

**Final desk-evaluation of the AXIS program**

**Empowerment of Civil Society  
through Quality Education**

**Implemented between January 2019 and December 2021  
In Bolivia, Ghana, Peru, and Sierra Leone**

*Carried out for AXIS by Anne Grue Nielsen*

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## Abbreviations and acronyms

AARLE	Asociación de Alcaldes, Regidores y Líderes Estudiantiles - Association of Mayors, Town Councillors and Student Leaders
CARL	Community Action to Restore Lives (CARL)
CBE	Context-Based Education
CETM	Centro de Educación y Trabajo de la Mujer - Centre for Women's Studies and Work
CISU	Civil Society in Development
CSO	Civil Society Organisations
ESFM	Escuela de Formación de Maestros – Training schools for teachers
ESI	Educación Sexual Integral – integrated sexual education
FORMABIAP	Programa de <i>Formación</i> de Maestros Bilingües de la Amazonia Peruana - Program for Education of indigenous teachers in the Amazon Rainforest
FM	Finance Manager
GBV	Gender-Based Violence
HRBA	Human Rights-Based Approach
INGO	International Non-Governmental Organisations
LGBTI	Lesbian, Gay, Bisexual, Transgender, Intersex
M&E	Monitoring & Evaluation
NGO	Non-Governmental Organisation
NORSAAC	Northern Sector Action on Awareness Centre
PANT	Participation, Accountability, Non-discrimination, Transparency
PD	Pueblo Diferente
RAINS	Regional Advisory Information and Network
SDG	Sustainable Development Goals
SGBV	Sexual and Gender-Based Violence
SRHR	Sexual and Reproductive Health and Rights
TA	Technical Assistance
TOC	Theory of Change
UN	United Nations

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## 1 Introduction

AXIS is a democratic volunteer-based organisation founded in 1995. AXIS is implementing its first 3-year program titled “Empowerment of Civil Society through Quality Education” running from January 2019 to December 2021. This program centres on quality education to develop active citizenship among marginalised groups to engage in pursuing their rights. It does so by using Context-Based Education (CBE) and strengthening Sexual and Reproductive Health and Rights (SRHR) education in the four program countries in Latin America and Africa: Ghana, Sierra Leone, Bolivia, and Peru. The program is implemented in partnership with eight local civil society partner organisations: Kallpa, Tarea and Pachatusan in Peru, CETM and Pueblo Diferente in Bolivia, NORSAAC and RAINS in Ghana and CARL in Sierra Leone. The program’s interventions comprise the development of quality education in both the formal and informal educational system within the two thematic areas of Context-Based Education (CBE) and Sexual and Reproductive Health and Rights (SRHR) Education. The partners, RAINS, Tarea and Pachatusan work within CBE, while the remaining five partners embrace SRHR.

The program has the following development objective: *“Civil society organisations, emerging and marginalised civil society groups are empowered to become active citizens and are actively influencing and pursuing their rights”*. Whereas the overall program objective is as follows: *“Institutional and cultural changes are implemented that develop and sustain quality education”*. For each thematic area, specific objectives have been elaborated:

- CBE: *“Marginalised groups know their rights, pursue their rights and contribute actively in decision-making processes.”*
- SRHR: *“Young people have adequate knowledge on and exercise their sexual and reproductive health and rights, pursue their rights and contribute actively in decision-making processes.”*

As the program is near completion, AXIS has decided to carry out a final review of the AXIS program. The evaluation will especially highlight program results (effectivity), based on a desk study of overall results from all eight partners in the four program countries supplemented by interviews with partner organisations and the inclusion of conclusions from studies and evaluations conducted during the program period. The evaluation will also touch upon the evaluation criteria relevance, coherence, and sustainability.

## 2 Contextual developments affecting the program

The first phase of the program has been strongly challenged by the development in the contexts in which the program is implemented. The most overshadowing event has been the COVID-19 pandemic, which has affected all program countries. All program countries were affected by prolonged quarantines, curfews, and school closings - to varying degrees. Peru suffered one of the highest death rates worldwide and Bolivia has had the fourth-longest school closure worldwide, which in some areas is partially or completely in force until date. As all partners work in or with educational institutions, they have been particularly challenged. The COVID-19 pandemic created major delays and downgrades of ambitions and targets. To maintain the quality of virtual activities and later in face-to-face activities following COVID distance requirements, it has been necessary to make activities with far fewer participants. Concerning advocacy, institutions have been shut down for extended periods, authorities have been inaccessible, and their priorities have been directed towards COVID-19.

Considering contextual challenges and more specifically the COVID-19 pandemic, many partners have managed to adjust their strategies and methods for use in virtual platforms to reach their target audience - in many cases to a reduced degree, especially difficult with the most marginalised and rural populations, but the partners have succeeded. Others made extensive use of radio to transmit the work. In 2020 many postponed planned program activities and implemented COVID-related activities such as delivery of sanitation equipment, informational and awareness campaigns (handling and wearing of facemasks, production of reusable face masks, vaccination), safe school reopening’s, and events on negative COVID-related impacts on youth such as isolation, school dropout and SGBV. Some interventions have been innovative and, in collaboration with AXIS, the partners have created completely new activities compatible with COVID-lockdowns. One example is the partner CETM, which established small communal shops called “windows of opportunity” (Ventanas de Oportunidades) where women groups buy groceries in bulk and simultaneously receive SRHR training in their local community. This initiative has since grown and become successful. All partners have resumed smaller face-to-face activities in 2021: Latin America in the second half of 2021 and Africa in the beginning.

Various country specific events also affected the program performance. In October-November 2019, Bolivia underwent a socio-political crisis with massive protests for and against then-President Evo Morales, which ended in his resignation and several deaths, and Bolivia had a transitional government for much of 2020. At the end of 2020, a new government was elected by a large majority, but socio-cultural polarization in the country is simmering. Three elections have been held (two presidential elections and one municipal and regional election), which created disruptions, replacement of large parts of the government employees and less favourable conditions for advocacy. In 2020, Peru experienced massive popular protests across the country against a corrupt political system that forced two presidents to step down and thus Peru had as many as three presidents in just one week in November 2020. In July 2021, a new president took office, the former schoolteacher and union leader Pedro Castillo, but for months there was no official winner due to conflict and (unsubstantiated) allegations of electoral fraud from the right-wing opponents. In Ghana, since 2019 the promotion of SRHR in the education system has had difficult conditions. The inclusion of CSE in a new government-sponsored school curriculum to basic schoolteachers triggered considerable opposition and anti-CSE protests from conservative religious groups, traditional leaders, and the political opposition, which brought about a national resistance to CSE and suspension of all CSE related activities in educational institutions.

### **3 Relevance of the program strategy, activities and focus areas**

The program's thematic areas and strategic focus are assessed to be relevant in the intervention context and for the target group. This was confirmed in interviews conducted for the Impact studies for Bolivia, Ghana, and Peru from 2021 and the general review from 2021. In some contexts, the projects work is in accordance with legislation, but their added value is participant-oriented, context-relevant methods of dealing with relevant issues such as alienating, pacifying education and adolescent pregnancies and sexual violence. In the case of NORSAAC in Ghana, they experience a difficult political climate to advocate for CSE, which does not make it less relevant as SRHR problems persist.

There is good coherence in this first phase of the program with several common features in all interventions. AXIS' theory of change is linked to the three interdependent elements of the change triangle, which are integrated into all individual interventions. AXIS strengthens and supports its local partners and other civil society actors (capacity-building) in the development, validation, and dissemination of models and approaches to CBE and SRHR (strategic service delivery). Partners seek to influence duty-bearers through advocacy to create institutional and systemic changes, that is to support the models, assume their funding and incorporate them into the curriculum or legislation (advocacy). The assumptions made in the ToC are relevant and has to a large extent been confirmed through the impact studies. A few examples can be mentioned: the capacity building and empowerment created an impressive number of leaders among youth and women thus driving active citizenship; several schools report a reduction in both teenage pregnancies and school dropouts consequently, and the intent to use evidence-based advocacy through well-tested educational models have generated interest from local authorities in implementing them. The program works with two different thematic areas which, however, share many similarities in terms of results, and many interventions share overlapping strategic areas, e.g., the new target group and educational focus area of teacher colleges. It has been a challenge for many partners to move from a project approach to being part of a larger program, they work to still in everyday implementation with their specific intervention in mind and relate only to some extent to the program. There is generally good agreement between the objectives of the program and the institutional objectives of the partners. Some partners embarked on new thematic areas, but this has happened in an agreement between AXIS and the local partner e.g., CETM with SRHR, which has become a strategic focus area for the organisation.

### **4 Program configuration and monitoring**

A result framework was prepared for each program thematic area (CBE and SRHR) with three outcomes each broken down by a set of indicators and targets (which are respective for each partner). In addition, for each partner intervention a specific result framework, called an intervention document, has been developed, with a specific set of objectives, results, and indicators, which is specifically tailored to each partner target group, focus area and context, but are generally in alignment with and

feed into the outcomes of the overall program. The intervention document is typically used in the daily implementation, however, in the ongoing monitoring reference is made to the program's result framework. Partners monitor on both program level and intervention level according to the respective outcomes, indicators, and targets.

Partners conduct a quarterly monitoring report on each intervention based on the formats of the existing AXIS M&E-system, which comprises a narrative report and a financial report. Based on the findings in the reports, the AXIS-coordinator groups in Denmark and local implementing partners hold a follow-up meeting (online) on progress and implementation adjustments. The coordinators are in direct and continuous contact and dialogue with the program partners.

Many of the program indicators have a quantitative and a qualitative aspect. As an example, in the SRHR component, the indicator measuring young people's knowledge and application of SRHR: "Young people demonstrating adequate knowledge on SRHR and speaking openly about SRHR related issues". This has generally created challenges in the partners' monitoring and partner apply different measures to investigate this.

Most monitoring reports from partners are of good quality. However, some tend to report mainly on the quantitative part of the indicators and mainly on activity level with less information on output and outcome level. Some partners include relevant and informative photos, videos, or testimonies from the reporting period as means of verification. Some are very good at reflecting on challenges and thus making a more accurate reporting that is consistent with the implementation reality. The reporting from Kallpa and NORSAAC are both good examples of realistic reporting with a high level of reflection, learning and challenges and NORSAAC offers relevant and insightful descriptions. On its part, Tarea is a good example of a solid backup system with systematic use of illustrative means of verification, which are linked in the reports or attached to them.

## 5 Review of program performance

### 5.1 Overall Program progress

Box 1. Overall program progress on the two thematic areas

<b>Thematic area: Context-Based Education (CBE)</b>		
<b>Partners: Pachatusan, RAINS, Tarea</b>		
<b>Program outcome</b>	<b>Status in late 2021 – indicators covering all 3 partners focusing on CBE</b>	<b>Consultant's comments</b>
<b>Service delivery:</b> Relevant and gender-sensitive context-based formal and informal educational models and approaches have been developed and disseminated.	5 out of 8 <sup>1</sup> quantitative targets were reached. RAINS reached the target on teachers and schools applying the models and approaches (1 <sup>st</sup> indicator), while Pachatusan and Tarea reached the number of schools but half of the planned teachers. Progress on target for teacher training colleges applying methods is successful reached (2 <sup>nd</sup> indicator). Pachatusan and RAINS surpassed the planned number of students to receive an education using the developed models and approaches (3 <sup>rd</sup> indicator), RAINS with twice as many as originally planned.	Somewhat satisfactory.
<b>Capacity-building:</b> Civil society and marginalized groups are organised, strengthened and plan, implement and facilitate activities to demand their rights.	8 out of 9 targets were reached. Both Pachatusan and Tarea surpassed the indicator for the number of students who apply their knowledge. Pachatusan surpassed the target for the number of events.	Very satisfactory. In all three indicators, it is suggested to include in monitoring reports concrete examples and qualitative information of application of knowledge (1 <sup>st</sup> indicator), events organised by civil society (2 <sup>nd</sup> indicator) and network meetings (3 <sup>rd</sup>

<sup>1</sup>Originally 9. The component of teacher training colleges was removed from the Pachatusan intervention and thus not relevant.

		indicator). Some reports do include these, but not all.
<b>Advocacy:</b> Local, regional, and national duty bearers are sensitized on the need for CBE.	6 out of 9 targets have been reached. In the 2 <sup>nd</sup> indicator on engagement with duty bearers all partners are below target, especially because access to authorities has been hampered by Covid-19 shutdowns. Tarea surpassed the number of public statements from duty bearers.	Somewhat satisfactory. Despite not having achieved all the quantitative targets, however, there are some interesting qualitative results, including financial support, regional directives, and education authorities, which have taken on tasks related to the continuation of interventions. On the qualitative part of the 1 <sup>st</sup> and 2 <sup>nd</sup> indicators, it is suggested to include concrete examples in reports.

<b>Thematic area: Sexual and Reproductive Health and Rights</b>		
<b>Partners: CARL, CETM, Kallpa, NORSAAC , PD</b>		
<b>Program outcome</b>	<b>Status in late 2021 – indicators covering all 5 partners focusing on SRHR</b>	<b>Consultant’s comments</b>
<b>Service delivery:</b> Young people receive SRHR education through gender-transformative educational models and approaches that have been developed and disseminated.	Targets for all three indicators are generally met or surpassed: 12 of 15 indicators were met. Three partners (PD, CETM and CARL) significantly surpassed their target on students receiving SRHR education (1 <sup>st</sup> indicator), while one (NORSAAC ) reached only one-third of the planned students. For teachers/educators able to facilitate participatory SRHR education (2 <sup>nd</sup> indicator) 4 out of 5 partners reached the targets, while Kallpa surpassed and NORSAAC reached only half. All partners reached their target on models developed, however, in NORSAAC s case the replication is paused (3 <sup>rd</sup> indicator).	Satisfactory. The consultant reiterates the comment from the general review on the disagreement between the ambition in the outcome and the indicator on students who receive SRHR education. It has been difficult for the partners to measure this 1st indicator and they have done so in very different ways. It could be specified which method is the most applicable.
<b>Capacity-building:</b> Civil society is organized and strengthened to plan, implement, and facilitate improved SRHR education for future handover to local, regional, and national duty bearers	With a few exceptions, the achievement of the target for all indicators is satisfactory. 9 of 15 indicators were met. However, the indicator of improved financial sustainability of the partner organisation (3 <sup>rd</sup> indicator) was not achieved or could be interpreted for two partners (CETM, PD). Kallpa surpassed the number of meetings held and many partners do extensive networking.	Somewhat satisfactory. The recommendation from the general review on defining more unambiguously the 3rd indicator on “increased financial sustainability” is reiterated as it can be interpreted.
<b>Advocacy:</b> Local, regional, and national duty bearers are sensitized and well informed in order to take responsibility for ensuring access to comprehensive and quality SRHR education.	In the advocacy outcome, progress is to a lesser extent achieved as COVID has posed major problems. 7 of 15 quantitative indicators were met.	Less satisfactory. Despite not meeting the quantitative targets, the partners managed to achieve some interesting qualitative results such as local or regional directives or laws. The measurement of these indicators has caused partners difficulty and their interpretation of these differ greatly. Therefore, it is recommended to create consensus between partners on the understanding and best way to measure and document these.

**In conclusion**, in the CBE component, 19 out of 26 targets were reached (73%). In the SRHR component, 28 out of 45 targets were reached (62%). Throughout the program, 47 out of 71 targets for indicators were reached (66%). Below, the quantitative and qualitative parts of each project intervention will be analysed.

## 5.2 Progress in Bolivia

In Bolivia, AXIS supports two partner interventions: Pueblo Diferente, PD and Centro de Estudio y Trabajo de la Mujer, CETM. **Pueblo Diferente** is a small, but committed and energetic NGO founded in 2015 by former staff of SRHR-projects supported by AXIS. It is based in La Paz and focuses on SRHR and quality education. The current intervention on the introduction of participatory, intercultural SRHR-education in teacher universities builds on the three-phased SRHR AXIS-project “Pro Joven” implemented from 2008 to 2015. **CETM** was founded in 1987 and focuses on women’s rights, environment, and citizenship projects. It is based in Cochabamba but implements projects in the municipality of Sacaba in the Cochabamba department. CETM has been an AXIS partner since 2011. The current intervention on SRHR with *campesino* women (rural, indigenous) builds on a previous project in three phases on organic agricultural training of women, food security and women’s empowerment implemented from 2015 to 2018.

### 5.2.1 CETM and Pueblo Diferente

#### Box 2: Outcome 1: Strategic service delivery

**Young people receive SRHR education through gender transformative educational models and approaches that have been developed and disseminated.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target <sup>2</sup>	Status as of December 2021	Comments
1. Number of young people demonstrating adequate knowledge on SRHR and speaking openly about SRHR-related issues	PD	1.200	2040 students at 2 ESFM and secondary school students	Very satisfactory. Quantitative target surpassed.
	CETM	860	1642 women in women groups and young people attending secondary	Very satisfactory. Quantitative target surpassed
2. Number of teachers and peer educators able to facilitate participatory SRHR education	PD	60	110 teachers at ESFM <sup>3</sup>	Very satisfactory. Target surpassed.
	CETM	62	103 educators/promoters (45 adult female promoters, 35 secondary students and 23 teachers) who replicate their knowledge.	Very satisfactory. Target surpassed.
3. Number of models and approaches replicated at local, regional, and national levels	PD	3	1 didactic compendium of teaching modules for sexual education based on the Aymara culture in Spanish and Aymara for youth in the highland, 1 methodological guide to dialogue-based methodology (Metodología Autogógica) and 1 updated version with new themes	Satisfactory. Target reached <sup>4</sup>
	CETM	1	1 model compiling various didactic and information material adapted to the context and target group of indigenous women	Satisfactory. Target reached

**PD:** Currently 60 teachers at two *Teacher Universities* (ESFM) in the municipalities in the La Paz Department, El Alto and Villa Roma are facilitating PD's sex education methodology among their students (future teachers) after being trained by PD staff. In 2019, the education took place face-to-face, in 2020 to a lesser extent and online via Zoom and in 2021 was resumed with face-to-face education. PD applies a three-step TOT, as the trained students at ESFM should replicate the method during their internship at public schools guided by their university teachers. Due to Covid-19, their internship was postponed, but in 2021 most of the students managed to implement the replicas in practice. In 2019, PD, in collaboration with the group of capacitated ESFM teachers, prepared the compendium of “Methods for sexual education based on the Aymara culture” (*Métodos de educación sexual basados en la cultura Aymara*) and the teachers are co-authors. All methods were tested, adjusted, and validated on students at the ESFM. The Bolivia-report forming part of the General Review

<sup>2</sup>CISU has approved an adjustment of a few of the targets based on a detailed application submitted by AXIS, explaining COVID-19's impact. In all tables in this report the adjusted targets have been used.

<sup>3</sup> Escuela de Formación de Maestros (E.S.F.M.) – Bolivian public training institution for teachers

<sup>4</sup> Pueblo Diferente claims it was a mistake to have indicated the target to be 3, as 1 has been the realistic target.



from March 2021 demonstrate teachers and students' general positive opinion on the methodology's relevance, and its innovative ability to facilitate participation and reflection on SRHR.

**CETM:** Since 2019, CETM trains a group of selected women in SRHR, "promoters", from 17 different communities in Sacaba. The promoters informally pass on the acquired knowledge to family members, neighbours, and peers in general as well as in public events. Also, they present short, simplified replicas (10-20 minutes) based on what they learned in women's groups accompanied and supported by CETM staff. After the implementation of the initiative, Windows of Opportunities, as a mitigating strategy during COVID-19 quarantines, the promoters disseminate this knowledge more frequently in women's groups in their neighbourhoods or communities. The promoters interviewed for the General review in March 2021 were proud and active "ambassadors of SRHR", who are aware of their duty to inform and educate. According to CETM, 50% of the promoters can replicate SRHR-knowledge independent of CETM and 35% with quality. In addition, a group of 35 young students from four different secondary schools aged 14-19 were trained in a combination of SRHR and ICTs. Replicas in their respective schools were slowed down due to Covid school closures, but it was possible to do face-to-face replications by the end of 2021.

### **Box 3: Outcome 2: Capacity-building**

#### **Civil society is organized and strengthened to plan, implement, and facilitate improved SRHR education for future handover to local, regional, and national duty bearers**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021 ( ) =corrected by consultant	Comments
1. Number of meetings among relevant SRHR civil society actors through joint networks and alliances	PD	20	45	Satisfactory. Target reached, but with few results in this phase.
	CETM	15	10-12	Below target, but with good results
2. Number of civil society organisations with strengthened knowledge on SRHR and participatory educational methods	PD	8	42	Satisfactory. Target reached, but that PD influence(d) all 42 organisations is probably an exaggeration.
	CETM	3	6	Satisfactory. Target surpassed.
3. Number of civil society organisations with increased financial sustainability	PD	1	1 (0)	Below target, dependence on AXIS support and lack of financial sustainability
	CETM	1	1 (0)	Below target, no observable significant changes or more donor diversification <sup>5</sup>

**PD:** Throughout the program phase, PD tried to create an SRHR network which did not yield many results, but recently PD joined the recognised education network "The right to education Campaign" (Campaña por el derecho a la educación) that brings together 35 organisations creating good prospects for better advocacy opportunities and access to duty bearers in the next phase. Intending to disseminate the method and its sustainability, PD made ties to an important ally, The federation of students in the teacher universities (*Federación de Estudiantes de la Escuela de Formación de maestros*), which in a statement acknowledged the importance of SRHR education, the effectivity of the PD methodology and affirms its commitment to the method (verified). In terms of financial sustainability, PD depends entirely on AXIS funding as its sole donor, and donor diversification was not succeeded in the program period. However, initiatives have been taken to strengthen the organisation's capacity improving the legal, administrative, and organisational processes of the young organisation (verified).

**CETM:** CETM is active in several municipal multisectoral networks in Sacaba<sup>6</sup> with both civil society and public institutions through which it disseminates the program's objectives, undertakes large-scale

<sup>5</sup> However, the organisation has already several donors beside AXIS.

<sup>6</sup> Red municipal interinstitucional de la Lucha contra la violencia Sacaba [Interinstitutional Municipal Network for the Struggle Against Violence in Sacaba] and Comité de seguridad ciudadana [Citizen Security Committee]

activities, campaigns, and carries out advocacy work. CETM implemented several co-financed activities with the networks and public institutions such as marches, campaigns, and information dissemination for the public on women's rights and SRHR. Most recently, CETM promoters in coordination with other CSO's and local media promoted an awareness campaign on cervical cancer where more than 100 women got tested for free in local public health facilities. Concerning strengthening the organisation internally, CETM has strengthened its external communication since 2019 with a new website, YouTube channel and Facebook, which is updated regularly. Economically, its status is the same as at program start.

#### **Box 4: Outcome 3: Advocacy**

**Local, regional, and national duty bearers are sensitized and well informed in order to take responsibility for ensuring access to comprehensive and quality SRHR education.**

Indicator as formulated by AXIS (Program document)	Partner organisation	Program target	Status as of December 2021 () =corrected by consultant	Comments
1. Number of local, regional, and national duty bearers who publicly stress the importance of comprehensive and quality SRHR education	PD	20	6 (e.g. 3 ESFM and the Unit for continued training of teachers, PROFOCOM in the Ministry of Education)	Less satisfactory, below target
	CETM	1	2	Satisfactory, target surpassed.
2. Number of allocations in terms of financing and resources (e.g., personnel) by educational authorities made available to SRHR	PD	10	81 (0)	Less satisfactory, no economic allocation took place. The partner's interpretation of the indicator's fulfilment can be discussed. The two ESFM has functioned as an ally making staff available for training, which is more likely to be seen as a prerequisite for the intervention.
	CETM	1	4	Very satisfactory, target surpassed.
3. Number of instances of authorities incorporating SRHR education into their structures (monitoring, educational plans, curriculum etc.)	PD	10	3 (2) Two ESFM have currently incorporated SRHR education into its annual planning.	Less satisfactory, below target.
	CETM	2	5	Very satisfactory, target surpassed.

**PD:** The first 2,5 years of the intervention, PD's advocacy activities were aimed at the ESFM and infused through their activities in outcome 1 by adding methods and SRHR themes to the annual planning. Three ESFM acknowledge the effectiveness of PD's methodology. Recently, PD managed to establish a relation to the Ministry of Education, which has been challenging and succeeded in presenting their SRHR model. Also, PD co-organised training with the Ministry based on the model and methodology (verified). In this outcome, progress is less satisfactory, but PD begins to position itself and open doors to authorities, which create better conditions for advocacy in the next phase.

**CETM:** CETM employs a dialogue-based participatory advocacy strategy mainly with the municipal government, with whom it has a collaboration agreement (to be renewed every year) and coordinates closely with authorities. The target group of female promoters are actively involved in advocacy work, which is mutually dependent on and enhance the women's empowerment and capacity-building in Outcome 1. The promoters get familiarised with the institutions and services within the municipality enabling them to do advocacy. CETM achieved great advocacy results during the program phase: CETM provided input to two municipal laws (on violence against women and youth) and promoted a new municipal law for the prevention, diagnosis, and treatment of cervical cancer in the municipality of Sacaba approved in October 2021 (all verified). As part of the campaign, the mayor and city council of Sacaba urge in publicly available videos women to be screened and male spouses to promote SRHR (verified). In addition, two public schools have incorporated SRHR into their curriculum and the municipal gender unit and the youth unit incorporated SRHR into their functions and work plans.

### **5.3 Progress in Peru**

In Peru, Axis supports three local partners organisations: Kallpa (SRHR), Pachatusan (CBE) and Tarea (CBE). **Kallpa** is a national NGO based in Lima, was founded in 1990 and covers interventions on SRHR, gender, youth empowerment and children's rights. The current SRHR intervention builds on a two-phased project on SRHR in secondary schools in two municipalities

in two regions of Peru, Ayacucho and Loreto. **Tarea** is likewise a national, recognised NGO founded in 1974 with extensive experience in education based in Lima implementing AXIS supported interventions on intercultural, bilingual education, citizenship, and student democracy in the region of Ayacucho since 2011. **Pachatusan** was founded in 2003 working with community-based projects on context-based quality education in the Cusco region. The current intervention on student democracy builds on various projects supported by AXIS since 2004. As Kallpa focuses on SRHR and Pachatusan and Tarea on CBE, the progress analysis below will be grouped by thematic area.

### 5.3.1 Kallpa

In 2019, Kallpa completed the previous intervention on SRHR education in secondary schools. In 2020 it initiated a collaboration with two teacher institutes on including an SRHR curriculum. It had a difficult start due to the COVID-caused school closures and was only really started in 2021, which, however, achieved some good results notwithstanding.

#### **Box 5: Outcome 1: Strategic service delivery**

**Young people receive SRHR education through gender transformative educational models and approaches that have been developed and disseminated.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target <sup>7</sup>	Status as of December 2021	Comments
1. Number of young people demonstrating adequate knowledge on SRHR and speaking openly about SRHR-related issues	Kallpa	700	1030 students at teacher institutes and secondary school students received SRHR sessions.	Very satisfactory, target surpassed.
2. Number of teachers and peer educators able to facilitate participatory SRHR education	Kallpa	18	33	Very satisfactory.
3. Number of models and approaches replicated at local, regional, and national levels	Kallpa	1	1 model developed that was developed in 2018 in a previous project for secondary schools and updated in 2020 for use in superior education.	Satisfactory.

44 teachers in teacher institutes entered a course in SRHR participatory teaching through an updated education model, “Me acompañas a aprender” (Come with me to Learn), whereof 33 teachers have completed, passed and certified in December 2021. The teachers were accompanied and evaluated by the Kallpa team throughout the process. Kallpa describes that it has been a challenge for many institute teachers to teach sensitive subjects such as gender, reproductive rights, and contraceptives, but a first step in deconstructing taboos and creating a dialogue between teachers and students has been achieved. Following a three-step TOT logic, the institute teachers replicated the SRHR modules with the institute students, future teachers. The students managed to pass on knowledge during their internship in secondary schools, however many were limited to short virtual sessions without sufficient time to elaborate the themes adequately. Both teachers' and students' learning outcomes will be evaluated through already prepared questionnaires, which will be carried out at the end of 2021/beginning of 2022 by Kallpa.

#### **Box 6: Outcome 2: Capacity-building**

**Civil society is organized and strengthened to plan, implement, and facilitate improved SRHR education for future handover to local, regional, and national duty bearers**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of meetings among relevant SRHR civil society actors through joint networks and alliances	Kallpa	26	30	Satisfactory. Target fulfilled.
2. Number of civil society organisations with strengthened knowledge on SRHR and participatory educational methods	Kallpa	10	13	Very satisfactory. Target surpassed.

<sup>7</sup>The targets for Kallpa were only adjusted in Outcome 1, whereas the targets for outcomes 2 and 3 were maintained.

3. Number of civil society organisation with increased financial sustainability	Kallpa	1	1	Satisfactory. Target reached.
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Kallpa participates in several local, regional, and national multi-sector alliances<sup>8</sup> with other civil society organisations and public institutions, which allows them to gain access to decision-makers, promote participatory SRHR education and do advocacy. The impact study on Peru demonstrates how Kallpa successfully put SRHR and CSE on the agenda of regional networks. In addition, “voceras” and “voceros” (spokespersons) who are young, mainly female volunteer SRHR-advocates are trained by Kallpa and are active in networks, dialogue meetings with authorities and in campaign and street activism, however, during the pandemic they have been more active in virtual “cyberactivism” in social media and via ICT’s. The impact study furthermore showed that these are highly valued in the networks and alliances as they represent a legitimate voice of the youth. Kallpa has good financial sustainability, has several donors, and secured two new projects with new donors for 2022. The financial contribution from AXIS support is limited with a slight increase in 2021: 6% in 2019, 3% in 2020 and 9% in 2021.

### **Box 7: Outcome 3: Advocacy**

**Local, regional, and national duty bearers are sensitized and well informed in order to take responsibility for ensuring access to comprehensive and quality SRHR education.**

Indicator as formulated by AXIS (Program document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of local, regional, and national duty bearers who publicly stress the importance of comprehensive and quality SRHR education	Kallpa	20	20	Satisfactory. Target reached.
2. Number of allocations in terms of financing and resources (e.g., personnel) by educational authorities made available to SRHR	Kallpa	10	0	Less satisfactory. Below target. No allocations have been identified.
3. Number of instances of authorities incorporating SRHR education into their structures (monitoring, educational plans, curriculum etc.)	Kallpa	All the mentioned structures in two municipalities	2	Less satisfactory. Below target or fulfilment could be discussed.

Kallpa’s tangible results for advocacy in the current phase are less satisfactory. In this phase, Kallpa has become familiarised with the structures of pedagogic teacher institutes, which is a new scene of intervention and advocacy for the organisation. The two pedagogic institutes validated the Kallpa SRHR curriculum and some authorities, among them regional health and education authorities, have made statements about the importance of CSE (verified). In the next phase, Kallpa works to ensure that the regional educational authorities of the two regions of Ayacucho and Loreto take responsibility for ensuring access to quality comprehensive SRHR education and issue a formal regional directive for the implementation of CSE in pedagogical institutes.

### **5.3.2 Pachatusan and Tarea**

**Tarea’s** intervention builds upon three project phases initiated in 2011 and the current one aims to 1. Strengthen the sustainable operation of the student organisation AARLE with the sustained support of the advisory teachers in secondary schools, 2. Secure implementation of participatory methods to citizenship based on dialogue in secondary schools and 3. Introduce a citizenship curriculum in Higher Pedagogical Institutes in Ayacucho. **Pachatusan’s** current intervention is highly inspired by the Tarea intervention with AARLE, it builds on one previous pilot phase (2017-2019) on student leadership and democracy. This phase aims to strengthen the organisation of student councils with continuous support from the advisory teachers in two provinces in the Cusco region, Anta and Quispicanchi. Pachatusan project on student democracy will not be part of the second program phase due to differing approaches to citizenship, student empowerment and inclusion between AXIS and Pachatusan.

<sup>8</sup> Such as: Directorate General for Alternative Basic Education, Intercultural Bilingual Education and Educational Services in Rural Areas (DIGEIBIRA) with participation of several ministries, the civil society network “Alianza en ESI ¡Si Podemos!”, various regional multisector networks: la mesa de la lucha contra la pobreza, red de prevención de violencia, mesa temática de la mujer and comité multisectorial de prevención de embarazo adolescente.

**Box 8: Outcome 1: Strategic service delivery**

**Relevant and gender-sensitive context-based formal and informal education models and approaches have been developed and disseminated.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021 <sup>9</sup> ( ) =corrected by consultant	Comments
1. Number of schools and teachers that apply the education models or approaches developed by the program.	Pachatusan	Schools:16 Teachers:50	Schools: 16 Teachers: 24	Less satisfactory. On target for schools, below target for teachers.
	Tarea <sup>10</sup>	Schools:30 Teachers:200	Schools: 36 Teachers: 88	Less satisfactory. Above target for schools. Regarding teachers: Below target.
2. Number of teacher training colleges with active citizenship, democracy and participatory education approaches integrated in teacher training curriculum.	Pachatusan	0	N/A	N/A
	Tarea	3	3 (0)	Satisfactory <sup>11</sup> .
3. Number of students that receive gender-sensitive and context-based education on active citizenship and democracy.	Pachatusan	1500	1680	Satisfactory, above target.
	Tarea	2000	1418	Below target, less satisfactory.

**Tarea:** The education modules on citizenship was developed, validated, and approved by the regional education authority, DREA, before the program are currently applied by 88 trained teachers in 36 secondary schools in four provinces of Ayacucho, Huamanga, Huanta, Fajardo and Cangallo in the subject of Tutoring. In turn, the teachers replicate their knowledge with colleagues. The application and replicas are accompanied and monitored by Tarea, which assess that approximately half of the teachers are able to apply the methodology with high quality. As result, 1418 secondary students received education on active citizenship and democracy, during the pandemic via virtual platforms. In regards to the teacher training colleges, a diagnosis has been made of how to structure a curriculum on active citizenship, democracy and participatory education approaches in higher education, three institutes are familiar with the material and the institutes are willing to continue the work in the next program phase, but approaches are yet to be *integrated* in the three pedagogical institutes, however, the fulfilment is estimated to be satisfactory as the original plan was to enter only one institute.

**Pachatusan:** 24 secondary school advisory teachers from 16 schools in the provinces of Anta and Quispicanchi in Cusco were trained and currently apply the guide on the democratic operation of the student councils called "Municipio escolar, Ejercicio de la ciudadanía" (School municipality, Exercise of citizenship). This education on citizenship and student democracy reached 1680 students, which is the total of students in the 16 intervention schools. However, during the pandemic, the teachers only worked with the members of the student councils and in virtual form. In all 16 schools exist functioning student councils with 80 members in total and according to Pachatusan's assessment, 50% of the student councils are well-functioning and 80% of them receive adequate support from their respective advisory teachers. The student councils, which are inscribed in law, are in most cases recognised and receive support from the respective schools. Two provincial associations comprised of the local student councils participating in the intervention are organised and currently functioning to some degree. The initial component on entering one teacher training institute was removed due to phasing out of the partnership. It has been difficult to verify Pachatusan's results due to little monitoring and thus lack of documentation and means of verification. Furthermore, based on the data obtained for this study, it has been difficult to assess the quality of the intervention.

**Box 9: Outcome 2: Capacity-building**

**Civil society and marginalized groups are organized and strengthened and plan, implement and facilitate activities to demand their rights.**

<sup>9</sup> Pachatusan stopped reporting on the program's indicators when it was decided to end the program collaboration at the end of 2020. In 2021, however, there was a consolidation effort of what was already implemented, so in some cases, more may have been achieved.

<sup>10</sup> As it has not been possible to obtain accumulated reporting on targets, reporting from September 2021 has been used here, which was confirmed by the local partner in December 2021.

<sup>11</sup> Here, there is a discrepancy between the level of ambition between the general program indicator, which indicates *integration in curriculum*, and the intervention document, which indicates an introductory knowledge. It reads as follows: "On 12/31/2020, teachers, student leaders from three Higher Pedagogical Institutes, are *familiar with the focus* of the intercultural teacher training program and *review their pedagogical proposals* for initial teacher training in citizenship".

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of marginalized groups (students), who apply their knowledge on human rights, leadership, and democracy by organizing (or participating in organizing) events, campaigns, projects or similar activities.	Pachatusan	700	1680 (might be overreported)	Target reached or surpassed, satisfactory.
	Tarea	700	1188	Well above target, very satisfactory.
2. Number of events, campaigns, projects, or similar activities that are organized by civil society to voice and/or demand the rights of the people.	Pachatusan	10	12	Target reached, satisfactory.
	Tarea	25	22	Satisfactory, almost met and likely to be met in the beginning of 2022.
3. Number of meetings between relevant actors through joint networks and alliances with the purpose of joining forces for quality education.	Pachatusan	10	5	Less satisfactory, below target.
	Tarea	24	26	Target surpassed, satisfactory.

**Tarea:** The student organisation AARLE is active in all four intervention provinces and have gained recognition as a representative voice of students and succeeded in influencing local, provincial and regional authorities to be responsive to the inputs, demands and needs of young citizens.<sup>12</sup> The adolescents apply their knowledge in radio production, videos, advocacy work through dialogue meetings with authorities and various campaigns and, in addition, participate in multi-sector spaces and alliances with other CSO's and public institutions (verified). Several written and audio-visual education materials were elaborated by Tarea to support this process (verified).

**Pachatusan:** Pachatusan reports that all 1680 secondary school students from the 16 schools apply their knowledge on human rights, leadership, and democracy by organising events or similar activities. Systematic monitoring of knowledge application was not applied. All students do participate in student council campaigns and elections, but there is little indication of further activity. It might be more reasonable to believe that the 80 representatives of student councils apply their knowledge actively, as most of these representatives participate in events such as public parades, traditional celebrations, a provincial encounter with other student councils to coordinate and exchange experiences, meetings with their school administration and with municipal and provincial authorities (partly verified).

#### **Box 10: Outcome 3: Advocacy**

##### **Local, regional, and national duty bearers are sensitized on the need for CBE.**

Indicator as formulated by AXIS (Program document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of local, regional, and national duty bearers, who publicly stress the importance of implementing participatory methods	Pachatusan	5	5	Target reached, satisfactory.
	Tarea	10	16	Above target. Very satisfactory.
2. Number of decision-making fora where civil society and/or marginalized groups have gained access to and engaged in dialogue with local, regional, and national duty bearers.	Pachatusan	25	5	Below target. Less satisfactory.
	Tarea	90	25	Below target. Less satisfactory.
3. Number of allocations in terms of financing and resources (e.g., personnel) by educational authorities made available to implementing participatory education models related to active citizenship, human rights and democracy	Pachatusan	3	3	Target reached, satisfactory.
	Tarea	5	10	Above target. Very satisfactory.

**Tarea:** AARLE achieved impressive advocacy results via the abovementioned activities such as a regulation, which increases the number of hours in the subject of tutoring from one to two hours per week in all schools in the 11 provinces of the Ayacucho region, implementation of citizenship modules in the tutoring subject, and a regional regulation on the prevention of violence and bullying in schools (all verified). The regional education authority, DREA, and three out of four provincial governments

<sup>12</sup> This was confirmed in the impact study of the Peruvian partners.

allocate a smaller amount of resources (material or financial) for AARLES operations, e.g., transport for their regional, annual encounter, materials, loan of premises and radio spots (verified).

**Pachatusan:** The student councils have achieved interesting results due to their advocacy in favour of their local school that they carry out together with teachers, school administrators and parents organisations, such as 1. the provincial municipality of Quispicanchi has assigned an activities budget to 16 student councils equivalent to 125 USD per school, 2. at the request of the student councils of three communities (Sullumayo, Huaro and Urpay) the municipality installed internet in the most remote rural communities that due to lack of internet coverage did not have access to virtual education; and 3. construction of the extension of school structures and a greenhouse in the school premises (partially verified). In addition, the municipal education authorities in the two intervention provinces (Anta and Quispicanchi) published the Pachatusan manual on its website.

## 5.4 Progress in Ghana

AXIS supports two partners in Ghana, The Northern Sector Action on Awareness Center, NORSAAC (SRHR) since 2008 and The Regional Advisory Information and Network Systems, RAINS (CBE) since 2017. NORSAAC was founded in 2002, is one of the major NGO's based in northern Ghana dedicated to improving the lives of women and youth working within the areas of SRHR, gender and governance, livelihood, and education. RAINS was founded in 1993, is similarly based in northern Ghana working to improve the lives of deprived communities in the areas of inclusive, quality education for children in northern Ghana and ensuring livelihood opportunities for youth.

### 5.4.1 NORSAAC

The current intervention builds on three previous interrelated projects, which implemented CSE in schools in 28 districts in the Northern region of Ghana, where NORSAAC established good relations with both regional and national education authorities in the promotion of delivering CSE. The current intervention aimed to consolidate the implementation of CSE in Northern Ghana by supporting the educational authorities in disseminating CSE to all schools in Northern Region, strengthening NORSAAC as an advocacy actor leading CSOs at the regional and national level to ensure that the National Guideline on CSE is effectively implemented and, lastly, integrating CSE teaching into the curriculum of two colleges of education (teacher colleges) in Northern Ghana. The adverse context for the promotion of CSE in Ghana and thus external factors have impacted the achievements of the outcomes negatively, despite that both monitoring reports and interviews give the impression that a great deal of effort has been put into testing many alternative strategies to achieve the goals.

#### **Box 11: Outcome 1: Strategic service delivery**

**Young people receive SRHR education through gender transformative educational models and approaches that have been developed and disseminated.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target <sup>13</sup>	Status as of December 2021	Comments
1. Number of young people demonstrating adequate knowledge on SRHR and speaking openly about SRHR-related issues	NORSAAC	5426	2215 junior high school students	Less satisfactory, below target.
2. Number of teachers and peer educators able to facilitate participatory SRHR education	NORSAAC	478	383 junior high school teachers and teachers at colleges of education	Less satisfactory, below target.
3. Number of models and approaches replicated at local, regional, and national levels	NORSAAC	1	2 models were developed, tested, and validated in an earlier project period, which is currently not being replicated.	Less satisfactory as the material is currently not being replicated.

Due to the national restrictions on implementing SRHR activities in educational institutions in effect since 2019, the targets and ambitions in Outcome 1 have been significantly downgraded and the actual results are also less satisfactory. However, NORSAAC was able to train (via TOT) junior high school teachers and teachers at colleges of education in participatory methodology to SRHR, who reached a limited number of junior high school students (1825) before CSE education's ban came into effect. According to NORSAAC internal monitoring using their monitoring manual, 70% of the trained teachers used the methodological manual "Alternative Choice for Young Peoples Sexuality Manual" with quality

<sup>13</sup>The original targets in Outcome 1 were significantly downgraded (from 30.000 student to 5426 and teachers from 3.000 to 478). Targets for Outcomes 2 and 3 were only slightly adjusted – both up and down.

and confidence. NORSAAC maintains contact with the trained education institutions, but currently, the manual is not being applied formally.

**Box 12: Outcome 2: Capacity-building**

**Civil society is organized and strengthened to plan, implement, and facilitate improved SRHR education for future handover to local, regional and national duty bearers**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021 ()=corrected by consultant	Comments
1. Number of meetings among relevant SRHR civil society actors through joint networks and alliances	NORSAAC	30	22	Less satisfactory, below target.
2. Number of civil society organisations with strengthened knowledge on SRHR and participatory educational methods	NORSAAC	4	3 (interviews suggests more)	Satisfactory, might be underreported.
3. Number of civil society organisation with increased financial sustainability	NORSAAC	3	1	Less satisfactory, below target.

NORSAAC has made great efforts to reinitiate the regional and national conversation on the necessity of SRHR education. NORSAAC participates in a variety of SRHR-networks and coordinates with other national and international organisations. It managed to create awareness of the consequences of lack of SRHR education such as alarming rates of teenage pregnancies and child marriages and to create consensus between both civil society actors and education authorities at the regional and district level to push for its reintroduction. NORSAAC also capacitated and supported many organisations on using the methodology manual on how to engage youth in a dialogue on CSE, whereof some are currently applying the manual (according to NORSAAC ). Despite the efforts, the results related to the targets are less satisfactory. NORSAAC is a well-established CSO, which currently implements as many as 23 projects distributed among 14 donors, a project portfolio that has increased in recent years. NORSAAC staff was capacity building on financial sustainability, advocacy, project management and results-based reporting during this program phase, which according to NORSAAC staff, benefited the organisation greatly.

**Box 13: Outcome 3: Advocacy**

**Local, regional, and national duty bearers are sensitized and well informed in order to take responsibility for ensuring access to comprehensive and quality SRHR education.**

Indicator as formulated by AXIS (Program document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of local, regional, and national duty bearers who publicly stress the importance of comprehensive and quality SRHR education	NORSAAC	10	14	Very satisfactory, target surpassed in an adverse context.
2. Number of allocations in terms of financing and resources (e.g., personnel) by educational authorities made available to SRHR	NORSAAC	0	10	Very satisfactory. Unplanned target delivered.
3. Number of instances of authorities incorporating SRHR education into their structures (monitoring, educational plans, curriculum etc.)	NORSAAC	5	11	Very satisfactory, target surpassed in an adverse context.

Due to the adverse national political context on SRHR, reaching results in advocacy in ensuring access to comprehensive and quality SRHR education has had very difficult conditions. Firstly, the concept “Comprehensive sexuality education” created great political opposition, which was replaced by the more neutral and less politically charged “Reproductive Health Education”, RHE in advocacy work. The majority of the advocacy results were achieved before the national ban. Some examples are the Ghana Education Service that adopted the manual and incorporated SRHR training into their general, internal training of teachers and some schools financed the reprinting of the manual for further distribution. Local and regional authorities (education authorities, school heads) show a willingness to take responsibility for ensuring access to SRHR education (via public statements, participation in networking activities promoting SRHR).



## 5.4.2 RAINS

RAINS is currently implementing the intervention “Enhancing the Quality of Education in Northern Ghana through the use and promotion of Participatory Teaching Methods” which builds on results from two previous pilot phases on the promotion of participatory, context-based education using schools gardens in six schools in the Savelugu Municipality of the Northern Region of Ghana. It focuses on 1. the consolidation of participatory teaching in the current six intervention schools, 2. the development, test, and validation of a teaching manual for participatory teaching methods for schools across the Northern Region and 3. introducing participatory teaching methods in one College of Education in Tamale. Despite COVID and a 10-month long school closure in 2020, RAINS achieved good results.

### **Box 14: Outcome 1: Strategic service delivery**

**Relevant and gender-sensitive context-based formal and informal education models and approaches have been developed and disseminated.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target <sup>14</sup>	Status as of December 2021	Comments
1. Number of schools and teachers that apply the education models or approaches developed by the program.	RAINS	Schools:6 Teachers:100	Schools: 6 Teachers: 98	Satisfactory, target reached.
2. Number of teacher training colleges with active citizenship, democracy and participatory education approaches integrated in teacher training curriculum.	RAINS	1	1	Satisfactory, target reached.
3. Number of students that receive gender-sensitive and context-based education on active citizenship and democracy.	RAINS	1200	2279	Very satisfactory, target surpassed.

Two manuals were developed, tested and validated by teachers, college of education, local and regional education authorities: 1. “Guide on participatory teaching and learning methodology” finished in 2019, which is a compilation of methods and techniques for participatory teaching addressed primary school teachers for 1st to 3rd grade and 4th to 6th grade (two versions) and 2. “A comprehensive guide for the implementation of a school garden project” from August 2020, which is a compilation of best practices using schools gardens to improve the quality of education aimed at primary schools, government institutions and CSO’s. According to RAINS’ internal monitoring, all 98 teachers apply the methodology effectively as they have been trained and supported closely during several years and reached 2279 students. In all 6 interventions school a “Community of practice” was established where teachers monthly provide feedback and exchange experiences on participatory teaching. RAINS established a new collaboration with a College of education, where a school garden was established and a limited group of teachers now apply the methods with their students, future teachers.

### **Box 15: Outcome 2: Capacity-building**

**Civil society and marginalized groups are organized and strengthened and plan, implement and facilitate activities to demand their rights.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of marginalized groups (students), who apply their knowledge on human rights, leadership, and democracy by organizing (or participating in organizing) events, campaigns, projects, or similar activities.	RAINS	200	213	Satisfactory, target reached.
2. Number of events, campaigns, projects, or similar activities that are organized by civil society to voice and/or demand the rights of the people.	RAINS	6	9	Satisfactory, target surpassed.
3. Number of meetings between relevant actors through joint networks and alliances with the purpose of joining forces for quality education.	RAINS	4	7	Satisfactory, target surpassed.

In the intervention schools, RAINS organises Gardens clubs uniting students who are responsible for the school gardens and receiving training on rights and citizenship. They apply their knowledge and

<sup>14</sup> The targets for Outcome 1 were maintained. In outcome 2, only the second indicator on Number of events, campaigns, projects, or similar activities were adjusted from 10 to 6 due to COVID. The first two targets for advocacy were downgraded (halved) due to COVID.

exercise their rights in various public events such as the African Union Day of the child. RAINS recently started to engage with the youth CSO groups Activista, Youth Parliament, Objective Minds and Nation Builders Corps to get them involved as an ally in the promotion and advocacy for quality education and citizenship, which seem promising. During this phase, RAINS has scaled up its networking activities and enhanced its partnership with like-minded organisations to unite forces for the promotion of innovative approaches to improve education in Northern Ghana, which resulted in the creation of a common platform of organisations promoting participatory teaching methodologies.

**Box 16: Outcome 3: Advocacy**

**Local, regional, and national duty bearers are sensitized on the need for CBE.**

Indicator as formulated by AXIS (Program document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of local, regional, and national duty bearers, who publicly stress the importance of implementing participatory methods	RAINS	5	5 (e.g. the principal of the college of education, the municipal director of education, the director of supervision in the regional education authority, GES)	Satisfactory, target reached.
2. Number of decision-making fora where civil society and/or marginalized groups have gained access to and engaged in dialogue with local, regional, and national duty bearers.	RAINS	12	8	Less satisfactory, below target.
3. Number of allocations in terms of financing and resources (e.g., personnel) by educational authorities made available to implementing participatory education models related to active citizenship, human rights, and democracy	RAINS	2	13	Very satisfactory, target surpassed.

In addition to networking, RAINS also strengthened its focus on strategic advocacy within the past years and staff improved skills in the field. The organisation received capacity building from AXIS-partner NORSAAC, which assisted RAINS in developing an advocacy plan and served as a constant adviser. In terms of allocations, good results were achieved. “The School Improvement Support Officers” from the Ghanaian Education Authority who undertake general supervision of schools have integrated monitoring of participatory teaching and learning in their periodic supervision. These public supervisors were trained by RAINS in M&E of participatory teaching and a tool for supervision of participatory teaching was developed, which the supervisors now apply in the schools.

**5.5 Progress in Sierra Leone**

In Sierra Leone, AXIS supports the partner, Community Action to Restore Lives, CARL, since 2018 (SRHR). CARL was founded in 2011, is based in Free Town and works within three thematic areas: education, gender equality and SRHR. The partnership between AXIS and CARL will not continue in the second program phase.

**5.5.1 CARL**

CARL’s current intervention builds on two smaller pilot projects from 2018 to 2019, which investigated existing knowledge in SRHR across the regions in Sierra Leone, whereas the current phase focuses on the development and implementation of a context-based, participatory CSE tool in nine pilot schools distributed throughout the country and in two teachers training colleges. The intervention is heavily inspired by the SRHR-projects in Bolivia, Peru, and Ghana and NORSAAC provided technical support.

**Box 17: Outcome 1: Strategic service delivery**

**Young people receive SRHR education through gender transformative educational models and approaches that have been developed and disseminated.**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target <sup>15</sup>	Status as of December 2021	Comments
1. Number of young people demonstrating adequate knowledge	CARL	360	1965 secondary school students in total.	Very satisfactory, target surpassed.

<sup>15</sup>Due to internal challenges in CARL and delays caused by COVID, the ambitions and targets were significantly adjusted in Outcome 1 (from 2000 to 360 students and from 300 to 18 teachers) and the component on teachers training colleges was eliminated. Targets for Outcomes 2 and 3 were maintained or only slightly changed.

on SRHR and speaking openly about SRHR-related issues				
2. Number of teachers and peer educators able to facilitate participatory SRHR education	CARL	18	18 teachers facilitate participatory SRHR education using CARL's tool	Satisfactory, target reached.
3. Number of models and approaches replicated at local, regional, and national levels	CARL	1	1 model developed, tested, and validated by selected teachers, principals and education authorities finalised in 2021 and replicated in secondary schools since in 2020.	Satisfactory, target reached.

Since 2019, 18 teachers from nine different schools in 8 both urban and rural districts distributed in 5 different regions were capacitated in participatory SRHR education. According to CARL, a big step forward is that they are now able to speak to their student about SRHR and all currently apply the methods at least once a week with their students (with varying quality). According to CARL's internal quarterly monitoring via observation and focus groups, 28% of the 1965 students who received the SRHR education demonstrate improved knowledge on SRHR speaking openly about SRHR related issues, while 72% demonstrating improved knowledge on SRHR but cannot openly speak about SRHR. A teaching manual was developed with technical support from NORSAAC and shares its name with the Ghanaian counterpart, "Alternative Choice for Young Peoples Sexuality Manual". The model was recently presented to the ministry of education that made a commitment to popularise the manual as a working tool for all schools in the country. All schools to some extent teach SRHR education as it is included in the national syllabus and thus compulsory. The planned component on the introduction of SRHR education in teachers training colleges was excluded from the intervention due to phase-out.

#### **Box 18: Outcome 2: Capacity-building**

**Civil society is organized and strengthened to plan, implement, and facilitate improved SRHR education for future handover to local, regional, and national duty bearers**

Indicator as formulated by AXIS (Program Document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of meetings among relevant SRHR civil society actors through joint networks and alliances	CARL	15	21	Very satisfactory. Target surpassed.
2. Number of civil society organisations with strengthened knowledge on SRHR and participatory educational methods	CARL	20	8	Less satisfactory. Target will not be reached.
3. Number of civil society organisation with increased financial sustainability	CARL	1	1 (0)	Somewhat satisfactory. Target might be reached.

CARL participates in networks on education, SRHR and gender with whom they do workshops with and for, make campaigns and conduct shared advocacy. Concerning financial sustainability, CARL has other donors (five in total), but the phasing out of the AXIS support is a preoccupation. In addition, staff acknowledge to have received useful technical assistance from AXIS in this area and other capacity-building has greatly benefited the whole organisational strengthening. In the years 2019 to 2021, the financial contribution from AXIS has averaged 35% of the full project portfolio, however, it has been increasing every year.

#### **Box 19: Outcome 3: Advocacy**

**Local, regional, and national duty bearers are sensitized and well informed in order to take responsibility for ensuring access to comprehensive and quality SRHR education.**

Indicator as formulated by AXIS (Program document)	Partner organisation	Program target	Status as of December 2021	Comments
1. Number of local, regional, and national duty bearers who publicly stress the importance of comprehensive and quality SRHR education	CARL	20	5	Less satisfactory. Below target.
2. Number of allocations in terms of financing and resources (e.g., personnel) by educational authorities made available to SRHR	CARL	9	3	Less satisfactory. Below target.
3. Number of instances of authorities incorporating SRHR education into their structures (monitoring, educational plans, curriculum etc.)	CARL	7	4	Less satisfactory. Below target.

There has been a positive political climate for promoting SRHR in Sierra Leone as national educational authorities have shown a willingness and been occupied with the high prevalence of teenage pregnancy and child marriage in the country. A series of laws were passed in 2020 and 2021 in favour of SRHR and girls' rights, most importantly for the project an inclusion of SRHR in the national curriculum and The Radical Inclusion Policy guaranteeing the inclusion of pregnant girls/young women and parent learners in schools. According to CARL, approval of these laws is also due to advocacy pressure from CSO's (such as CARL) that together have pushed for the integration of SRHR. Big international organisations such as UNESCO has also been involved. CARL's precise role and causality in the creation of these policies (including the indicators' reference to public statements, allocations and instances of authorities incorporating SRHR education into their structures) are difficult to assess in this desk-study evaluation.

## **5.6 Overall conclusion on progress**

Although the quantitative goal fulfilment is somewhat satisfactory, the general picture is that the program has achieved satisfactory results under very unfavourable conditions. Some individual interventions have achieved impressive results, while others were more challenged. In both thematic areas, a particular challenge has been to achieve tangible results on advocacy. This is understandable during COVID-19 creating several difficulties. Further, in line with the general review conducted in March 2021, this desk-study evaluation sees that AXIS and partners should consider enhanced interpretation, verification and documentation of qualitative indicators and progress.

## **6 Coherence, synergy and partnership**

Partners explain the partnership with AXIS as horizontal, dialogue-based, constructive with mutual respect for context and role-specific competencies that go beyond the individual interventions, which is valued by the partner organisations. In terms of synergy between program partners, during interviews, it was clear that many partners share the same challenges and strategic considerations. In some cases, the partners exchange experiences directly between them in these areas, but the transfer of experiences is probably especially facilitated by AXIS. The African partners have had a lot of collaboration and experience transfer, especially NORSAAC has assisted CARL in Sierra Leone with the methodology for engaging young people in SRHR education and supported RAINS in improving advocacy strategies. Kallpa and Tarea collaborate in regional advocacy work as they share geographic area (Ayacucho), thematic areas and duty bearers. Tarea has also been involved in the rollout of Pachatusan's leadership project in Cusco with the transfer of lessons learned and methodology. In addition, it has been possible to hold partner conferences for both the African partners and the Latin American partners in the current program phase, which partners report as fruitful – to smooth program implementation, to understand each other's work, identify cross-cutting issues and areas of possible collaboration. In terms of exchange of experiences to obtain coherence at program level and reach the regional/international level with advocacy, the contextual difficulties made this difficult. Regarding coordination with other relevant stakeholders, most partners coordinate with a satisfactory and in some cases very impressive range of other CSOs, networks and multisectoral alliances between civil society and duty bearers (Tarea, Kallpa, CETM, NORSAAC ), while others have strengthened their networking strategy in this phase (PD, RAINS).

## **7 Sustainability**

According to the program document, AXIS considers organisational, technical, economic, political, social, and cultural sustainability to be prerequisites for successful interventions that achieve the desired change. The program seeks to ensure sustainability through 1. Strengthening of local CSOs' capacity and 2. Creating institutional and cultural change via advocacy work with duty bearers. The program works directly with the formal education sector and authorities (mainly local and regional) and base their intervention's sustainability on inclusion in the formal curriculum, teaching plans and legislation, which provides a sound foundation for the program's sustainability. From the intervention's inception, all partners actively involve state institutions creating comprehension and ownership, such as teachers and institutions co-authoring education modules and material, which is likely to be an effective measure for continued use and supervision by duty bearers after intervention conclusion. Another aspect that various partners make use of is the inclusion of the direct target group (students, youth, women) in advocacy work as legitimate and representative voices of a larger group. This can have a positive long-term effect on the results achieved within the intervention period as local actors who remain in the context hold duty bearers accountable, raise legitimate awareness and create popular demand for changes. The approach assumes that the direct and indirect population group, sensitised and knowing

their educational rights, civic rights and/or SRHR, will be able to apply political pressure on their duty bearers demanding compliance with their rights, and, in addition, that authorities are more willing to listen to the direct target group. These two assumptions seem viable in the implementation contexts, which were verified for earlier AXIS projects in the impact study for Bolivia and Peru.

Concerning the partner's organisational and financial sustainability, the capacity-building of partners was part of the technical assistance in the program – facilitated by AXIS or local consultants. Partners appreciate AXIS's prioritisation of support in this area. One partner said: "They are different from the other partners we have. AXIS is one of those that care for the organisation's wellbeing and sustainability.", while another said: "AXIS is one of the partners that supports capacity-building. And not limited to the AXIS staff, for the whole organisation. That is an aspect I appreciate a lot." All partners have been trained in different themes each partner has found relevant in the areas of project management (result-based reporting, strategic advocacy planning, internal audit, and control), organisational development (sustainability strategies, finance policies, leadership) and specific areas of interest (participatory facilitation, climate change). In addition, in 2021 two representatives from RAINS participated in a month-long DANIDA Fellowship Centre training in Copenhagen on conflict transformation and peacebuilding and organisational change. Partners agree that these trainings were relevant and contributed to enhanced organisational robustness and program implementation.

## **8 Recommendations**

As this final evaluation has involved a desk study focusing on effectivity, there has been no basis for making several recommendations. However, the consultant recommends the following:

- For qualitative indicators, AXIS and partners should consider specifying and mainstreaming the interpretation of these to avoid differing interpretations and levels of ambitions, which methods are the most appropriate for measuring the qualitative indicators and identifying the most useful means of verification and documentation of qualitative indicators and progress.
- Partner generally demonstrate good capacity in report writing, however, an enhanced focus on result-based reporting with increased emphasis on reflection, learning and change with the inclusion of illustrative examples and means of verification is recommended.
- Among local partners and Danish coordinator groups, there has been confusion about the current, updated targets, results, and program documents (also between the individual intervention documents used in daily implementation and the program document). It is recommended to adopt a more streamlined approach, which, for example, could be a shared archive with the most essential, updated documents in all languages accessed easily by all partners, project groups and AXIS.