global Citizenship Education in Finland and development cooperation projects in the program countries, the change processes of the program were differentiated by dividing the theory of change into two parts. With regard to development cooperation projects, attention has also been paid to modes of learning and sharing good practices between partners. Taksvärkki repeatedly receives good feedback on its horizontal partnerships, good interaction and flexible project management structure that considers local operating environments. The approach encourages partner organizations to invest in the quality of work and the effectiveness of results.

External facilitators were used in program design, especially to support the elaboration of the program's theory of change. Partner organizations in the program countries, Finnish volunteers and partner schools were involved in shaping the vision that guided the program planning process. The vision was based on a survey of Taksvärkki's key stakeholders to support the refinement of focus areas. Both the vision and the theory of change based on it were validated with the program partners, and their observations were included in the final version. The descriptions of the program countries (Annex 1) are partly based on a survey of partner organizations on the state of youth rights, civil society, and equality issues. The project partners have verified the completed descriptions of the operating environment from their own point of view.

During the 2022–2025 program period, Taksvärkki will continue to work on youth rights, equal inclusion, and civic engagement. There will be no significant changes in the content of development cooperation and in the composition of partner organizations implementing development cooperation projects, but the work will focus on the quality of work, effectiveness and learning from results. There are new opportunities in Global Citizenship Education, e.g., involving youth in the Challengers youth group, advocacy work and the Global Citizen School activities. In addition, Global Citizenship Education focuses on the systematization of monitoring and evaluation. In terms of areas to be developed, the work on mainstreaming disability inclusion will be continued. Above all, the expertise of local stakeholders will be strengthened, and accessibility will be improved in practice. The implementation and further development of stakeholder-based participatory monitoring and evaluation models will be continued. The aim is to incorporate continuous learning mechanisms into the daily practices of program actors. In addition, special attention will be paid to strengthening the elements of climate resilience in the program.

The specific objectives for the 2022-2025 program period are:

- Supporting partner organizations in promoting the rights of youth in the aftermath of the corona pandemic. Situation assessments and action plans in a changed situation.
- Strengthening partners' expertise in outcome mapping and monitoring practices.
- Supporting advocacy work according to the needs of each project partner.
- Expanding and active involvement of youth in Global Citizenship Education as well as in communications and advocacy. Development of operations on the basis of jointly formulated visions of the future and analysis of the operating environment.

The second chapter of the program document presents the key features and approaches of Taksvärkki's program and the operating environment of the program. The third chapter introduces the actors of the program, the change logic and the goals. The fourth and final chapter describes Taksvärkki's systems for ensuring the quality and effectiveness of its work. The results framework, a visualization of the Theory of Change presented in chapter three, descriptions of the operating environments, project partners and projects in the program countries, the risk matrix and the program budget can be found in the appendices to the document.

2. Taksvärkki's Development Cooperation and Global Citizenship Education Framework

2.1. Taksvärkki's Strategic Objectives

Taksvärkki renewed its strategy during 2020. The development cooperation program for the years 2022-2025 is based on the strategic vision:

Taksvärkki's vision

A sustainable and just world, where the human rights of every young person are realized in Finland and all around the world.

The basic principles of the program are sustainable development and the promotion of its objectives on a human rights basis. The Sustainable Development Goals are global goals and are promoted both in the program countries and in Finland. Domestic Global Citizenship Education helps youth to build a worldview based on reliable knowledge and global equality, which is a prerequisite for the realization of human rights. Development projects give a prominent place and role to the rights of youth with special needs, such as people with disabilities, discriminated ethnic groups and uneducated girls.

Taksvärkki's mission

By combining Global Citizenship Education and development cooperation, we strengthen the understanding of youth, educators, experts and decision-makers about global justice and its challenges. We support the activities of youth for justice in Finland and around the world. We work actively and boldly with the movements of youth and educators, take a stand and are pioneers in hearing the voices of youth.

The mission of the strategy guides the operating methods and models of the development cooperation program. Promoting the rights of youth requires the involvement of a wide range of informal and formal actors in the society. In development cooperation projects and Global Citizenship Education activities in Finland, these actor groups have their own important roles in the change defined in program objectives.

The central idea of the strategy and the development cooperation program is the active and meaningful participation of youth in both projects and domestic activities. The contents of Global Citizenship Education: socially sustainable development, critical thinking and youth empowerment are central in Finland, and on the basis of these, cooperation is established with schools and educators. The voices and views of youth involved in development cooperation project activities are strongly emphasized in the communication materials. Projects are designed and implemented by giving youth a key role. Youth themselves also have a strong position in collecting and reporting results.

Taksvärkki's strategic values

Justice, equity, equality, and hope.

The values guide the contents of the program plan. Taksvärkki's activities are based on human rights as defined in international agreements. Taksvärkki's operations are based on the idea of sustainability and the promotion of global justice.

The youth involved in the activities and belonging to the target groups are equal actors. The empowerment of youth is strengthened by improving their equal opportunities in their own communities and by strengthening their participation in the structures of society. Youth who experience discrimination are the special focus of Taksvärkki.

From youth to youth

Taksvärkki's operations are based on the principle and operating model of "From Youth to Youth". The principle of "From Youth to Youth" is reflected in all activities - in the traditional Taksvärkki fundraising campaign, in the exchange of experiences between youth supported by Taksvärkki, in the communication, and as youth acting as peer educators and role models for other youth. Peer education is a key way of working both in Taksvärkki's partner organizations in the program countries and in Global Citizenship Education in Finland.

One of the objectives of Global Citizenship Education and development communication is to promote dialogue between youth in the Global South and in Finland. Together, the youth involved have the opportunity to take a critical look at global inequality issues. The voice of youth in the program countries and in Finland is heard in communication and advocacy work. Youth active in development cooperation projects are a key force for change in promoting the rights of children and youth in their communities.

Equality and non-discrimination will be supported by strengthening the empowerment of vulnerable people and promoting gender equality in society. Emphasis will be placed on removing social barriers and restrictive gender norms and considering gender diversity.

Activities are planned in an environment that emphasizes threats and uncertainties. Although there is a need to be prepared for threats, the program and activities are based on youth's abilities, as well as their opportunity to learn and develop. Threats, therefore, cannot be a key driving force. The program has the potential to address societal injustices, climate change and other challenges, and youth are a force for change in development.

Taksvärkki's operations and program are based on international agreements. In general, they are based on the UN Declaration of Human Rights. In principle, all people are born free and equal. The equality objectives of the development cooperation program and strategy follow this principle. Taksvärkki uses a rights-based approach to development as defined by the Ministry for Foreign Affairs of Finland.

Taksvärkki's equality plan is one of the documents promoting human rights that guides the activities of the entire organization. It also provides support when planning value-based activities related to the promotion of human rights with project partners, e.g., equal treatment of sexual minorities, indigenous peoples and the casteless.

The Convention on the Rights of the Child was ratified in Finland in 1991. It is legally binding and obliges the best interests of the child to be given priority. Taksvärkki's program pays special attention to the special needs of the child and young person, the prevention of discrimination, the rights of opinion and organization, participation and protection from exploitation and violence. Rights will be highlighted and monitored in all activities with partner organizations, youth involved and the relevant duty-bearers in each context. Taksvärkki supports the advocacy work of partner organizations towards social responsibility actors to promote the rights of the child. In domestic Global Citizenship Education, the Convention on the Rights of the Child is one of the key strategic pillars. On this basis, special workshops on the rights of the child will be organized. In Taksvärkki's communication and advocacy work, the child is protected from exploitation and is treated with respect in all situations.

The 2016 Paris Climate Agreement obliges action to limit global warming to less than 1.5 degrees. In addition to emission reduction targets, the agreement sets a long-term target for adaptation to climate change and seeks to steer financial flows towards low-carbon development. Taksvärkki's program assesses climate issues more consistently than before. When delivering with limited resources, the focus of the project work is to adapt to change. The obligations of the agreement are presented in Finnish society through Global Citizenship Education, communication, and advocacy.

The UN Sustainable Development Goals are the practical basis for the whole program. The goals are global and are promoted in all activities, including development cooperation, Global Citizenship Education, communication and advocacy.

2.2. Operational Environment of the Program

Youth in the Global Context

Out of the world's population around 40 percent is under the age of 24.¹ As a result of population growth the share of youth will grow even more during the subsequent decades. The increasing activity and organization of youth raises their role as a key driver of change. Youth have a huge opportunity to create and promote new perspectives on development. They have the potential to correct the mistakes made and create long-term goals for a sustainable and just world. A world where diversity is respected, and the rights of more and more youth are realized. However, the downside of this hopeful vision are the threats that cannot be ignored on a global or local scale.

¹ *The World Factbook* (2021) World. Central Intelligence Agency. Washington DC. <<https://www.cia.gov/the-world-factbook/countries/world/-people-and-society>> 27.4.2021

Threats that affect youth's lives include the lack of opportunities, concerns about the future of the world, the effects of the COVID-19 pandemic, insufficient livelihoods, youth unemployment, lack of meaningful participation and action as part of society and local communities, and the effects of climate change. Unstable prospects for the future will increase migration, crime, and radicalization. Girls and young women face inequality, sexual harassment, violence, and exploitation. Child marriages, harmful cultural traditions, inadequate sexual and reproductive health rights, teenage pregnancies, and the consequent dropping out of school reduce the realization of girls' rights. The extent and forms of discrimination often intensify on a number of grounds, especially for people with disabilities and other marginalized groups. The risk of exclusion, insecurity and the other factors mentioned above, and their potential mental health effects are real threats or obstacles to development. They limit the full potential and resources of youth to work for social development.

Solutions that promote the well-being and rights of youth include social inclusion, being seen for who one is, making one's voice heard, peer support, belonging to a group, inspiring role models, opportunities for participation and representation in decision-making concerning youth. At the same time, they counteract the effects of various threats. Taksvärkki's development cooperation program 2022–2025 promotes the implementation of these solutions in Finland and the program countries. Descriptions of the operating environments in the program countries at program level are presented below and by country in Annex 1.

Operational Environment in the Program Countries

The Taksvärkki program 2022–2025 is being implemented in Guatemala, Kenya, Malawi, Mozambique, Nepal, Zambia, Sierra Leone, and Finland. The number of youth in all program countries in the global South is significant and, in each country, at least 50% of the population is under the age of 24. In Mozambique, Malawi and Zambia, youth make up about 65% of the population. The median age ranges from 17 to 25 years. Out of the program countries Malawi, Sierra Leone, Zambia, Mozambique, and Nepal belong to LDCs. The number of youth in the program countries will increase in the future, as population growth is rapid in all of them. Zambia has the 11th fastest population growth in the world. The African Megatrends report highlights the importance of youth as a resource for the development of the continent. The report emphasizes the importance of girls' education, equal citizenship, a positive outlook for the future and the employment of youth as important components in creating a virtuous circle and demographic dividend.

Youth in the program countries face many problems in society. High unemployment, low-paid jobs, poor basic services, and lack of opportunities to influence society. Opportunities for youth are also affected by unequally distributed wealth, inequality, and corruption in many different sectors. An adult-centered culture makes it difficult for youth to get their voice heard. Child labor is also a problem in many program countries. In Sierra Leone, for example, 60% of youth are unemployed² and in Kenya an estimated 84% of youth are employed in the informal sector.³

The COVID-19 pandemic has affected youth worldwide and has caused both health related and economic problems. Extensive school closures and declining job opportunities will continue to affect youth's educational and employment opportunities in the future. Young women in particular are vulnerable to the effects of social exclusion. In many program countries, youth policies have been reformed in recent years to

² *The World Factbook* (2021b) Sierra Leone. Washington, DC: Central Intelligence Agency, 2021. <<https://www.TheWorldFactBook.gov/the-world-factbook/countries/sierra-leone/>> 26.3.2021

³ *Ministry of Public Service, Youth and Gender* (2019). Kenya Youth Development Policy 2019: Empowered Youth for Sustainable Development. <<https://www.prb.org/wp-content/uploads/2020/06/Kenya-Youth-Development-Policy-2019.pdf>> 15.3.2021

promote youth's economic empowerment and participation in decision-making. However, they are not yet visible on a practical level due to poor implementation and insufficient budgets. Many program countries have free basic education or intend to do so in the coming years. However, the quality of basic education is poor and does not meet the demands of the labor market.

Violence against women, child marriages and early pregnancies are common and have increased significantly during the pandemic in all program countries. Young women are more likely to drop out of school than boys and have a higher illiteracy rate. In Malawi, the number of teenage pregnancies is estimated to have increased significantly with the pandemic. Restrictions on movement have locked many women home and a general climate of insecurity and social and economic stress have led to an increase in violence. Although underage marriages are prohibited by law in many program countries, the practice is still common. Even before the pandemic, Nepal had the eighth largest number of child marriages in the world.⁴

The effects of climate change are reflected in all program countries in unstable weather conditions such as long dry seasons and heavy rains. Unpredictable and extreme weather conditions will affect the employment of youth in the future, as agriculture is a major employer in all program countries, especially for the rural poor. The effects of climate change and the associated decline in food security and agricultural profitability, violence and poor employment opportunities are increasing the migration of youth to cities and abroad. In Nepal and Guatemala in particular, youth migration abroad is common and Guatemalan minors have been reported to be one of the largest groups at the U.S. border. Guatemala has the sixth highest malnutrition rate in the world.⁵ In Guatemala, youth are also affected by high levels of crime and impunity. In 2018, the impunity rate for crimes was as high as 97%.⁶

Urbanization is rapid in many countries as youth move to cities in the hope of work. Youth moving from rural areas tend to settle in informal residential areas where the lack of safety nets and the precarious life situation exposes youth to exploitation and violence. Lack of formal employment opportunities drives youth to crime and life on the streets. Kenya has the highest crimes committed by youth and in 2018 57% of crimes were committed by youth aged 16-25.⁷ In Zambia in 2017, up to 20,000 youth lived on the streets.⁸

Youth from particularly vulnerable groups, such as people with disabilities or from sexual, ethnic, or linguistic minorities, already have poor access to basic services such as health care and education. They are more likely to belong to poor populations, are under-represented in decision-making, and are more often illiterate compared to the rest of the population. All program countries have ratified the UN Convention on the Rights of Persons with Disabilities, and many have updated their disability policies in the 2010s. However, their implementation is inadequate and the situation of people with disabilities in all program countries is poor. Youth with disabilities are more often unemployed and illiterate, as well as face physical barriers in both

⁴ UNFPA & UNICEF (2017) Ending child marriage in Nepal.

<https://www.unicef.org/rosa/media/151/file/Ending_Child_Marriage_in_Nepal.pdf> 13.4.2021

⁵ The World Bank (2020) The World Bank in Guatemala: Overview.

<<https://www.worldbank.org/en/country/guatemala/overview>> 22.3.2021

⁶ Asmann (2019) Guatemala Impunity Report Shows Limits of Anti-Graft Body. InSight Crime.

<<https://insightcrime.org/news/brief/guatemala-impunity-report-limits-anti-graft-body/-:~:text=The%20rate%20of%20crimes%20that%20go%20unpunished%20in,Internacional%20contra%20la%20Impunidad%20en%20Guatemala%20%E2%80%94%20CICIG%29.>>> 15.4.2021

⁷ National Crime Research Centre (2018). Perspectives of Youth Criminality in Kenya. <<http://crimeresearch.go.ke/wp-content/uploads/2019/11/Youth-Perspectives-on-Crime.pdf>> 16.3.2021

⁸ UN Human Rights Council (2017b), Summary of Stakeholders' submissions on Zambia*: Report of the Office of the United Nations High Commissioner for Human Rights. <<https://documents-dds-ny.un.org/doc/UNDOC/GEN/G17/242/01/PDF/G1724201.pdf?OpenElement>> 15.4.2021

private and public spaces. The use of assistive devices, braille, and sign language is very limited. People with disabilities drop out of education more often than non-disabled people. In Sierra Leone, for example, 67% of people with disabilities have not completed any level of education, compared to 42% of non-disabled people.⁹ People with disabilities face prejudice and stigma in education, health care and their communities. Women and people living in rural areas are particularly vulnerable within disability groups.

According to the CIVICUS Monitor for tracking civic space, all program countries fall into the 'obstructed' category, which is the middle of the five categories.¹⁰ In all countries, the constitution guarantees freedom of assembly and expression, but other clauses restrict these rights. Civic activists as well as media personnel face restrictions on freedom of expression, harassment, aggravation, and intimidation, even by officials and security personnel. Expressing an opinion can result in assault or imprisonment. NGOs operate in an environment where their activities are restricted and hampered by various registration fees and bureaucratic forces. In Nepal and Sierra Leone, for example, organizations must register annually.

The global COVID-19 pandemic has also affected the state of civil society in the program countries. In order to prevent the spread of the virus, many countries have implemented restrictions on movement and assembly, which have also been used to prevent, for example, demonstration or opposition activities. The pandemic has also hampered the activities of NGOs and reduced the transparency of state administration. In Guatemala, for example, all government briefings have been cancelled under the guise of a pandemic, and information about the victims of the virus and new infections has been deliberately kept secret from the media. In Kenya, protests have been violently suppressed and police violence has increased during the pandemic. Young men in informal residential areas in particular have died as a result of police violence.

Out of the program countries, Mozambique has experienced the most significant drop in the *World Press Freedom Index* (created by Reporters without Borders).¹¹ The regional conflict in Cabo Delgado has affected the activities of journalists in the region and efforts have been made to prevent reporting of the conflict by security authorities. Violations of freedom of expression have increased significantly as violent attacks and intimidation of media personnel and journalists have become more common. In Zambia, too, there are many suspicions of corruption in the state administration and restrictions on the activities of the opposition and the critical media. Several suspicions of corruption have led to the withdrawal of many NGO funders.

Out of the program countries, positive developments have taken place in Malawi, where allegations of fraud in the 2019 presidential election led to widespread NGO-led protests, and the Malawian Constitutional Court rejected the election result because of systematic irregularities. The new elections took place in a pandemic environment in 2020. The annulment of the 2019 elections shows that NGOs in Malawi have influence and that the judiciary is functioning democratically. However, also in Malawi, civic actors and media personnel operate in a limited environment.

The state of civil society and the challenges for youth in each program country are described in more detail in Annex 1.

⁹ *Stats SL* (2019) Sierra Leone Integrated Household Survey (SLIHS) Report 2018. <[https://www.opendatasl.gov.sl/sites/default/files/sierra leone integrated household survey2018 report.pdf](https://www.opendatasl.gov.sl/sites/default/files/sierra_leone_integrated_household_survey2018_report.pdf)> 30.3.2021

¹⁰ CIVICUS (2021) World Map: Tracking conditions for citizen action. <<https://monitor.civicus.org/>> 27.4.2021

¹¹ *Reporters without Borders* (2021) Mozambique. <<https://rsf.org/en/mozambique>> 27.4.2021

UN Resolution 2250 - Youth, Peace and Security recognizes the key role of youth in promoting global peace, security, and sustainable development, and calls for their active, systematic, and meaningful participation and involvement in decision-making and peace processes. Youth employment, meaningful social participation and meaningful prospects for the future are key factors in preventing radicalization and combating extremism. Peace work must be inclusive and cross-sectoral. The role of youth as active actors must be recognized. Taksvärkki's 2022–2025 program contributes to the participation of youth and their consultation in the decision-making structures of the communities and societies of the program countries, as well as by influencing their meaningful prospects for the future.

Taksvärkki's development cooperation program 2022–2025 is in line with **Finland's Country Programs** for 2021–2024 and contributes directly to their goals in Nepal, Kenya, and Mozambique. In Nepal, emphasis is put on equality work and social inclusion, climate resilience, health (including sexual health), and girls' access to schooling. In Kenya, the focus is on equality work, the participation of young women in decision-making, the reduction of gender-based violence, and the improvement of vocational training and business opportunities for youth. In Mozambique, the focus is on equal and high-quality education, strengthening youth's sexual and reproductive health and rights and reducing sexual harassment in schools, preventing school dropouts, and increasing youth's opportunities for civic participation and livelihoods.

Youth in Finland

More and more youth in Finland are experiencing worries and insecurities related to climate change, the global political situation, and other global phenomena. Many equality issues are also common to youth in Finland and in the global South: youth around the world are concerned about discrimination against people with disabilities and sexual and gender minorities, youth unemployment and bullying.¹² In an interdependent world, global trends and development affect us all.

The UN Sustainable Development Goals are universal in nature and require active action in Finland as well. Agenda 2030 target 4.7. highlights the role of education in promoting sustainable development. Global Citizenship Education, which fosters active, youthful, and critical global citizenship and emphasizes the inclusion of all youth, has a key role to play in this.

The proportion of youth interested in politics has increased and means of getting their voice heard outside traditional parliamentary influence have also strengthened among youth in Finland. Over the past year, 45% of youth estimate that they have tried to influence matters that are important to them. On the other hand, youth feel that they lack opportunities to learn advocacy skills both in and outside school.¹³ Simulations of democracy structures designed and implemented by adults do not appeal to all youth, and some youth even feel that listing certain ready-made means of influence emphasizes the feeling of alienation.¹⁴ It is also important to have reliable, scientific information to support advocacy. The cornerstone of Global Citizenship Education is to provide truthful information, to actively listen to youth

¹² Youth Barometer 2020: The best services! <https://tietoanorista.fi/en/publications/youth-barometer-2020-the-best-services/>

¹³ Youth Barometer 2018. Influence On The Edge Of Europe. (Summary in English: https://tietoanorista.fi/wp-content/uploads/2019/06/Youth-Barometer-2018_Verkkojulkaisu_070619.pdf)

¹⁴ Citizens in Training: How institutional youth participation produces bystanders and active citizens in Finland, Boldt, Georg (2021)

about the ways of influencing that interest them, and on the other hand to offer everyone the opportunity to practice advocacy step by step, both inside and outside school.

UN Resolution 2250 - Youth, Peace and Security emphasizes the importance of youth in promoting sustainable development. Youth must be actively and systematically involved in decision-making and their opportunities for social participation must be safeguarded. The role of youth employment and meaningful prospects in preventing radicalization and promoting peace are important.¹⁵

The vast majority of young Finnish people have a positive attitude towards immigration and cultural diversity. More and more people also see the importance of promoting sustainable development and working against climate change.¹⁶ At the same time, however, the social climate in Finland has intensified and public debate is plagued by polarization. The experience of being very distant from the mindset of another person in discussion, or not having influence to common issues adds to the experience of incompetence. The mission of Taksvärkki's Global Citizenship Education is to help youth deal with uncertainty and uncomfortable feelings about the future and the state of the world. Taksvärkki's Global Citizenship Education provides youth with the tools to practice critical thinking and understand the complex cause-and-effect relationships between global phenomena. In addition, youth's ideas about how they would like to work for positive change and contribute to the strengthening of the global partnership in Finland are actively heard in Global Citizenship Education.

Schools are an environment for all youth. For years inside and outside the school world, there has been a reflection on the operating environment that supports each learner with sufficient knowledge and skills to promote sustainable development. One essential question, of course, is what these adequate knowledge and skills are. The change in the global operating environment and the requirements for systems thinking require a lot of changes from the school system. There are already numerous guidelines and step-by-step maps on where to start, as well as a pre-built framework for changing the operating environment of schools.¹⁷ Taksvärkki's Global Citizenship Education work researches, reflects on and applies these guidelines together with partner schools.

The rush and pressure harnessed in our society and culture is also reflected in the daily lives of schools. Schools will have to adjust their activities in the changing operating environment.¹⁸ The school's operating culture is significant in promoting sustainable development. School principals play a key role in creating a culture of action that reflects the values of Global Citizenship Education in individual schools. In terms of the sustainability of the change, the transformation should stem from educational policy, and it should be taken into consideration in the training of future teachers.

The foundations of the basic education curriculum recognize Global Citizenship Education as a basic task of schools. Decision-makers, teacher training institutions, or individual schools do not have to make the change alone. The burden on the individual teacher should not be increased. The curriculum encourages schools to

¹⁵ Resolution 2250 Youth, Peace and Security, UN 2015 <https://unoy.org/wp-content/uploads/SCR-2250.pdf>

¹⁶ Youth Barometer 2018. Influence On The Edge Of Europe. (Summary in English: https://tietoanurista.fi/wp-content/uploads/2019/06/Youth-Barometer-2018_Verkkojulkaisu_070619.pdf)

¹⁷ Sitran selvityksiä 124. Tulevaisuuden koulutuksen käsikirja askelmerkkejä kestävä koulutuksen kehittäjille. Toim. Veera Luoma-aho ja Olli Sulopuisto. Sitra 2017.

¹⁸ Kasvatustieteellisiä tutkimuksia, numero 14 Helsinki Studies in Education, number 14 Seppo Saloranta Koulun toimintakulttuurin merkitys kestävä kehityksen kasvatuksen toteuttamisessa perusopetuksen vuosiluokkien 1–6 kouluissa Helsinki 2017.

collaborate with actors outside the school and creates a good foundation for collaboration between Global Citizenship Education organizations and schools.¹⁹ However, Global Citizenship Education should be part of the school culture and should not limit to single interventions of the NGOs. Long-term and systematic partnerships with schools are needed in the field of Global Citizenship Education. In addition, Taksvärkki participates in shaping the operating environment from a higher level through its own activities and in cooperation with other NGOs. Taksvärkki does advocacy work on teaching materials and documents that guide the school's operating culture, as well as on teacher training. There is a clear need in teacher education for the opportunity of Global Citizenship Education topics and teacher students to address social phenomena and the operating environment already during their studies.

Global trends such as climate change, digitalization, the revolution of work and the crisis of democracy also affect the future of volunteering. Volunteering is relatively popular in Finland: about half of Finns in 2018 said that they had volunteered during the last year and 42% during the last four weeks. It has been predicted that volunteering in the future will be increasingly characterized by short-termism, loose attachment, and self-organization. Much of the volunteering is already done online and outside of traditional volunteering organizations. Instances offering volunteering opportunities therefore need to respond to societal change and shape their activities to meet the needs of volunteers. At its best, volunteering provides a channel to influence global, important issues valued by the volunteers and increases a sense of inclusion.²⁰

The COVID-19 pandemic of recent years has also had an impact on the operating environment and the lives of youth in Finland. Restrictions during the state of emergency have caused significant changes in, among other things, the school system, and there is a lot of work in post-restriction activities, which naturally slows down the change processes that began before the pandemic. Taksvärkki's cooperation supports schools in the post-pandemic reorganization by providing schools with a wide range of Global Citizenship Education services and by highlighting the values of Global Citizenship Education. Dealing with emotions in Global Citizenship Education contributes to securing the well-being of youth during and after a pandemic.

The diversity of the domestic operating environment poses both challenges and opportunities for organizations engaged in Global Citizenship Education. Taksvärkki's well-established and constantly evolving Global Citizenship Education work is well equipped to meet these challenges of the 2020s.

2.3. Program Approach

Systems Thinking and Outcome Mapping

Taksvärkki's program promotes human rights through empowerment by listening, encouraging, and supporting youth, and by strengthening the capacity and cooperation of civil society actors. The goal is to bring about positive change towards an attitude atmosphere in which the full participation of youth is supported and valued. Systems thinking supports the analysis and understanding of complex social processes.

Systems approach considers the complexity and diversity of social change, and challenges to look at it holistically. The focus is on actors belonging to the local social system, the change they want to achieve, and

¹⁹ Perusopetuksen opetussuunnitelman perusteet, 2014.

https://www.oph.fi/sites/default/files/documents/perusopetuksen_opetussuunnitelman_perusteet_2014.pdf

²⁰ Vapaaehtoistoiminta nyt ja tulevaisuudessa. Kansalaisareena 2/2018

<https://kansalaisareena.fi/wp-content/uploads/2018/12/Vapaaehtoistoiminta-nyt-ja-tulevaisuudessa-web.pdf>

their changing roles and interactions in the social network. People are seen as actors while the change they bring about with strong ownership is sustainable in nature. Transformative and sustainable systems change is possible only by considering the local social systems of the development project contexts and Finnish society as a whole, including the key actors, their roles, and the interactions and power relations between the actors. In addition to systems thinking, a holistic approach is essential to find interactions and interdependencies between people, nature, and societies.

At the heart of Taksvärkki's approach is learning, continuous reassessment of the action, and adaptability. Even best practices require modification over time and adaptation to different local conditions and learning to provide better results. Transformative change is unpredictable in nature and unexpectedly emerging through dynamic interaction. The leverage points catalyzing change and the patterns and trends behind them must be detected, seized, and utilized. If the program focuses only on pre-defined outcome goals and their achievement, unexpected changes that are valuable for learning may go undetected and untapped.

Taksvärkki combines a systems approach with results chain approach focusing on the key players in a system and the changes in them, applying the Outcome Mapping approach. Taksvärkki observes itself as a dynamic and adaptive actor in the system it wants to influence. Taksvärkki is aware of the advantages and limitations of its role and operations when operating as part of different systems. As an organization, Taksvärkki must be ready to learn and evolve, constantly reviewing and reassessing its views and operating models, in order to respond to a changing world and to best support the transformation of actors towards jointly defined goals.

The genuine involvement of actors is a key value in ensuring the sustainability, quality, and transparency of the program as a whole. A shared and jointly defined vision for the desired change by local actors ensures acceptance and increases the commitment of actors during and after project cycles and other forms of cooperation. Cooperation and involvement of different actors is a key to sustainable change. Ownership is in the hands of local actors in Taksvärkki's approach from the beginning to the end of the process, when the most important task for Taksvärkki and its partners is to strengthen the capacity of local actors as independent change agents.

Outcome Mapping (OM) is an actor-focused approach to the design, monitoring and evaluation of development interventions originally developed in the International Development Research Center, IDRC. Taksvärkki finds outcome mapping also suitable to apply in its Global Citizenship Education work in Finland. According to outcome mapping, development is social change consisting of changes in attitudes, behavior, relationships, practices, and structures of people or groups. The change can be supported through the actors in the sphere of influence of the program. They, in turn, influence actors in their own spheres of influence. At the same time, in line with systems thinking, it is recognized that social change is happening all the time and in many directions. Change is influenced by several factors, actors, and the relationships between them, in which case an individual project or activity has limited possibilities to influence change in a certain, pre-defined way. The approach challenges linear thinking, and emphasizes learning, continuous analysis of the nature of the change, and regular review of strategies and monitoring mechanisms.

Outcome mapping focuses on people and identifies the most important actors to involve for the desired change, i.e. the change agents with whom change is sought. Outcome Mapping provides a range of participatory methods for planning interventions and monitoring change, with a focus on continuous learning and deepening understanding of the nature, meanings, and role of intervention in bringing about or supporting change. Local actors have a key role to play not only in generating the change, but also in

monitoring and evaluating it. Monitoring based on outcome mapping is a feedback mechanism that learns about the effects of activities on changes in actors. It helps those involved in monitoring to reflect and re-evaluate their actions in a systematic and practical way, as well as to respond flexibly and immediately to identified needs for change in strategies, in order to guide action more effectively towards the desired results. Detecting unexpected changes is just as important as the expected, as it is precisely the unexpected changes that deepen the learning and act as engine for new innovations.

For Taksvärkki, the value of the Outcome Mapping approach is stakeholder orientation and genuine inclusion, which supports the human rights-based work and promotes youth activism. The work is sustainable in nature when the local actors play a key role from design phase up to evaluating the outcomes. Taksvärkki's partner organizations and Global Citizenship Education actors have the task of directing the change through continuous learning, modifying the strategies and the monitoring system according to what is being learned throughout the way. In-built participatory monitoring, critical analysis on the effectiveness of the strategies and updating them based on the findings and in-depth understanding is central. Focus on changes and a continuous reflection of practices guides the actors towards results-based thinking.

Taksvärkki has applied outcome mapping in its programs since 2014, starting from the design processes of new development cooperation projects. During the program period 2018–2021, the focus has been on developing outcome mapping based monitoring system, project monitoring tools and appropriate evaluation methods. For the 2022-2025 program period, the approach will be applied to all sections of the program, from program level to project level, including the Global Citizenship Education in Finland. Taksvärkki's application of outcome mapping has also been noticed in the Finnish NGO field and in the international Outcome Mapping community. Experiences of it have been shared on several occasions both in Finland and internationally.

Human Rights-Based Approach

The human rights-based approach defines the entire development cooperation program of Taksvärkki. All partners and other actors in the program implement a human rights-based approach in their own work. Taksvärkki's partners are professionals in human rights work among youth and duty-bearers.

Actively promoting and respecting the realization of human rights are at the heart of Taksvärkki's development cooperation program's activities, as well as its overall guiding strategic goal. The rights of children and youth, especially girls, young women, people with disabilities and others who are otherwise most vulnerable, such as indigenous peoples and other ethnic groups, are given special attention depending on local contexts and their specific characteristics and needs.

Taksvärkki's development cooperation program is human rights progressive, as the realization of the human rights of particularly vulnerable groups is promoted in a multidisciplinary manner at the central and significant levels mentioned above. The effectiveness of the program is based on the implementation of these human rights locally already during the program period. However, Taksvärkki's work is also increasingly human rights transformative, as it seeks to systematically influence structural changes in the operating environments, societies, and national laws in the program, or to ensure their implementation in practice.

The conditions and opportunities for the participation of youth and special groups will be comprehensively emphasized in the planning, implementation, evaluation and learning of the program. The hearing and genuine listening to of youth's diverse voices, mutual organization, initiative, and active citizenship as part of the development and decision-making processes of their communities are among the operating models of

Taksvärkki and its partners. These strategies contribute to the genuine and sustainable realization of human rights. Central to Taksvärkki's development cooperation program are the right of youth to education, participation, self-determination, integrity and protection from exploitation and violence. The actors in the program are the rights-holders, i.e., the youth themselves, supported by the project staff of the partner organizations, moral and official duty-bearers or Finnish school and education actors.

Multi-stakeholder cooperation promotes quality education, youth's knowledge, skills, and leadership. The work promotes civic engagement, economic and livelihood opportunities, sexual and reproductive health rights, non-discrimination, equality, and social inclusion. All key actors and decision-makers in the program or project are involved.

Youth's active participation, societal role and opportunities for civic engagement will be established as practices. In addition, local stakeholders will be involved to ensure sustainable outcomes in the program. Thus, the preconditions for the realization of a dignified and meaningful life for youth are fulfilled comprehensively and inclusively, even for those youth and marginalized groups who are not themselves actively influencing or advocating for the realization of their rights.

2.4. Sustainable Development Goals in the Program

The UN Sustainable Development Goals (SDGs) support Taksvärkki's approach to development cooperation and form the framework that Taksvärkki is committed to promote in its work. The guiding star for Taksvärkki is the idea of a common planet, the preservation of which for a socially and environmentally sustainable future is the responsibility of the decision-makers of each country. From the systems change perspective, everyday choices of individuals and groups of people and the power of example are relevant as part of a broader change in attitudes. Taksvärkki sees youth as a focal force for change in promoting globally sustainable values and operating models. Youth challenge prevailing attitudes, patterns of action and structures. Humankind's vicious problems such as climate change and structures that perpetuate global inequality need to be challenged as they determine the conditions of life for youth and future generations.

Taksvärkki's program promotes health and well-being (SDG 3), quality education (SDG 4), gender equality (SDG 5), reduction of inequalities (SDG 10), climate action (SDG 13) and peace, justice and good governance (SDG 16) objectives. These will be opened in more detail as separate entities. In addition, the program contributes to the goals of decent work and economic growth (SDG 8) and its target 8.6 (decent work) in individual projects. By improving school sanitation facilities and water hygiene, the program contributes to target 6.2 of Clean Water and Sanitation (SDG 6). Sub-objective of Cooperation and Partnership (SDG 17) 17.2. is promoted by Taksvärkki, for example, by advocating for increasing development funding to implement Finland's 0.7% commitment, as part of the Finnish network of development cooperation organizations.

SDG 3: Good Health and Well-being

Increasing the use of sexual health information and services indirectly reduces maternal mortality (3.1.) and child mortality (3.2.) as well as prevents the spread of malaria, dengue, hepatitis, Ebola, HIV and AIDS (3.3). Peer support, life skills and anti-discrimination work promote mental health and well-being of youth (3.4) and support the prevention of substance abuse (3.5). Sexual health education raises awareness about sexual and reproductive health and rights, and advocacy calls for the responsibility of public authorities as providers of quality and accessible health services, including support for victims of sexual violence (3.7. and partly 3.8.).

SDG 4: Equitable, Quality Education for All

The program addresses the root causes of girls' barriers to schooling and school dropouts by promoting equality, sexual health, working to eradicate child marriage and improving income opportunities for young adults. Developing healthy, safe, and stimulating learning environments, a positive learning atmosphere and student-teacher interaction will prevent school dropouts, promote quality education, involve youth in the school context and also provide equal access to school for vulnerable youth. In Nepal and Malawi, the program will improve the capacity of schools to promote inclusion of people with disabilities by training stakeholders and supporting the development of development plans. Through these activities, the program contributes to the targets 4.1, 4.5, 4.6 and 4a of Quality Education. In addition, in almost all program countries, excluding Nepal and Guatemala, the program promotes the targets 4.3 and 4.4. by increasing the working life skills or access to apprenticeships and decent livelihoods of marginalized and at-risk youth.

Target 4.7. highlights the role of education in promoting sustainable development. The knowledge and skills needed to promote sustainable development are essential goals of Global Citizenship Education. Without these skills and knowledge, understanding the challenges and their cause-and-effect relationships, changing our perceptions, and active participation, it will also not be possible to achieve the other goals of Agenda 2030. Identifying, accumulating, and collaborating on this knowledge and skills is particularly important from the perspective of all actors in the Taksvärkki program, both locally in Finland and globally in the program countries. Working with youth and duty-bearers, Taksvärkki examines sustainable development in different systems and works with various actors to work on the role of education as a promoter of sustainable development. Target 4.7. is a common goal and Taksvärkki wants to promote its realization both in cooperation between local actors and through a global youth-to-youth connection.

SDG 5: Gender Equality and SDG 10: Reduced Inequalities

Promoting gender equality and reducing inequalities are specific priorities in Taksvärkki program. The program challenges structures that maintain gender inequality by working against, for example, gender-based violence, child marriage and other harmful cultural patterns (targets 5.1, 5.2 and 5.3) and making room for the leadership of young women and girls within youth groups and community structures (target 5.5). Removing barriers in access to school, for example through sexual health information, and increasing young women's livelihoods, will contribute to equality and the reduction of discrimination under the target 5.1. A balanced gender distribution is always sought for project actors and the share of girls in positions of responsibility is promoted. Promoting equal opportunities for youth, including marginalized groups such as people with disabilities, indigenous peoples and dalit, and working against bullying and discrimination, the program contributes to the targets of reducing inequalities 10.2. (Social, economic, and political inclusion for all) and 10.3. (Elimination of discrimination).

In its Global Citizenship Education activities, Taksvärkki also raises global inequality issues constructively and according to the age level of the students. Non-discrimination and the promotion of equality (Target 5.1.) are indivisible starting points implemented both in the contents and practices of Taksvärkki's Global Citizenship Education. Youth will be given an opportunity to safely deal with the emotions raised by global challenges and consider together means for young people themselves to act and promote equality in their daily lives.

SDG 13: Climate action (SDG 13, in particular target 13.3 on citizen capacity and preparedness) promotes the climate resilience of its actors and target groups by disseminating information on the effects of climate change, ways to mitigate them and opportunities for adaptation. Rural projects pay attention to climate-sustainable farming methods and contingency plans for the effects of climate change. In certain development

projects of the program, especially in Nepal, youth and teachers learn about climate issues and act as disseminators of climate information in schools and communities.

Taksvärkki has calculated the carbon footprint of its own operations and aims to minimize the impact on climate. Taksvärkki also requires its partner organizations to consider the climate impact of operations and encourages for sustainable choices. In the 2022–2025 program period, Taksvärkki will also examine its own role and opportunities in mitigating climate change, above all its still hidden opportunities to support program actors not only in climate resilience and sustainability, but also in achieving positive climate impacts.

Taksvärkki's Global Citizenship Education encourages youth to act to promote climate sustainability in accordance with target 13.3. More and more youth in Finland are concerned about climate change, and Taksvärkki supports youth both in dealing with difficult feelings and in introducing practices that youth consider important or influential in terms of climate sustainability and resilience.

SDG 16: Peace, Justice, and Strong Institutions

By strengthening child protection, monitoring and intervention mechanisms at the community level, and by informing children and youth about their rights and ways to act in cases of violating their rights, Taksvärkki program promotes the eradication of child abuse and violence contributing to the target 16.2. Reducing corruption (target 16.5.) is emphasized in the cooperation between Taksvärkki and its partners. The program also promotes a culture of openness, good governance, and transparency in cooperation with local stakeholders. In line with target 16.6., the program contributes to the transparency and accountability of local institutions such as schools and school administration, community structures and services for youth. Target 16.7. responsive, inclusive, participatory, and representative decision-making is a cornerstone of Taksvärkki's Meaningful Youth Participation program and a key objective within which the program promotes youth participation, including people with disabilities and other marginalized youth, in community and regional decision-making bodies and in various development processes. In addition, in Kenya, the program contributes to target 16.9 by supporting youth living on the streets in identity card application processes.

The meaningful participation of all youth in line with target 16.7 is also at the heart of Taksvärkki's Global Citizenship Education. Encouraging youth to influence their own work and genuinely consulting youth's views are the cornerstones of Taksvärkki's Global Citizenship Education, which is realized by the Challengers group of youth volunteers, Global Citizen's School network, school visits and involving youth in commenting on Taksvärkki's campaign materials. Taksvärkki's Global Citizenship Education promotes the inclusion of all youth, including those belonging to minorities. On the one hand, this is achieved by hearing the voices of youth representing minorities, such as youth with disabilities, in Taksvärkki's Global Citizenship Educational materials. On the other hand, Taksvärkki actively encourages everyone, including youth from minority groups, to participate in its activities by paying attention to inclusive and accessible communication and by targeting the marketing of its youth volunteering to, for example, youth groups in organizations of people with disabilities. The goal of Taksvärkki's Global Citizenship Education is that the participating teacher students and the responsible teachers at the Global Citizen's Schools also identify structures that perpetuate global inequality, and are able to question the prevailing attitudes in society and highlight the gaps in the Finnish school structure from the perspective of social sustainability.

3. Taksvärkki's Program Work 2022-2025 and its Objectives

3.1. Actors

Actors in Development Cooperation Projects

Taksvärkki has no personnel in the program countries. Taksvärkki's development cooperation projects are planned, monitored, and implemented by independent local partner organizations supported by Taksvärkki's program officers. The partner organizations are local CSOs engaging in youth work that share Taksvärkki's values and strategic goals. Partner organizations' work is rights-based youth work strengthening the inclusion of vulnerable and marginalized youth. Each organization works with its own specific target groups and has its own strategies suitable for the operating environment. In the 2022–2025 program period, Taksvärkki will work with its long-term partners.

Local youth are key actors in Taksvärkki's development cooperation projects. Youth are vulnerable by one or more criteria: those living in rural communities or remote urban areas, the poor, dalit, indigenous peoples, those living and working on the streets or those at high risk of exclusion, teenage mothers, and school dropouts. Girls and boys are represented evenly among the project youth, and special attention is being paid to involving youth with disabilities. The youth groups in the program offer a platform for life skills and peer support, as well as an opportunity to participate and influence the development of their communities.

From the perspective of youth rights and well-being, Taksvärkki's program recognizes two roles for duty-bearers: formal and moral. **Formal duty-bearers** are responsible for the realization of youth rights, for example, by providing services and making decisions that affect their lives. Formal duty-bearers include public authorities, decision-makers, providers of services in key areas for youth rights, such as health, education, child protection and others. In addition, representatives of local community structures such as parent-teacher associations, school management committees and other community level committees. Formal duty-bearers have an important role to play in creating the enabling environment for youth participation youth and strengthening the inclusion.

Moral duty-bearers close to youth such as teachers, parents, and traditional and religious community leaders play an important role. They safeguard the rights of children and youth and are key actors in supporting and encouraging personal development. They also enable youth to grow in active citizenship and to participate in society.

The roles of youth and duty-bearers in development cooperation projects and the outcome challenges set for them are presented in more detail in sections 3.2 and 3.3 of the program document.

Table 1 lists the local actors in the program's development cooperation projects and the target numbers of participants. Activities always aim for an even gender distribution, with the exception of separate groups and activities for girls and boys. The proportion of youth with disabilities varies from project to project, but at the level of the whole program it is expected to be 6% by the end of the program period at the latest. Monitoring data on participants is disaggregated by gender and other vulnerabilities (people with disabilities, marginalized groups).

Table 1: Actors in development cooperation

Actors in development cooperation	Target amount
Youth active in youth groups	2 000
Other children and youth reached in communities (audience for peer education, events and campaigns, youth group members)	55 000
Decision-makers and authorities	600
Service providers (education sector, child protection health care sector)	300
Representatives of community structures (school boards, parents' and teachers' associations, development committees, etc.)	1 700
Parents	3 500
Teachers and school staff	500
Traditional and religious leaders in communities	260

Global Citizenship Education Actors in Finland

In Finland, Taksvärkki co-operates in Global Citizenship Education especially with schools, teachers, educators, youth, and those interested in Global Citizenship Education.

Taksvärkki's volunteer activities involve young adults, particularly those who are studying or are otherwise interested in the themes and values of Global Citizenship Education. There are also youth volunteers who want to be involved in making a change for a more sustainable future. Responsible students of the partner schools, young people who want to make a change in the school world, are also important actors in Taksvärkki program. The program work indirectly reaches thousands of young people through individual Global Citizenship Education workshops and Taksvärkki campaigns.

The actors in the school cooperation are the Teacher Champions at the cooperation schools who are interested in developing the Global Citizenship Education's operating culture of Finnish schools with Taksvärkki. Program activities also reach school principals and, more broadly, other teachers and students to a different extent from school to school.

Young adults and adults interested in Global Citizenship Education are volunteering for Taksvärkki or participating in trainings for educators organized by Taksvärkki. In addition, Taksvärkki's work is supported annually by a group of adult Kapua volunteers who commit to fundraising and spreading awareness about Taksvärkki's work.

More detailed descriptions of the program's actors in Finland are presented in connection with the theory of change in Global Citizenship Education in Chapter 3.2.

Table 2: Actors and target groups in Finland

Actors and target groups in Finland	Number of participants per year
Volunteers interested in advancing the values of global citizenship education	50
Responsible teachers and teacher students interested in advancing the values of global citizenship education	18–30
Responsible students interested in advancing the values of global citizenship education	45–60
Principals, teachers and other students in workshops and trainings at World Citizen Schools	min. 200
Teachers, teacher students and other educators participating in trainings	160
Youth participating in global citizenship education workshops and events	6 500
Children and youth/schools participating in Taksvärkki campaigns	15 000 / 100
Social media influencers (in advocacy work)	2–3
Newsletter subscribers (educators and people interested in Taksvärkki's programs)	800
Followers of Taksvärkki's social media channels	3 600

Networks and Strategic Partners Supporting the Implementation of the Program

In Finland, Taksvärkki is actively involved in the **cooperation of program support organizations**. Within the framework of the *Quality and Effectiveness Working Group*, processes related to the quality of the work of program support organizations are developed through peer learning, sharing of experiences and good practices, and interaction. Taksvärkki's program staff also actively participates in the networks, events and trainings related to Global Citizenship Education and development themes maintained by **Fingo**. Development cooperation program officers will continue to actively participate in the *Arvioinnin Avaimet* study group on evaluation work, coordinated by Fingo. In the 2022–2025 program period, Taksvärkki will resume the activities of the **development cooperation expert working group**. The group offers volunteering opportunities for students studying development issues and recent graduates. The working group supports the expertise of program officers and the quality of program. The working group will deepen and update the knowledge of the operating environment of the program countries and information related to the key

themes of the program. Taksvärkki actively works together with **Global Citizenship Education organizations and other actors**, such as Fingo, the Peace Education Institute, the Teacher Student Union of Finland (SOOL) and the Finnish National Youth Council (Allianssi). The cooperation enables the sharing of Taksvärkki's know-how with other actors in Finland's Global Citizenship Education field and mutual learning. Through the cooperation, Taksvärkki develops the quality of Global Citizenship Education and development communication and installs Global Citizenship Education in the everyday life of Finnish schools and in society at large.

Since 2018, Taksvärkki has systematically developed the role of disability inclusion in its programs. To support the work, Taksvärkki also cooperates with the **Disability Partnership Finland** (Vammaiskumppanuus ry) during the 2022–2025 program period. Within the framework of the cooperation, Disability Partnership Finland provides Taksvärkki with training and materials on disability themes and provides support for practical mainstreaming work in development cooperation, Global Citizenship Education and development communication. Taksvärkki participates in the disability peer learning group maintained by Disability Partnership Finland where information on disability issues, experiences and good practices are shared, and solutions to work-related challenges are discussed among about six Finnish organizations working on disability mainstreaming.

Taksvärkki's program staff is involved in the international **Outcome Mapping Learning Community (OMLC)**, where outcome mapping practitioners discuss and share their experiences and good practices. The community and materials published by the community are important resource for Taksvärkki to increase the content expertise related to the approach. The community will also be used to recruit suitable experts, for example, to carry out evaluations or train project partners.

Taksvärkki's program officers are involved in relevant thematic networks in Finland, the most important of which are the cooperation networks of non-governmental organizations and other actors operating in a certain area of the program countries. Through the **country networks**, the knowledge of the program countries will be deepened, coordination will be improved and practical cooperation with Finnish actors operating in certain areas will also be increased. Of these, the recently established **Malawi Network** in particular has concrete cooperation plans for the 2022-2025 program period. In addition to Taksvärkki, the network includes at least **Abilis, the Disability Partnership Finland, the Finnish Association of the Deaf, the Family Federation of Finland and UFF**. While identifying synergies and possible forms of cooperation, the inaugural meeting listed, among other things, co-ordination, the use of organizations' expertise in capacity building and project work of local partners, sharing of contextual expertise, and cooperation in monitoring visits and evaluations.

Out of Taksvärkki's program countries, **Zambia, Nepal, Kenya and Mozambique have Finnish embassies**. The Zambian embassy is also responsible for Malawi. Taksvärkki utilizes the expertise of the embassies and keeps the development cooperation experts updated about the projects. When possible, the representatives of embassies are met during monitoring visits. Taksvärkki's project partners are also actively in contact with the Finnish embassies on relevant issues.

At the local level, **Taksvärkki's partner organizations** belong to various regional and national **working groups and networks** related to youth policy, child protection and other areas of their own specialty. These include both civil society advocacy groups and working groups run by public authorities. Cooperation will also be established with local or international NGOs working in the same geographical areas or on common themes. During the project preparation phase, local actors, and suitable forms of cooperation with them,

are always identified. Cooperation is sought when possible and meaningful from the point of view of the quality of the work, the effectiveness, or the sustainability of the results.

Bringing together local stakeholders and supporting grassroots networks is a key operating model for Taksvärkki's partner organizations. The cooperation supports not only the sustainability of the results but also the financial opportunities for strengthening the projects, for example through **local entrepreneurs**. Collaborating with **local media** increases the visibility of the work. With the work on disability mainstreaming launched in the previous program period, partner organizations have established partnerships with **local disability organizations and governmental organizations focusing on disability issues**. Some of the partner organizations are active in cooperation networks promoting the rights of people with disabilities. For the 2022–2025 program period, Taksvärkki and its Malawian partner organization CYECE have broader cooperation plans with Disability Partnership Finland, the Finnish Association of the Deaf and their partner, the Malawi National Association of the Deaf (MANAD). CYECE and MANAD have signed a Memorandum of Understanding on cooperation, in which organizations interactively support each other's work and expertise in youth inclusion and the rights of the deaf. Correspondingly, new opportunities for cooperation are also being explored between Finnish organizations.

In **Fingo's communication network and Global Citizenship Education network**, Taksvärkki produces content and participates in advocacy campaigns for development cooperation and Global Citizenship Education. In collaboration with **partner organizations in the Global South**, content is produced for use in development communications. Taksvärkki is a member organization of **Mailma.net** and receives support for communications through it.

In fundraising and communications, Taksvärkki co-operates with the **Family Federation on Finland and the Threshold Association in Kapua campaigns**. Kapua is an annual campaign coordinated by **Aidventures**, which trains a group of adult volunteers to raise funds for and to inform about the goals and achievements of the organizations' development cooperation. During the campaign year, the **Kapua group** will visit one of the organizations' development cooperation projects to get acquainted with the work of local partner organizations, and the members of the group will communicate the results of the development cooperation they see during the visit through their own channels. Kapua expands the visibility of Taksvärkki's work locally to different areas and new groups of people that Taksvärkki's other communication channels would probably not reach. Joint coordination between organizations in the recruitment, training and ongoing support for volunteers also strengthens the cooperation between the organizations. An example of this is the joint partner organization in Malawi with the Family Federation of Finland, whereas the Threshold Association is seeking synergies with local partner organizations in Zambia.

3.2. Theory of Change for Meaningful Youth Participation in Sustainable Development

Taksvärkki's theory of change is based on systems thinking. It has been built by applying the elements of the design process according to the outcome mapping methodology to the program level. Partners have been involved in drafting the theory of change. They have validated its logic in their own work and produced content for it that has been compiled into a unified synthesis at the program level. According to the partners, Taksvärkki's theory of change in development cooperation comprehensively describes the work they do and considers the actors in each local system who are central to bringing about change. Thus, the logic of the

theory of change for development cooperation describing the program level is repeated in terms of objectives, key actors and strategies also in individual development projects.

The theoretical backbone of the theory of change is the model of Six Conditions of Systems Change²¹ presented by Kania, Kramer, and Senge in their article “The Water of Systems Change” (see Figure 1). According to the theory, systems change requires changes in six interrelated factors which typically play a significant role in the persistence of existing problems. These factors appear in varying ways to the people operating in the system, depending on how concrete or distant they are to each of them. Change can be pursued and viewed in each factor individually, but they are intertwined, and together the changes affect others as well.

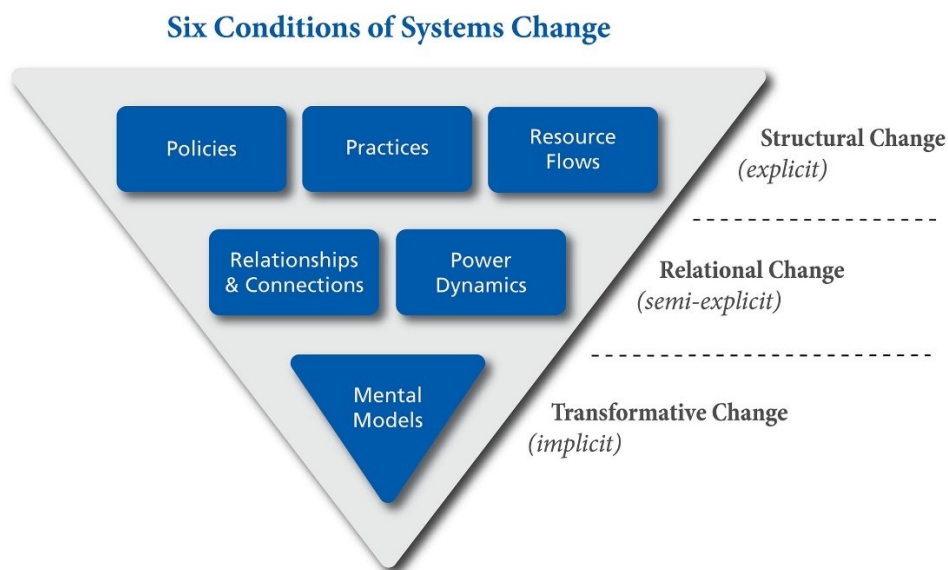


Figure 1: The model of the Six Conditions of Systems Change.
Source: Kania, Kramer & Senge, 2018, *The Water of Systems Change*.

The conditions are divided into three levels according to the depth of change they bring about. The top level of the model and the typical target for development cooperation is the *explicit level*, which includes formal **policies, practices and resource flows**. Here, resources refer to both physical and mental resources such as knowledge and skills. The change at the top level is structural, making its effects visible and powerful. The second level of the model is *semi-explicit* and includes **relationships & connections and power dynamics**. Change at this level is relative and more difficult to verify than at the first level, but necessary for systems change. Change at this level requires the cooperation of different actors and a new kind of networking. The third and deepest level of change is the *implicit* level of **mental models** and therefore the most problematic in terms of observing and measuring the change. The changes brought about at the deepest level are transformative and necessary from the point of view of systems change.

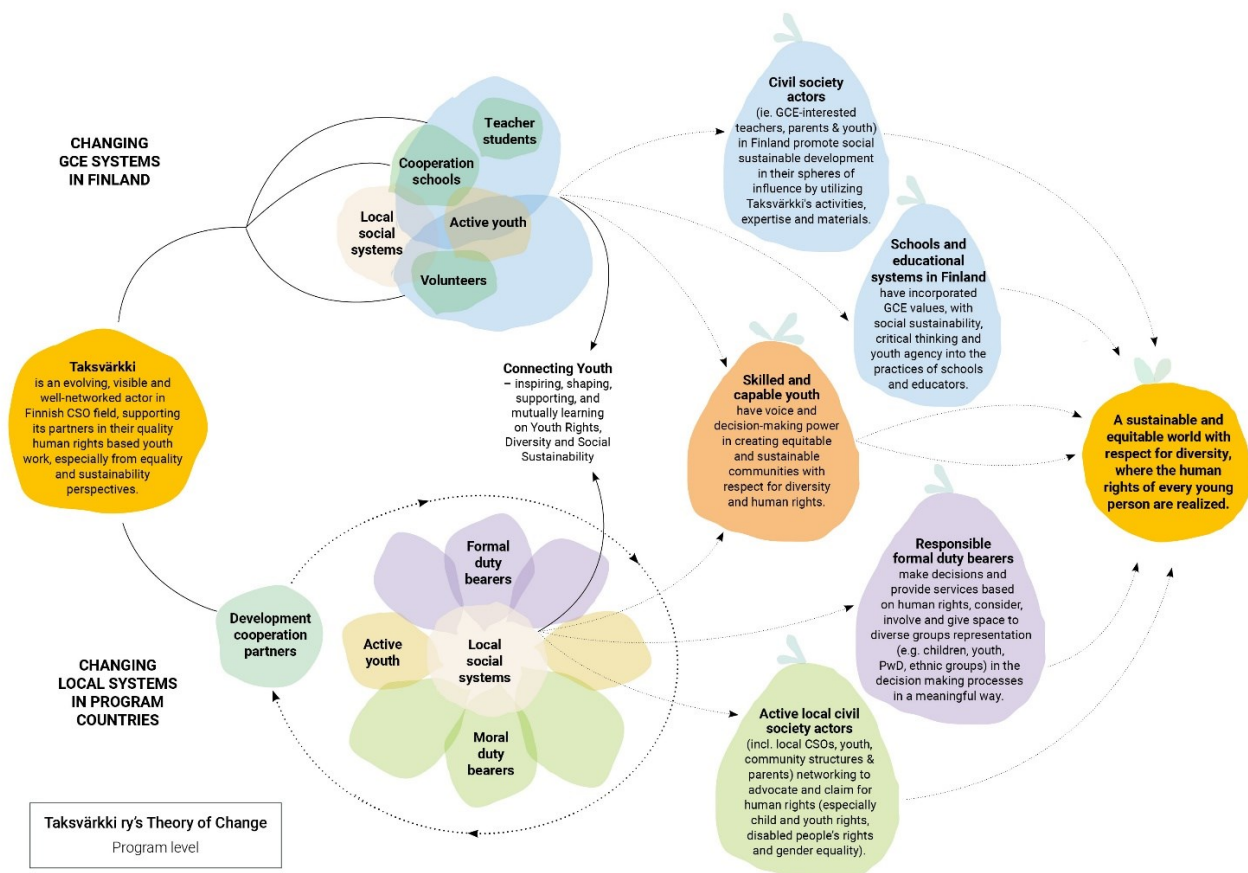
To bring about lasting change, change must occur in all six conditions of the model. Changes at higher levels alone, without a change in the underlying patterns of thought, are only temporary in the long run. As thinking patterns change, the change at all other levels accelerates as individuals and critical masses begin to function in a new way that requires paradigm shift also at the structural level. On the other hand, changes at any other level affect thinking patterns.

²¹ Kania, Kramer and Senge (2018): The Water of Systems Change (https://www.fsg.org/publications/water_of_systems_change)

The development impact of the program is “a sustainable and equitable world with respect for diversity, where the human rights of every young person are realized”. This vision is pursued both in Finland through Global Citizenship Education work and through development cooperation with partners in the program countries.

At the heart of the theory of change are active youth. Their role as part of local civil society, both in Finland and in the program countries, is seen as a prerequisite and force for change for the development of communities towards a sustainable and just world. Central to the theory of change is also the role of wider civil society in promoting and safeguarding the rights of youth. The program seeks change not only in the active role of youth, but also in the role and actions of duty-bearers responsible for guaranteeing the realization of youth rights and enabling their meaningful participation. Taksvärkki's assumption of behavior change is based on the COM-B model²², according to which behavior change is made possible by the realization of three factors: capability, motivation, and opportunity. Thus, the focus of Taksvärkki's work is to strengthen youth's knowledge and skills, motivation, and opportunities for participation.

Taksvärkki's theory of change in the development cooperation program consists of more detailed actor-driven theories of change in development cooperation projects and Global Citizenship Education, which combine into a common theory of change through a common strategic vision and a shared outcome challenge for youth.



²² Michi et al. (2011), The behaviour change wheel: A new method for characterising and designing behaviour change interventions, Implementation Science, 6:42

Figure 2: Taksvärkki's Theory of Change for the Program Level.

The two theories of change described separately also have in common the role of the wider civil society in the desired change. However, the role and priorities of civil societies in terms of their key actors and in the dynamics between them differ between the contexts of Global Citizenship Education and development cooperation. Thus, the outcome challenges for them have also been described separately.

In addition to a shared vision for development impact and a shared outcome challenge for youth, Taksvärkki's development cooperation and Global Citizenship Education are intertwined at the global level through the connections created between youth and mutual support for the promotion of human rights, diversity, social sustainability, global solidarity, through sharing inspiration and interactive learning. Taksvärkki's own outcome challenge is to be an evolving, visible and well networked actor in the Finnish NGO sector. Taksvärkki supports its partner organizations as well as Global Citizenship Education actors and educators in their high-quality human rights-based work with youth, especially from the perspectives of equality and sustainability.

Both theories of change seek sustainable change in local systems, considering the influential role and contribution of key actors to bring about this change. The common theory of change is presented in Figure 2. The theory of change for development cooperation projects is described in Figure 3 and can be repeated to describe the change in the context of each program country. The theory of change in Global Citizenship Education is illustrated in Figure 4.

Theory of Change in Development Cooperation Projects

In Taksvärkki's development cooperation projects, the theory of change describes the desired change through local actors in local systems. In order to bring about systems change, the role of each group of actors and their relationships of interaction are analyzed in terms of comprehensive and sustainable change.

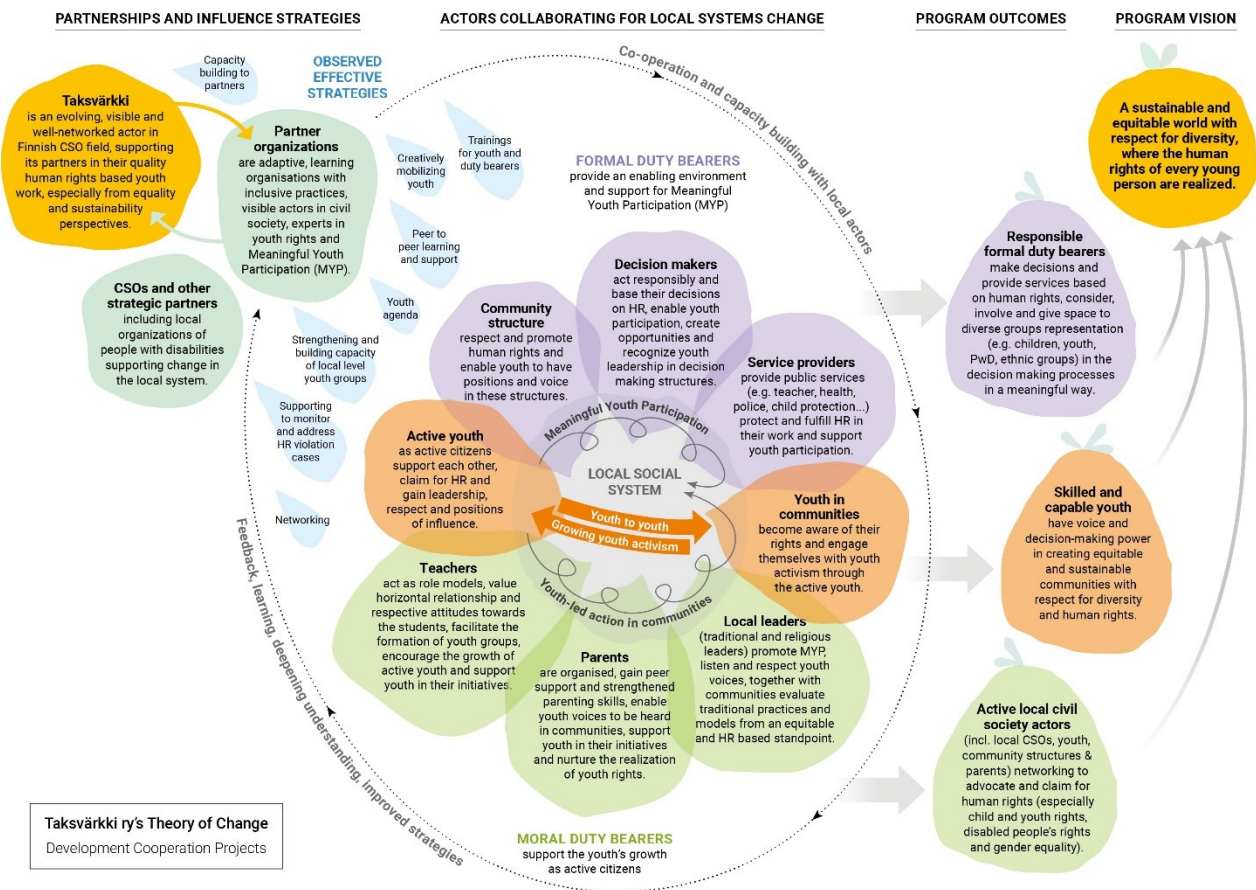


Figure 3: Taksvärkki's Theory of Change for Development Cooperation Projects.

Taksvärkki operates in the program countries through its local partner organizations. Taksvärkki aims at horizontal relationships with its partner organizations, encouraging mutual and joint learning. Taksvärkki's partners are experts in rights-based youth work in their context. The projects are based on the experience of effective strategies from previous cooperation. Taksvärkki encourages its partners to organizational learning and development, and also promotes continuous learning in its own operations. Experiences are also shared between different partners, learning from each other.

The partners in interaction with local actors, support the change towards the objectives defined together. Continuous review, feedback, and deeper learning about the nature of the change will guide the creation of new practices and working models. At the heart of the theory of change is the local social system to which each group of actors belongs and is interlinked with, as part of systems change. The program objectives, contributing to the shared vision, will be approached through interaction and cooperation between the actors, and the changes happening at different levels of the "Six Conditions of Systems Change". The dynamics of the actors are described in more detail in Chapter 3.3.

Key actor in the theory of change are the youth who are considered in two groups. Active youth play an essential role in projects as influencers, change agents, peer educators, role models and activists in their communities. Their activities target the other youth in their communities, but also promote the youth rights in society at large. The youth who take part in activities organized by the active youth become aware of their rights and thus inspired and motivated to also participate in developing their communities.

Youth activism and meaningful participation also target formal duty-bearers (formal community structures, decision-makers and service providers) who are required to involve youth more closely in decision-making and enable and safeguard the full realization of youth rights.

Moral duty-bearers are the local actors with a closer relationship with youth. These include teachers, parents, and traditional and religious leaders in communities. Moral duty-bearers support and encourage youth to grow and develop as active citizens, and support their organization, initiatives and activism. Meaningful Youth Participation (MYP) and youth-led action focus on positive development in local communities and also on advocacy in general. Advocacy work challenges the formal duty-bearers to act responsibly in their position, to make informed decisions and provide services that guarantee the rights of youth and other vulnerable groups.

Systems change that is sustainable in nature happens in interaction of local actors. This also ensures local ownership of the change. The partner organizations facilitate the desired change through their strategic activities, but also continuously develop the activities learning about the context and in cooperation with local actors.

Actor based outcome challenges describe the preconditions for the systems change happening in interaction of different actors. The outcome challenges are defined in participatory way for each project actor. The progress of the actor groups towards their **outcome challenges** is monitored qualitatively through the “Six Conditions of Systems Change” and in relation to other actor groups in the local social system, especially youth, and the changes observed in them. The program-level outcome challenges (generalized from different project contexts) for the actor groups are as follows:

- **Public service providers** (education, health, police, child protection...) provide public services, protect and fulfil human rights in their work and support youth participation.
- **Decision-makers** act responsibly and base their decisions on human rights, enabling youth participation, creating opportunities and recognizing youth leadership in decision-making structures.
- **Community structures** respect and promote human rights and enable youth to have positions and voice in these structures.
- **Youth** as active citizens support each other, claim for human rights, and gain leadership, respect and positions of influence.
- **Teachers** act as role models, value the horizontal relationship and respectful attitudes towards the students, facilitate the formation of youth groups, encourage the growth of active youth and support youth in their initiatives.
- **Parents** are organized, gain peer support and strengthened parenting skills. They enable youth voices to be heard in communities, support youth in their initiatives and nurture the realization of youth rights.
- **Local leaders** (Traditional community and religious leaders) promote meaningful youth participation, listen and respect youth voices, and together with communities, evaluate and shape traditional practices and models from an equitable and human rights-based standpoint.
- **Partner organizations** develop their expertise and practices in youth rights issues, strengthening their organizational capacity, partnerships with other civil society actors and activeness in civil society networks, advocacy skills and strategies, participatory monitoring practices, and well-established practices and policies for social inclusion in their work towards the realization of youth rights.

In addition, **local civil society actors and organizations** act as **strategic partners** for the partner organizations, contributing to the process of change in the local system, both in their own activities and in cooperation with the partner organizations.

Program outcomes combine the outcome challenges of these groups of actors into broader entities:

- Responsible **formal duty-bearers** make decisions and provide services based on human rights. They consider, involve and give space to diverse groups representation (such as children, youth, people with disabilities and ethnic groups) in the decision-making processes in a meaningful way.
- Skilled and capable **youth** have a voice and decision-making power in creating equitable and sustainable communities with respect for diversity and human rights.
- **Moral duty-bearers** as well as **youth, partner organizations** and other networked actors, such as disability organizations, belong to the **local civil society**. In the local civil society “active local civil society actors (including local CSOs, youth, community structures, parents) support the participation of youth and network to advocate and claim for human rights (especially child and youth rights, disabled people’s rights and gender equality)”.

Together, these groups of actors contribute towards the development impact of Taksvärkki's development cooperation program, which comes directly from Taksvärkki's strategic vision, and which is also supported by Taksvärkki's Global Citizenship Education.

Theory of Change in Global Citizenship Education

In Global Citizenship Education, greater systems change requires the cooperation of several different groups of actors in different organizations or contexts, with the combined effect of different practices and networks. Therefore, Taksvärkki's theory of change in Global Citizenship Education is also actor oriented.

The theory of change in Global Citizenship Education describes the desired change through each actor and, on the other hand, as part of the broader systems in which those actors influence. In this way, different actors form common paths with Taksvärkki, through the processes of which a larger, system-level impact can be achieved. At the same time, Taksvärkki is aware of the magnitude of the system-level effects and our own role in the whole: piece by piece, the impact constantly in mind. Small changes in actors, their activities, or their communities are part of a bigger path that leads to longer-term change.

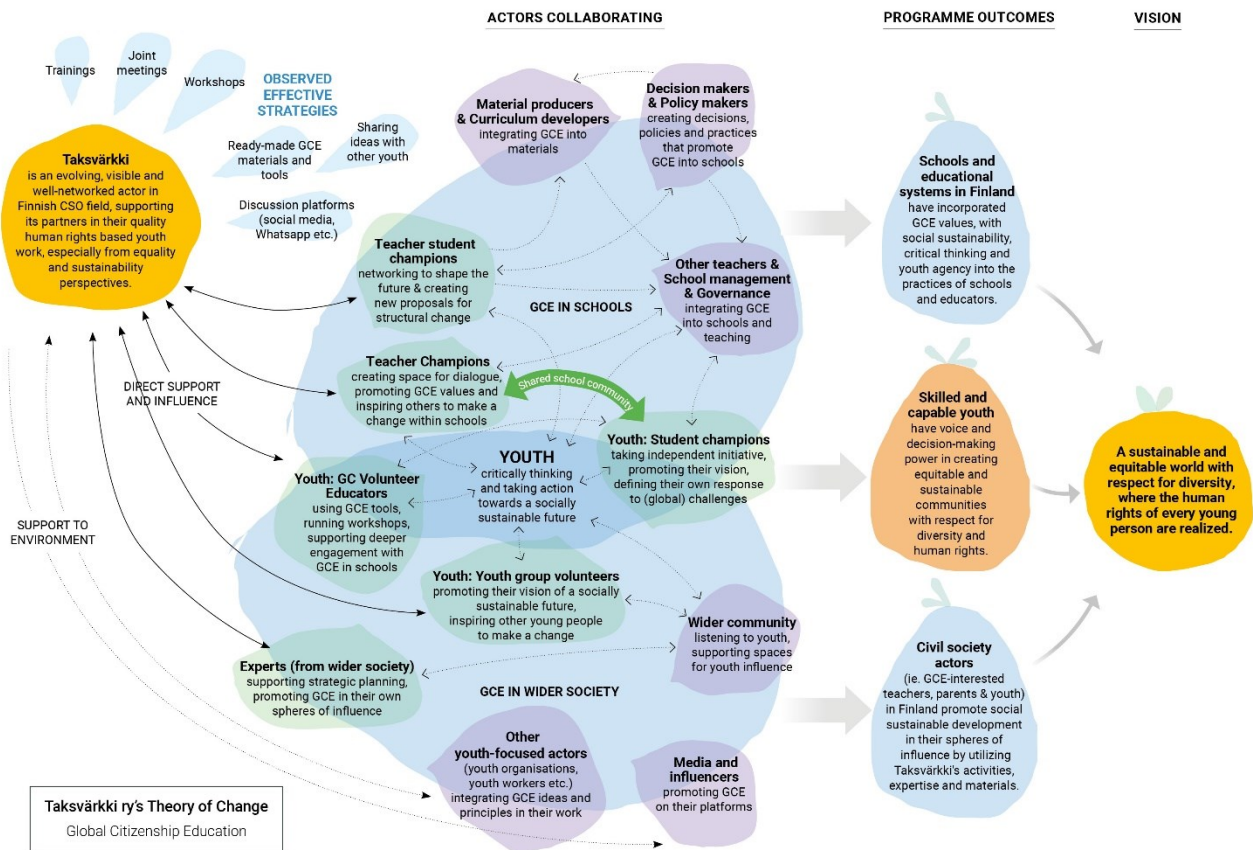


Figure 4: Taksvärkki's Theory of Change for Global Citizenship Education.

The vision of the Taksvärkki program is to be involved in promoting a sustainable and just world where diversity is respected and where the human rights of every young person are realized. At the heart of the theory of change in Global Citizenship Education are youth, not only as actors in the future, but also as active and critical members of today's society.

Global Citizenship Education, which also includes development communications, has three program outcomes that contribute to a larger systemic impact. One expected outcome is to bring the values of Global Citizenship Education to schools and the school world more broadly. The aim is also to involve, hear, and support youth in promoting equal and sustainable development. In addition, civil society and its networks will be utilized in the wider societal dissemination of the Global Citizenship Educational message.

Taksvärkki's own outcome challenge is to act as a developing, visible, and networked actor in the Finnish NGO field. Taksvärkki supports the actors of the Global Citizenship Education in their high-quality human rights-based work with youth, especially from the perspective of equality and sustainability.

The theory of change in Global Citizenship Education is moving towards program outcomes and through them towards a greater impact. The operating environments of the actors are divided into two groups related to each other. Work towards change is primarily done with youth, and some of the actors are also young themselves. The activities both take place in schools and affect the school world and are more broadly targeted at society and its actors. Naturally, the two are indistinguishable, as they have strong interactions.

A key actor in the school environment are Taksvärkki's strategic partner schools, i.e. the **Global Citizen's Schools**, with whom Taksvärkki wants to create change through a long-term cooperation. As a result of the change, the values of Global Citizenship Education - especially socially sustainable development, critical awareness, and the inclusion of youth - are more visible in the operating culture of schools. **Teacher Champions** are pairs or groups of teachers from schools selected as Global Citizen's Schools. Teacher Champions, individually and together with Student Champions, promote the values of Global Citizenship Education in their spheres of influence and inspire other actors in their schools to change in order to promote the Global Citizenship Education culture.

At the program level, action towards change is not left to individual schools. At the same time, work is being done more widely with schools. The **Teacher Student Champions** network is at the heart of Taksvärkki's advocacy work. In cooperation with teacher students, the gaps in the Finnish school system from the perspective of Global Citizenship Education are explored and new proposals for structural change are created. The focus will be, for example, on **material producers/curriculum developers** and **decision makers/policy makers**.

At the core of the theory of change in Global Citizenship Education is to give space and visibility for all **youth**. Active youth relevant to the program can be distinguished from general youth. Some of the active youth act at the school level, some at the level of wider communities and some in both. From the perspective of Meaningful Youth Participation (MYP), youth have different paths of influence in the Taksvärkki program's theory of change that lead to greater change.

In a school environment, **Student Champions**, a group of students from schools selected as Global Citizen's Schools, are involved in creating change. The activities of Student Champions aim at students' independent initiatives in schools, to develop students' own solutions to global and local challenges, and to promote the values of Global Citizenship Education both in schools and in their own spheres of influence.

Young adult volunteers, the **GCE Volunteer Educators** work mainly in the school world, but activities have also been extended beyond the schools to a wider context. Through their volunteer work, GCE Volunteer Educators support the introduction of Global Citizenship Education in Finnish schools as well as in society at large and in their own spheres of influence.

In order to enable the meaningful participation of youth and their joint action towards wider change outside the school world, cooperation with young actors is also done in their free time. Young volunteers of the **Challenger's youth group** promote their vision of an equal and sustainable future, encourage other youth to make a difference and create Global Citizenship Educational links in the wider community.

In the theory of change in Global Citizenship Education, the selected actors also include volunteers who want share their expertise and time in order to develop the quality and effectiveness of Global Citizenship Education in cooperation with Taksvärkki. The aim is to further mainstream Global Citizenship Education into Finnish society. Mainstreaming is also done through various networks globally. Voluntary members of the Global Citizenship Education Group (Experts, from the wider society) support Taksvärkki's strategic planning and develop materials in cooperation with Taksvärkki. The members of the group also promote the implementation of Global Citizenship Education in the wider community.

In addition, in order to bring about change for each group of actors, both their interactions or connections with each other and the interactions with other actors within the system must be considered. In the theory

of change in Global Citizenship Education, a few actors relevant to the desired change have been highlighted, from the school world and society at large. From the perspective of the theory of change, the interactions are described by numerous smaller arrows. Of course, not all interactions that occur and/or are possible are included in the figure.

Children and youth participating in Global Citizenship Education workshops and events as well as Taksvärkki campaigns receive information and motivation to promote the values and critical thinking of Global Citizenship Education, as well as encouragement to take action to ensure a socially sustainable future.

In the school context, the **principals as well as other students and teachers** of Global Citizen's Schools (*Other teachers/School management/Governance*) are reached in workshops, events and trainings. In addition, Teacher Champions and Student Champions interact together and separately with the actors in their own school and with the wider school context. They promote the integration of the values of Global Citizenship Education into schools and teaching.

Through Taksvärkki's individual interventions (Global Citizenship Education trainings) **individual teachers, student teachers and other educators** may also be able to combine the values of Global Citizenship Education with their own educational work.

More broadly in society, the implementation of systems change in Taksvärkki's theory of change is also supported by other actors to whom Taksvärkki does not have a direct link to influence, but whose support for change is essential. Societal change is happening all the time and many surprising directions and changes are influenced by numerous factors, actors, and the relationships between them. Two groups of actors have been raised in the theory of change in Global Citizenship Education whose activities in the operating environment alongside Taksvärkki also contribute to the achievement of wider systems change.

As **other youth-focused actors** within the system promote the deeper implementation of Global Citizenship Education in the structures of society, the changes sought by Taksvärkki will also receive support. There are also opportunities for greater collaboration to bring about change. On the other hand, when working with youth and reaching out to youth more broadly, contexts that are relevant to youth must be considered.

One of the most important channels in communication is social media and its impact on youth and their perceptions of the world, values, and desired change. The path to greater change can therefore work with **media and influencers** whose messages reach youth both locally and even globally.

When Taksvärkki cooperates in different systems with different groups of actors, the operating methods are varied. *Observed effective strategies* in the previous program period have included training, global citizenship education materials produced separately or in collaboration with different groups of actors, joint meetings, and workshops. The workshops are an opportunity to share and be heard and to learn together, as well as facilitate a dialogue between youth on social issues. In addition, from a communication perspective, various discussion platforms, such as social media, enable dialogue that promotes the desired change.

Cooperation between youth is an essential part of the theory of change in Taksvärkki's program. Development cooperation and Global Citizenship Education are connected through the links created between youth. Central to the whole program is the support to youth's interaction to promote human rights, respect for diversity, the creation of social sustainability, the enhancement of global solidarity, the sharing of common inspiration and interactive learning.

The achievement of the results will be monitored more closely in the 2022–2025 program period, and a more systematic clarification of monitoring and evaluation has also begun when creating the theory of change, as described in Chapter 4. The theory of change and the whole monitoring and evaluation plan will be continuously developed in cooperation with all the actors throughout the program period. It is essential not to stick to pre-defined program outcomes and to achieve them. The monitoring and evaluation of operations also leave room for detecting and utilizing unexpected changes in the future.

Taksvärkki as an actor in Global Citizenship Education is aware of its own position and possible limitations in current systems. Taksvärkki's Global Citizenship Education work acknowledges both Taksvärkki's own position in the current system and creates new opportunities for action.

Strengthening Civil Society in Taksvärkki's Program

Strengthening civil societies is an integral part of all levels of Taksvärkki's program. This is done by strengthening and developing youth's active citizenship, opportunities to influence, and organization, both in Finland and in all program countries. The action will lay the foundations for a strong and functioning civil society. It supports democracy and the principles of good governance and promotes human rights in the structures of societies. Stakeholders and duty-bearers are involved in the process. The capacity of people and partner organizations will be strengthened in the long term, which will at the same time support the strengthening of civil societies in the program countries. All activities are inclusive and youth-based, so the organized activeness of youth for the development of their communities is in itself an indication of the effectiveness of the strengthening of civil societies. The initiatives supported by the program come from communities and youth themselves, thus, they are relevant for youth and their ownership is sustainable.

Belief in the possibility of change as well as one's own abilities to act and influence motivate youth to act as change agents and role models for other youth in the community. This growing and spreading of initiative invites new youth to join the action. The goal is sustainable structural change. Children, youth, duty-bearers and partner organizations are trained in the themes of human rights, equality, non-discrimination, and the reduction of inequalities, as well as in other cross-cutting themes of Finland's development policy and the development cooperation program of Taksvärkki. In this way, they become key guiding principles and are also acknowledged by youth groups and partner organizations.

The relationships, networks and cooperation models established between civil society actors and with formal duty-bearers increase the hearing and effectiveness of the diverse voices of these actors in society. In the long run, the youth who have strengthened their leadership skills, human rights-based knowledge and capacity may access public positions where they can broadly apply these principles as part of the sustainable development of societies.

Taksvärkki's Global Citizenship Education also aims to strengthen civil society, which is a prerequisite for sustainable development. Taksvärkki's Global Citizenship Education brings out youth and, together with youth, creates a space where youth can both take part in the debate and act on their own initiative to promote sustainable development, both locally and globally. Taksvärkki's Global Citizenship Education does not see youth only as actors in the future, but already as an essential part of civil society and its force for change. On the other hand, youth are encouraged to reflect on their own roles and responsibilities locally and globally. Global Citizenship Education seeks to strengthen civil society, both in the school context and in non-formal and informal contexts, in which everyone, regardless of age, has the knowledge and skills to promote sustainable development, and the courage to express their own voice as they wish.

Civil society is a significant influencer, and Taksvärkki's Global Citizenship Education work encourages the program's Global Citizenship Education actors - adults and youth - to work in their own way. Genuine hearing of youth's views and recognizing the force for change are the cornerstones of Taksvärkki's Global Citizenship Education. Taksvärkki's Global Citizenship Education promotes the inclusion of all youth, including those belonging to minorities, and contributes to creating an identity for the nation in which the rights of each young person are realized, and diversity and caring for each other remains a core value of civil society.

3.3. Development Cooperation with Local Partner Organizations

The **development impact objective** of Taksvärkki's development cooperation is based on Taksvärkki's strategic vision: "a sustainable and fair world in which the human rights of every young person are realized".

In Taksvärkki's development cooperation, progress towards achieving the vision is assessed through the progress of the development cooperation program's actor-centred program-level outcome objectives and the changes observed in the groups of actors in relation to each other and in strengthening each other's performance. In local contexts, the role of each stakeholder group is important in achieving sustainable change.

The program-level outcomes for development cooperation are presented in detail below.

Program Outcome 1 for Development Cooperation

"Responsible formal duty-bearers make decisions and provide services based on human rights, consider, involve and give space to diverse groups representation (e.g. children, youth, people with disabilities and ethnic groups) in the decision-making processes in a meaningful way."

Formal duty-bearers consist of decision-makers, service providers and community structures. Formal duty-bearers have a key role in the realization of the program outcomes. Considering their position and strategic involvement strengthens and increases the effectiveness of the program. The participation of youth in the decision-making processes of societies and local communities has been partly taken into account better in the legislation of the program countries. Policies to promote youth empowerment have been updated and are being updated. In practice, the hearing of youth's diverse voices (especially of marginalized youth), but also genuine consultation and acknowledgement in decision-making, is still evolving. As youth form a demographic and still growing majority in all program countries, a political will must be found for this development process. Meaningful Youth Participation (MYP) can rightly be said to be a prerequisite for sustainable development in each program country. No society can afford to ignore its largest population as well as their civil rights and well-being.

The program has a direct impact on formal duty-bearers through training, advocacy, campaigns, initiatives and building relationships between them and youth groups, for example through dialogue sessions and stakeholder cooperation. The aim is for formal duty-bearers to act responsibly in their role and position for the full realization of the human rights, including those of marginalized groups such as youth with disabilities. Formal duty-bearers genuinely involve youth themselves as well as provide them with quality services. In the agenda for meaningful youth participation, safeguarding youth's economic and educational opportunities, sexual and reproductive health and rights, and the rights and non-discrimination of girls, women and people

with disabilities are key objectives of the program. For their realization, the human rights-based responsibility, accountability, and contribution of the formal duty-bearers have a significant role.



In the ECCA project, youth from student unions and teachers from Nepalese schools are developing child-friendly and ecologically sustainable learning environments in village schools.

Program Outcome 2 for Development Cooperation

"Skilled and capable youth have voice and decision-making power in creating equitable and sustainable communities with respect for diversity and human rights."

The youth participating in Taksvärkki's development cooperation program in the program countries are divided into participant and active youth. Active youth are a key stakeholder of the program. They are change agents whose active agency, accepted and supported by adults, is the basis of the change logic of the entire program. The meaningful youth participation and youth activism sought in the program are broadly targeted at all actors involved in local systems and for the development of local communities of the youth. Advocacy work and initiatives aim to influence and co-operate with formal duty-bearers. The aim is for them to take better into account the human rights aspect in their work, including the rights of youth with disabilities and other marginalized groups, and to genuinely involve and consult the youth. Youth's active citizenship is also central to other youth who take part in peer education and public events organized by the active youth. Increased knowledge, skills and motivation in turn lead the youth reached with the activities to join the ranks of active youth. This increases the number and impact of young change agents in the communities. On their own initiative, youth organize initiatives and activities they consider important for the development of their communities, in which they seek to involve and receive support of all other key actors in their communities.

Youth groups are a key strategic operating model in this process. The nature of the groups varies from project to project, from youth associations of those living and working on the street, youth councils, school student unions, girls' clubs, groups of youth with disabilities and women's agricultural business collectives, with fundamentally equal, non-discriminatory, autonomous and youth leadership strengthening organization models. The involvement of youth with disabilities is increased in the functioning of the youth groups. As a unifying factor, youth groups provide youth with a structure that promotes their agenda, a channel of influence, peer support, role models, networks, and meaningful opportunities to participate in the development of their communities. Activities, initiatives and events are mainly organized on the terms of youth and their initiatives.



Barefeet Theatre uses active methods in their work to support at-risk youth in Zambia.

The active youth of youth groups are trained in e.g. human rights, advocacy, sexual and reproductive health and rights, adaptation to climate change, equality, equity, non-discrimination, disability rights, social inclusion and leadership skills. Youth groups are involved in the planning, implementation, evaluation and learning of activities from the outset, so their ownership of the projects and the project objectives is on a sustainable basis. Active youth peer educate other youth in their communities so that the acquired knowledge and skills gain impact as widely as possible. By increasing knowledge, operational capacity and coordination in the communities, the program prevents school dropouts of the youth, especially young girls, sexual harassment and violence, child marriages and teenage pregnancies. At the same time, youth's livelihoods, and education opportunities, as well as meaningful participation in community development, are promoted.

Moral duty-bearers such as teachers, parents, and traditional and religious leaders support youth as well as their civic activism and initiatives in this broad process. **Moral duty-bearers** work with the **youth** as well as the **partner organization** and other networked organizational actors, such as disability organizations, as part of local civil society. The outcome challenge for each actor is defined as part of the program outcome 3 for development cooperation as follows:

Program Outcome 3 for Development Cooperation

"**Active local civil society actors** (including local CSOs, youth, community structures, parents) support the participation of youth and network to advocate and claim for human rights (especially child and youth rights, disabled people's rights and gender equality)."

Program outcome 3 includes all **local civil society actors** in the broad sense, including youth (program outcome 2) and, in particular, Taksvärkki's **partner organizations** (in the program's results framework [Annex 3], development cooperation program outcome 3a). In addition to these key actors, program outcome 3 also monitors the observed changes in the interactions between other CSOs working with partner organizations, such as organizations of persons with disabilities, and moral duty-bearers, such as parents, teachers, and traditional and religious leaders. Above all, the role of moral duty-bearers is to support youth rights, participation, and active citizenship. However, the active involvement and role of youth in strengthening civil society will be described mainly in youth's program outcome 2. Under program outcome 3, the involvement of the other civil society actors mentioned above in this process and in relation to youth is described qualitatively.

Teachers are also service providers within the sphere of formal duty-bearers, but because of their close and influential position in relation to youth, there has been a desire to emphasize their supportive role as educators. Similarly, **traditional and religious leaders** are also part of formal community structures because of their status, but their special role as moral duty-bearers who support youth, as well as key influencers of attitudes in communities, is perceived as noteworthy of describing in the program change logic and desired outcomes. In particular, the advocacy work with them for girls' and women's rights and equal status will play a key role in the long-term sustainability and comprehensive implementation of the topics into community practices and re-evaluated traditions. The work is very culturally sensitive, respecting local views. The aim is not to eliminate or prohibit culturally important practices, such as the rite of transition to women, but to modify and re-assess them into traditions that are more gender equality -sensitive, adaptable, and renewable over time.

The role of **parents and guardians** in supporting the growth and development of children and youth, and in ensuring that their rights are realized, is undeniable. Thus, the program informs and educates parents so that they can support their children and their agency.

Above all, Taksvärkki's **local partners** are key actors in the program. Strengthening and supporting their organizational capacity as enablers of all the processes described above is one of the preconditions for Taksvärkki's work. Partners are supported and encouraged to learn continuously from the local social system, to regularly re-evaluate and modify their policies. From the same learning process, Taksvärkki itself draws, monitors, re-evaluates and adapts the implementation of its program according to the needs arising from local contexts and good practices on a case-by-case basis, but also to achieve greater impact and leverage.

Finland's Development Policy Priorities (and Aggregate Indicators) in Taksvärkki's Development Cooperation

Taksvärkki's development cooperation program 2022–2025 contributes directly to the achievement of Finland's development policy priorities in its program countries, and indicators describing their progress have been considered and included in the program's results framework indicators.

Priority Area 1 - Strengthening the status and rights of women and girls is at the heart of the program's objectives. Progress in promoting them is taking place extensively, also in addition to the objectives defined in Priority Area 1 of Finland's development policy aggregate indicators. Sexual harassment and exploitation are addressed as a unifying factor in different program countries. Activities, trainings, events, and campaigns that promote the empowerment of women and girls are monitored at program level, both organized by the youth themselves and targeted at them. The number of youth trained in sexual and reproductive health is monitored according to the aggregate indicator of output 1.2. The share of girls and young women in youth groups, leadership, positions of responsibility and decision-making are strengthened as a result of the program.

The share of young women and people with disabilities as target groups for livelihoods and vocational training will be strengthened. The aim is to strengthen their livelihoods, financial status, and independence. This program outcome is also directly related to the Outcome 1 of Finland's development policy **Priority Area 2** - the right of women, youth, and other vulnerable people to decent work. In the contexts of the program countries, the fulfilment this right is relevant and a precondition for the realization of other rights as well. In this way, they have a meaningful opportunity to participate in the development of their communities and in civic activism when the central pillar of their own lives is in order. The starting point and prerequisite for promoting decent work and livelihoods for youth, in turn, is high-quality education and completion of school. Thus, supportive education for girls, young women and people with disabilities, or the prevention of school dropouts, teenage pregnancies and child marriages, contribute to both Priority Area 1 and Priority Area 3. In addition, it contributes to Output 1.1., the inclusion of education systems and the realization of education for the above-mentioned youth.

Advocacy work reaches formal duty-bearers in the themes and initiatives of social inclusion and equality, which contributes to the Output 1.1 of Priority Area 1. The capacity of civil society actors, especially those belonging to vulnerable groups, to carry out this advocacy work will be strengthened in line with Objective 4 of Priority Area 3, while promoting an atmosphere conducive to this advocacy work. In particular, the Output 4.1. of **Priority Area 3**, the participation of youth in local, regional, and national decision-making processes is reinforced as a key objective of the program, which, as mentioned above, also promotes Priority Area 1 for young women and people with disabilities. The capacity of Taksvärkki's partners will be strengthened throughout the program in accordance with Priority Area 3 Output 4.2., including disability inclusion, participatory monitoring methods, risk management, climate change preparedness and resilience, and networking. The work related to the theme of **Priority Area 4** - Climate Change and Natural Resources has been considered in all projects, especially through climate activism of youth groups and community development initiatives in their local communities. Livelihoods and climate resilience of smallholder farmers, Output 4.1. (as well as 4.3. / 1.2.) is promoted locally mainly in Sierra Leone and Kenya.

3.4. Global Citizenship Education and Communications in Finland

Taksvärkki's Global Citizenship Education and development communication are well-established and goal-oriented activities. Taksvärkki's Global Citizenship Education promotes human rights and the achievement of the UN Sustainable Development Goals, in particular the Sustainable Development Goal 4.7, which aims to provide all learners with the knowledge and skills needed to promote sustainable development. Taksvärkki has formed a more detailed description of our Global Citizenship Education work, with references to the definitions of Global Citizenship Education in international organizations, the Maastricht Declaration and research, and especially the discussion that has emerged from research.

The preconditions for sustainable development are multidimensional and large entities. Taksvärkki is aware of this in its Global Citizenship Education work. Taksvärkki's own work focuses especially on the social dimension of sustainable development, especially in contexts relevant to youth. The aim of Taksvärkki's Global Citizenship Education is to observe and act to promote the fundamental rights and equal opportunities of youth both now and in the future. Taksvärkki's Global Citizenship Education highlights the impact of the world's vicious challenges on people and on the relations between them, especially in the lives of youth. Promoting equality and diversity is at the heart of Taksvärkki's Global Citizenship Education.

As a basis for agency Taksvärkki's Global Citizenship Education reflects on and challenges people's relationship to diversity and brings views on complexity, interdependence, and power. Taksvärkki's Global Citizenship Education is aware of systemic dependencies and is part of a larger systems change in its own work. Taksvärkki's Global Citizenship Education is comprehensive and inclusive, but naturally it is not an all-inclusive response to global cross-border challenges and systems change. Youth and educators involved in Taksvärkki's Global Citizenship Education demonstrate their global skills according to their own abilities and resources, primarily in their own communities.

Strategic cornerstones of Taksvärkki's Global Citizenship Education are:

Critical awareness

Taksvärkki's Global Citizenship Education harnesses critical awareness as one of the cornerstones of change. Taksvärkki's Global Citizenship Education recognizes that our cross-border challenges require constant critical examination, scientific facts, handling of emotions, and, on the other hand, calling for a fundamental change in the operating environment.

The goal of Taksvärkki's Global Citizenship Education is to bring out deeper forms of questioning and to look at things from an ever-widening perspective. Taksvärkki's Global Citizenship Education seeks to look at different realities and bring out diverse perspectives, not just the stories of certain privileged groups. Taksvärkki's Global Citizenship Education wants to bring to the forefront the issues that prevent certain stories and minorities from gaining a voice and maintain the position of certain actors in the world. Taksvärkki critically examines world realities with youth and duty-bearers and modifies the harmful norms and structures behind discrimination based on, among other things, gender, ethnicity, and disability.

Alongside critical thinking, Taksvärkki's Global Citizenship Education sees it as an important part of critical awareness to consider and deal with the emotions that guide thinking and action. At the very least, Global Citizenship Education constantly touches on difficult emotions, and Taksvärkki's Global Citizenship Education does not set aside talking about emotions and learning the skills of handling emotions. The aim is to provoke an open debate about the feelings brought about by grievances and, in addition, to create hope and a desire to act.

Youth

The goal of Taksvärkki's Global Citizenship Education is to create an arena primarily for youth and educators, especially to address the structural cause-and-effect relationships of social sustainable development. By actively and genuinely listening and presenting various narratives, Taksvärkki's Global Citizenship Education, together with youth and educators, forms alternative futures and mirrors them in current activities. At the same time, it highlights different practical ways to eliminate global inequalities and the underlying assumptions about the future in connection with them. The future is easily taken for granted or visions of the future are colored by expectations based on certain imagery, also things that are deep in the systems may be ignored. The goal of Taksvärkki's Global Citizenship Education work is to create a feeling among youth that there are alternatives for the future.

Youth involved in different activities can exchange ideas with each other, from youth to youth. Youth in different contexts represent themselves and genuinely share ideas with each other to promote sustainable development. Emphasizing youth's opportunities for making a difference and encouraging active agency is a key message in Taksvärkki's Global Citizenship Education. In order to increase its effectiveness and promote the rights of youth, Taksvärkki works with various groups of actors in Global Citizenship Education, not only directly with youth.

Taksvärkki's development communication supports the program's goal of increasing youth's knowledge and understanding of development issues. The communication includes the voice of the youth involved in the project activities in the Global South - especially the views of youth from the point of view of equality and the active involvement of youth in promoting sustainable development.

Action

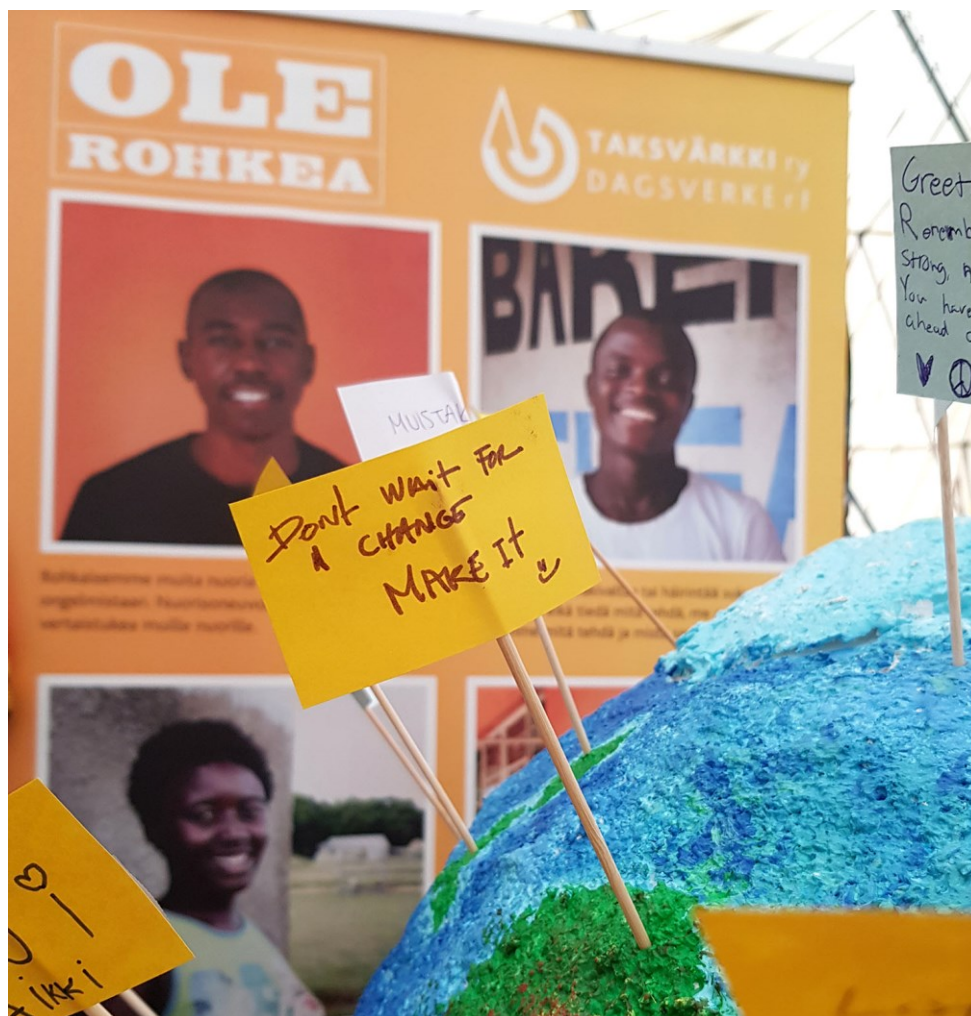
Taksvärkki's Global Citizenship Education underscores the importance of action in bringing about systems change. Taksvärkki's Global Citizenship Education also highlights the impact of the actors' own social position on operations. According to Taksvärkki's Global Citizenship Education, all youth should have the opportunity for agency and activities that suit them. Activities are not limited to youth with social, cultural and / or economic capital. Taksvärkki's Global Citizenship Education work does not want to create images of a selected privileged group for global citizenship, but a sense of inclusion and action must be guaranteed for all youth globally.

Taksvärkki's Global Citizenship Education work calls for the right of youth to participate both in the Finnish schools participating in Taksvärkki's activities and in society at large. The basic idea is that every young person, including those belonging to a minority, has meaningful and easily accessible ways of acting and influencing in their community and in society. Taksvärkki's Global Citizenship Education sees it as a natural thing to hear youth's own views on ways to influence and thus promote a sustainable and just world.

The primary focus of Global Citizenship Education work is not to teach certain types of active involvement or certain ways of influencing that adults have, for example, in the structures of Finnish society, but to give youth the opportunity to practice active citizenship so that they can find meaningful ways to support sustainable life now and in the future. The action brings out the social issues and factors behind them but allows youth form their opinions and easily find ways to make an impact.

The COVID-19 pandemic of recent years has had an impact on the lives of youth in Finland. Exceptional circumstances have caused significant changes in, among other things, the school system, and the lives of youth. There is a lot of work to be done in the future, which will naturally slow down the change processes

and activities that have started before the pandemic. Taksvärkki's organizational cooperation brings support to schools and youth in the reorganization through Global Citizenship Education. Addressing emotions with youth in Global Citizenship Education also contributes to securing the well-being of youth during the ongoing pandemic and in the future.



Taksvärkki's Global Citizenship Education provides a variety of opportunities for educators and youth to reflect together global phenomena and to influence.

The program-level outcomes for Global Citizenship Education are presented in detail below.

Program Outcome 1 for Global Citizenship Education and Communications

"Finnish schools and education systems have incorporated the values of Global Citizenship Education into the practices of schools and educators: social sustainable development, critical thinking and youth empowerment."

Program Outcome 1 aims to promote Global Citizenship Education as well as social sustainability and systems thinking in the operating culture of schools and in the practices of educators working with youth. The aim is that active listening of youth, encouraging critical thinking and promoting diversity are guiding principles for schools and communities. The aim is to build, together with educators, ways in which teachers and those

working in the school system reflect their own views and narratives of the world and promote sustainable development and equality in their own work.

At the heart of the outcome is the goal that youth have a space in schools and communities where the present and the future can be explored, and different futures can be openly discussed. By actively and genuinely listening to, supporting, and collaborating with youth, teachers and educators create ways to enable youth to make their kind of change to promote sustainable development, both locally and globally.

GLOBAL CITIZEN'S SCHOOLS AND THEIR TEACHER CHAMPIONS

Close strategic school cooperation with the Global Citizens' School Network is an essential part of achieving Program outcome 1. The operating culture of schools is important for how the values of Global Citizenship Education are realized in the teaching and daily life of schools. The internal values of schools and the individual values of its individual actors (principals, teachers, school counsellors) guide the implementation of Global Citizenship Education and, consequently, the achievement of the Sustainable Development Goals.

The goal of the 2022–2025 program period is to form a more integrated approach to the Global Citizen's School, which strongly contributes to program outcome 1. Longer lasting and closer school cooperation deepens the quality and effectiveness of Global Citizenship Education in Finland. The activity also increases learning and the exchange of experiences between schools about the implementation, successes, and challenges of Global Citizenship Education.

The aim is that during the program period, the Global Citizen's School will be able to monitor and evaluate more clearly the incorporation of the values of Global Citizenship Education (from Taksvärkki's point of view, especially social sustainability, critical thinking and youth activism) into school culture. In order to develop quality and effectiveness during the program period, the focus will be on the Teacher Champions and students of the Global Citizen's schools.

The goal is to increase the self-confidence and identity of the teachers as experts in Global Citizenship Education through cooperation and the expertise of the network. Teacher Champions are aware of different narratives and critically examine and diversify narratives about people and social issues. Teacher Champions also motivate their colleagues to implement and take an interest in the themes of Global Citizenship Education and constantly highlight the importance of Global Citizenship Education in their communities (especially from the perspective of equality and social sustainability).

In the Global Citizen's School, Teacher Champions plan the school's Global Citizenship Education work and highlight the need for Global Citizenship Education at the school level. As a result, the Teacher Champions present their views on the different realities of the world in their teaching and actively listen to their students. Together with the students, especially the Student Champions, the Teacher Champions reflect on the narratives told about the world and challenge power structures at the appropriate level of action to build a more equal future. Through the cooperation of NGOs, Student Champions and the network, Teacher Champions promote the quality and effectiveness of Global Citizenship Education, Program Target 1, both in their own school and in society in general.

TEACHER STUDENTS AS PART OF ADVOCACY WORK

At the heart of Finnish education are school institutions with their operating cultures, national curricula, learning materials and high-quality teacher education. Taksvärkki will work on developing the operating

culture of schools, especially together with the schools of the Global Citizen's School network. In addition to influencing individual schools, curricula, learning materials and teacher training will be combined into an advocacy entity during the program period.

A new target group for the 2022–2025 program period and an innovative solution to implement advocacy work is a group of teacher students, with whom Taksvärkki wants to promote the achievement of Program outcome 1. Together with teacher students, information is gathered and discussed, and at the same time harnessing the power of change as part of the impact of teaching materials and curricula to promote sustainable development. The curriculum and the learning materials that follow it must be pedagogically considered, but also support the values of Global Citizenship Education. In order to achieve the Sustainable Development Goals, everyone must be provided with adequate knowledge and skills for promoting sustainable development. At the heart of Taksvärkki's advocacy work is the implementation and advocacy work of Agenda 2030 sub-objective 4.7, both in terms of the operating culture of schools, the documents guiding teaching and the teaching materials. It must be possible to rely on the information in the learning materials, and it should be also possible to create a realistic and diverse picture of the world through various high-quality materials. In the school context, guiding documents, learning materials, and practices should take social issues into account and continually reflect the narrative that the materials produce.

The aim of the collaboration is for teacher students to be involved in developing the values and content of schools and education now and in the future, thus creating a long path to program outcome 1. The aim of the collaboration is to increase teacher students' self-confidence and competence in Global Citizenship Education. The aim is for teacher students to identify structures that perpetuate global inequality, to be able to question societal attitudes / practices and to actively identify and highlight gaps in the Finnish school structure from the perspective of social sustainability, especially in terms of equality and critical awareness.

Through this knowledge, skills and motivation, the common force for change is to be harnessed to promote program outcome 1. The aim is to work together to influence, for example, decision-makers and textbook producers. Emphasizes their role in ensuring that the values of Global Citizenship Education are promoted in the operating cultures and guiding documents of schools.

REGIONAL COORDINATORS

Taksvärkki's regional coordinators are part-time employees who are not mentioned as separate actors in Taksvärkki's change theory, because they are part of Taksvärkki's staff. However, the role of regional coordinators in achieving Program outcome 1 is essential and supports the achievement of outcome objectives by other actors. Six regional coordinators coordinate school education activities in Global Citizenship Education locally in the Helsinki metropolitan area, Turku, Tampere, Jyväskylä and Oulu. The regional coordinators act as a link between the Global Citizenship Education officer, schools, and volunteer global citizenship educators.

The regional coordinators work under the guidance of a Global Citizenship Education officer. The regional coordinators enable Taksvärkki's Global Citizenship Education activities to be implemented in different regions and contribute to consolidating Global Citizenship Education into the everyday life of schools, thus supporting the realization of Program outcome 1. In the 2022–2025 program period, the activities of regional coordinators will be continued with six coordinators. The program period emphasizes the role of regional coordinators in the processes of monitoring and evaluating regional activities in Global Citizenship Education.



Activating workshops in Global Citizenship Education critically consider global challenges together with youth.

Program Outcome 2 for Global Citizenship Education and Communications

"Skilled and competent youth have the voice and decision-making power to create equal and sustainable communities while respecting diversity and human rights."

The main goal of Taksvärkki's Global Citizenship Education is to create an arena for youth to deal with sustainable development, especially its social dimension, structural cause-and-effect relationships, to enable critical awareness of issues and to obtain reliable scientific information. In addition, the aim is to create a feeling and certainty for youth that they can be genuinely heard as they reflect on these issues. It is also essential to bring together youth and their narratives from around the world, creating a dialogue from youth to youth.

Through Taksvärkki's program work, the right of youth, and if they wish the opportunity, is realized in an established way and equally in the youth's own communities, in the Finnish schools participating in the Taksvärkki program and in society at large. Every young person, including those belonging to minorities, has meaningful and easily accessible ways of participating in strengthening civil society. In addition, in Taksvärkki's Global Citizenship Education work, it is self-evident to hear youth's own interests and ways of influencing to promote a sustainable and just world.

RESPONSIBLE TEACHERS AND STUDENTS OF GLOBAL CITIZEN'S SCHOOLS

In the school context, the voice and influential role of youth is called upon by the responsible students of the Global Citizen's School network. As part of Program outcome 2, students see critical thinking and meaningful involvement of youth as an integral part of the school's operating culture. Groups of responsible students take initiatives independently - even provocatively - to promote their vision of a socially sustainable future and define their own innovative ways of working to promote this and thus also Program outcome 2.

Responsible students work with responsible teachers as well as youth on other projects to support each other and to identify and solve challenges. Youth highlight the diversity of the world and motivate their peers to take an interest in the themes of Global Citizenship Education and the meaningful involvement of youth. Responsible students actively involve other students and strive to harness their strength so that they can represent all students appropriately. Responsible students ensure that the diverse voices of each young person are heard in their own school and that the voices of youth are brought out and heard more widely.

GLOBAL CITIZENSHIP EDUCATORS

Global citizenship educators (about 30 people a year) are young adult volunteers who facilitate Taksvärkki's Global Citizenship Education workshops in schools and represent Taksvärkki at other out-of-school events. As young adults, they play a key role in implementing Taksvärkki's Youth to Youth -work, promoting youth's voices and sharing the power for change with students and other youth. Global citizenship educators have a key role to play in emphasizing to children and youth that the future is not just going down the same path. The trainers' own learning process in volunteering is also an essential part of shaping the achievement of Program outcome 2. In their volunteer work, educators support the instilling of Global Citizenship Education both in the Finnish school context and in society at large, and especially in their own spheres of influence.

The learning process for volunteering global citizenship educators includes Taksvärkki's training package which delves into Global Citizenship Education, the methods used in the workshops, and Taksvärkki's development cooperation and the organization's domestic activities. The training package supports the achievement of the program outcome by increasing the necessary knowledge and skills of the trainers to promote sustainable development. The trainings also offer global citizenship educators the opportunity to network with other people interested in Global Citizenship Education. Networking supports the common power for change, which is key to achieving Program outcome 1. Regional coordinators support the work of global citizenship educators locally throughout the school year. In the 2022–2025 program period, the skills of global citizenship educators will be developed by providing high-quality training and materials, diverse volunteer work tasks, and tools for monitoring and evaluating one's own learning.

YOUTH GROUP

In January 2021, Taksvärkki founded a group of youth volunteers called "Challengers". The group is intended for youth aged 13-18 who are interested in social impact. It is a new, innovative form of activity through which Taksvärkki offers youth the opportunity to take action to promote the change they want in their free time.

The aim of the low-threshold group activities is to strengthen the role and influence of youth in Taksvärkki's activities, to increase youth's civic engagement skills and to encourage social activism in youth's leisure activities. The group's skilled and competent youth are natural actors in promoting Program outcome 2. The group creates an easily accessible channel for youth to address social issues through formal contacts, e.g.

outside the school context. The members of the group motivate their peers to take an interest in the themes of Global Citizenship Education and the meaningful involvement of youth, and work in the group to promote youth rights and a sustainable future.

TAKSVÄRKKI CAMPAIGNS

The aim of the Taksvärkki campaigns is to provide youth with reliable information on global development issues and to arouse their interest in these themes. The diverse materials of the campaigns, lessons and workshops increase youth's understanding of global development issues and enable a critical examination of global phenomena. Taksvärkki campaigns provide additional information and skills to act, thus directly supporting the achievement of Program outcome 2.

The campaigns are global in nature. The one-year campaigns are built around a variety of global themes that touch youth. Global development issues, youth activities and examples of positive change will be addressed through the examples provided by development cooperation in the 2022-2025 program period. The campaigns introduce the global challenges faced by youth and learn how to influence society. The campaign also hears Finnish youth, which promotes global partnership and dialogue between youth. In the 2022–2025 program period, dialogue and interaction between the Global South and youth in Finland will be further developed. Instead of simplified representations, the aim is to have a genuine and youthful interaction between youth. At the same time, youth will gain experience of the global citizenship they share and of sustainable development as a common goal for all. Youth are involved in the planning and implementation of campaign and communication materials in Finland and the program countries.

In its campaigns, Taksvärkki is aware of the risks of the aid narrative associated with the fundraising campaign and the dangers of stories that reinforce and simplify stereotypes. Taksvärkki aims to take these into account in the preparation of the materials and to prevent these misunderstandings. At these events, stereotypes related to the Global South are dismantled under the guidance of trained global citizenship educators. In the 2022–2025 program period, Taksvärkki will present the logic of development cooperation funding and Taksvärkki's fundraising mechanisms more clearly and in a way appropriate to the age level of youth in workshops and campaign information. In the campaign materials, Taksvärkki actively deconstructs harmful narratives so that youth in Finland learn about social influence from youth in the Global South who appear in campaigns.

The campaigns reach youth in a multi-channel way in the school world and beyond. All campaign materials are produced in Finnish and Swedish. The campaigns also produce plain language material. In this way, as many youth as possible can read and use campaign materials in different channels, gain new information and participate in advocacy. Support from Disability Partnership Finland will be continued in the 2022–2025 program period. Disability Partnership Finland is involved to ensure that the perspective of disability inclusion is taken into account in a variety of ways when designing and developing Taksvärkki's various Global Citizenship Education and communication materials.

TAKSVÄRKKI'S WORKSHOPS FOR SCHOOLS

Taksvärkki's workshops are well-established and reach thousands of youth every year through hundreds of workshops. Taksvärkki's workshops are both individual, 90-minute interventions and multi-workshop projects. The aim of Taksvärkki's workshops is to provide reliable information on vicious problems and

sustainable development, as well as tools for a critical examination of the cause-and-effect relationships of global phenomena and the skills to work for positive change for both youth and educators in them. Under Program outcome 2, the voice of youth is highlighted, and the thematic framework of the workshops is on socially sustainable development and its relation to youth's lives and rights. The workshops utilize Taksvärkki's diverse Global Citizenship Educational material.

In the 2022–2025 program period, Taksvärkki will develop workshop activities, especially from the perspective of critical awareness. The aim is to give youth and educators working with them better tools to deal with complex global phenomena and the diverse emotions they evoke. Addressing global issues emphasizes the perspective of hope and positive change and discusses with youth the ways in which they themselves can act in the ways they want. The workshops are always participatory in nature and involve the voices of the participants. Youth are also involved in the planning of new exercises and workshops.

These individual interventions provide thousands of youth with more information and motivate them to promote the values and critical thinking of Global Citizenship Education, as well as encourage action to ensure a socially sustainable future. This form of action which is short in duration but extends to pupils and students contributes to achieving Program outcome 2.

Program Outcome 3 for Global Citizenship Education and Communications

"Civil society actors (e.g. teachers, parents, youth interested in Global Citizenship Education) in Finland promote social sustainable development in their areas of influence by utilizing Taksvärkki's activities, expertise and materials."

The aim of Taksvärkki's program is to reach not only the program's actors but also all those civil society actors who are interested in hearing more about Global Citizenship Education, sustainable development and Taksvärkki's work to promote them. By participating in Taksvärkki's individual interventions (trainings, events) and accessing Taksvärkki's Global Citizenship Education and information materials, individual civil society actors can potentially encourage them to integrate the values of Global Citizenship Education more clearly into their own schools and upbringing.

Through cooperation and networking in Taksvärkki's Global Citizenship Education work, both in terms of advocacy and communication, the active involvement and challenging of youth and educators also puts pressure on civil society actors and decision-makers to take concrete action to highlight and integrate Global Citizenship Education values into societal structures.

GLOBAL CITIZENSHIP EDUCATION WORKING GROUP

As part of a wider societal change for Global Citizenship Education, Taksvärkki conducts continuous strategic assessment and planning and produces new and renewed Global Citizenship Education material. In order to reach new target groups and specially to emphasize shared expertise, Taksvärkki will also continue the work of the Global Citizenship Education Working Group in the 2022–2025 program period.

To achieve Program outcome 3, Taksvärkki's strategic planning is supported by volunteer members of the Global Citizenship Education working group. They are individual members of civil society interested in Global Citizenship Education, working in working groups coordinated by Taksvärkki, both to bring about change through Taksvärkki's work and specifically to promote social sustainable development in their areas of influence by utilizing Taksvärkki's activities, expertise, and materials.

SOCIAL MEDIA INFLUENCERS

In the 2022–2025 program period, work will continue with young social media actors. In the previous program period, cooperation with influencers was tried for the first time so that Taksvärkki's development communication would also reach youth outside the school world as well. The influencers themselves are youth who reach out to youth through channels used by youth such as Instagram and YouTube. Social media influencers support Program outcome 3 by creating content on Taksvärkki's Global Citizenship Education themes for their social media channels. Messages and statements made from the perspective of young Finnish influencers encourage other youth to act and promote socially sustainable development. The aim is to cooperate with a wide range of Finnish influencers, so that the content created through the cooperation also reaches the widest possible and most diverse number of youth.

GLOBAL CITIZENSHIP EDUCATION MATERIALS

Taksvärkki produces free materials for educators and other actors interested in Global Citizenship Education. The materials provide the necessary information and concrete tools for the practical implementation of Global Citizenship Education. With the materials, Taksvärkki offers diverse methods on the themes of Global Citizenship Education, emphasizing in the materials the rights of youth, critical awareness, and the promotion of social sustainable development from the perspective of youth. The provision of expert, reliable and critical information will support the achievement of Program outcome 3, providing civil society actors with both additional information and support and motivation to harness a common force for change into the promotion of sustainable development.

TRAININGS FOR EDUCATORS

In order to achieve the Program outcome 3, Taksvärkki as a Global Citizenship Education actor organizes trainings and events for individual teachers, student teachers and other educators on the themes and tools of Global Citizenship Education. These individual interventions for different educators are seen in the program both as reaching new target groups and as a one-off brainstorming that may encourage them to integrate Global Citizenship Education values more clearly into their own schools and upbringing.

COMMUNICATIONS

Information on Taksvärkki's campaigns, Global Citizenship Education services and program work is provided e.g. on Taksvärkki's website, social media channels, newsletters and media bulletins. Materials and content published online consider technical accessibility, ease of use and comprehensibility. Accessibility supports Program outcome 3 because information and materials are available to as many people as possible.

To reach Program outcome 3, Taksvärkki's Global Citizenship Education officers, regional coordinators and volunteers reach educators, youth, potential volunteers, and other civil society at various events. The aim is to inspire new actors, such as educators and youth, to make a difference. The photo exhibitions of the campaigns presenting the challenges and opinions of youth also reach youth, educators, and the general public outside the school world.

3.5. Taksvärkki as a Developing Actor

Taksvärkki considers organizational development and continuous reflection essential for a learning organization and adaptive management. In order to achieve wider change, Taksvärkki also focuses on internal change in order to be better able to implement its values and models in practice. All actors in the organization should invest in ensuring that all processes, products, and services within its sphere of influence contribute to the achievement of the set strategic goals. Therefore, specific development areas for the program period are raised in order to improve the quality of the program.

Taksvärkki's own outcome challenge for the 2022–2025 program period is to be “an evolving, visible and well-networked actor in the Finnish CSO field, supporting its partners in their high-quality human rights-based youth work, especially from equality and sustainability perspectives.” In practice, this goal is achieved through continuous learning through the development of organizational and program practices and structures. Focal in organizational learning is the interaction with the actors Taksvärkki works with.

Strengthening the expertise and networks of Taksvärkki, its partner organizations and other actors in the program is essential. Taksvärkki will continue the organizational capacity building work on disability inclusion and participatory monitoring based on outcome mapping that started during the previous program period. In addition, attention will be paid to strengthening climate resilience perspectives and streamlining risk management mechanisms in Taksvärkki's and its partners' work. The increased expertise of program staff will be emphasized in order to support the cooperation partners in these areas. Another key element is the sharing of experiences, challenges, and good practices between cooperation partners both in Global South and in Finland. This is made possible by organizing close or remote meetings between actors on key topics.

The concrete development areas for the 2022–2025 program period are the following:

1. Deepening competence in disability inclusion in the work of both Taksvärkki and its project partners.

The competence in disability inclusion will be deepened by paying special attention to multiple discrimination and the diversity of disability issues by increasing knowledge of different types of disability and their different effects on the realization of human rights. The know-how of organizations and the development of equal and accessible models are mainly supported through in-depth mainstreaming training and by encouraging cooperation with local disability organizations. Based on the lessons learned, partner organizations are encouraged to further develop their guidelines, policies, and practices for disability inclusion, both in terms of promoting the rights and protecting children and youth with disabilities from exploitation.

2. Implementing an integrated program-level monitoring, evaluation and learning system for Global Citizenship Education activities and the day-to-day monitoring of development cooperation projects.

The 2022-2025 program period will consolidate the use of the monitoring system and tools established during the previous program period as part of flexible program management, in particular by supporting and training partners and other actors in the program and developing participatory monitoring methods and practices.

3. Establishing risk management mechanisms at different levels of program.

Introducing new elements of the risk management system updated during the previous program period for the use of development partner organizations, and streamlining risk management mechanisms through open and continuous discussion of risks. In Finland, the identification of risks and their inclusion in the risk management system will be more systematic.

4. Strengthening the climate resilience perspective in the work of Taksvärkki and its partners.

Central to strengthening the climate resilience perspective is the deepening of relevant expertise by encouraging and organizing working time for the training of program staff. On the other hand, attention is paid to partner guidance, capacity building and project management tools as guidance documents. The training of staff in partner organizations and other actors in the program can also be supported to ensure the development of operational models and the consideration of climate aspects in the program.



In the Nepal project youth have an important role in sharing information and good practices in their communities.

4. Quality and Performance

4.1. Program Management

Taksvärkki's strategic direction is the responsibility of the executive board that consists of representatives of members and has drawn up an operational strategy to define the organization's vision, mission, values, and strategic goals. Employees nominated by the Board are responsible for planning, implementing, monitoring,

and reporting on the practical work of the organization under the guidance of the Executive Director. The action plans drawn up on the basis of the strategy guide the practical work. Taksvärkki's strategic principles and the international framework that affects them are presented in subchapter 2.1.

The development cooperation program describes Taksvärkki's goals, activities, principles and monitoring mechanisms for development cooperation and Global Citizenship Education more concretely than in the operational strategy. The specific objectives, strategies and monitoring systems of the development cooperation projects included in the program are described in the project documents prepared for each project in cooperation with the project partners, while the program structure creates a framework for them.

Local partner organizations in the program countries are responsible for the practical implementation, monitoring and reporting of development cooperation projects. Taksvärkki's partners are local youth organizations with goals and operating models that are in line with Taksvärkki's strategy and program. The implementation and monitoring of the program's Global Citizenship Education and communication is the responsibility of Taksvärkki's personnel and volunteers in Finland together with the program's actors.

Taksvärkki's approach to results-based management is guided by Outcome Mapping (presented in more detail in subchapter 2.3 of the program document). According to Outcome Mapping development is social change arising by changes in the interactions between different actors. Therefore, monitoring outcomes focuses on changes in attitudes, behavior, relationships, practices and policies of people and groups in the sphere of influence of the operation. Broader systems change takes place through their action. A change in complex social structures is difficult to control, and it is never a result of a single project or program only. Therefore, the importance of participatory monitoring and reassessment of activities and adaptive management are emphasized as a prerequisite for the effectiveness of the program and projects, ensuring the contribution to the desired change. The monitoring and evaluation practices and tools included in everyday work strengthen the ownership of the local actors and the sustainability of the results.

A participatory approach strengthens accountability and transparency in communities when community members are part of the process and have ownership in the change. The involvement of key actors in the implementation and monitoring ensures not only the sustainability of results, but also the information flow between the communities and the project organization or Taksvärkki. Multi-stakeholder monitoring is an important element for effective program management and sustainability of results. The monitoring practices are actively developed based on the feedback received and observations made during project implementation.

Taksvärkki's Program Management Mechanisms and Tools

Taksvärkki's program management, both in development cooperation projects and in Global Citizenship Education, is based on actor-focused definition of outcome challenges, progress markers, indicators and monitoring mechanisms. In addition to the continuous monitoring, self-assessments and external evaluations are carried out regularly. Lessons learned are considered in planning and in further developing the implementation and monitoring practices.

The objectives are set in participatory way with the relevant actor groups. The actor-specific outcome challenges are defined and monitored by or with the participation of the representatives of the actors, with Taksvärkki or its partners facilitating the planning process. During the implementation phase, the youth and other key actors in the program will observe, report, and analyze the occurrence and significance of the change, as well as consider future areas for development and opportunities for action. The role of Taksvärkki

and its partners is to facilitate the participatory monitoring processes and to collect and analyze monitoring data at the level of Global Citizenship Education and development cooperation and at the level of the entire program. By looking at the evolution of change processes and the relationships between actors, it is possible to monitor the quality and extent of change, the potential negative effects, and learn more about the meanings and effects of change. The operating models are being refined and modified on the basis of what has been learned to better support the desired change.

Learning and reviewing strategies in interaction with different actors is a key part of Taksvärkki's program management and takes place at every stage of the program and project cycles. Everyday monitoring is an integral part of the implementation phase, as is the use of new lessons in shaping the mechanisms of action, goal setting and monitoring in a more appropriate direction. Figure 5 illustrates the cycle of planning, monitoring, evaluating and learning of the Taksvärkki program and projects.

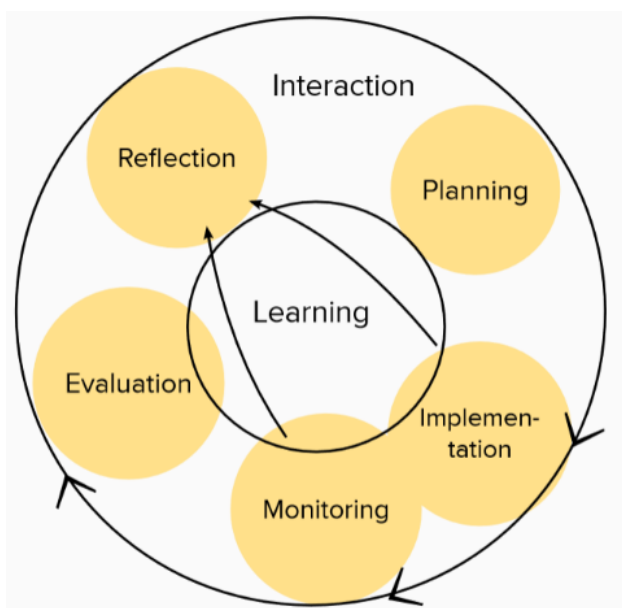


Figure 5: The cycle of learning and program management

In accordance with the Outcome Mapping methodology, the **vision**, i.e. the ideal state to which the action contributes, the **mission**, i.e. the role of the project in achieving the vision as well as actor-specific **outcome challenges** and **progress markers** are defined in the planning phase for development cooperation projects and Global Citizenship Education work. The outcome challenges describe the expected state of each group of actors and their interaction with other actors after the projects, which in the program's change logic are considered as preconditions for reaching the broader vision.

Taksvärkki's program-level vision is common to all actions within it. In accordance with the logic presented in the theory of change (subchapter 3.2. of the program document), the actor-specific outcome challenges defined at the program level are a synthesis for outcome challenges at the local level. With the common denominators, the changes in Global Citizenship Education work and development cooperation projects are generalized and analyzed at program level. In addition to the actor-specific outcome challenges, there are five program level objectives to frame the different aspects of the expected change.

The impact level of development cooperation projects will be monitored through a set of indicators reflecting youth well-being in the areas where the program is being implemented. The objectives and indicators are defined in the program **Results framework** (Annex 3). Monitoring information is collected by key persons in

the project communities, facilitated or instructed by the project staff. The results framework for Global Citizenship Education (GCE) will be updated according to the Theory of Change, to correspond to the outcome challenges defined for the GCE. The GCE actors together with Taksvärkki GCE staff will be responsible in collecting the GCE monitoring data.

At the beginning of the program phase, a baseline assessment for program level indicators will be conducted in context of each development cooperation project. A baseline assessment will also be carried out in Global Citizenship Education work. For new development cooperation projects, the baseline assessment also includes broader human rights and gender analysis to support the human rights basis of work. The baseline assessments will be carried out following the instructions provided by Taksvärkki, and the implementation of the assessments will be planned together with Taksvärkki's program staff.

Project level monitoring in the development cooperation projects is based on the partner organizations' own monitoring systems while Taksvärkki supports processes in order to develop these practices towards results thinking. The outcome mapping methodology builds on participatory monitoring carried out both in development cooperation projects and in Global Citizenship Education activities through regular coordination and evaluation meetings. The outcome challenges of the actors are monitored applying monitoring tools such as **Progress Markers monitoring sheets** to collect outcome descriptions related to the progress markers defined during the project planning phase.

The changes observed during the progress marker monitoring and in connection with other activities are collected in the **Outcomes Database tool**, which enables program-level summaries and comparisons to be made as a part of the program's **results analysis**. Outcome statements are brief and concrete descriptions of changes in the attitudes, behavior, relationships, practices or policies of the actors. They describe the change happening in relation to the previous state of affairs: what has changed and how, who has changed, where, when, as well as the significance of the change from the perspective of the project or program objectives. It is also important to identify the contribution, i.e. how and by which activities the project (or program) has contributed to the change. The outcome descriptions collected by everyday monitoring are complemented with periodic Outcome Harvesting processes as a part of the project-level monitoring. The Outcome Harvesting process utilizes different research methods and seeks substantiation from different actors in the field for previously collected outcome descriptions. As a part of the process, more outcome descriptions can be collected, but above all, the understanding of the significance and extent of the identified outcomes will be deepened. The method can be used to verify the signs of complex social changes. Concrete, verifiable descriptions of change, the analysis of one's own role in achieving them, and the recurring trends and patterns observed through their systematic review provide a functional way to monitor, report and evaluate the changes, and to utilize the findings in the planning of future operations.

For program level monitoring, Taksvärkki, its Global Citizenship Education actors and development cooperation partners collect both qualitative and quantitative information in accordance with the **program indicators**, e.g. actors, organized training, events and their content, increasing the participation of youth in, for example, local decision-making bodies, initiatives taken and networking. Data collected in development cooperation is disaggregated by gender and vulnerable status (disability and marginalized groups of people).

In addition to **regular contact** and **building trust** between partners, **monitoring visits** by program officers are central for monitoring the development cooperation projects. The monitoring visits are a tool for reviewing current issues in projects and the operating environment, planning together with partners, meeting project actors in the communities, and reviewing the administrative and financial management practices implemented by the partner organizations.

The **development partners** report to Taksvärkki on a **quarterly basis** on the use of funds and progress of the project, reflecting the changes, successes and challenges related to each actor in the outcome challenges and the vision of the entire project. **Reporting forms** guide partners' focus on verifying and analyzing change and reflecting on successes, challenges, and lessons learned. In addition, the annual reporting examines changes in the operating environment, updates the risk analysis and analyzes the implementation of human rights and disability inclusion in the projects.

The program's **results framework** (Annex 3) compiles monitoring data for **program-level indicators** and analyzes the program's effectiveness and the need for additional measures or changes. The results framework will be updated as necessary to ensure that the indicators and the information collected against them are clear, informative, and relevant.

Development of Program Management in Global Citizenship Education

One of the key results of Taksvärkki's first major external Global Citizenship Education evaluation in 2020 was a call to clarify and systematize Taksvärkki's Global Citizenship Education monitoring and evaluation system, especially in terms of qualitative monitoring and reporting.

In 2020, as a part of the planning of the new program period, Taksvärkki began to systematically apply the Outcome Mapping approach for the planning, monitoring and evaluation of Global Citizenship Education (GCE) activities. Taksvärkki will also develop qualitative monitoring and evaluation of GCE during the 2022–2025 program period by sharing information and experiences in its own GCE networks. For the 2022–2025 program period, a sphere of influence assessment was carried out and key actors were identified. Outcome challenges and progress markers were defined for each of these actors: what is being pursued and what aspects gradually contribute to the change. Actors such as Global Citizen's School Teacher Champions and GCE Educators were involved in the process, including the validation of outcome challenges and progress markers.

In order to carry out the development work gradually, two key actors were selected during the planning phase of the program, and the systematic development will be initiated from their monitoring and evaluation processes. These actors will be more involved in the monitoring and evaluation. Program work is guided by the information gathered together. For other key actors, Taksvärkki will start collecting monitoring and evaluation data for the 2022-2025 program period and will gradually promote an increasingly inclusive monitoring process.

In the 2022–2025 program period, Taksvärkki will introduce new assessment tools to assess the learning process of GCE Educators. Taksvärkki is increasingly focusing on qualitative monitoring and evaluation in long-term stakeholder communities, such as GCE Educators, instead of quantifying individual interventions. Taksvärkki will also involve the regional coordinators more in the evaluation process and include monitoring and evaluation components their work tasks.

Another area for development in the design and start of the program is the Teacher Champions of Global Citizen Schools. The Outcome Mapping process has already started in the World Citizens' School activities during the previous program period, and a systematic qualitative monitoring and evaluation toolkit will be built and developed throughout the program period. An annual monitoring process with reporting forms and databases will be established to monitor these key actors.

Evaluations in the Program

During the program period, two external program level evaluations will be commissioned. In addition to these, an assessment on the effectiveness and relevance of the program level monitoring system built during the previous program periods will be conducted. At project level, each development cooperation project carries out at least one project-level review during the program period, either as an external evaluation or as a facilitated self-assessment process.

During the first half of the program phase, an evaluation will be carried out to focus on the mainstreaming of disability inclusion in Taksvärkki's program. This evaluation will cover Taksvärkki's own organizational practices together with at least two development projects. The evaluation will seek guidance for deepening the development area and for more effective support for partners' mainstreaming work during the program period. The terms of reference for the evaluation will be drafted in such a way that its results will benefit all the organizations and partners operating in the Taksvärkki program in their work on disability inclusion. Disability Partnership Finland will support Taksvärkki in drafting the assignment and finding suitable candidates to implement this evaluation. The findings and recommendations of the evaluation will be communicated in a virtual workshop for all program partners, and further considered with each partner organization separately.

In 2023, the program level monitoring system and tools will be assessed in order to have an external view on the appropriateness of monitoring and recommendations for improving the relevance and effectiveness of Taksvärkki's program management procedures.

In the middle of the program period, in early 2024, an external evaluation will be commissioned for the whole program to provide information on the program's performance, successes, challenges and development needs to support the planning of the next program period. Some of the project-level evaluations planned for the program period will be integrated into this process. As part of this evaluation the Global Citizenship Education work will be evaluated by a GCE expert.

In evaluations Taksvärkki emphasizes participatory, systems thinking-based and learning-focused processes, such as Outcome Harvesting, complemented by other appropriate methods. Outcome Harvesting, like the Outcome Mapping approach, is based on the idea that change in a social system takes place dynamically and in a multifaceted way through networks of interrelated actors at different levels. Unlike more traditional, result-chain-oriented evaluations, the Outcome Harvesting method uses reverse logic, focusing first on the observed changes, for which field research seeks more depth in order to understand the nature and significance of the changes and verify the project or program's contribution to the change. The advantage of Outcome Harvesting is a broader perspective to change, as the effects are also viewed from the perspective of unexpected verifiable changes, which in turn supports the design of future strategies.

Regular **self-assessments** are an important tool for learning and planning. Taksvärkki conducts an organization-level self-assessment workshop every six months to review the successes and challenges of the past period based on summaries prepared by the personnel in their respective areas of responsibility. Self-assessment provides an opportunity to consider situations and solutions within the domain together among all staff. The observations of the workshops will form the basis of Taksvärkki's biannual organizational planning workshops to outline future activities. The development cooperation partner organizations also carry out self-evaluations on their actions in connection with the annual planning.

For Taksvärkki, the evaluations target for deeper learning and improved working methods. The processes are designed to be meaningful and appropriate for the actors and partner organizations implementing the

projects. Evaluation processes should always include a final workshop to reflect the findings with the relevant actors. Further action plans based on the recommendations given by evaluators will be made and followed-up. The evaluation findings are communicated openly so that the lessons learned from the evaluations could be utilized widely, also by other actors.

4.2. Risk Management

Taksvärkki's organizational risk management is based on *Mango risk management method* developed for non-governmental organizations. In this process, the actors:

- 1) identify potential risks
- 2) assess the seriousness of each risk on the agreed upon scale (1-5)
- 3) assess the probability of the realization of each risk using the same scale (1-5)

Following the basic identification, a more comprehensive update of the risk matrix (Appendix 4) will be done at least once a year. The risk matrix is an actively and continuously used tool that is monitored and updated at the weekly meetings of development cooperation and Global Citizenship Education, and as needed.

Based on the probability of the risk and its severity, the risks are divided into four groups: a) serious risks, b) significant risks, c) moderate risks and d) minor risks. Separate mitigation and action plans have been defined for the risks of the three most serious groups. If a risk materializes, the measures, monitoring and timeline required to solve the risk are decided in more detail. Minor risks do not require action. For all risks, descriptions of the following are assessed and recorded in the risk matrix:

- risk type (contextual, operational, institutional)
- description of the risk
- estimated severity, probability, and overall risk level
- effects of the risk realization on the activities of the organization and the performance of the program
- effects in the results framework for the development cooperation program
- proactive and preventative work (preventing severity and probability)
- operational responsibility in risk monitoring
- measures when the risk materializes
- risk recording date

In addition to the periodical updating processes, risk management is updated continuously according to changing situations and needs.

Key risks and their possible realization are reported to the funders and Taksvärkki executive board at least annually. Corruption-related and other particularly serious matters are reported without delay.

Risk Management and Risk Analysis in Development Project Planning and Monitoring

Project-specific risk analyses and risk management plans are prepared as part of the project planning process: risks are identified, their severity and probability are assessed, and the effects on the project are assessed. For the most significant risks, preventive measures are defined, as well as a response plan in case the risk materializes. Special attention is paid to the prevention of sexual exploitation and other abuse of power towards children and youth, as well as to anti-corruption measures.

Project partners have been instructed to update their risk analysis regularly as part of monitoring. The updated risk management table is shared with Taksvärkki together with annual reporting. Occurred or newly identified risks are communicated as necessary, and measures and plans are updated as necessary.

The program manual for project partners will include instructions for risk analysis and the preparation of a risk management. The program manual will be updated with clarifications to the risk management guidelines at the beginning of the 2022–2025 program period.

4.3. Resources and Administration

Youth are the most important resource for Taksvärkki's work, having a role in planning, implementation and monitoring of development cooperation projects. In the Global Citizenship Education youth have roles as educators, in working groups, as fundraisers, and in communication. Taksvärkki's goal is to increase the role of free civic activity in all its work also in the future.

Taksvärkki's Organization and Organizational Management

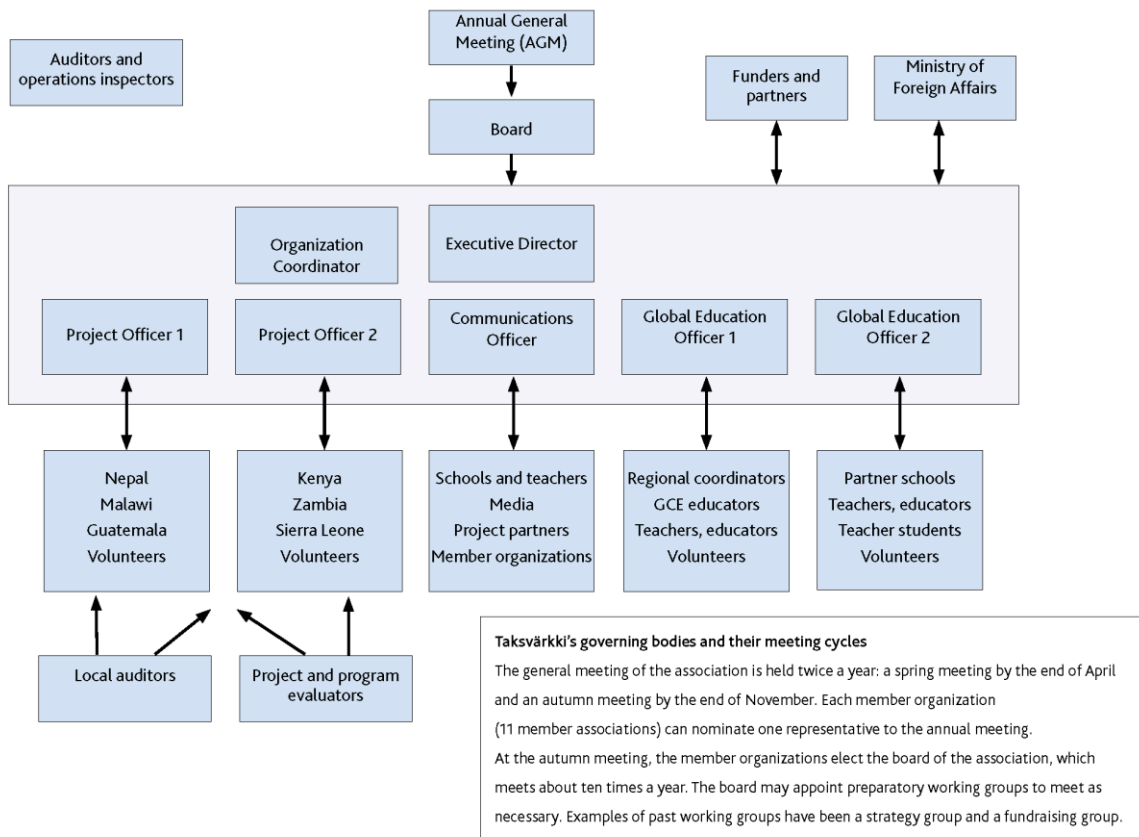
The organizational chart of Taksvärkki is presented in diagram 7. The implementation of the program is directed by the Executive Board. The board members mainly represent Finnish youth organizations or organizations engaged in youth work. The board has been elected from among 11 member organizations and individual members. Activities are guided by the organizational strategy, development cooperation program, action plans, project plans and budgets. Through and with support from member organizations, it is possible to expand Taksvärkki's networks for communication and advocacy.

Taksvärkki 's member organizations are:

- The Confederation of Unions for Professional and Managerial Staff in Finland (Akava)
- Swedish-speaking School-student Union of Finland (FSS)
- The Finnish Association for Children and Youth (LNK)
- National Union of Vocational Students in Finland (SAKKI)
- The Central Organisation of Finnish Trade Unions (SAK)
- Union of Upper Secondary School Students in Finland (SLL)
- Teacher Student Union of Finland (SOOL)
- Finnish National Union for Students (OSKU)
- Peace Union of Finland
- The Committee of 100 in Finland
- The Finnish Confederation of Professionals (STTK)

Diagram 7: Taksvärkki's organizational chart

TAKSVÄRKKI'S ORGANIZATION STRUCTURE



Taksvärkki's board decides on the resources to be directed to the practical implementation of the work. Planning and operations are based on a realistic financial basis and feasible action plans. The finances of the program are based on own fundraising, low-risk investments and public funding from Finnish government. Ensuring to meet the criteria for the program funding from the Ministry for Foreign Affairs, continuous efforts are required to maintain and further develop the quality of work.

The financial efficiency of operations is ensured through long-term financial planning and close financial monitoring. The finances are monitored with project-specific financial tools, organization-level reports, and cash flow calculations. The Netvisor accounting software in use provides near real-time information on operating costs and the financial situation.

The basis for the quality of the organization is the personnel and the administration that supports its work. In order to be successful, the staff needs the active support of the membership for the operation. The strategic guidelines of the trust bodies are up to date in Taksvärkki and provide a clear goal and framework for the activities of both staff and volunteers. The board's encouraging attitude also provides motivating background support. The guidelines for ethical principles and good governance also extend to the operational requirements of development partners and beneficiaries.

In order to develop the governing body, Taksvärkki:

- Maintains and develops administrative rules, agreements, guidelines and plans that guide the work of staff and the activities of the organization.
- Engages in an internal dialogue between the board and staff to develop the operational framework.
- Actively monitors changes in the operating environment and revises its operating strategies and plans accordingly.
- Instructs and supports its project partners and directs training resources to the development of the administration and project activities of the partner organizations.

Staff

Under the leadership of the executive director, five program staff, a part-time administrative coordinator and six part-time regional coordinators are responsible for implementing the program. Two program officers are responsible for planning, monitoring and evaluating development projects, a communications officer for communication and advocacy, and two Global Citizenship Education officers for school cooperation in Finland, volunteering coordination, advocacy and youth activities. Global Citizenship Education is supported by regional coordinators. The administrative secretary organizes and is responsible for the purchasing services and registers required for operations. There are 3-4 university interns each year in auxiliary positions.

Permanent staff have relevant higher education or significant experience in development cooperation and Global Citizenship Education. The staff has a total of about 80 years of experience in development issues or Global Citizenship Education when making the program plan. Regional coordinators are mostly students of education or experienced influencers in the field. Interns are mainly students in education or development studies. Volunteers have a strong role to play in implementing the program. Every academic year, Taksvärkki trains about 30 volunteer global citizenship educators who visit schools and educational institutions to guide workshops on global development issues. In general, strongly committed volunteers are mainly students in the field of education or social sciences or otherwise young adults with a strong interest in development issues.

External expertise will be obtained for program implementation. Both external and facilitated internal evaluations can be commissioned in the program. Specialists are responsible e.g. for graphic design and technical implementation of communication and advocacy materials. Specialists in their fields are involved in production of materials for the Global Citizenship Education and advocacy, either on a voluntary basis or as a consultancy service. Cooperation and expert networks support the implementation of the program. Umbrella organization Fingo and CSO networks in Finland support Taksvärkki's expertise through training and experience sharing. Expertise in disability inclusion is obtained from Disability Partnership Finland.

Taksvärkki's partners responsible for the implementation of development cooperation projects are local youth work expert organizations. Local experts or expert organizations can be used to support the project administration and also to support the implementation. Partner organizations can be encouraged to seek support from, for example, financial management trainers, as appropriate. The trainings in disability inclusion included in the projects are organized in cooperation with local Organizations of People with Disabilities.

Program Management Support Services

Taksvärkki procures a large part of its administrative services from outside, so there is little need for own specialized administrative staff. Financial Services include accounting, payment of invoices, payroll and

auditing. Taksvärkki shares office space and related administrative services with several other organizations. Administrative procurement and cooperation help Taksvärkki to focus its skills and resources on the content and activities that promote the realization of youth rights.

Fundraising

Taksvärkki's most important fundraising model is the traditional Taksvärkki fundraising campaign. The annual target for a fundraising campaign is 100 000 euros. In the 2018–2021 program period, the Lukuralli Readathon campaign suitable for primary schools was also developed, which also contributes to Taksvärkki's fundraising. In addition to fundraising activities in connection with schools, volunteer Kapua fundraisers raise funds for the activities of three organizations, of which Taksvärkki is one.

The overall objective for the forthcoming program period is to further expand Taksvärkki's organizational funding base. Finnish businesses will be assessed as potential funding partners to support development cooperation projects and Global Citizenship Education. Individual citizens are offered information and easy opportunities to support Taksvärkki by donations. However, external funding is not sought from parties who do not share Taksvärkki's values and goals.